FACTORS INFLUENCING OLDER WORKER QUALITY OF LIFE AND INTENT TO CONTINUE TO WORK

A Dissertation in

Workforce Education and Development

By

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Abstract

High turnover has been a major problem in healthcare organizations. The purpose of this study was to examine the relationship among job characteristics, social support, and organizational characteristics on quality of the working life. Subsequently, the intent was to examine how those factors collectively influence turnover intention.

A conceptual model (Korunka, Hoonakker & Caragon, 2005) provided the conceptual basis for the research. Their model is appropriate for older workers and highly educated workers, which makes it applicable to the Baby Boomer generation. The target population was workers age 50 or older in two healthcare organizations, with a target population of 716. Using a web-based survey consisting of closed-ended response survey items supplemented with open-ended qualitative response items, a return rate of 22% was obtained. The survey also collected information on the personal demographics of the older workers in addition to employment background information. The investigator utilized several instruments from prior research to measure the primary variables of interest—quality of work life, social support, job demand, role ambiguity, decision latitude, rewards, burnout, emotional exhaustion, training opportunities, and career opportunities.

The first analysis examined factors influencing older workers’ self-reported quality-of-life. Six variables were found to statistically influence older workers’ self-reported quality-of-life. Overall, these six variables explained 66% of the variance in the quality-of-life index scores. The six variables and the relative contribution of each to explaining the variance in quality of life were level of job burnout (39%), level of organizational involvement (12%), desire to seek other employment (6%), perceived
extent of corporate fit (6%), level of job tension (2%), and social support received from the supervisor (2%). The overall regression model with the six statistically significant (p < .05) variables collectively explained 66% of the variance (F= 35.29, model p < .001).

The second analysis examined collective influence on the older workers’ intentions to leave their current job within the next year. For this analysis, binary logistic regression was used to examine the variables that significantly influenced the worker’s decision to seek other employment. Of the study participants, 28% indicated their intention to leave. Three variables were found to significantly (p ≤ .05) influence the older workers’ intentions to leave. The three factors were: reported quality-of-life subscale score (Exp B = .39), self-reported corporate fit index score (Exp B = 2.91), and self-reported role ambiguity score (Exp B = 2.44). The overall logistic regression model had a Nagelkerke pseudo R square value of 34.8% (Model Chi square = 30.17, p < .001). The results indicated that older workers with higher quality-of-life index scores were less likely to leave. Conversely, a higher score on the role ambiguity index indicated that a healthcare worker above the age of 50 was more likely to leave. An interesting finding was that older workers with higher scores on the corporate fit index also were more likely to leave.
Table of Contents

List of Figures .................................................................................................................... ix

List of Tables ....................................................................................................................... x

Acknowledgments............................................................................................................. xii

Chapter 1. INTRODUCTION ............................................................................................ 1

Historical Perspectives .............................................................................................1
Demographic Changes .............................................................................................1
New Strategies and Approaches ..............................................................................2
Statement of the Problem .........................................................................................5
Purpose of the Study ..................................................................................................6
Significance of the Study ...........................................................................................7
Research Questions ..................................................................................................7
Definition of Terms ..................................................................................................8
Assumptions .............................................................................................................11
Limitations ..............................................................................................................11
Theoretical and Conceptual Framework ................................................................12

Chapter 2. LITERATURE REVIEW .................................................................................13

Defining Older Workers ............................................................................................15
Active Older Workers ............................................................................................15
Aging and Work .....................................................................................................16
Job Characteristics...................................................................................................18
Job Demands ..........................................................................................................19
Role Ambiguity .......................................................................................................22
Decision Latitude ....................................................................................................24
Challenge ..................................................................................................................25
Social Support ..........................................................................................................28
Support from Colleagues and Supervisors ..............................................................28
Organizational Characteristics .................................................................................32
Training Opportunities ............................................................................................32
Training Modalities ................................................................................................33
Older Adults as Learners ........................................................................................35
Diversity in Training Programs ...............................................................................41
American with Disabilities Act .............................................................................44
Career Opportunities ..............................................................................................45
Rewards .....................................................................................................................47
Quality of Work Life ...............................................................................................49
Emotional Exhaustion ..............................................................................................49
Factors Influencing Turnover Intention ...............................................................135
Turnover Intention Findings ................................................................................135
Limitations of the Research .................................................................................137
Recommendations for Practice ............................................................................137
Stereotypes ...........................................................................................................138
Variability among Older Workers .......................................................................139
Recommendations for Future Research ...............................................................143

References ........................................................................................................................148

Appendix A. Pilot IRB Approval ................................................................................170
Appendix B. Employer Survey ..................................................................................172
Appendix C. Employer Pilot Survey ..........................................................................175
Appendix D. Older Worker Survey Consent Form .....................................................181
Appendix E. Older Worker Pilot Survey ...................................................................185
Appendix F. Pilot Letter of Invitation to Employers ...................................................195
Appendix G. Pilot Letter of Invitation to Older Workers ...........................................196
Appendix H. Pilot Reminder Letter .........................................................................197
Appendix I. Permission from Hoonakker to Use Model ...........................................198
Appendix J. Full Study IRB Approval ......................................................................199
Appendix K. Full Study Older Worker Survey Consent Form ..................................201
Appendix L. Older Worker Full Study Survey ............................................................203
Appendix M. Employer Full Study Pre-notice Letter ...............................................234
Appendix N. Full Study Pre-Notice Letter for Older Workers ..................................235
Appendix O. Full Study Invitation Letter to Employers ..........................................236
Appendix P. Full Study Invitation Letter to Older Worker ........................................237
Appendix Q. Full Study Employer Reminder Letter ...............................................238
Appendix R. Full Study Older Worker Reminder Letter ..........................................239
Appendix S. Mail-Out Full Study Survey IRB Approval .................................................240
Appendix T. Employee Full Study Implied Consent Form ..........................................242
Appendix U. Reminder Letter for Full Study ..............................................................244
List of Figures

Figure 2.1. Turnover Model for the IT Workforce—A Replication Study .......................14
List of Tables

Table 3.1. Research Procedures for Pilot Study of Employers and Older Workers…….. 69
Table 3.2. Profile of Instrument and Data Analysis for Employer and Older Workers
  Pilot Study................................................................. 76
Table 3.3. Research Procedures for Full Study of Older Workers......................... 83
Table 3.4. Profile of Full Study Instrument and Data Analysis Procedure
  for Older Worker Survey.................................................. 88
Table 3.5. Summary of Internal Consistency Information for Summated Subscales
  Used in the Study.......................................................... 96
Table 4.1. Personal Background Information of the Study Participants............... 100
Table 4.2. Educational and Salary Information for Study Participants..................101
Table 4.3. Employment Information for Study Participants...............................102
Table 4.4. Summary of Years of Employment and Hours Worked Per Week in
  Current Position......................................................... 105
Table 4.5. Summary of Descriptive Statistics for Variables Used in the Regression
  Analysis for Research Question One...................................... 107
Table 4.6a. Summary of Hierarchical Regression for Quality of Work Life Regressed
  on Job Characteristics, Organizational Characteristics and Social Support
  Indicators................................................................. 110
Table 4.6b. Summary of Model Information............................................. 111
Table 4.7a. Summary of Hierarchical Regression for Job Burnout Regresses on Job
  Characteristics, Organizational Characteristics and Social Support
  Indicators................................................................. 114
Table 4.7b. Summary of Model Information ............................................. 116

Table 4.8a. Summary of Regression for Corporate Fit Regresses on Job Characteristics, Organizational Characteristics and Social Support Indicators ....................... 119

Table 4.8b. Summary of Model Information ............................................. 121

Table 4.9. Summary of Participants’ Intention to Leave .............................. 122

Table 4.10. Reasons Provided for Intending to Leave ............................... 123

Table 4.11. Other Reasons Provided of Intending to Leave the Current Position .......................... 124

Table 4.12. Summary of Plans or Intentions after Leaving .......................... 125

Table 4.13. Results of Binary Logistic Regression with Intention to Leave as the Dependent Variable (n=144) ................................................................. 126
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Chapter 1

Introduction

Historical Perspectives

As many employers around the industrialized world address challenges posed by the pending retirements of Baby Boomers, they must fundamentally rethink how they respond to the needs of older workers. There will simply not be enough young people to fill the traditional entry-level positions for which they are typically hired. Innovative updating of older worker knowledge and skills may result in decreased attrition and brain drain in the workplace (DeLong, 2004). An older worker is an individual who is over the age of 50 as defined by the AARP (2005).

Demographic Changes

Census data from 2000 showed an increase of 12% in the over 65-year-old U.S. population since 1990. Life expectancy continued its upward trend from 68 years in 1950, to almost 77 in 2000. Projected data suggest that there will be more than 40 million Americans over age 65 in 2010, and close to 60 million by 2020. In contrast, the 40- to 55-year-old cohort will decline by 2020. Today, there are about 5 million people who are over age 85 (Graham, 1992). Consequently, the highest growth rate in the U.S. workforce will be among those workers aged 55 to 64. In addition, according to the American Association of Retired People (AARP, 2002), Americans are living longer and healthier lives.
New Strategies and Approaches

An organization that focuses on the principles of adult learning theory by helping older workers overcome barriers to continued employment will be uniquely positioned to better train, retain and manage workers of the future. It will no longer be business as usual. There will simply not be enough young people to fill the traditional entry-level positions for which they are typically hired. A crisis, which involves not having enough healthcare workers to care for the large number of aging baby boomers, who are living longer than previous generations, calls for new strategies and approaches to training if employers are to get the work done. They must rethink their traditional workforce strategies, devoting more thought to creating access to continuing educational opportunities that address multiple learning concepts such as blended learning that improve older worker knowledge and improve their skills while providing a positive environment that enhances adult life-long experiences. Interventions are needed via increased education of older staff and other workers. Too often the experienced staff are overlooked when it comes to receiving education. Employers need to create innovative strategies that empower older workers’ career path decisions. As older adults age, they see themselves in a different light. There may be intra-individual changes in how older workers define career success (Feldman, 2002).

As a result, managers and employees have opportunities to work together to develop preventive strategies to optimize human potential and avoid obsolescence by taking an active role in their careers through self-directed management skills. If individuals want to continue to work and avoid this obsolescence, and be viable for longer periods of time, they are wise to participate in training or educational programs.
that update their skills and knowledge. In other words, training of older adult workers should include career planning and succession planning programs that encourage workers to take charge of their career by providing them with the tools necessary to make good decisions financially, socially, physically and psychologically. To that end, training and education serves several purposes. For example, it can provide comprehensive strategies that create long-term success while expanding human capital and building worker self-esteem.

Researchers have argued that training programs targeted at meeting the needs of the adult or older adult learner are most successful when there is a shared responsibility on the part of the learner (Rothwell & Kazanas, 2004). Workers, therefore, benefit most when they become participants in implementing strategies for optimizing their individual potential. As a result, managers and employees have opportunities to work together to develop preventive strategies to optimize human potential and avoid obsolescence by taking an active role in their careers through self-directed management skills. If individuals want to continue to work and avoid this obsolescence, and be viable for longer periods of time, they are wise to participate in training or educational programs that update their skills and knowledge.

At present, many employers satisfy their organization’s requirements to provide quality care and addressing consumer needs by training younger workers while older workers are not offered the same type of training. The thought is that older workers cannot be retrained, or they do not want to be trained because they will soon retire. Also, the rationale is that if they are trained, they have an increased rate of morbidity, and they will not be of benefit to the organization for as long a period of time as the younger
workers. In other words, there would be little return on the investment. However, in reality this seasoned older worker, if challenged and offered training, could be used to develop better consumer relations with customers and provide a wide array of tools that would benefit the organizational culture. In addition, their experiences, coupled with additional training, could put organizations at an advantage by utilizing old worker experiences. Related to this, Hall and Mirvis (1995) reported that it is advantageous for organizations to help older workers manage their careers and so, to that end, organizations should modify their training to take advantage of strategies and approaches that capitalize on this type of investment.

Aging individuals who do not want to maintain professional competence or update skills usually leave the workplace and retire. In the past, recommendations would be made to the managers, but now the situation is much more complex (Sterns, Sterns & Hollis, 1996). Training techniques should be implemented that take into consideration individual differences. There is no denying the existence of physiological, psychological and sociological differences. In some cases, training through self-directed learning, or self-study techniques, may fulfill this need.

The new orientation strategy requires awareness of multiple approaches—a “buffet” approach that would be feasible for each individual, and each manager of an organization. For instance, adults and older learners may learn in different modalities and, depending on the content, may have to choose different styles of blended learning, such as face-to-face or e-learning, accelerated learning, self-directed learning using modules, traditional courses, or classes offered in the evening through continuing education departments. The main issue is to rethink our individual attitudes about aging.
Moreover, it should be noted that the work environment also contributes to whether an older adult continues to work and maintain the skills required to optimize their performance.

Related to this, the landmark study (Vroom, 1964) on Expectancy Theory is an important concept in which adults and older workers know that their efforts will be rewarded and that their training can be translated back into the field. Today, strategies for managers and employees include helping adult and older workers assume responsibility for self-management while addressing the issue of active versus passive worker learning. In other words, in order to prevent obsolescence, creative and challenging learning environments should incorporate training techniques that target the special needs of individual older workers. In addition, another landmark study Belbin and Belbin (1972) used methods of discovery, activity learning, and programmed instruction on older workers. These authors were early pioneers in older worker training and much of their conclusions are still used by researchers today and benefit both lower- and upper-level training programs.

*Statement of the Problem*

While there are undoubtedly age differences in how we learn, many researchers agree that these differences can be improved by providing conditions that foster, motivate, and stimulate adult learning experiences. Age differences may be classified according to chronological, functional, legal, psychosocial and organizational definitions. However, training issues may be the same across the lifespan as related to individual updating and optimization. For instance, when new computer software programs need to be mastered, usually everyone in the organization has to be trained, regardless of age. In other words,
there is variability in the aging process. You may have a 90-year old who is functioning as well as a 50-year old in certain areas.

Another key issue separating the age differences is the fact that training can increase adult optimization and, possibly, reverse some decrements that may be the result of sheer misuse. Many older workers do not participate in professional development opportunities that would help them maintain or increase their abilities through mental and physical stimulation. It is also possible that age differences among colleagues intimidate an older worker’s ability to learn. They may have a fear of failure that leads to a self-fulfilling prophecy. Sterns et al 1996 suggest that age is a factor that accounts for only a small amount of individual variability in whether an individual continues to work. There are individual differences that occur physically, psychologically and socially.

Purpose of the Study

The purpose of this research was to examine perceived job characteristics that influence an older worker’s intention to either retire or leave their job. Researchers have argued that training programs targeted at meeting the needs of older adult learners are most successful when there is a shared responsibility on the part of the learner (Rothwell & Kazanas, 2004). Workers, therefore, benefit most when they become participants in implementing strategies for optimizing their individual potential. As a result, managers and employees have opportunities to work together to develop preventive strategies to optimize human potential and avoid obsolescence by taking an active role in their careers through self-directed management skills. If individuals want to continue to work and avoid this obsolescence, and be viable for longer periods of time, they are wise to participate in training or educational programs that update their skills and knowledge.
Significance of the Study

In the past, older workers were expected to retire at a specific age, or period in time, because it was the normative thing to do. It was expected whether they were ready or not. They have been depicted as healthy, economically secure, and self-satisfied people who spend many hours in leisure time golfing, traveling, exercising and drinking lemonade while lying on a lounge chair in their backyards. However, data suggest that the Baby Boomer generation will have the option of remaining in the workforce long past the normative age of retirement.

The data from this study will be very important in formulating workplace policies related to retention strategies by focusing on training techniques that take into consideration individual differences. The target audience for the research study will be managers and designed to accommodate the diverse learning needs of older workers. The research questions addressed the relationship between optimizing the talents of older workers and retention rates.

Research Questions

1. What are the relationships among job characteristics, social support, and organizational characteristics on quality-of-work life?

2. Collectively, what is the influence of job characteristics, social support, organizational characteristics, and quality of working life on turnover intention?
Definition of Terms

Ageism refers to “stereotyping and generalizing on the basis of age” (Barker, 1999).

American Association of Retired People (AARP) is a nonprofit, nonpartisan membership organization for people 50 and over (AARP, 2004).

Baby Boomers consist of “75 million individuals born between 1946 and 1964” (Quadagno, 2005, p. 71).

Brain Drain is the “situation that occurs when talented and highly skilled people migrate from one place to another, especially in search of advanced education and employment” (Johnson, 2000, p. 30).

Bridge Jobs are “part-time or short duration jobs that occur between full-time career employment and complete labor force withdrawal” (Quinn, 2002, p. 295).

Burnout (proxy for emotional exhaustion)—form of low energy stemming from physical and cognitive strain through long periods of exposure to certain working conditions (Demerouti, Bakker, Vardakou, and Kantas, 2003).

Cohort means “The aggregate of individuals who experienced the same event within the same time interval” (Quadagno, 2005, p. 8).

Corporate Fit (proxy for organizational involvement)—defined as the sense of belonging to the organization (Grensing-Pophal, 2002).

Decision Latitude is the ability to make work-related decisions (Halpern, 2005, p. 159).
Experiential Learning is the knowledge and skills and ability (KSAs) acquired through the participant’s direct involvement with the realities being studied. It is a hands-on opportunity (van der Veen, 2000; personal communication, January 20, 2001).

Flexible Phased Retirement means “allowing older employees to create more varied and shorter work schedules” (DeLong, 2004, p. 50).

Human Capital—“the collective sum of the attributes, life experience, knowledge, inventiveness, energy, and enthusiasm that employees choose to invest in their work” (Weatherly, 2003, p. 1).

Job Satisfaction can be influenced by a variety of factors—the quality of one’s relationship with their supervisor, the quality of the physical environment in which they work, and the degree of fulfillment in their work may affect patient satisfaction (Syptak, Marsland & Ulmer, 1999).

Functional Age is “based on how people look and what they can do” (Quadagno, 2005, p. 6).

Lifelong Learning is a philosophy whereby people continue to learn throughout the lifespan through purposeful development of self-directed learning skills (Rubenson, 2000).

Likert-like is an instrument that asks a participant in a study if he/she strongly agrees, agrees, is undecided, disagrees, or strongly disagrees with each statement (Milton, et al., 2000).

Lost Knowledge means that an organization is losing “critical knowledge through retirements and mid-career turnovers” (DeLong, 2004, p. 20).

Malcolm Knowles was a well-known theorist who promoted adult education.
He was known for his work in self-directed learning (Knowles, 1980).

*Moody’s Theory* of older adult education involves four stages: rejection, social service, participation, and self-actualization (Moody, 1988, as cited by Narushima, 2000).

*Normative Age* means “events people expect because they happen to most adults; e.g., parenthood and retirement” (Papalia, Sterns, Feldman, & Camp, 2006, p. 393).

*Obsolescence* occurs when workers do not “upgrade their knowledge, skills, and abilities to avoid problems with obsolescence, most likely learning new systems and new activities at multiple points during their working lives” (Hedge, Borman & Lammlein, 2006, p. 81).

*Older Worker*—“age 50 and older” (American Association of Retired People, 2005, p. 13).

*On-the-Job Training*—Ways in which workers learn new knowledge and skills while working on the job (Becker, 1993, p. 31).

*Phased Retirement*—responsibilities for the purpose of easing into full retirement is an arrangement that “enables older workers to reduce their work hours and responsibilities for the purpose of easing into full retirement” (Townsend, 2001, p. 1).

*Quality of Life (proxy for Job Satisfaction)*—defined holistically as the interaction between both the working environment and the relationship between co-workers (Davis, 1983)

*Role Ambiguity* refers to the discrepancy between the defined role and the perceived role (Conley, Bas-Isaac & Brandon, year, pp. 299–322).

*Sandwich Generation*—includes those individuals who are taking care of aging parents while caring for their own children (Abaya, 2005).
Turnover Intention—defined in this study as the employee’s level of expressed intent to leave the current position within a specific time frame, specifically one year (Rogers, 2003).

Assumptions

1. This study assumes that the current innovative technological developments and other digital technologies in the workplace, in addition to economic, health and social factors, will be causing workplace attrition at retirement age, which is contributing to an unnecessary brain drain.

2. The response that the subjects provide on the questionnaire will be honest and accurate.

3. The methods used to collect all of the data will be confidential and will not affect the participants’ performance evaluations.

Limitations

Study limitations included the following:

- The research was based on self-report, and therefore there is potential for response bias.
- The study sample was accessed through two third-party professional organizations and was limited to a non-randomized convenience sample, and, therefore, may not be generalizable to the population.
- The study sample, depending on their occupation, may not have regularly accessed their email accounts.
- The study sample was limited to respondents employed in two Pennsylvania hospitals.
Theoretical and Conceptual Framework

The study was based upon Korunka, Hoonakker and Carayon’s (2005) (HCK) Model of Retention. This model examines Job Characteristics, Organizational Characteristics and Social Support’s relationship to Quality of Working Life and Turnover Intention. In addition, the HCK model suggests that these job factors may have an effect on turnover intention which means the employee is intending to leave the organization. The model also best fits older workers because experience indicates that older employees have lower turnover intention when they have a high quality of work life. In addition, HCK’s (2005) model can be applied to older workers better than younger workers who leave the workplace because they no longer feel commitment, opportunities for professional development, or a sense that what they are doing makes a difference to the organization.

The HCK model was initially used in U.S. industries and then validated via a cross-national approach using a database containing information on an Austrian sample of Information Technology (IT) employees. These IT employees, like healthcare workers, have high turnover.

The research problem explored here involved a non-experimental, cross-sectional, quantitative research-design. Data collection occurred through employers and older workers for the pilot and only for older workers for the full study, using a multi-response survey based on HCK’s Model of Retention.
Chapter 2

Review of Related Literature

As organizations everywhere struggle to capture the knowledge of their aging workforce before retirement, many are discovering an unexpected supply of capable workers eager to replace those exiting baby boomers – boomers themselves. Paul Harris (2006, p. 31)

The model of turnover intention (Figure 2.1) that is used consists of the following independent variables: 1) job characteristics which includes four sets of variables—job demands, role ambiguity, decision latitude and challenge, 2) social support which includes two sets of variables—colleague support and supervisory support, and 3) organizational characteristics which include three variables —training opportunities, career opportunities and rewards. The dependent variable of Quality of Working Life consists of emotional exhaustion (proxy is burnout), job satisfaction (proxy is quality of work life index and organizational involvement (proxy is corporate fit). Turnover intention is also a dependent variable which measures an older worker’s intent on leaving the workplace.

This chapter provides background on research that is related to the issues that confront today’s aging workforce. The review of the literature is divided into three sections. The first section introduces the demographics of an aging workforce; the second section contains a review of the characteristics that lead to the potential for turnover; and the third section reviews literature that is related to employer best practices in retaining and retraining older workers in order to avoid turnover.
Figure 2.1. Turnover Model for the IT Workforce—A Replication Study

Defining Older Workers

As stated earlier, an older worker is an individual who is over the age of 50 as defined by the AARP (2005). This individual is at a stage in their lives where they might be thinking about retirement, recareering or remaining in the workplace. This cohort is a group that is healthier due to more preventive healthcare, more diverse, and better educated than previous generations. However, although this cohort is living longer, the reality is that many will develop chronic conditions that reduce their functional status. An important issue is the fact that many older workers may not be given the same opportunities for professional training.

Active Older Workers

*Business Week* (June 27, 2005) recently listed older workers as an educated and talented base whose continued employment actually benefits the nation’s economy. Research (Coughlin, 2001) has also shown that the more independent individuals are as they age, the healthier they remain both cognitively and physically. As workers age, it is important to avoid a sedentary lifestyle in order to enjoy continued good health. Keeping active can actually decrease the risk of chronic diseases and help depressive symptoms, enabling individuals to live independently and lead a better quality of life for longer periods of time.

According to Warr (1992), work plays an important role in defining our identity and sculpting personal and social roles. Consequently, because a rapidly growing number of Baby Boomers are remaining healthier and possibly wishing to work longer, utilizing and optimizing our nation’s pool of older workers may help resolve many of the
workforce shortage issues facing our nation today, particularly in healthcare. Working longer may be influenced by a lower number of younger workers entering the workforce, policies such as the Age Discrimination in Employment Act, the ramifications for employers of The American with Disabilities Act and, of course, the fact that pension benefits have declined and more retirees are required to pay a higher coverage for their healthcare.

Clearly, organizations of the future will need to be responsible for keeping abreast of an ever-changing and rapidly growing aging and diversified workforce. Moreover, organizations will be forced to re-examine and clarify work roles and possibly redesign work responsibilities to accommodate older workers by developing both informal as well as formal programs to accommodate all types of adult learners. In addition, many companies may need to modify program delivery to make the workplace learning environment more accommodating and appealing to the older worker. For example, introducing different types of learning modalities would help individualize and meet the needs of many older adult learners and make the training and learning process more learner-centered to fit the busy lifestyles of today’s aging workforce.

Aging and Work

The older worker population today is aging. According to the AARP (2005), older workers can be defined as individuals over the age of 50 and include 14% of our national workforce. However, this percentage will reach almost 20% within the next decade. In addition, according to criteria set by the U.S. National Research Council panel, workers were considered at risk with regard to health and safety needs at age 45 (Wegman & McGee, 2004). Unless organizations prepare to utilize and optimize the
talents of this cohort, there will be a brain drain of knowledge, experience, and skills. Organizations that make an effort to integrate and create an inventory of older workers’ skills and knowledge will be better able to address this problem (De Long, 2004).

Related to this issue, Odums (2006) discussed the Home Depot initiative of 2004, which looked to recruit 135,000 additional representatives for its workforce. Home Depot’s higher management decided to tap the incumbent workforce of older adults and offer an “Employee Scholar Program”. The results led to an increase in company revenue and a “win-win” solution for both parties. Another important issue to consider is that turnover of qualified employees costs the company money. There are hidden costs in the recruitment and training of new employees, plus there is often a state of disorder and suspension of service until a replacement is hired (Reichheld, 1996).

Another point to consider is the fact that many of the Baby Boomers who are continuing to work may also be taking care of their own aging parents as well as caregiving for their grandchildren. It is necessary and important, therefore, to study and consider the context of the family when examining the older worker. Older workers who are part of the Sandwich Generation, a term used to identify older adults who care for both younger and older generations, may find this situation affecting their decision to remain in the workplace.

Job demands and trying to fulfill multiple roles has an impact on job satisfaction (Barnett, 1994). For instance, due to caregiving responsibilities for an elderly parent, an older worker may experience more absenteeism at various periods of time. This period may be a time when emotional support and shared time off from colleagues can help prevent negative job consequences that would result in lack of job security, and loss of
income, status and self-esteem. In other words, when individuals are faced with the inability to meet the demands of the workplace as well as maintain their own mental and physical health, there is a disruption in the balance among their work-family life roles (Gottlieb, Kelloway & Fraboni, 1994).

According to the National Study of the Changing Workforce Research Highlights (Bond, Galinsky, Thompson & Prottas, 2003), learning opportunities, decision-making, trust, support from management and non-discriminatory factors are important in a supportive workplace environment. In addition, older workers encounter certain stress factors when dealing with another generation. These are termed intergenerational issues. These stresses often include educational differences, myths, perceptions, and attitudes that create conflict and misunderstandings. However, if both groups are valued for their contributions, this can lead to a more positive atmosphere where one generation learns from the experiences of the older generation (Finkelstein, 2005).

**Job Characteristics**

Investing in older adult learners in the workplace helps to strengthen present and newly acquired skills. Employers and older workers can benefit. It can be a win-win situation for both sides. When management remains complacent, older workers may become depressed and bored, exhibit decreased productivity or leave the organization. There may be no challenge to motivate them to maintain or increase performance. The work of Sterns, Marsh, and McDaniel (1994) suggests that the workplace environment may be more significant than an older worker’s age. In other words, as we age, there are some things older workers can do to compensate for age-related losses, such as mobility,
hearing and seeing. However, when management takes an active role in providing an environment conducive to these losses, it can be a win-win situation.

Related to this issue, individual learners may also wish and need a choice of learning modalities. According to Donald (2005), self-directed learning can be an integral part of motivating older workers to learn. This issue can have implications for practices in senior centers, libraries and schools. Due to the deployment of new technologies in the workplace, time constraints and the need to keep abreast of advanced training, many challenges face older adult workers. According to Charness (2000), an older adult’s knowledge can compensate for age-related declines in cognition when computational substitutions can be made in place of fact retrieval. Related to this, a slower-paced training program with frequent feedback and sufficient time to practice provides for a better learning experience (Fisk, Rogers, Charness, Czaja & Sharit, 2004). In other words, older adults can acquire new knowledge and skills, but it may only take them a little longer to do so. Also, since it may take them longer, it might be helpful for corporate trainers to plan specific training programs that are age-segregated, allowing the extra time needed to complete the training.

**Job Demands**

According to Demerouti, Bakker, Nachreiner and Schaufeli (2000, 2001), job demands refer to those “physical, psychological, social, or organizational aspects of the job that require sustained physical and/or psychological effort and are associated with certain physiological and/or psychological costs.” When an individual works under certain environmental conditions and experiences stress related to overtime or increased pressure to take on additional responsibilities, exhaustion can result.
Historically, before the computer explosion, organizations used hard copy files and their workers used the slow and time-consuming manual or Selective typewriters. Today, as technology in the workplace becomes more important, job demands are continually requiring older workers to keep abreast of current advances in technology. Organized workplace training may be critical for certain older workers who do not have the skills to use this advanced technology. In fact, “Proper training has the potential to compensate for inadequate design” (Rogers & Fisk, 2003, p. 7). “It is not sufficient to design a training program for young adults and use it for older adults as well. Training programs may be differentially effective for different age groups and understanding of age-related changes in cognition is crucial for the development of age-appropriate training programs” (Rogers & Fisk, 2003, p. 7). Without proper workplace training and education, older workers may fall by the wayside and become obsolescent. Moreover, “Older adults learn new skills; yet proper instructional design that capitalizes on intact abilities and compensates for declining abilities holds much promise for proficient novice-level performance and substantive proficiency gains with training” (Rogers & Fisk, 2003, p. 7).

As older workers age, normative changes take place in our vision, hearing, cognition, psychomotor abilities and perception. All of these factors play a significant part in how an older worker performs his/her job. According to Charness, Kelley, Bosman and Mottram, (2001), when older workers are trying to teach themselves to use a word processor, they may need to take 50% to 100% more time. However, through adaptation and experience, there is little lost in productivity. Despite this fact, proper
training is necessary when considering the importance of keeping up with rapidly changing technology because of its importance in the economy (Charness & Czaja, 2005).

One organization dedicated to bridging the gap between technology and aging is the International Society for Gerontechnology. This society was formed to study aging and technology in order to improve the functioning ability of older adults with regard to mobility, vision, hearing, and workplace challenges (Bouma, 1992). Health and self-esteem; housing and daily living; mobility and transport; communication and governance; and work and leisure are the five classes of efforts of the International Society for Gerontechnology. Also bearing on the issue of aging and technology use, Fozard (2005) examined the personal and environmental interactions in using technology in order to prevent, compensate or assist persons who are already experiencing significant declines.

Moyers and Coleman (2004) identified occupational challenges that face many older workers in healthcare. Their analysis indicated that older workers can experience greater job satisfaction when ergonomic and adaptive devices are implemented in the workplace by management and where these workplace policies are translated into practice. The authors suggested that occupational therapists could work with older workers to help them adapt or compensate for changes while management would capitalize on their years of experience rather than having them leave the workforce.

In research conducted by Kuper and Marmot (2002), a relationship was found between job strain and cardiovascular disease (CVD) among 6,895 men and 3,413 women between the ages of 35-55 employed in the London civil service. The authors also reported that job demands and the amount of decision latitude a worker has contribute to CVD. The authors concluded that giving workers more say in the decision-making of an
organization, providing more opportunities for variety, and providing resources to help them improve their leadership abilities has a positive effect on their health.

According to Holden (1988), those in blue-collar jobs tend to retire before workers in White-collar jobs, and those workers who have physically demanding jobs tend to retire earlier than the normative age of retirement. A worker with this type of job is more apt to leave the workplace. Related to this study, Filler and Petri (1988) reported that physical job demands and stress forecast leaving the workplace.

Role Ambiguity

Role ambiguity exerts negative effects on physical and mental health (Gore, 1978). When workers are not given the proper training, become unemployed, do not receive thorough directions, or have insufficient time to complete a project, adverse health consequences may prevail. Both social support from colleagues and management is necessary. Workers may have many roles to fill. They may be caregivers of grandchildren or of ill spouses, or have chronic health problems themselves. Knowing that they have the support of colleagues and management reduces negative consequences and increases job satisfaction (Caplan, Cobbs, French, Harrison, & Pinneau, 1975).

Brotheridge and Lee (2005) examined social support, stress, and strain and the influence of what they termed work interference with family (WIF) and family interference with work (FIW). “Both work and family are central life domains. Our time, our identity, and, indeed, our very existence are tied to these roles. In spillover theory, a change in one domain leads to a parallel change in the other. Poor relations with coworkers will lead to poor relations with family. The theory suggests that work distress predicts WIF, which, in turn, predicts work distress” (Brotheridge & Lee, 2005, p. 204).
These variables could have a rippling effect on work-home-load, work-marital distress, and intention to leave job-marriage. The results of their study indicated that supervisor support was correlated with work overload, job distress and intentions to leave their particular position in the workplace. There was a strong correlation between work overload and job distress to work interference with family. This stress was related to home overload and reasons to leave a marital relationship. Individuals who have little family support experience overload in the home and marital problems and are likely to leave a marriage. The conclusion to this study suggests that work interference with family had a stronger correlation than the effects of family interference with work.

Budge, Carryer and Wood (2003) found in a New Zealand general hospital study of 225 Registered Nurses (RNs) that interactions between nurses and physicians are influenced through the relationships among autonomy, control and health status. This study showed the importance of an open relationship between nurses and physicians relative to the health of the nurses. RNs were asked questions that pertained to their perceptions of the work environment and their health status. One finding from this study stands in contrast to previous health beliefs that suggest low autonomy and control does not have as significant an effect on the relationship between nurse and physician.

Takase, Phillip and Manias’s (2006) study added to the idea that role discrepancy among nurses affected turnover. The study examined 346 Australian nurses who filled out questionnaires on this topic. The researchers concluded that this role ambiguity related to a low desire to engage and perform few nursing roles. The study results indicated that nurses in particular tend to face this role ambiguity when following either an institution’s policies or the provision of patient education in decision-making.
Therefore, it is important to create a work environment in which they are involved in various nursing roles, such as emotional support for patients, and there are meaningful work opportunities to do so. One of the findings from a U.S. Department of Labor and Industry and the Maryland Department of Labor, Licensing and Regulation Study (2008) reported that a mature nurse in a hospital could serve as an intermediary between the families and the patients and staff, acting as an advocate.

**Decision Latitude**

Despite the fact that older adults may take more time to make decisions and they may take fewer risks than younger individuals, autonomy is an important aspect that needs consideration (Dennis, 1988). When an individual is given more control over the decision-making process in the workplace, there are positive effects that affect performance (Pelz & Andrews, 1966). Shared responsibilities among employees in goal-setting may be a successful motivational tool. It is not always advantageous for one individual to continuously make the decisions. Participatory decision-making may lead to greater autonomy.

Johansson (1995) examined 755 male and female employees in different types of employment. His goal was to see if there was a correlation between the combined effects of perceived decision latitude, psychological workload and social support on work-related neck, shoulder and low-back symptoms. When calculating for these factors he used prevalence rate ratios which are “Counts of cases (new and old) at a point in time in a population size defined by characteristics (age, sex, place, etc.). They are obtained from cross-sectional studies, and the formula used is all cases divided by the population at risk” (Bhopal, 2002, p. 15). As a reference or baseline group he used the lowest strain
group who had low psychological load, high decision latitude and high social support. The results indicated that persons who perceived their psychological work-load as high and their decision latitude as low reported more musculoskeletal symptoms than persons with low psychological load and high decision latitude. His study showed that social support at work is a predictive factor in moderating decision latitude. Moreover, individuals who had little social support from their supervisors and colleagues still experienced problems with decision latitude even when they had a low psychological workload.

Fried, Hollenbeck, Slowik, Thiegs and Ben-David (1999) found that openness to experience leads to the development of increased job decision latitude. When there are low levels of interpersonal relationships in the workplace, the “effect is neutralized.” The authors suggested that more attention should be paid to newly hired individuals and how they are placed within the organization in terms of their “individual differences.” Some individuals may work better in groups and others may work better by themselves. In addition, some workers may be more successful in positions where they can make decisions. Other workers may like the structure of being told what they are to do next. When organizations take these differences into account in the very beginning, there may be a better chance for a good person-job fit.

Challenge

It is anticipated that older workers will have a higher education than previous generations. Therefore, they will be used to participating in challenges. When older workers are compared to other cohorts, however, it is assumed that they will participate
less as they grow older; however, when educational levels are taken into consideration, there is less of a difference (Peterson & Wendt, 1995, p. 224).

Challenging work provides an intrinsic motivation to explore new avenues and the tools needed to perform their tasks. It is a key external factor (Willis & Dubin, 1990). Having a challenge enables workers to embrace their work while enjoying the taste of success when they complete it.

Abraham Maslow (1954), who was an internationally renowned psychologist, is best known for the Hierarchy of Needs, which are basic and the norm for most individuals. These needs are related to how satisfied, secure and safe we feel.

The lower levels of Maslow’s pyramid of needs comprise physiological needs for survival. If unsatisfied, these needs overwhelm an individual’s thoughts and actions. Next in the pyramid is the need for safety and security. It is important not only to respect ourselves but also to demand the respect of other individuals. If all these needs are met, we then move on toward self-actualization where growth is achieved.

According to Sterns (1986), “There must be something uniquely possible in older adulthood that is available only at this point in the life cycle. Issues of self-growth and personal satisfaction are paramount here. The author further states that, “The older worker may be liberated from roles and involvement demanded by earlier work and child-rearing responsibilities. Self-actualization assumes that adulthood is a period of potential growth that the older worker can utilize to his and to the company’s best interests, if given the right opportunity. Self-actualization for the older worker can be extremely beneficial to the organization if appropriate selection procedures are developed
that detect, develop, and encourage exploration into new roles and responsibilities (Sterns, 1986, pp. 98-99).

According to Maslow (1954), an individual may progress to the next level when the behavior needs at each lower level are met. These basic needs must be met to continually be fulfilled. A rewarding job can provide an individual with the first two basic needs in Maslow’s hierarchy. Satisfaction achieved through actualization of the other three basic needs—to be social, to be respected and to do desirable work—is often more a function of the workplace (Bittel & Newstrom, 1990). Today, parents in nuclear families do not necessarily expect to live near their adult children or to receive mutual aid and affection. Therefore, the workplace serves as a surrogate family. Loss of work results in a lack of community and a sense of family.

In a study related to Maslow’s theory of self-actualization, Petri (1991) examined the concept that motivation enables workers to become all that they are capable of achieving. Herzberg (1987) termed these workplace factors satisfiers. An individual may achieve new experiences and be more creative if provided with the proper motivational tools. Research also indicates that a worker’s desire to be fulfilled provides enormous energy levels under the proper conditions (Schmidt & Posner, 1983). If these satisfiers are not present when a person reaches retirement age, and needs are not being met, in all likelihood, an individual will retire.

Brenner (1999) reported that many people are not cognizant of their environmental surroundings until an eventful occurrence happens. The author suggested that when people leave a position, they not only take with them their new ideas, knowledge, skills, and abilities but also their many experiences from both on and off the
job. The author also suggested that organizations include the following to retain and motivate knowledge workers: a) fulfilling basic needs, b) creating safe environments c) giving workers a sense of belonging, d) providing a sense of autonomy, and e) helping them reach full potential. These needs are related to Maslow’s Hierarchy of Needs.

Mature workers are challenged by other factors, such as advanced technology and the facts of the aging process. With regard to technology, offering enhanced technical assistance and additional training using adult learning principles might make older workers more comfortable rather than feel intimidated with new technology that is introduced. With regard to aging, in a study by the U.S. Department of Labor and Industry and the Maryland Department of Labor, Licensing and Regulation (2008), healthcare workers stated that their jobs are both physically and mentally challenging. However, one of the older workers’ biggest concerns is the fact that they risk the possibility of serious “physical injury and loss of physical capacity” as a result of the normal aging process.

Social Support

Support from Colleagues and Supervisors

Money and security are not the only factors that keep people in the workplace longer. There are intangibles just as significant as money. Supervisors may play a large role in influencing older workers. Older adults who continue to interact with their peers seem to be healthier both in mind and body. Today, most of us live in a non-nuclear family. Families are spread throughout the world. Losing social opportunities keeps individuals isolated and alone. Similarly, leading a solitary life may also lead to decreased social skills. Moreover, social networks help retirees stay healthy—individuals
who are involved in clubs, volunteer work and local politics consider themselves to be in better health (as cited in Putnam, 2000).

Intergenerational issues arise in the workplace when there are stereotypes that are reinforced among younger workers. Recognizing that there are differences and being able to appreciate the wisdom and experience of older workers help to create an atmosphere of acceptance for diversity, whether a person is young or old. According to Parsons (2002), it is important to bridge the gap among generations and to use expertise and energy wisely so that co-workers learn from each other.

According to Bunker and Wijnberg (1985) and Farr et al. (1980), supervisors are perceived as the interpreters of organizational processes. They are the ones who are responsible for the strength needed in an organization and their encouragement greatly affects workers’ perceptions of organizational policies.

De Onna (2006) developed a competency framework for use in developing, constructing and testing an instrument referred to as the Nurse Manager Competency Inventory (NMCI). After studying the perceived job competencies associated with effective performance and retention of first-line nurse managers, she reported that the “three highest means among first-line nurse managers were Perform Supervisory Responsibilities, Promote Staff Retention and Conduct Daily Unit Operations” (p. 87). De Onna also suggested that “competency items such as Maintain an ‘Open Door’ Policy, Serve as an Advocate for Staff, and Value the Importance of Work-Family Balance reflected the three highest mean values among both first-line and mid-level nurse managers with regard to behaviors and skills associated with the competency domain Promoting Staff Retention” (p. 87). In addition, her study showed “significant
differences between first-line managers and the other two nurse manager roles in 5 of the 11 competency domains studied” (p. 88). The competencies were Perform Supervisory Responsibilities; Ensure Patient Safety & Quality Care; Conduct Daily Unit Operations; Promote Professional Practice Model; and Develop Self.

Shore and Wayne (1993) examined 383 employees and their managers and reported that workers who perceived high levels of organizational support were more likely to engage in supervisory awareness behavior. This behavior includes “transitioning from a past role of one who empathizes with clients to one who has authority over staff” (Mordock, 1990, p. 81). In addition, an employee’s emotional attachment to an organization and perceived organizational support were highly correlated with supervisory favors or perks and were positively reported to be associated with pro-social gestures toward co-workers. These gestures could include a smile, a handshake or a wave.

According to the Federal Interagency Forum on Aging (2000), the social and behavioral aspects of life for older Americans can make a difference in health and well-being. The social stimulation of work can make an important contribution to people’s morale and preservation of personal identity. The workplace can provide a sense of belonging and community. In addition, gender, education and income level also influence how people are connected to their colleagues and employers.

A related theory, specific to socialization, can be broken into two categories. This concept includes an individual’s allocation of human resources to society and to the performance of a specific type of role within society (Parsons, 1959). Given the importance of socialization in the workplace, a greater understanding of adult education practices is crucial when discussing the social aspects of work. Some older workers may
be more successful with mentors where they can receive immediate feedback rather than having to seek help from someone they have little contact with in an organization. In addition, older workers may feel a need to give back to the organization by acting as a peer trainer to someone in the younger generation.

Leaving the workplace may decrease opportunities for easy social interaction. Therefore, when an individual chooses to leave the workplace, the group dynamics and socialization of a classroom setting that encourages an adult to define who they are, based on an accumulation of unique experiences (Knowles, 1980), may be lost. When these experiences are rejected, an individual may feel rejected as a person. Therefore, the classroom setting, similar to the workplace, may provide an avenue for self-actualization when considering the loss of social interaction in the workplace.

Bowling, Beehr, Terry, and Swader (2005) examined social support in relation to personality, including such factors as “extraversion, neuroticism, and agreeableness and reciprocity as potential antecedents to giving and receiving support from co-workers” (p. 476). The authors collected data from 108 workers from multiple organizations and concluded that the relationship between personality and social support received was, many times, mediated by social support given. In addition, the authors found that “both extraversion and agreeableness predicted giving and receiving non-job support and positive work-related support” (p. 486).

In addition, fellow workers have a strong desire for camaraderie. They may be people-oriented and are energized through the spirit of teamwork. Individuals who do not have a social support system in the workplace may decide to leave the workplace. “In many firms, the average age in certain occupations may be in the fifties and rising. Yet
company studies of in-service skills-upgrading programs show that younger workers are more likely to be enrolled. Lower participation of senior workers may be due to their heavy commitment to important work projects and the reluctance of managers to spare them for training. The mode is integration not segregation” (Sterns, 1986, pp. 97-98).

Consideration should also be given to the relationship between coping and social support. Studies have shown that coping strategies are influenced by individual and social behaviors. In the workplace appraisal support from a supervisor or coworker could “strengthen an older worker’s self-esteem while helping to improve their recognition” (Olbrich, 1986, p. 53).

**Organizational Characteristics**

**Training Opportunities**

Although the Baby Boomer generation has been examined from marketing and growth perspectives over the last five years, it is surprising that most companies have not taken a more active role in developing and implementing strategies to retain, manage and educate this cohort. According to Brookfield (1995), as teachers of adults, it is important to do periodic critically reflective evaluations of teaching and its impact on learners. Many management behaviors greatly influence many employee characteristics, and are determined through either a macro or micro management approach (Kozlowski & Hults, 1987; Schneider, 1985). Some industries, due to a critical shortage, particularly in the healthcare field, have been forerunners in addressing factors that lead to the retention of older workers (U.S. Department of Health and Human Services, 2002).

According to Willis and Dubin (1990), the ongoing commitment of employers to providing workers with opportunities to update training is crucial to maintaining and
optimizing their skills. Older adult learners, in order to update their skills, may require learning situations that are conducive to learning, in environments that enable them to obtain the needed competencies to remain abreast in the workplace. According to Kolb (1984), when adult learners make the choice to participate in a new learning activity, they take risks. Perhaps because of intergenerational differences they might not be as open to communicating their needs as the younger generations. They might fear losing face and, therefore, might not be as honest in communicating how they learn best. In this instance, trainers could provide opportunities for older adult learners to develop their own philosophy of learning whereby they reflect on and share in writing with their trainer how they learn best. Some adults may learn better with experiential learning than through didactic learning, or may need to learn different content material using different modalities. Trainers and managers need to be aware of an individual’s learning style.

*Training Modalities*

Over 1,100 institutions of higher learning in the United States, in addition to many institutions in other countries throughout the world, provide training opportunities through online courses (Newman, 2001) rather than using face-to-face interaction. This issue is important because it is impossible for many individuals to attend classes due to travel costs and conflicts with work schedules. Since registration is growing, more and more research indicates that online learning can be a successful and fulfilling experience for the learner. This type of learning modality can compensate for the inability to travel distances. It also enables individuals who might have physical limitations to learn without leaving the comfort of their own homes or offices. However, for older adult
learners this might present a challenge if they are not computer-literate, and if they do not have access to high speed Internet services, or knowledge of certain software applications.

For instance, a study by Mott (2000) showed that people enrolled in a web-based class because they were curious about the topic. They needed to learn how to use this area of technology. They also enrolled for the convenience it offered. Moreover, her study examined gender differences and showed no differences in anxiety between men and women, or between ethnic groups.

Students enrolling in an on-line course tend to be self-directed learners trying to make a difference in their lives or gain control of it. They act as agents eager to bring about change that can be due to personal, financial, social or career change choices. In fact, many organizations now pilot self-directed learning techniques in an effort to reach busy participants who otherwise would not attend a workshop. It can be argued that this self-directed approach to learning may be a cohort factor. According to Schaie and Willis (2002), there is evidence that older adult learners may score higher on specific types of intelligence and not as good on other measures of intelligence. Fluid intelligence is knowledge an individual possesses when trying to solve a difficult problem or when an individual engages in abstract reasoning. Crystallized intelligence, such as verbal ability, refers mainly to an individual’s acquired knowledge over a long period of time. Fluid intelligence decreases with age while crystallized intelligence increases with age.

In addition, online learning provides flexibility when adults have to juggle work, family, and educational responsibilities. As a result, self-study techniques, on-the-job learning, group training around desks, peer training, videoconference experiences, face-
to-face learning, e-learning and accelerated learning and blended learning provide opportunities for older workers with a smorgasbord approach to creative learning experiences.

Older Adults as Learners

According to Sterns (1986), educational approaches for adult and older adult learners were researched by H. R. Moody (1976). Moody’s landmark model suggested a four-stage approach to educating and training adults. Stage 1 is a reflection of negative attitudes about older adult learning. These attitudes include aging stereotypes such as envisioning older workers as being too frail to work and too poor and uneducated. In contrast, Baby Boomers are more educated than past generations (Older Americans, 2000). According to Cutler, Whitelaw and Beattie (2002), 47% of older adults classify themselves as being in excellent to very good health and 53% classify themselves as being in good-fair-poor health. According to the AARP (2000), there are also stereotypes, such as older workers are not as productive as younger workers and that training older workers costs more than training newer younger generation workers. In addition, myths suggest that older workers might not be as creative as they age. However, there is evidence to show otherwise, such as the example of President Jimmy Carter, who was unexpectedly unseated at age 56 in his Presidential bid and continues to be innovative in his humanitarian activities for Habitat for Humanity, and still travels the world to promote world peace.

Cultural aspects play a role in many of these stereotypes. Racial differences sometimes lead to a less rigorous education and thus employment in areas that require the
performance of blue-collar/more physically demanding work, forcing older workers out of the workplace. A more strenuous workload decreases the quality of their lives.

Previously, older adult learning was looked upon as wasted time because older adults felt that they may not have much time left due to an increased mortality rate. In addition, in this stage continual attitudes suggest that cognitive decline occurs in all abilities for everyone. However, it does not take into account the great variability with age. Moreover, recent data suggest that little research has been done on older adult workers who seek training on their own outside the organization (Simpson, 2004, p. 65).

Stage 2, according to Moody (1976), involves the social services model in which adult and older workers are seen as non-active participants. These older workers are retained on important projects only because of their experience, while younger workers are offered updated training programs. In this stage, older learners are also negatively viewed as needing all of the help they can get. Consequently, older workers might be unjustly excluded from career-ladder decisions and may not participate in new technology training because to management, this may be seen as a waste of time. In contrast, this contingent work could be a win-win solution for both employer and older worker because the older adult worker may more easily be transitioned into partial retirement and still contribute to the needs of the company by working on special projects.

Stage 3, according to Moody (1976), is a more positive stage. Individuals are encouraged to take responsibility for participating in self-directed education and training programs that support their individual career development and promotion. Rather than completely changing the workplace, this stage encourages a change in workplace strategies and policies that challenge aging stereotypes and promote active learning on
the part of the adult and older workers. This change discourages older workers from disengaging themselves from others in the workplace. This stage acknowledges the biological changes associated with aging. However, it does suggest that older workers can compensate or adapt ways to improve and maintain their functions. This stage is positive because it suggests changing the environment to accommodate cognitive and biological processes of aging while allowing room for older workers to adapt, thereby continuing to work. Intrinsic benefits go far beyond good health and increased incomes. Older workers may want to work because they see it as a meaningful activity that gives them not only a sense of identity, but also self-worth (Sterns, 1998).

Stage 4, according to Moody (1976), allows for the uniqueness of each individual and acknowledges variability in age differences. However, most importantly, this stage stresses the importance of self-actualization, similar to Maslow’s Hierarchy of Needs, and the potential for growth that the older worker can develop and use to his/her benefit. In addition, the organization also benefits through the new role responsibilities of the older worker that optimize their talents and full potential. Having experiences that are very meaningful and relevant keeps many older workers in the workplace. Further, training programs that are designed to accommodate vision and hearing problems reflect strategies to facilitate work by disabled individuals and prevent older adult anxieties. Also, due to the physical and certain psychological stages of aging, time limits can be adjusted allowing older workers more time to complete a task. In fact, according to Hertzog (1989), Horn and Cattell (1966), and Schaie and Hertzog (1983), many older adults do much better when they are given more time than younger adults.
When discussing age differences in learning, it is also important to realize that even though older workers take longer to do a task, they are usually more accurate than their younger cohorts (Czaja & Sharit, 1998; Salthouse & Maurer, 1996; Treas, 1995). Furthermore, evaluations of training programs should evaluate individuals on their knowledge and skills, and not the typical stereotypes associated with adults and older adults in the workplace. In addition, with the rapid changes in technology in the workplace, transitions should be made that provide fewer gaps. These gaps include not being given enough time to become familiar with the new technological demands. In other words, training or retraining should take into consideration the biggest gaps in older worker knowledge or skills (Charness, 2007). This holds true for both young and older workers. Moreover, ergonomically speaking, due to increased computer usage, environmental problems related to musculoskeletal problems have increased, but can be remedied by equipment that is more ergonomic and accommodates work-related disorders.

According to a study by Weaver, Charness, Dijkstra and Jastrzembski (in press), older workers especially have problems with visual displays and sitting for hours doing computer work—many older adults as well as younger adults experience musculoskeletal pain. This study suggested gender differences in this condition as well, with evidence suggesting that females are much more at risk. This is important considering the fact that many older adults do not really attribute their wrist, shoulder or back pain to their work, but to having arthritis. Increased awareness of this issue and a change in workstations to accommodate differences in men and women would be a step toward eliminating pain and decreasing dropouts in the workforce due to pain.
Another key issue is the fact that training can increase adult optimization and, possibly, reverse some decrements that may be the result of sheer misuse. Changes in intelligence occur throughout the lifespan. Many older workers do not participate in learning and training opportunities that would help them maintain or increase their abilities through mental and physical stimulation. It is also possible for age differences among colleagues to intimidate an older worker in his/her desire to learn. They may have a fear of failure that leads to a self-fulfilling prophecy. Therefore, according to Elias and Merriam (1995), an instructor who is engaged in training programs would be wise to develop an understanding of various learning philosophies in order to accommodate the adult learner.

According to Howard (1996), there are apparent age differences in information-processing related to short-term memory—what happened in the last two weeks—and long-term memory—remembering information from years past. Although learning differences may be found between young and older adult workers, effective training programs can be implemented that increase the use of implicit and external aids that improve learning and improve performance and, hopefully, motivate older adults to learn through meaningful work experiences.

According to Dustman, Emmerson, Steinhaus, Shearer, and Dustman (1992), training may increase reaction time. Some research indicates that older workers are as productive as younger workers in skilled labor and in speed of processing (Spirduso, 1995). However, other studies show that older and younger adults have age-related differences in speed of processing and retention of newly acquired skills.
In fact, according to findings from a study by Batsakes and Fisk (2000), younger adults experienced a 26% decline in performance from single- to dual-task processing. Older adults experienced a 55% decline in their performance but adapted strategies during dual-task performance. However, increased practice by both old and young adults actually improved dual-task performance. It is important to note that age is a factor that accounts for only a small amount of individual variability in performance, and experience is actually a better indicator of job performance than increased age (Avolio, Waldman, & McDaniel, 1990). Moreover, the ability to adapt and be flexible in a changing environment is a factor that determines adult and older workers’ maintenance of performance in everyday activities (Rogers et al., 1998). These are examples of how employers can provide workplace training that can be successful in retraining, retaining and managing older workers.

According to Czaja and Sharit’s (1998) study of the performance of computer data entry tasks and how experience dictated the extent to which age differences were maintained, older people completed significantly less work than the middle-aged and younger people across all three days of a specific task. However, when there was a control factor for differences in the quantity of work produced, there were no age differences in errors. The findings also suggested that visuomotor skills and memory were significant predictors of quantity and quality of work, which are factors to be taken into consideration when planning older adult training programs. These predictors can be addressed readily through new technological advances that help older workers adapt to decreased vision, memory and motor skills.
Related to this, Rothwell (2005) discussed workplace learning competencies that may be shared among employees to get the job done through shared responsibilities. These basic, intermediate and advanced adult learning competencies identify what it actually takes to learn an on-the-job task and also how to solve other work-related issues. These characteristics could include reading, comprehension, math, listening, flexibility, communication skills and the ability to adapt.

Armstron-Stassen and Templer (2005) suggested that training is an important element of retention and that older workers need to be made aware of opportunities. Canadian studies conducted in 2001 and 2003 of the aging workforce reported that although organizations were doing some training of older adults, actually less than ten percent were engaged in providing this opportunity to workers (Armstron-Stassen, 2005).

*Diversity in Training Programs*

The racial and ethnic composition of today’s and tomorrow’s workforce will differ due to shifts in population distribution and immigration patterns. Historically, concerns have centered on gender, ethnicity and racial issues. However, there is now a concern about age diversity. Previous work histories affect later life work patterns. When all age categories are taken into account, Black and Hispanic men and also women are out of work for longer periods of time (Tiggs & Tootle, 1993). In many cases, it is a matter of discrimination (Tiggs & Tootle, 1993). This inequality first begins with the under-funding of schools, leading to more under-skilled and under-educated older workers in the job market. Related to this, later life employment for older workers is compromised because many minorities have an early history of unsteady unemployment that increases their risk of finding work as they transition into the older worker stage.
In most of the research, men have been the target audience. Since more women are entering the workforce, more research is needed on both women and minorities as they age in the workplace, looking at health problems, education, and work-family life issues. According to the U.S. Bureau of Labor Statistics (2007), even though more than 80% of both African Americans and Whites graduate from high school today, there is still a difference in the unemployment rates for both African Americans and Hispanic Americans. Actually, it is almost twice as high as for White people.

Due to the high rate of immigration to the United States, there has been an increase in the number of Hispanic, African American, and Asian populations. These rates are increasingly higher than for whites (Hobbs & Stoops, 2002). According to Flippen and Tienda (2000), the Health and Retirement Longitudinal Survey has shown that among men “ages 51-55, Whites are more employed, and Blacks are most likely to be out of the workforce” (p. 14). The results also indicated that Hispanic women were less likely to be employed than either Black or White women. However, according to Taueber and Allen (1990), the statistics on minority women may be underreported because of the fact that many work under the table as domestics.

Flippen and Tienda (2000) also reported that survey results showed that among older adults aged 45–64, blacks are two and one-half times as likely as whites to suffer from hypertension, circulatory problems, diabetes, and nervous disorders, and that the decline in black men at work reflects higher rates of disability. This disability could be due to having been employed in physically demanding jobs earlier in life.

According to Dunn (as cited in Beatty & Visser, 2005), an organization’s attitudes can greatly influence the work climate of older workers. It can either make or break an
intergenerational relationship that could produce positive effects on the individual as well
as the company. According to Zemke, Raines, and Filipczak (2000), engaging in
intergenerational communication requires consideration of two important key factors—
aggressive communication and what they term difference deployment. In other words,
rather than treating older workers negatively, an organization can reduce conflicts by
increasing diversity training to include not only racial and ethnic diversity, but also age
diversity.

Diversity can also be experienced within teams. Teams can be opportunities to
recategorize individuals within their teams and become a cohesive and relevant team
apart from the demographically different outgroups (Brewer, 1995). Further, many
individuals have stronger social identities than other team members. This diversity
within teams provides challenges that could be minimized if recognized in order to
capitalize on the benefits (Cox, 1995).

Finkelstein, Gonnerman and Johnson (1999) examined intergenerational
differences, rather than age differences, between cohorts—generational identity. This
intergenerational issue, which can fall under the topic of diversity, may be considered a
sociocultural group with a social identity all its own. Rather than looking at generational
differences, we could redefine these intergenerational differences as a sociocultural group.
For example, a particular sociocultural group might have more problems with technology
but could be much better with communication and people skills than another generation.

Consideration needs to be given to the fact that today’s younger generation is
highly educated, with more individuals postponing marriage to pursue higher degrees.
Related to this issue, Baby Boomers in the workforce in the year 2020 will be more
educated than past generations of older adults. Therefore, if an organization values the wisdom, skills, knowledge and experience of an aging workforce, techniques need to be implemented to accommodate the training and educational needs of this projected population.

*Americans with Disabilities Act*

As individuals grow older, from youth to middle age and older adulthood, our needs change. This is particularly true of our needs in the workplace. When acute or chronic illnesses occur, in order to retain older workers, it is imperative that organizations take steps to ensure that the value of the worker is respected. Interpersonal communication through immediate feedback at these crucial times helps maintain organizational commitment and worker satisfaction.

As older adults, individuals are not doomed to a life of disabilities, but when accidents happen or disease develops, they may lose the ability to perform everyday adult daily living activities (ADLs) or workplace functions. Related to this, according to the authors of the Global Aging Report (1998), an international survey of 773 corporate executives found that workers reached peak performance in their 40s, with their peak performance then declining in their 50s. The Global Aging Report (1998) also reported, like many other studies, that older workers are capable of adapting to workplace demands and changes and are very reliable, are absent from work less, and show more organizational commitment.

The 1990 Americans with Disabilities Act (ADA) is actually the first federal government legislation to address the rights of disabled citizens. By definition, the Act also assures that Americans who have disabilities receive the same training as those
without a disability. In addition, they should also have equal access to opportunities for employment, transportation, government programs, and telecommunication needs. A disability is anything that diminishes the quality of one’s physical or mental health. Examples might include vision, hearing, mobility, and communication needs. ADA employment regulations are applied to organizations that employ more than 15 workers.

The regulations that set guidelines about when and how to hire workers with disabilities must be adhered to by organizations. The ADA guidelines require employers, regardless of the number of people they employ, to provide accommodations for those with disabilities. These accommodations could include providing a wheelchair-accessible ramp or sharing in the cost of accommodations with the disabled worker. It should be noted that all instances of worker disability are handled on an individual basis and are evaluated according to individual differences.

Career Opportunities

Today at midlife, many older adult workers who are products of the Baby Boomer generation are part of a capable pool who will continue to work past the normative age of retirement. They will continue to update their knowledge, skills and abilities and remain competitive with the younger generation. These seasoned workers possess the wisdom and experience to remain competitive and, through a supportive work environment, their work habits can be enhanced through self-management skills. Due to organizational changes, older workers need to take more responsibility for their career opportunities.

Hall and Mirvis (1995a) suggested that this “protean career role” gives individuals more control over their lives as far as shaping their careers. They also suggested that an individual’s personal and career roles are interrelated.
The Baby Boomer generation is a melting pot of diverse talents and ethnicities. Career visions give older workers an opportunity to advance along a career path. They also build confidence and organizational commitment (Jamieson & O’Mara, 2001, p. 54).

A study conducted by the AARP (2005) found that 69% of old workers ages 45–74 were either working at the present time or were looking for work. Older workers between the ages of 55 and 64 are the fastest growing group nationally. By 2008, 1 in 6 workers will be over 55. Demographic changes in the workforce indicate that the proportion of the workforce which is female will also continue to grow. There will be increasing job mobility and changes in the nature of work. Older workers no longer will look at long-term careers in one organization, but focus their energy on developing portable portfolios to make them more marketable. As a result, many organizations encourage older workers to be self-directed, self-managed individuals who take charge of their careers. Today, as a result of this changing workplace environment, the role of the older worker is being redefined. Individuals are changing careers at mid-life and engaging in more professional development because of changes occurring within themselves and uncertainty in the job market (Sterns & Sterns, 2005). Particularly important to older adults is the fact that there remains in the workplace the possibility to grow, be promoted, to be challenged and to receive rewards.

According to Feldman (1988), organizational factors also create barriers for older workers. Stereotypes affect individual workers as well as employment decisions made by the organization, such as hiring, job assignments, and training opportunities. While supervisor support has been identified as important to the development of older workers, evidence indicates that most supervisors pay little attention to their functioning. There
may be few existing opportunities for an employee’s advancement except for short-term
goals. Generally, the literature cites fewer career opportunities for older workers, less
prevalence of on-the-job training or supervisor career counseling, and fewer opportunities
for challenging work (Feldman, 1988).

Rewards

Having a challenge keeps an individual motivated. Rewards encourage training
behavior (Kaufman, 1990; Votruba, 1990). It is imperative that managers and
supervisors be given release time to update skills (Votruba, 1990). Often middle- and
higher-level managers, due to responsibilities and large staffing issues, have little time to
update their knowledge, skills and abilities. Generally, training time spent away from the
job allows upper management time to network with colleagues and exchange ideas while
obtaining valuable feedback in an informal setting outside the workplace.

Considerable research exists describing deterrents and motivational factors that
affect participation in training, professional development and continuing professional
education credit opportunities for healthcare employees, and especially for nurses. This
issue is of particular interest because of the present and predicted increase in nursing
shortages and also the high attrition rate among healthcare workers who are overworked,
derisked, and experience burnout. The work is not only difficult and the level of
responsibilities increasing, but there is an increasing need for more specialized
knowledge, skill-based training, and education in the area of older adult healthcare
workers. The major barrier to and complaint about successful educational and training
programs is the inability to transfer the results of individualized training, education or
professional development back to the workplace where it has meaning. Thus, unless an
employee can apply the training in their own real-world situation, participation in programs has little significance or reward. In addition, this frustration on the part of the employee decreases motivation to attend future programs. This concept can be applied across all occupational levels, not only healthcare.

Broad and Newstrom (as cited in Bennett et al., 1999) suggested that training transfer strategies have to be created to aid trainers. However, an employee’s perceptions of these types of barriers as they affect the workplace climate have received little research attention. Consequently, because of the workforce shortages in healthcare, organizations need to address such barriers that prevent healthcare professionals from having the power to adopt such practices when they return to their work environment. In other words, successful training requires the support of upper levels of management.

A U.S. government (2002) report of federal employees showed that flexibility is more effective in retaining human capital. The report suggested that the most important flexibilities include the following:

- Managing the workforce on work-life programs, such as alternative work schedules
- Child care assistance and transit subsidies
- Monetary recruitment and retention
- Incentives, such as recruitment bonuses and retention allowances
- Incentive awards for notable job performance and contributions, such as cash and time-off awards work very well.
Quality of Work Life

Emotional Exhaustion

Davis (1983) suggested that Quality of Work Life is defined holistically as the interaction between both the working environment and the relationships between co-workers. It is basically the use of human capital when it is added to the everyday technical and financial interests of an organization. Frustration stems from long hours, inflexible work hours and lack of work-family balance.

Maslach and Jackson (1986) found that burnout can also be attributed to workplace stress, especially by individuals who do “people work.” Exhaustion is considered a component of burnout. Demerouti, Bakker, Vardakou, and Kantas (2003) characterized exhaustion as a form of low energy stemming from physical and cognitive strain through long periods of exposure to certain working conditions.

The work of Loi and Schultz (2002) suggests that corporations should have approaches in place that are geared to levels of skilled and non-skilled workers, and that diversity issues should be taken into consideration as well. It should also be noted that older workers who are highly educated and/or skilled usually have higher pay rates.

In addition, when older workers are not given the proper tools to maintain their skills and the opportunities to use them, they exit the workplace. Related to this, it is important to provide the learning resources and leadership to make the results attainable. When these needs are not addressed, there is a disconnect between the employer and the older worker that could lead to turnover and to an individual leaving his/her job in search of a more rewarding experience elsewhere. Therefore, many factors might force older
workers to leave their jobs in search of a job that offers them social support, satisfaction, training opportunities, career advancement, and rewards, and provides a challenge.

Organizations must examine and clarify work roles and possibly redesign the work responsibilities of nurses and other healthcare professionals. It is equally important to examine the importance of participation in programs and review conditions that influence an employee’s participation in organizations, particularly the ability to use the information they learn and the power to implement changes. The public will be better served by a staff that continues to improve their competencies.

In fact, an employee’s commitment to quality care and cooperation in team-building events is contingent on how engaged they feel within the organization (Baldwin & Ford, 1988). Individuals who are committed to their organization are more likely to be more successful in training outcomes (Scholl, 1981). For years, experts in continuing professional education have asserted that the primary focus of their mission was to improve performance through updated training. This particular example of addressing healthcare workforce retention comes at a crucial time. Everyone needs healthcare, and it is not age-specific.

During this period of time, much of the Baby Boom generation will be reaching old age. These growing numbers of elderly needing nursing care, coupled with a longer life expectancy rate due to advances in disease control, are reasons program planners need to formulate successful programs that motivate healthcare professionals, especially those working with the elderly. Moreover, a critical need exists for nurses who are knowledgeable about current older adult research, the use of proper assessment tools on the elderly, as well as the psychosocial effects of illnesses.
When there is no organizational cooperation in transferring training back into the work environment, stress and frustration leads to employee job dissatisfaction. Equally important during training is the need for content that is applicable in the workplace. Therefore, participatory feedback may be synonymous with what motivates an individual. In addition, administration should take into account the cost-benefit ratio of attendance, the number of time-release days given to employees, and compensation for time spent away from their families in relation to turnover and new recruitment costs.

*Job Satisfaction*

Eichar, Norland, Brady and Fortinsky (1991) examined the determinants of job satisfaction among older workers with relation to job characteristics. The researchers chose a small, random sample of 198 low-income workers aged 50 and older who started new part-time jobs in Maine and Connecticut using the Senior Community Employment Programs and the Job Training and Partnership Act programs. Women were 62% of the sample. The results showed that: 1) internal factors indicate that older workers are influenced into remaining in the workplace by positions that provide challenge as well as meaningful work; 2) external factors such as salary and other benefits were not the only incentives the workers want; and 3) employers mistakenly recruit workers to fill an occupational function with workers where there is not a good person-job fit.

An earlier study by Butteriss (1975) looked at quality of working life as an important concept. He stated that more organizations need to look at individual differences when designing jobs so that workers’ physiological as well as psychological needs are met. In fact, redesigning a job to meet the needs of the individual may eliminate work that is meaningless and repetitive, thus creating a better person-job fit.
According to Moore (2000b), there is a relationship between burnout and organizational commitment, job satisfaction, and turnover intention. In fact, a study by Igbaria and Greenhaus (1992), job satisfaction was found to have a strong positive effect on turnover, moreso even than organizational commitment.

Hoffman and Scott (2003) suggested that nurses may experience greater professional fulfillment when steps are taken to encourage autonomous practice work environments, provide financial incentives, and give them recognition. The researchers examined the effects of 12-hour shifts on RN role stress and their satisfaction in their healthcare roles. The purpose of the study was to look at ways to decrease attrition and improve recruitment. The study showed that the younger nurses, who worked the 12-hour shifts, were less experienced and more stressed. Even when experienced nurses were placed on the 12-hour shifts, they, too, experienced increased stress levels. However, there were differences between the two groups when it came to career satisfaction, and the authors attributed this to salary differentials between the young and more experienced workers.

A study conducted by Knoop (1995) of 171 nurse educators and registered nurses employed in 11 hospitals and three community colleges in southern Ontario suggests that there is a relationship among job involvement, job satisfaction and organizational commitment. When a worker has a positive attitude toward a particular work experience, they are more likely to react positively to other job-related experiences. The author concluded that when a worker is dissatisfied with their position, they are less involved in the organization and their work.
Laschinger, Almost and Tuer-Hodes (2003) completed a research study that examined perceptions of workplace empowerment, magnet hospital status and job satisfaction of nurses in different workplace settings. The authors suggested that healthcare workers, particularly nurses, must have input into the design of their work environments in order to be empowered in the workplace. In addition, opportunities for continuing professional development, including in-service workshops for staff and managers to improve skills and enhance knowledge, increases job satisfaction which leads to decreased turnover potential in the workplace. Moreover, identifying these factors contributes significantly to the recruitment and retention of older workers.

Rambur, Palumbo, McIntosh and Mongeon (2001) found that the projected nursing shortage supports retention of the incumbent workforce. Their Vermont study highlighted the fact that one-fifth of the RN workforce voiced intentions to leave their current positions. It also showed that staff nurses rather than administrators voiced the potential to leave their present positions. This suggests that salary and locus of control may be large contributors to this potential to leave. Past research consistently shows that salaries and autonomy or control have a positive effect on job dissatisfaction and intent to leave.

All too frequently the cause of job dissatisfaction is ineffective planning. This is particularly true when older workers feel less empowered and are criticized by their peers. Managers should be aware of their employees’ strengths and weaknesses in order to motivate and build morale while maintaining productivity.

McGlone and Chenoweth (2001) investigated job demands and control as predictors of occupational satisfaction in general practice. A total of 353 general
practitioners participated in the study, which was conducted in Victoria, Canada. The authors reported that the predictors of job satisfaction were gender, job demands, hours worked and the amount of job control they had. The strongest correlation was the amount of job control. This study is important because general practitioners who are more satisfied with their positions provide better patient care.

A report from the U.S. Department of Labor and Maryland Department of Labor, Licensing and Regulation (2008) involved older workers in healthcare who were presented with packages containing seven cards at 21 focus group meetings. The workers were over 50-years old and current nurses, allied healthcare professionals, or recently retired or separated nurses or allied healthcare professionals. Each of the cards contained topics related to retaining older workers. They were asked to make two columns. In one column they placed discarded topics that would not pertain to their intent to retire. In the other column they placed topics relative to their decision-making. The study results indicated the reasons older workers may retire or re-career.

Many incumbent workers believe there is a “disconnect” between the needs of the mature workers and the expectations of their managers and supervisors. The study reviewed both short- and long-term reasons for the possible retirement of nurses and allied health workers. The top choices included “much resentment as to the beginning salary levels being offered to the new, less experienced employees.” Respondents believed that too often mature workers were being financially penalized by the hospital in order to recruit new workers to the organization with attractive salary offers. It seems that there was discontent due to the fact that newly hired healthcare graduates were
starting out with salaries that were only slightly below those of the more experienced worker. The workers felt that salary should be commensurate with experience.

Workers in this study also felt the need to accumulate retirement savings and build their pension. Working part-time as they grow closer to full retirement might affect their pension as well as healthcare benefits. Related to this, workers felt there should not be salary caps. They felt this was a “slap in the face.” In addition, the participants did not feel valued or respected. Other factors that contributed to dissatisfaction and turnover included staffing issues related to staff/patient ratios, flexible schedules, the physical demands of a job and the fact that not enough incentives were given to the older worker for what they viewed as “special treatment being afforded to newer and younger workers.” In other words, there was a consensus that the older worker role may need to be recreated or redesigned.

*Organizational Involvement*

Research has found that employees who disengage from their work do so as a result of exhaustion (Bakker et al., 2000; Leiter & Maslach, 1988). It has also been reported that workers reduce their effort in job performance when job demands produce exhaustion and when job resources are limited. When institutions do not reward their workers with enough job resources, the result is withdrawal and reduced motivation and organizational commitment (Bakker, Demerouti, De Boer et al., 2003; Demerouti et al., 2001). Previous studies by Lee and Ashforth (1996) examined the relationship between personnel turnover and absenteeism, which was a negative consequence to less organizational commitment.
Internal factors also contribute to organizational involvement. Attitudes play a part in a worker’s desire to update their skills. Organizational commitment refers to when a worker identifies with the goals of an organization (Reichers, 1985). When a worker balances work-related and personal responsibilities, they are exhibiting a healthy level of commitment to the organization. When workers have a low level of commitment, it has negative consequences for both the individual and the organization. Randall (1987) reported that commitment is an “inverted-U function with the apex at a moderate commitment level” (p. 460). He stated that high levels of organizational commitment are good for an organization, but not necessarily for the individual.

According to Meyer and Allen (1984), there are two components of organizational commitment: continuance commitment and affective commitment. The first, continuance commitment, takes into account the cost/benefits ratio of a worker leaving and perhaps the lack of alternative solutions to replacing the worker. When a worker remains within an organization for a longer period of time, they reap more benefits in the way of perks (Becker, 1960), such as social networks, organizations, clubs and family-related activities. In addition, there may be seniority-related aspects such as vesting and vacation time.

The second component is affective commitment. This is the emotional part—when you remain with an organization, the longer the tenure, the more a worker identifies with it. Although today there are fewer Ozzie and Harriet scenarios in which individuals remain with one company for many years, there are still some individuals who work for one company for many years. This situation may hold true in smaller businesses.
Researchers have suggested that a worker’s perception of the organizational environment is more critical than the actual situation (Farr & Middlebrooks, 1990). Related to this, Eisenberger, Huntington, Hutchinson, and Sowa (1986), and Eisenberger, Fasolo, and Davis-LaMastro (1990), suggested that an association exists between perceived organizational support and employee attendance, job performance, organizational innovation, and attachment to the organization.

Syptak, Marsland and Ulmer (1999) examined how Herzberg theory’s two components of “hygiene” and “motivation” help to determine healthcare employees’ job satisfaction and retention. The researchers pointed to the high cost of retraining new workers and hiring temporary employees to fill the gap until a new worker is hired. Additionally, the authors reported that when workers are satisfied, they are also more productive and have less absenteeism.

Best Practices

On the basis of the critical healthcare workforce shortage predicted over the next twenty years, there has been a growing need for changes in governmental policies that address the critical workforce shortage predicted due to retirements, recareering, and mortality. This initiative is important because of the aging population, especially Baby Boomers, who will be in need of more and more healthcare and requiring a better quality of life as they work longer while aging. According to the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA) 2002, Pennsylvania will experience an estimated shortage of 400,000 nurses by the year 2020.
Consequently, older healthcare workers’ recruitment and retention has been an increasing and primary goal of healthcare institutions.

Related to this, older workers will be reaching old age in large numbers, parallel with chronic diseases. In healthcare there will be a need for more workers who work directly with patients. Of primary interest is motivation through rewards and incentives. For example, older healthcare workers, from all sorts of educational backgrounds, could be rewarded and encouraged to participate in programs that will help them achieve their full potential and provide opportunities to move up the career ladder.

According to Albright and Cuff (2005), knowledge-driven institutions have a need to retain and recruit experienced older workers who possess critical skills. The authors identified the MITRE Corporation as an example of a company that has recognized the importance of interesting and rewarding work as part of their corporation’s vision. To remain competitive, older worker retention and recruitment in that company is essential.

Barr (2008) reported that IBM has formed a partnership with the U.S. Treasury Department to work on a pilot project. This project entails facilitating the hiring process of IBM workers who are qualified and ready to retire to be hired to hold specific government positions. This partnership was a good match because many IBM workers have skills in technology, accounting and law needed by the Treasury. One of the hurdles to overcome is increasing older workers’ respect for the government. Historically, government red tape is not held in high regard by older workers. In addition, government positions are not easy to obtain and the application process can be quite
cumbersome. If successful, this model may be used in various other governmental agencies.

Dychtwald and Erickson (2004) suggested that employers are beginning to market to older workers. The authors discussed a survey created and distributed by the Society for Human Resource Management (SHRM) that states that, “two-thirds of U.S. employers do not recruit older workers. More than half do not actively attempt to retain key ones and 80% do not offer any special provisions such as flexible work arrangements” (p. 48). The authors suggested that most jobs need to be redesigned to accommodate the older worker. It is easier to change job design than it is to change the behaviors of older workers who may have to make adaptations of their own.

The following is a list of the Best Employer Programs that have been recognized by the AARP (2007).

*Mercy Health System*, located in Janesville, Wisconsin, offers:

- A “Senior Connection” program free of charge for older workers above the age of 55.
- Free prescription discount cards
- Sponsored senior activities, and brown bag lunches and trips.
- Flexible work options including: a weekender program for weekend only work with benefits, a traveler option of those wanting to commit to a 6- to 13-week assignment, nursing float options, a registry/pool option allowing flexible 48–96 hours month, 8-, 10-, and 12-hour shift schedules, as well as work at home options and flexible part-time schedules.
- Tuition reimbursement
- On-line training and certification classes
- Recruits retirees and older workers through e-cards and direct mailings
- Employs a person who is responsible for retiree relations
- Health prevention program
- Work to Retire program allows employees 55+ with 15 years service to work reduced hours, pool, or work at home
- Mercy Retiree Association members serve as mentors
- Formal job rotation program
- Mercy Occupational Therapy department performs over 280 ergonomic evaluations annually assists with modifications as needed
• Two retirement plans: one is defined contribution and other is cash balance/hybrid program. The formulas vary according to service time.

**Scripps Health**, located in San Diego, California:

• Committed to retaining experienced, mature employees by enhancing their health, vision and dental plans
• Increased 401(a) retirement savings plan contribution, added retiree health insurance options
• Maintain on-going relationship with former employees through frequent contact (direct mail and e-mail communication and the relationship is foundation of an effort to recruit alumni back to the organization
• Return to Work program includes individualized managed care with an assigned on-site nurse case manager to insure the employee’s job accommodation or disability recover is successful
• Created a tax-free retiree health account
• Added long-term care insurance, critical illness insurance, and universal life insurance.
• Tuition reimbursement
• In-house classroom training, on-line training, certification classes and department based on-the-job training Scripps Life Cycle employment concept reviews ways of providing flexible work options and benefits to those approaching retirement.
• Phased retirement option
• Wellness programs

**Lee Memorial Health System**, located in Fort Myers, Florida:

• Phased retirement: work-reduced hours, compressed workweeks, job share, part-time positions, and work-temporary schedules
• Seasonal Months Off program allows employees to work six months and be off for six months, yet maintain full benefits
• Uses senior placement agencies to target mature workers and retirees
• Tuition reimbursement, in-house classroom training, on-line training, certification classes and older adult sensitivity training—must work at least 16 hrs/week for tuition reimbursement
• Free employee-health clinics
• New in-house mail-order pharmacy
• Expansion of health advocacy program and transitional work program
• Refresher nurse program with $1000 reimbursement for tuition and books
• Transitional Work Program offers special accommodations for individuals temporarily or permanently disabled.
- Discounted on-campus fitness centers
- 403(b) plan to full- and part-time employees
- Wellness programs
- Flexible time to both full- and part-time employees, job sharing, telecommuting

_Volkswagen of America, Inc.,_ located in Auburn Hills, Michigan:

- Employee Development Gateway Experience program is provided to develop internal non-field candidates.
- Volkswagen makes accommodation for employees with special needs: Adjusts work stations and equipment to meet individual needs and to ensure ergonomic flexibility, equipping doors with handicap access, making specialized wheelchairs available to assist employees evacuating building in case of emergency
- Flex time, compressed work schedules, job sharing, and work from home for field dealer contact
- Employs individual who has direct responsibility for retiree relations working with them as consultants/contract work, temporary work assignments
- Wellness programs
- Employees working 20 hours/week eligible for individual and family vision and dental insurance, long-term care insurance
- Financial counseling, 401K

_Cornell University_, located in Ithaca, New York:

- Retirees may enroll in or audit up to six credits of Cornell coursework/semester at no charge and have special parking privileges
- Cornell Retirees Association provides work and social opportunities, publishes a newsletter geared towards retirees
- Health and wellness, eldercare and investing workshops
- Tuition reimbursement
- Equipment modifications for disabilities
- 401K
- Elder and childcare options
- Individual responsible solely for retirees
- Recruits Older Workers through Cornell Recruitment Partnership

_Blue Cross Blue Shield Association_, located in Chicago, Illinois:

- Mature Employee Retention program
- Tuition reimbursement, in-house MBA program
- Lessons of Experience program
- Walking Works
• Stays connected to retirees providing temporary work assignments and consulting/contract work
• Long and short-term leaves of absence without pay
• Celebrates long-service anniversaries with announcements, group lunches/dinners with CEOs and key officers, plaques as well as monetary gifts
• Fit Over 50 program
• 401K

Chapter Summary

During this period of time many of the Baby Boom generation will be reaching old age. In fact, today’s challenge is providing opportunities that motivate older adult learners to take charge of their careers and to play a more active role in remaining current in the workplace. Many corporations are now rethinking how they invest in their older workers. It is no longer acceptable to disengage older workers from training opportunities, thinking that they would not use the updated training for very long. The Baby Boom generation is more educated and less likely to be unemployed. Therefore, not only are technological advances challenging employers and workers, but there is also a need to provide workers with a smorgasbord or cafeteria approach to learning, allowing for individual differences.

Several conclusions are drawn from the comprehensive review of the literature regarding an older worker’s intent to leave the workplace. First, little research has been completed on the long-term success of implementing innovative programs in healthcare organizations that better manage, train, recruit and retain older workers, particularly the baby boom generation. Yet, the literature has clearly indicated the possible success and importance of such research. The next logical step is to improve management and retention of older workers through implementation of innovative programs that address
the issues that the workers themselves feel are barriers to continued employment. Finally, translating research into practice and strategically planning will have a greater likelihood for successful retention.

The literature shows little investigation of the theoretical and conceptual links among attitudes, practices and policies and employers. According to Loretto and White (2006), there is a gap between employer attitudes and practices. The authors conducted focus groups with 40 employers in the Scottish labor market. The geographical characteristics included both urban and rural areas. Organizations ranged from 2 to 18,000 employees. The results indicated that although equal opportunity policies are in place, practice did reveal bias and discrimination at each stage of employment. Consequently, workplace practices do not always follow policy guidelines, and practices are very much biased by ageist and stereotypical views.

Employers should look at reconstructing the work environment to retain healthcare workers, such as making the delivery area more ergonomically sensitive to the older worker who may spend many hours on their feet. Older workers also want immediate feedback. The literature has shown that older workers compensate and adapt to age-related declines. In other words, the workplace environment is more significant than a worker’s age. The reconstructions could include supportive floors to prevent injuries to feet; rubber mats in areas where workers stand; continuing evaluation of ease of equipment to avoid injury to worker and patient; discussing the weight of certain equipment with manufacturers; and installing good lighting and supportive chairs, etc. for people who have chronic health conditions. According to Thomas (2000), artificial lights representing daylight for shift workers helps the bodies stay awake. The author also
suggested that low light affects circadian rhythms and maintains a feeling of normalcy. This strategy might benefit healthcare workers who work repetitive night shifts.

Diversity issues are a growing concern and diversity programs should encompass more age diversity training, especially since there will be less younger workers than older workers. Perhaps more studies could focus on having workplace psychologists advise older workers and provide guidance for supervisors. Perry (2005) suggested that “employers should work with HR to have workplace psychologists advise in order to retain older workers to eliminate stereotypes, motivate older workers, introduce flexible policies and to resolve intergenerational conflicts” (p. 100). The literature shows that older workers should be evaluated on their knowledge and skills and not on the typical stereotypes.

Overall, employers may need to create new meaningful roles and different types of assignments that will best utilize older workers and lead to their retention in the workplace. The literature shows that jobs need to be redesigned to accommodate the older worker taking into consideration individual differences by providing a smorgasbord of modalities in learning for older workers.

The work of restructuring organizational culture is a complex task. It involves attitudes, values, assessments and evaluations of present policies. However, a systematic approach that fosters better management, training, recruiting and retention of older adults could be the answer to the workforce shortage areas that we will undoubtedly experience if research is not translated into practice.

The literature shows that the workplace environment should be flexible to accommodate the chronic and acute needs of aging individuals and groups. According to
Moseley and Dessinger (2007), perhaps it may be a good time for many managers to do an audit of their organization’s ideas of older workers as life-long learners. This process could include analyzing perceptions of older adults as workers as well as learners and also analyzing retention strategies and demographics. Increased job demands, decreased decision latitude, increased role autonomy and older worker caregiving responsibilities are important factors to be considered by management in order to avoid emotional exhaustion and negative job consequences. The literature shows that when workers are looked at holistically taking into consideration their work environment as well as their family life there is less intent on leaving the workplace.

In addition, as we age, and as a result of non-nuclear families, the literature shows that our workplace colleagues provide us with social support and become our families. This social stimulation motivates individuals. It keeps them from feeling isolated and alone. Older workers, to be motivated, need challenges and input into their career-making decisions that make their work meaningful. In addition, older workers can learn almost anything, but they need extra time, more practice and immediate feedback to be successful. According to Wilcox (1990), older employees are labeled as reliable and loyal to their organization and rarely take a sick day.

The literature has shown that supervisory support affects retention. Organizational commitment is a good predictor of retention and the updating of skills. It is achieved when workers have a sense of belonging to the organization. The likelihood is that more people will have to work to older ages everywhere in the world, not only in the United States. Baby Boomers will not be able to retire at the same age, and to the same type of leisure that their parents did. Intangibles rather than tangibles matter. As a result,
employers will be on the cutting edge in developing strategies and approaches that train, retain, recruit and manage adult and older workers in order to avoid obsolescence and turnover.
Chapter 3

Methodology

How to recruit, manage, train and retain older workers has been a recurring theme in healthcare because of high rates of turnover. The contribution and significance of this study to employers, HR professionals, trainers and consultants is important. As the research indicated in chapter 2, there are job characteristics, social support and organizational characteristics that influence a worker’s quality of life. Moreover, collectively, these characteristics may affect a worker’s decision to leave their current position. Although it is impossible to remove all the stresses in the workplace, gaining insight from older workers into how employers can better manage and retrain them can alleviate some of the issues while helping to solve the workforce shortages in healthcare.

This chapter provides an overview of the methodology used in the pilot study of employers and older workers, and the full study of older workers. Currently, employers are challenged with how to train and educate older workers, and they struggle with how to develop and implement creative and innovative learning experiences that contribute to potential reasons for turnover in the workplace. Table 3.1 shows in detail the Employer and Older Worker Pilot Survey Research Procedures.

Introduction

This study examined perceived job characteristics that influence an older adult worker’s intention to retire or leave their job. It also looked at best practices used by employers to retain older workers. This study also reviewed additional relationships that contribute to an older worker’s potential for turnover in the workplace. This chapter
includes the following: methodology, research questions, instrumentation, population and sample identification, and data collection and analysis procedures. The pilot study examined “relationships in one variable, and how it corresponds with variations in one or more variables” (Isaac & Michael, 1997, p. 46). This chapter concludes with a restatement of the problem and a summary.
### Table 3.1.
*Employer & Older Worker Pilot Survey Research Procedures*

<table>
<thead>
<tr>
<th>Steps</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 1: Preparation</strong></td>
<td></td>
</tr>
<tr>
<td>Select Methodology</td>
<td>Based on the purpose of the research, descriptive correlational survey research was chosen as the research methodology for the pilot study.</td>
</tr>
<tr>
<td>Select Target Group and Sample</td>
<td>The target population for the pilot study consisted of employers who were executives, human resource professionals and line managers from AMA &amp; HRI membership lists; A non-randomized convenience sample was selected from the membership list. Employers were asked to distribute the older worker survey to their older workers.</td>
</tr>
<tr>
<td>Determine Variables</td>
<td>The four independent variable categories were (1) Job Characteristics --Job Demands, Role Ambiguity, Decision Latitude, Challenge—(2) Social Support—Colleague Support and Supervisory Support— (3) Organizational Characteristics—Training Opportunities, Career Opportunities and Rewards— (4) Demographic Characteristics—Ethnicity and Gender..</td>
</tr>
<tr>
<td>Questionnaire Development</td>
<td>The two dependent variables will be (1) Quality of Working Life (Emotional Exhaustion, Job Satisfaction, Organizational Involvement) and (2) Turnover Intention.</td>
</tr>
<tr>
<td></td>
<td>The Hoonakker et al. (2005) instrument was modified for research questions one and two for the older worker survey. Permission was received from the authors to modify the instrument. The Hoonakker et al. (2005) instrument was not used for the third research question. The instrument used for the pilot study of employers included questions developed by an expert panel examining best practices used by employers.</td>
</tr>
<tr>
<td></td>
<td>The employer instrument was developed based on the third research question for this study. The older worker instrument was modified based on research questions one and two.</td>
</tr>
</tbody>
</table>
The content validity of the instrument was established using the panel of experts. Internal consistency for summated scales will be established using Cronbach alpha.

The pilot test included 9,079 employers.

**Phase 2: Date Collection**

Distribute Questionnaire

Questionnaire was distributed to AMA and HRI members through their websites.

The researcher explained the background of the project and the way to fill out the survey via electronic communications. Members filled out the survey online and submitted their responses via Survey Monkey.

**Phase 3: Data Reporting**

Analyze data (Note: for the pilot study the number of cases was insufficient to use multiple regression and SEM.)

For the first research question, the researcher in the study used descriptive statistics and correlations.

For the second research question, the researcher in the study used descriptive statistics and correlations.

For the third research question, the researcher in the study used basic descriptive statistics and correlations.

Report

The researcher drafted conclusions and recommendations.

The recommendations and conclusions were presented to the graduate committee for review.

The researcher finished the final report based on the committee comments.
The Problem

The purpose of the pilot study of employers was to examine strategies and approaches that organizations are using to manage, retain, train and recruit older workers.

According to DeLong (2004), there is lost knowledge when an older worker leaves the workplace either through retirement or by going to work somewhere else. Explicit knowledge in the workplace is tangible information that can be readily gathered and stored in a computer or in print. It is the type of transfer of ideas that is easily accomplished. However, tacit knowledge includes intangibles that cannot be readily captured. It is the know-how to do something. It may involve cognitive skills that capture an individual’s intuition, beliefs, values, or technical skills, such as an individual’s crafty side. It cannot be readily articulated in terms because it may also be considered cultural or just a product of years of experience and an accumulation of wisdom.

The purpose of the pilot study of older workers was done to better understand the reasons why older workers remain on the job past the normative age of retirement. Researchers have argued that training programs targeted at meeting the needs of older adult learners are most successful when there is a shared responsibility on the part of the learner (Rothwell & Kazanas, 2004). Workers, therefore, theoretically benefit most when they become participants in implementing strategies for optimizing their individual potential. As a result, managers and employees have opportunities to collaborate in developing proactive strategies to optimize human potential and avoid obsolescence of skills and knowledge by taking an active role in their careers through self-directed management skills. If individuals want to continue to work and avoid this obsolescence,
and be viable for longer periods of time, they would be wise to participate in training or educational programs that update their skills and knowledge.

While there are undoubtedly age differences in how we learn, many researchers agree that these differences can be improved by providing conditions that foster, motivate and stimulate adult learning experiences. According to Schaie (1977–1978), there are six adult stages of adult intellectual development, characterized by the way in which we use our intellect at various stages of our lives to accommodate our changing needs. In addition, according to Sterns and Sterns (1995), age differences may be classified as chronological, functional, legal, psychosocial and organizational definitions. Training issues may be the same across the lifespan as related to individual updating and optimization. For instance, when new computer software programs need to be mastered, usually everyone in the organization has to be trained, regardless of age. In other words, there is variability in the aging process.

Another key issue regarding the age differences is the fact that training can increase adult optimization and possibly reverse some decrements that may be the result of sheer misuse. Many older workers do not participate in professional development opportunities that would help them maintain or increase their abilities through mental and physical stimulation. According to Baltes and Baltes (1990), older adults, due to decreased physical abilities, try to compensate for progressive deficiencies in vision, mobility and auditory capabilities. It is also possible that age differences among colleagues intimidate an older worker’s ability to learn. They may have a fear of failure that leads to a self-fulfilling prophecy. Age is a factor that accounts for only a small amount of individual variability. According to a longitudinal study, Singer and Ryff
(1999) examined what is termed the “resilience construct”, which provides older adults who have undergone adversity and all types of setbacks, the ability to maintain their sense of well-being.

The data from this study will be very important in formulating workplace policies related to potential reasons for retention by focusing on training strategies and techniques that take into consideration individual differences. The target audience for the pilot study included members of the AMA and HRI, which included executives, human resource professionals and line managers and their employees. The target audience for the full study included older workers above the age of 50 who were employees of Pinnacle Healthcare Systems and Lewistown Hospital. The research questions addressed the relationships between workplace characteristics, quality of work life and older worker reasons for potential turnover, as illustrated in Figure 2.1.

Employer and Older Worker Pilot study Survey

The researcher obtained approval for the pilot study through the Institutional Review Board (IRB) (Appendix A) of the University. A consent form (Appendix B) was obtained for the employer survey (Appendix C), and a consent form (Appendix D) was obtained for the older worker survey (Appendix E). To accomplish the overall purposes of the study, the pilot employer survey instrument was used again for the full study. A modified version of the HCK model survey instrument was used for older workers. In addition, there was a Letter of Invitation to the Employers (Appendix F), a Letter to the Older Workers (Appendix G), and a Reminder Letter (Appendix H).

All questions and statements in the instrument were developed and analyzed for use by the researcher with a panel of experts knowledgeable in human resource
management, older worker learning theory, quality of work life and survey instrumentation. The panel’s comments and suggestions were considered when adding, revising, or eliminating questions.

Research Questions

This study sought answers to the following questions:

1. What are the relationships among job characteristics, social support and organizational characteristics on quality of work life?

2. Collectively, what is the influence of job characteristics, social support, organizational characteristics, and quality of working life on turnover intention?

3. What best practice do employers report regarding recruitment, training and managing older workers?

Measurement

Unit of Analysis

According to Babbie (1998), “Groups themselves may also be the unit of analysis for social scientific research” (p. 93). The pilot study included two groups of employers—employers who have best practices or employ older workers. Another unit was the older worker employee above the age of 50. Thus, for data analysis purposes, the unit of analysis was the individual study participant.
**Target Population and Sample for the Pilot Study of Employers and Workers**

The population for the full study of older workers was working men and women who were > 50 years of age. The population for the pilot study was employers who were members of the American Management Association (AMA) and Human Resource International (HRI). These pilot study employers were asked to complete a survey and then asked if they could distribute an older worker survey to their employees who were >50 years of age.

This pilot study was a descriptive research survey of older workers and employers who were recruited through members of the AMA or HRI. For this study, the membership list identified 9,079 individuals who could complete the pilot study for employers, leading to a potential 60% return rate (Isaac & Michael, 1997). In order to ensure a response rate, the pilot study was done to make sure the design of the questionnaire was suitable. In addition, a reminder letter was sent to follow-up. The target group was selected because at the time of the study they were employers of older workers or employees continuing to work past the age of 50. Each person selected to participate in the study was contacted through email lists to secure his/her cooperation in the study.

**Variables**

The independent variables included job characteristics—job demands, role ambiguity, decision latitude, challenge; social support: colleague support and supervisory support—and organizational characteristics—training opportunities, career opportunities and rewards. Data were collected from employers as well as employees. Table 3.2
describes in detail the profile of instruments and data analysis used for the employer and older workers’ pilot survey.

Table 3.2.
Profile of Instruments and Data Analysis for Employer and Older Workers Pilot Survey

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Survey Source of Data</th>
<th>Analysis of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the relationship of Job Characteristics, Social Support and Organizational Characteristics on Quality of Work Life?</td>
<td>Q#2. What attracts your attention when looking for a new job opportunity? (CH) (pg. 69)</td>
<td>Descriptive Statistics and Correlations</td>
</tr>
<tr>
<td></td>
<td>Q#3. Please give us any other comments about what would attract your attention about a new job opportunity. (CH) (pg. 70)</td>
<td></td>
</tr>
<tr>
<td>Independent Variables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Characteristics:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Demands (JD)</td>
<td>Q#4. What makes a difference to you when deciding whether to take a job? (JD) (pg. 70)</td>
<td></td>
</tr>
<tr>
<td>Role Ambiguity (RA)</td>
<td>Q#5. Please add any comments you have about what factors are important to you when considering a new job. (JD) (pg. 70)</td>
<td></td>
</tr>
<tr>
<td>Decision Latitude (DL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenge (CH)</td>
<td>Q#6. Which of the following statements best describes how you feel about your current job? (JS) (pg. 71)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q#7. If you’d consider leaving your current job, please check all the reasons that would apply. (JS) (pg. 71)</td>
<td></td>
</tr>
</tbody>
</table>
Table 3.2. (Continued)

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Survey Source of Data</th>
<th>Analysis of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Collectively, what is the influence of Job Characteristics, Social Support, Organizational Characteristics, and Quality of Working Life on Potential Reasons for Turnover</td>
<td>Q#2 What attracts your attention when looking for a new job opportunity? (CA) (pg. 69)</td>
<td>Descriptive Statistics and Correlations</td>
</tr>
<tr>
<td></td>
<td>Q#3 Please give us any other comments about what would attract your attention about a new job opportunity. (CO) (pg. 70)</td>
<td></td>
</tr>
<tr>
<td>Independent Variables</td>
<td>Q#4. What makes a difference to you when deciding whether to take a job? (JD) (pg. 70)</td>
<td></td>
</tr>
<tr>
<td>Job Characteristics:</td>
<td>Q#5. Please add any comments you have about what factors are important to you when considering a new job. (JS) (pg. 70)</td>
<td></td>
</tr>
<tr>
<td>Job Demands (JD)</td>
<td>Q#6. Which of the following statements best describes how you feel about your current job? (JS) (pg. 71)</td>
<td></td>
</tr>
<tr>
<td>Role Ambiguity (RA)</td>
<td>Q#7. If you’d consider leaving your current job, please check all the reasons that would apply. (JS) (pg. 71)</td>
<td></td>
</tr>
<tr>
<td>Decision Latitude (DL)</td>
<td>Q#8. We would like to know about development activities in which you have participated at your company. For those you have participated in how useful were they? (CO) (pg. 72)</td>
<td></td>
</tr>
<tr>
<td>Challenge (CH)</td>
<td>Q#9. Approximately how many days of training within the last year did you receive in each of the following categories? (TR) (pg. 73)</td>
<td></td>
</tr>
<tr>
<td>Social Support:</td>
<td>Q#10. Think about the last training program you attended. What was good about it? What needed improvement? (TR) (pg. 73)</td>
<td></td>
</tr>
<tr>
<td>Support from Colleagues (CS)</td>
<td>Q#11. When you need to learn for job-related purposes, how much do you prefer each of the following formats? (TR) (pg. 73)</td>
<td></td>
</tr>
<tr>
<td>Supervisory Support (SS)</td>
<td>Q#12. Please provide any other comments about how you prefer to learn or the most effective way for you to learn to work? (TR) (pg. 74)</td>
<td></td>
</tr>
<tr>
<td>Organizational Characteristics:</td>
<td>Q#13. Think about your last or current manager. What aspects of his/her management style were they good at and not good at. Please rate them on their ability to …. (OI) (pg. 74)</td>
<td></td>
</tr>
<tr>
<td>Training Opportunities (TO)</td>
<td>Q#14. Please give us any other comments about what you think makes a good manager of older workers. (OI) (pg. 75)</td>
<td></td>
</tr>
<tr>
<td>Career Opportunities (CO)</td>
<td>Q#15. Have you had an experience in your employment relationship that you believe stemmed from your status as an older worker? Briefly describe what happened, and what the current status or final outcome was. (JS) (pg. 75)</td>
<td></td>
</tr>
<tr>
<td>Rewards (RE)</td>
<td>Q#16. How important are each of the following as you move from full-time employment to eventual full-time retirement? (JS) (pg. 75)</td>
<td></td>
</tr>
<tr>
<td>Dependent Variables</td>
<td>Q#17. To what extent would you be willing to work…. (OI)(pg. 75)</td>
<td></td>
</tr>
<tr>
<td>Quality of Working Life:</td>
<td>Q#18. Please provide any other comments about how you prefer to learn or the most effective way for you to learn to work? (TR) (pg. 74)</td>
<td></td>
</tr>
<tr>
<td>Emotional Exhaustion (EEX)</td>
<td>Q#19. Think about your last or current manager. What aspects of his/her management style were they good at and not good at. Please rate them on their ability to …. (OI) (pg. 74)</td>
<td></td>
</tr>
<tr>
<td>Job Satisfaction (JS)</td>
<td>Q#20. Have you had an experience in your employment relationship that you believe stemmed from your status as an older worker? Briefly describe what happened, and what the current status or final outcome was. (JS) (pg. 75)</td>
<td></td>
</tr>
<tr>
<td>Organizational Involvement (OI)</td>
<td>Q#21. How important are each of the following as you move from full-time employment to eventual full-time retirement? (JS) (pg. 75)</td>
<td></td>
</tr>
<tr>
<td>Potential Reasons for Turnover</td>
<td>Q#22. To what extent would you be willing to work…. (OI)(pg. 75)</td>
<td></td>
</tr>
</tbody>
</table>
Table 3.2. (Continued)

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Survey Source of Data</th>
<th>Analysis of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. What best practices do employers report regarding recruitment, training and managing older workers?</td>
<td>Q#2. Employer Survey - To what extent is each of the following true in your experience with your older workers…? (pg. 57)</td>
<td>Descriptive Statistics and Correlations</td>
</tr>
<tr>
<td></td>
<td>Q#3. Employer Survey – Please provide any comments about your experience with older workers. (pg. 57)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q#4. Employer Survey - What incentives are considered by your organization when deciding to hire an older worker? (pg. 58)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q#5. Employer Survey - How does your organization recruit older workers? (pg. 58)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q#6. Employer Survey - Please provide any other comments about how your organization recruits older workers. (pg. 58)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q#7. Employer Survey – When designing training for older workers, to what extent do you …..? (pg. 58)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q#8. Employer Survey - Please provide any other comments about approaches your organization uses in training older workers. (pg. 59)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q#9. Employer Survey - There are a number of preconceptions about older workers. Here are a number of findings from research on older workers. In your experience, to what extent do you agree with each of the following? (pg. 59)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q#10. Employer Survey - Please provide any other comments about the myths and pre-conceptions or misconceptions you have observed about older workers. (pg. 59)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q#11. Employer Survey -How important do you think each of the following is when it comes to managing older workers…? (pg. 59)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q#12. Employer Survey - Please provide any other comments about approaches to managing older workers. (pg. 60)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q#13. Employer Survey - What special problems, if any, have you experienced in dealing with older workers that may pose special challenges to employers? What happened and what did you do in the situation? (pg. 60)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q#14. Employer Survey – What approaches does your organization use to maintain personal and professional ties with retirees and semi-retirees? (pg. 61)</td>
<td></td>
</tr>
</tbody>
</table>
Table 3.2. (Continued)

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Survey Source of Data</th>
<th>Analysis of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q#15. Employer Survey – Please provide comments on approaches your organization uses to maintain contact with retirees and other older workers. (pg. 61)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q#16. Employer Survey – In what business sector is your organization? (pg. 61)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q#17. Employer Survey – How many people does your organization employ? (pg. 61)</td>
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</table>

**Full Study**

**Instrumentation**

A quantitative descriptive research method was used to conduct the full study. The data collection was done through a web-based survey instrument. Descriptive statistics were used because they describe data in a short fashion (Sprinthal, 1990). Survey research generally involves interviews or questionnaires. Since the sample for the study involves geographical distances, the longer version of the questionnaire developed by Korunka et al (2005) was used with permission for the older worker survey, and was modified as needed to answer the research questions. The Korunka et al (2005) model used a dataset from the USA and one from Austria. “In both samples, the best model fit was found in the subsets of older employees and more highly educated employees. Therefore, the replication showed further insights regarding the relevance of the model especially for older and well educated employees” (Korunka et al, 2005, p. 5). Strategies and approaches in the workplace were assessed using this online survey with a combination of open-ended questions as well as Likert-type response scales. In addition, age, gender and ethnicity were analyzed.
Data Collection and Analysis

Full Study Testing

A turnover model of retention (Korunka, Hoonakker, & Carayon, 2005) was based on Igbaria (1992) and Moore (2002), using both a USA database as well as an Austrian database. This model is a good fit for older workers and highly educated workers (Korunka et al, 2005), which make it applicable to the Baby Boom generation who are better educated. “Higher educated employees had higher turnover intention and lower levels of job and career satisfaction. Employees with low salaries and those who perceived limited career advancement opportunities tended to hold stronger turnover intention than those with higher salaries and more career advancement opportunities, through both direct and indirect effects” Korunka et al, 2005, pp.1-2).

From November 2007 through December 18, 2007, the older worker online surveys were distributed by two hospital employers to a non-randomized convenience sample of employees from the population. Technological issues were encountered with the online survey for the full study. During the first few weeks that the surveys were posted, there was a technological issue that no one was aware of. The inactive link was an accident, and it was corrected. This affected the response rate. As a result, due to the logistics issue in the study and the increasing interest in a solution to the areas of healthcare workforce shortages, what is reported in chapter 4 are the data for the older worker segment. The two hospital institutions were considered two employers. Therefore, here only the older worker component is reported.

Basic descriptive statistics and correlations were used for Research Question One and Research Question Two. Basic descriptive statistics and correlations were used
rather than the structured equation modeling and multivariate analysis. Cronbach’s alphas were used for both surveys. These results are included in Table 3.5. Based on the results of the pilot study, modifications were made to the full study older worker survey.

*Full Study Survey*

The researcher obtained approval for the full study through the Institutional Review Board (IRB) (Appendix J) in the Office of Research Protections of the University. A Consent Form (Appendix K) was also obtained for the full study older worker survey (Appendix L). To accomplish the overall purposes of the study, the pilot employer survey instrument (Appendix C) was used again when contacting the two hospital employers—Pinnacle Healthcare Systems and Lewistown Hospital—for support in distributing the online older worker survey for the full study. The employer data were not analyzed for the full study. Therefore, for the purpose of this thesis, the data from the employer survey were not included. The longer version of the HCK model survey instrument was used for older workers (Appendix J). In addition, there was a Pre-Notice Letter of Invitation to Employers (Appendix M), a Pre-Notice Letter of Invitation to the Older Worker (Appendix N), a Full Study Letter of Invitation to Employers (Appendix O), a Full Study Letter of Invitation to the Older Workers (Appendix P), and an Employer Reminder Letter (Appendix Q), and an Older Worker Reminder Letter (Appendix R).

All questions and statements in the instrument were developed and analyzed for use by the researcher with a panel of experts that included Dr. William J. Rothwell, Professor, The Pennsylvania State University; Dr. Harvey Sterns, Professor, University of Akron, Ohio; and Dr. Joel Reaser, Senior Vice-President of the National Older Worker
Career Center, Arlington, Virginia. The panel members are knowledgeable in human resource management, older worker learning theory, quality of work life and survey instrumentation. The panel’s comments and suggestions were considered when adding, revising, or eliminating questions.

The pilot online survey for employers that was also used in its entirety for the full study was designed to determine the extent to which their organization was dealing with the aging of the workforce. Twice as many workers aged 55+ will be added to the workforce than those aged 25–54. Many workers will be working past normal retirement age, but will be expecting flexible working arrangements. The answers will help understand what employers want, and are able, to do. The 6-point Likert-type portion of the survey ranged from a low of NA (not at all) to a high of Strongly Agree. The survey was designed to determine the employer’s perceptions of strategies and approaches that optimize the talents of older workers and to what extent each felt they met those needs. The full study survey for older workers was designed to determine the importance of having or finding a job. Many more people are working later in life and employers will need to make changes to get the most from their older workers and to meet their needs. It is anticipated that the answers will provide an understanding of what changes are most important to them. Table 3.3 shows in detail the research procedure used for the full study of older workers.
Table 3.3.

*Research Procedure for Full Study of Older Workers*

<table>
<thead>
<tr>
<th>Steps</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 1: Preparation</strong></td>
<td></td>
</tr>
<tr>
<td>Select Methodology</td>
<td>Based on the purpose of the research, descriptive correlational survey research was chosen as the research methodology for the full study.</td>
</tr>
<tr>
<td>Select Target Group and Sample</td>
<td>The target population for the full study consisted of older workers from Pinnacle Healthcare Systems and the Lewistown Hospital. A total non-randomized convenience sample of 716 older workers was selected from two hospital employers: Pinnacle Healthcare Systems and Lewistown Hospital.</td>
</tr>
<tr>
<td>Determine Variables</td>
<td>The four independent variable categories will be <em>(1) Job Characteristics—Job Demands, Role Ambiguity, Decision Latitude, Challenge—(2) Social Support—Colleague Support and Supervisory Support—(3) Organizational Characteristics—Training Opportunities, Career Opportunities and Rewards—(4) Demographic Characteristics—Ethnicity and Gender.</em></td>
</tr>
<tr>
<td>Questionnaire Development</td>
<td>The two dependent variables will be <em>(1) Quality of Working Life (Emotional Exhaustion, Job Satisfaction, Organization Involvement) and (2) Turnover Intention.</em></td>
</tr>
<tr>
<td></td>
<td>The Hoonakker et al. (2005) instrument was modified for this study. Permission was received from the authors to modify the instrument.</td>
</tr>
<tr>
<td></td>
<td>The instrument was modified based on the research questions for this study.</td>
</tr>
<tr>
<td></td>
<td>The content validity of the instrument will be established using a panel of experts. Internal consistency for summated scales will be established using Cronbach’s alpha.</td>
</tr>
<tr>
<td></td>
<td>The full study of older workers included &gt;50 age older workers.</td>
</tr>
</tbody>
</table>
Table 3.3. (continued)

<table>
<thead>
<tr>
<th>Steps</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 2: Date Collection</strong></td>
<td></td>
</tr>
<tr>
<td>Distribute Questionnaire</td>
<td>Questionnaires were distributed to Pinnacle Healthcare &amp; Lewistown Hospital through their websites.</td>
</tr>
<tr>
<td></td>
<td>The researcher explained the background of the project and the way to fill out the survey via electronic communications.</td>
</tr>
<tr>
<td></td>
<td>Participants filled out the survey online and submit their responses.</td>
</tr>
<tr>
<td><strong>Phase 3: Data Reporting</strong></td>
<td></td>
</tr>
<tr>
<td>Analyze data</td>
<td>For the first research question descriptive statistics and correlations were used in the final study of older workers.</td>
</tr>
<tr>
<td>(Note: for the older worker study the number of cases was insufficient to use multiple regression and SEM.)</td>
<td>For the second research question descriptive statistics and correlations were used in the final study of older workers.</td>
</tr>
<tr>
<td>Report</td>
<td>The researcher drafted conclusions and recommendations.</td>
</tr>
<tr>
<td></td>
<td>The recommendations and conclusion were presented to the graduate committee for review.</td>
</tr>
<tr>
<td></td>
<td>The researcher finished the final report based on the committee comments.</td>
</tr>
</tbody>
</table>

*The Problem*

The purpose of the full study of older workers was to examine the job characteristics, quality of work life and potential reasons for older worker turnover.

According to DeLong (2004), explicit knowledge in the workplace is information that can be readily gathered and stored in a computer or in print. It is the
type of transfer of ideas that is easily accomplished. However, tacit knowledge includes intangibles that cannot be readily captured. It is the know-how to do something. It may involve cognitive skills that capture an individual’s intuition, beliefs, values, or technical skills, such as an individual’s crafty side. It cannot be readily articulated in terms because it may also be considered cultural or just a product of years of experience and an accumulation of wisdom.

The older worker study for the full study was done to better understand the reasons that healthcare institutions are experiencing a present and predicted critical shortage area of older workers. Researchers have argued that training programs targeted at meeting the needs of older adult learners are most successful when learners share the responsibility (Rothwell & Kazanas, 2004). Workers, therefore, theoretically benefit most when they become participants in implementing strategies for optimizing their individual potential. As a result, managers and employees have opportunities to collaborate in developing proactive strategies to optimize human potential and avoid obsolescence of skills and knowledge by taking an active role in their careers through self-directed management skills. If individuals want to continue to work and avoid this obsolescence, and be viable for longer periods of time, they would be wise to participate in training or educational programs that update their skills and knowledge.

The data from this study will be very important in formulating workplace policies related to potential reasons for retention by focusing on training techniques that take into consideration individual differences. The target audience for the full study included older workers >50 who were employees of two hospital institutions: Pinnacle Healthcare Systems and Lewistown Hospital. The research questions addressed the relationships
between workplace characteristics, quality of work life and potential for turnover of older workers as illustrated in Figure 2.1.

**Research Questions**

This study sought answers to the following questions:

1. What are the relationships among job characteristics, social support and organizational characteristics on quality of work life?

2. Collectively, what is the influence of job characteristics, social support, organizational characteristics, and quality of working life on turnover intention?

**Measurement**

**Unit of Analysis**

According to Babbie (1998), “groups themselves may also be the unit of analysis for social scientific research” (p. 93). The pilot study included two groups of employers. Another unit was the older worker employee >50. Thus, for data analysis purposes, the unit of analysis was the individual study participant.

**Target Population and Sample for the Full Study of Employers**

The employers for the full study were two hospital institutions—Pinnacle Healthcare Systems and Lewistown Hospital—who distributed the online survey to their older workers. These employers were asked to complete a survey, and then asked if they could distribute an older worker survey to their employees who were >50 years of age.

This full study was a descriptive research survey of older workers who were recruited through an email list in their institutions. For this study, the Human Resource representative from each institution completed the survey as an employer and then
identified a total of 716 individuals >50 to complete the full study of older workers, and the researcher expected a 60% return rate (Isaac & Michael, 1997). In order to ensure a response rate, the pilot study was done to ensure the design of the questionnaire was suitable. In order to assure a good response rate (Dillman, 2007), a Pre-notice Letter, a Letter of Invitation, and a Reminder Letter were sent as follow-ups. The target group was selected because the healthcare field is presently experiencing a workforce shortage and the shortage is expected to continue as Baby Boomers reach old age. Therefore, the retention and recruitment of older workers will have a positive effect on the healthcare industry. Each person selected to participate in the study was contacted through email lists to secure his/her cooperation.

Variables

The independent variables included job characteristics—job demands, role ambiguity, decision latitude, challenge; social support: colleague support and supervisory support—and organizational characteristics—training opportunities, career opportunities and rewards (Table 3.4). In the model, these factors are related to quality of work life. Data were collected from employers as well as employees.

One dependent variable was Quality of Working Life. The following are items that include the Quality of Working Life characteristics: Burnout (proxy for Emotional Exhaustion), Quality of Life (proxy for Job Satisfaction) and Corporate Fit (proxy for Organization Involvement). Another dependent variable was Turnover Intention. Table 3.4 shows in detail the profile of the full study instrument and data analysis procedures used for the older worker survey full study instrument.
Table 3.4

Profile of Full Study Instrument and Data Analysis Procedures of Older Worker Survey

Full Study Instrument

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Survey Source of Data</th>
<th>Analysis of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the relationship of Job Characteristics, Social Support and Organizational Characteristics on Quality of Work Life?</td>
<td>Q#17 How often does your job require you to work very fast, etc.? (JD) p.4</td>
<td>Descriptive Statistics and Correlations</td>
</tr>
<tr>
<td></td>
<td>Q#18 How much influence do you have over the decisions concerning which individuals in your work unit do which tasks…? (DL) p.5</td>
<td></td>
</tr>
<tr>
<td>Independent Variables</td>
<td>Q#19 To be successful on my job requires all my skill and ability…? (CH) p.6</td>
<td></td>
</tr>
<tr>
<td>Job Characteristics:</td>
<td>Q #20 How much challenge is there on your job…? (CH) p.6</td>
<td></td>
</tr>
<tr>
<td>Job Demands (JD)</td>
<td>Q #21 How much does each of these people go out of their way to do things to make your life easier for you…? (SS) (CS) p.7</td>
<td></td>
</tr>
<tr>
<td>Role Ambiguity (RA)</td>
<td>Q #22 How easy is it to take with each of the following people: Immediate supervisor, other people at work, your spouse, friends and relatives? (SS) (CS) p.7</td>
<td></td>
</tr>
<tr>
<td>Decision Latitude (DL)</td>
<td>Q #23 How much can each of these people be relied on when things get tough at work…? (SS) (CS) p.7</td>
<td></td>
</tr>
<tr>
<td>Challenge (CH)</td>
<td>Q #24 How much are each of the following people willing to listen to your personal problems…? (SS) (CS) p.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q #25 Family matters reduce the time I can devote to my job…? (Family spills into job) p.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q #26 Have you ever passed up or turned down any of the things because of family obligations: An assignment, a promotion, relocation…? (Family spills into job) p.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q #27 Indicate whether you have received training through any of the following scenarios over the past 12 months…? (TR) p.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q #28 If you answered yes to any above, please indicate the number of days: Company sponsored/On company time…. etc. (TR) p.9</td>
<td></td>
</tr>
<tr>
<td>Research Question</td>
<td>Survey Source of Data</td>
<td>Analysis of Data</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Q #29 Please indicate how much you agree or disagree with the following statements: I am given a real opportunity to improve my skills at this company through education and training programs… (TR) p.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q #30 In this section, we would like to know about development activities in which you have participated at your company. Management development: Programs or activities designed to teach managerial skills, such as supervision, coaching, recruiting, management, decision making, strategic policy making…level of usefulness low to high range…. (TR) Management Development p.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q #31 Indicate how much you agree or disagree with the following statements: My opportunities for advancement in this company are somewhat limited. I have experienced lateral job transfers that broadened my expertise in a given area…. (CO) p.11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q #32 In working life, unequal treatment and discrimination may occur in pay, hiring, opportunities for career advancement or access to further training. Have you experienced unequal treatment or discrimination at your current workplace on the basis of: age (against the old), sex (against women, men), Having a family, race… Discrimination, experienced by self, p.11</td>
<td></td>
<td></td>
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<tr>
<td>Q #33 Do you believe that unequal treatment or discrimination occurs at your current workplace on the basis of: age, sex, having a family, pregnancy, race, color, disability…. Discrimination in the workplace, p.12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q #34 Please indicate how much you agree or disagree with the following statements: At work, I feel uncomfortable when others make jokes or negative commentaries about people of my ethnic or cultural background… Discrimination because of Ethnicity, p.13</td>
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<td></td>
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<tr>
<td>Q #35 I understand my company’s principles and goals and support them… Corporate fit, p.14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q #36 To help employees balance work and family/home responsibilities your company may offer the following options: flextime, job sharing, telecommuting, elder care, etc… Flexible work practices, p.14</td>
<td></td>
<td></td>
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</table>
Table 3.4. (Continued)

<table>
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<tr>
<th>Research Question</th>
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<tr>
<td>Q #37 Overall, are these options sufficient for your needs? (RE)(SS)(CS)(CO)</td>
<td>p.21</td>
<td></td>
</tr>
<tr>
<td>Q #38 Overall do you feel that you would be discouraged from taking advantage of these options? (SS)(CS)(CO) (RE)</td>
<td>p.21</td>
<td></td>
</tr>
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<td>Q #39 My performance evaluations within the past few years have been helpful to me in my professional development…(RE)</td>
<td>p.15</td>
<td></td>
</tr>
<tr>
<td>Q #40 How often are you concerned or bothered about losing your job or being laid off.? Job future uncertainty,</td>
<td>p.16</td>
<td></td>
</tr>
<tr>
<td>Q #41 What are the possibilities that in the next few years…your job will be eliminated; your job will be given to someone else….? Job future uncertainty,</td>
<td>p.16</td>
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</tbody>
</table>
Table 3.4. (Continued)

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<th>Research Question</th>
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<th>Analysis of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Collectively, what is the influence of Job Characteristics, Social Support, Organizational Characteristics, and Quality of Working Life on Potential Reasons for Turnover</td>
<td>Q#17 How often does your job require you to work very fast, etc.? (JD)p.4</td>
<td>Descriptive Statistics and Correlations</td>
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<td>Independent Variables</td>
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</tr>
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<td>Support from Colleagues (CS)</td>
<td>Q #25 Family matters reduce the time I can devote to my job…? (Family spills into job)) p.8</td>
<td></td>
</tr>
<tr>
<td>Supervisory Support (SS)</td>
<td>Q #26 Have you ever passed up or turned down any of the things because of family obligations: An assignment, a promotion, relocation…?(Family spills into job) p.8</td>
<td></td>
</tr>
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<td>Organizational Characteristics:</td>
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<td></td>
</tr>
<tr>
<td>Training Opportunities (TO)</td>
<td>Q #28 If you answered yes to any above, please indicate the number of days: Company sponsored/On company time….; etc. (TR) p.9</td>
<td></td>
</tr>
<tr>
<td>Career Opportunities (CO)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rewards (RE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dependent Variables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Working Life:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Exhaustion (EEX)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Satisfaction (JS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Involvement (OI)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potential Reasons for Turnover</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 3.4. (Continued)

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<td></td>
<td></td>
</tr>
</tbody>
</table>
In order to enhance a better response rate (Dillman, 2007), from February 1 through February 22, 2008, a mail-out survey was done of non-respondents to the previous online survey. A systematic randomized sampling of older workers >50 years of age was conducted from the population at Lewistown Hospital. Because it was not possible to determine whether any of the participants in the systematic random sample had previously been asked to participate in the online survey, a slight potential exists that a person asked to participate in the follow-up survey had already responded. Basic descriptive statistics and correlations were used for research question one and research question two. Basic descriptive statistics, correlations and regression techniques were used rather than the originally planned structural equation modeling and multivariate analysis. Cronbach’s alpha was used to assess the internal consistency of the computed index values (Table 3.5). Based on Isaac and Michael’s (2007) sample size guidelines for 260 individuals, 155 mail-out surveys with 63 questions were sent to the target population of 259 older workers >50 years of age at Lewistown Hospital.

The researcher obtained approval of modifications to the full study through the Institutional Review Board (IRB) (Appendix S) in the Office of Research Protections of the University. A consent form (Appendix T) was also revised and obtained for the non-respondents, and a reminder letter (Appendix U) was sent to the older workers.
The non-respondent mail-out survey was done to provide a better understanding of differences between the respondents who replied online and the non-respondents who responded to the hard copy mail-out surveys.

Mail-out surveys were sent to a sample \( n=155 \) of non-respondents identified through systematic randomized sampling. All analyses used SPSS software. Descriptive statistics were used to analyze the job characteristics, social support, organizational characteristics on quality of work life and, collectively that relationship on potential for turnover.

**Cronbach’s Alpha**

Internal consistency reliability information was calculated using Cronbach’s alpha coefficient. Table 3.5 summarizes the internal consistency results across 21 variables. All variables were within acceptable limits, the lower limit generally accepted is .70, although it may decrease to .60 in exploratory research (Hair, Anderson, Tatham & Black, 1998, p. 188).
Table 3.5

Summary Internal Consistency Information for Summated Subscales used in the Study

<table>
<thead>
<tr>
<th>Scale</th>
<th>n (cases)</th>
<th>Scale M</th>
<th>Scale SD</th>
<th>Average Inter-item r</th>
<th>Cronbach α</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Life</td>
<td>5 (142)</td>
<td>20.39</td>
<td>5.29</td>
<td>.61</td>
<td>.88</td>
</tr>
<tr>
<td>Job Demands</td>
<td>4 (151)</td>
<td>13.99</td>
<td>4.43</td>
<td>.65</td>
<td>.89</td>
</tr>
<tr>
<td>Role Conflict</td>
<td>3 (153)</td>
<td>7.05</td>
<td>2.96</td>
<td>.46</td>
<td>.72</td>
</tr>
<tr>
<td>Role Ambiguity</td>
<td>4 (146)</td>
<td>7.30</td>
<td>2.82</td>
<td>.53</td>
<td>.82</td>
</tr>
<tr>
<td>Decision Control</td>
<td>4 (153)</td>
<td>11.21</td>
<td>5.30</td>
<td>.73</td>
<td>.92</td>
</tr>
<tr>
<td>Challenge</td>
<td>4 (133)</td>
<td>19.96</td>
<td>4.26</td>
<td>.23</td>
<td>.49</td>
</tr>
<tr>
<td>Supervisor Social Support</td>
<td>4 (153)</td>
<td>20.16</td>
<td>4.49</td>
<td>.72</td>
<td>.91</td>
</tr>
<tr>
<td>Co-worker Social Support</td>
<td>4 (153)</td>
<td>15.59</td>
<td>3.83</td>
<td>.61</td>
<td>.85</td>
</tr>
<tr>
<td>Family Social Support</td>
<td>4 (153)</td>
<td>15.69</td>
<td>5.22</td>
<td>.71</td>
<td>.91</td>
</tr>
<tr>
<td>Work Conflict</td>
<td>4 (152)</td>
<td>8.49</td>
<td>3.78</td>
<td>.51</td>
<td>.80</td>
</tr>
<tr>
<td>Family Conflict</td>
<td>4 (151)</td>
<td>8.85</td>
<td>3.52</td>
<td>.35</td>
<td>.70</td>
</tr>
<tr>
<td>Training Opportunity</td>
<td>8 (150)</td>
<td>26.36</td>
<td>9.91</td>
<td>.73</td>
<td>.96</td>
</tr>
<tr>
<td>Management Development</td>
<td>5 (86)</td>
<td>14.16</td>
<td>7.29</td>
<td>.71</td>
<td>.92</td>
</tr>
<tr>
<td>Career Advancement</td>
<td>10 (144)</td>
<td>26.87</td>
<td>7.45</td>
<td>.20</td>
<td>.71</td>
</tr>
<tr>
<td>Ethnic Discrimination</td>
<td>10 (144)</td>
<td>11.69</td>
<td>6.10</td>
<td>.57</td>
<td>.90</td>
</tr>
<tr>
<td>Corporate Fit</td>
<td>13 (134)</td>
<td>49.25</td>
<td>8.57</td>
<td>.25</td>
<td>.80</td>
</tr>
<tr>
<td>Rewards</td>
<td>8 (146)</td>
<td>24.26</td>
<td>10.06</td>
<td>.62</td>
<td>.93</td>
</tr>
<tr>
<td>Organization Involvement</td>
<td>3 (144)</td>
<td>18.08</td>
<td>2.92</td>
<td>.34</td>
<td>.53</td>
</tr>
<tr>
<td>Fatigue</td>
<td>3 (152)</td>
<td>6.22</td>
<td>3.13</td>
<td>.76</td>
<td>.91</td>
</tr>
<tr>
<td>Tension</td>
<td>3 (152)</td>
<td>4.41</td>
<td>2.22</td>
<td>.60</td>
<td>.78</td>
</tr>
<tr>
<td>Burnout</td>
<td>6 (149)</td>
<td>15.79</td>
<td>9.29</td>
<td>.71</td>
<td>.93</td>
</tr>
</tbody>
</table>
Chapter 4

Findings

The original intent of this study was to examine the relationships among workplace characteristics, quality of work life and potential for turnover of older workers while examining best practices used by employers. What is reported in chapter 4 are the data for the older worker component of the research; the employer best practices aspect of the study is not reported in this thesis.

Two research questions formed the framework of this study:

1. What are the relationships among job characteristics, social support and organizational characteristics on quality of work life?

2. Collectively, what is the influence of job characteristics, social support, organizational characteristics, and quality of working life on employee turnover intention?

The results are based on a 22% response rate \((n = 155)\) to an initial web based survey and one conventional U.S. mailed survey. Analysis indicated no statistical differences between responses to the web-based initial survey and the U.S. mailed follow-up survey. Thus, the results from the two are combined for data analysis purposes in Table 3.5.

Overview Information for Factors Influencing Quality of Work Life

The first research question examined the influence of job characteristics, organizational factors and social support on quality of life. Quality of work life was measured using three indicators including job satisfaction as measured by the Quality of
Life Index (QLI), emotional exhaustion as measured by the Job Burnout Index and organization involvement as measured by the Corporate Fit Index. Details regarding these indices are described in chapter 3 with detailed reliability information appearing in Table 3.5.

Three separate hierarchical (sequential) multiple regression analyses were conducted according to the guidelines of Tabachnick and Fidel (2007, 119–155). Hierarchical regression analysis was utilized because of the sequential nature of the variables implied in the literature review. The use of hierarchical regression enabled the researcher to enter variables in the following sequence (job characteristic variables, organization variables, social support variables) and to examine the relative increase in R square for each subsequent block of variables.

Profile of Participants

Univariate descriptive statistics were reported for the personal characteristics of respondents categorized by age, gender, and education level. Table 4.1 shows that slightly more than one third (37%) of the respondents ($n = 143$) were between the ages of 50–54 years, primarily female (77%, $n = 144$), 98% White ($n = 142$), 64% in good health ($n = 145$), and 29% with no intention to retire in the next five years ($n = 144$). Another 29% ($n = 144$) reported that they work part-time and will work until they are unable to work. The majority of respondents were married (69%, $n = 145$).

Table 4.2 shows educational and salary information for respondents. Overall, almost 30% ($n = 145$) of the respondents had a graduate or professional degree, 17% ($n = 145$) had a high school or GED, and 26% ($n = 145$) had attended college at some point in their career, 26% ($n = 140$) had other training provided by courses or seminars, and only
6.4% \((n = 140)\) were self taught. Further, 23\% \((n = 140)\) indicated that they were training for some type of certification or received training as a result of previous on-the-job work experiences. Salaries ranged from 17\% \((n = 146)\), indicating that they made less than $25,000, to 9\%\), indicating that they made over $95,000.

Table 4.3 shows employment information for respondents. The majority, 73\% \((n = 147)\) of the workers were full-time employees, 20\% \((n = 146)\) telecommuted, 41\% \((n = 150)\) considered themselves professionals, 20\% \((n = 150)\) considered themselves supervisors or managers, 20\% \((n = 150)\) were nurses, and 37\% \((n = 150)\) considered themselves staff.
Table 4.1. Summary of Respondents’ Personal Background Information

<table>
<thead>
<tr>
<th>Variable</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>111</td>
<td>77.10%</td>
</tr>
<tr>
<td>Male</td>
<td>33</td>
<td>22.90%</td>
</tr>
<tr>
<td>Total</td>
<td>144</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>1</td>
<td>0.70%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>1.40%</td>
</tr>
<tr>
<td>White, not of Hispanic origin</td>
<td>139</td>
<td>97.90%</td>
</tr>
<tr>
<td>Total</td>
<td>142</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>Age Group</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 - 54 yrs</td>
<td>53</td>
<td>37.10%</td>
</tr>
<tr>
<td>55 - 59 yrs</td>
<td>39</td>
<td>27.30%</td>
</tr>
<tr>
<td>60 - 64 yrs</td>
<td>34</td>
<td>23.80%</td>
</tr>
<tr>
<td>65 - 69 yrs</td>
<td>12</td>
<td>8.40%</td>
</tr>
<tr>
<td>70 - 74 yrs</td>
<td>3</td>
<td>2.10%</td>
</tr>
<tr>
<td>75 yrs and greater</td>
<td>2</td>
<td>1.40%</td>
</tr>
<tr>
<td>Total</td>
<td>143</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>Current Marital Status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>100</td>
<td>69.00%</td>
</tr>
<tr>
<td>Single</td>
<td>14</td>
<td>9.70%</td>
</tr>
<tr>
<td>Separated</td>
<td>3</td>
<td>2.10%</td>
</tr>
<tr>
<td>Divorced</td>
<td>13</td>
<td>9.00%</td>
</tr>
<tr>
<td>Widowed</td>
<td>8</td>
<td>5.50%</td>
</tr>
<tr>
<td>Living with Partner</td>
<td>7</td>
<td>4.80%</td>
</tr>
<tr>
<td>Total</td>
<td>145</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>Parental Status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>29</td>
<td>20.30%</td>
</tr>
<tr>
<td>No</td>
<td>114</td>
<td>79.70%</td>
</tr>
<tr>
<td>Total</td>
<td>143</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>Health Status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td>9</td>
<td>6.20%</td>
</tr>
<tr>
<td>Good</td>
<td>93</td>
<td>64.10%</td>
</tr>
<tr>
<td>Excellent</td>
<td>43</td>
<td>29.70%</td>
</tr>
<tr>
<td>Total</td>
<td>145</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>Situational Status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spouse/partner retired</td>
<td>18</td>
<td>12.50%</td>
</tr>
<tr>
<td>Spouse/partner getting ready to retire</td>
<td>12</td>
<td>8.30%</td>
</tr>
<tr>
<td>No intention of retiring within 5 years</td>
<td>42</td>
<td>29.20%</td>
</tr>
<tr>
<td>No matter what, will retire at retirement age</td>
<td>24</td>
<td>16.70%</td>
</tr>
<tr>
<td>Will work as long as able to</td>
<td>42</td>
<td>29.20%</td>
</tr>
<tr>
<td>Now working part time and will until unable</td>
<td>6</td>
<td>4.20%</td>
</tr>
<tr>
<td>Total</td>
<td>144</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>Caretaker Status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spouse/partner as caregiver for aging parent</td>
<td>2</td>
<td>1.50%</td>
</tr>
<tr>
<td>Caregiver for aging parent</td>
<td>19</td>
<td>14.10%</td>
</tr>
<tr>
<td>Babysit grandchildren on regular basis plus work</td>
<td>16</td>
<td>11.90%</td>
</tr>
<tr>
<td>Not caregiver of aging parent</td>
<td>49</td>
<td>36.30%</td>
</tr>
<tr>
<td>Not babysit grand children on regular basis</td>
<td>10</td>
<td>7.40%</td>
</tr>
<tr>
<td>Other</td>
<td>39</td>
<td>28.90%</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
Table 4.2.

**Highest Level of Education and Salary Information for Study Participants**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Level of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS graduate or GED</td>
<td>25</td>
<td>17.20%</td>
</tr>
<tr>
<td>Some College</td>
<td>38</td>
<td>26.20%</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>21</td>
<td>14.50%</td>
</tr>
<tr>
<td>Some grad or professional study</td>
<td>18</td>
<td>12.40%</td>
</tr>
<tr>
<td>Grad or professional degree</td>
<td>43</td>
<td>29.70%</td>
</tr>
<tr>
<td>Total</td>
<td>145</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

| Health Care Formal Education/Training              |       |            |
| Some HS health related courses                     | 5     | 3.50%      |
| HS health related degree/certificate               | 6     | 4.20%      |
| Some technical college related courses             | 14    | 9.70%      |
| Technical college health related degree            | 17    | 11.80%     |
| Some university health related courses             | 13    | 9.00%      |
| University health related bachelor degree          | 24    | 16.70%     |
| University health related graduate degree          | 26    | 18.10%     |
| No health related formal schooling                 | 39    | 27.10%     |
| Total                                              | 144   | 100.00%    |

| Other Type of Training                             |       |            |
| Training for certification                         | 32    | 22.90%     |
| Company provided training courses/seminars         | 37    | 26.40%     |
| Other training courses / seminars                  | 15    | 10.70%     |
| Self taught                                        | 9     | 6.40%      |
| Former work experience                             | 32    | 22.90%     |
| Other                                              | 15    | 10.70%     |
| Total                                              | 140   | 100.00%    |

| Current Salary Level                               |       |            |
| Below $25,000                                      | 25    | 17.10%     |
| $25,000 - $34,999                                  | 21    | 14.40%     |
| $35,000 - $44,999                                  | 19    | 13.00%     |
| $45,000 - $54,999                                  | 22    | 15.10%     |
| $55,000 - $64,999                                  | 21    | 14.40%     |
| $65,000 - $74,999                                  | 13    | 8.90%      |
| $75,000 - $84,999                                  | 9     | 6.20%      |
| $85,000 - $94,999                                  | 3     | 2.10%      |
| $95,000 and above                                  | 13    | 8.90%      |
| Total                                              | 146   | 100.00%    |
Table 4.3.

_Employment Information for Study Participants_

<table>
<thead>
<tr>
<th>Variable</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pinnacle</td>
<td>63</td>
<td>42.0%</td>
</tr>
<tr>
<td>Mt. Nittany</td>
<td>2</td>
<td>1.3%</td>
</tr>
<tr>
<td>Lewistown</td>
<td>85</td>
<td>56.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>150</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Current Position Held</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical</td>
<td>20</td>
<td>13.3%</td>
</tr>
<tr>
<td>Trainer</td>
<td>2</td>
<td>1.3%</td>
</tr>
<tr>
<td>Teacher/Instructor</td>
<td>3</td>
<td>2.0%</td>
</tr>
<tr>
<td>Supervisor/Manager</td>
<td>26</td>
<td>17.3%</td>
</tr>
<tr>
<td>Project Coordinator</td>
<td>2</td>
<td>1.3%</td>
</tr>
<tr>
<td>Human Resources</td>
<td>6</td>
<td>4.0%</td>
</tr>
<tr>
<td>Nurse</td>
<td>30</td>
<td>20.0%</td>
</tr>
<tr>
<td>Physician</td>
<td>3</td>
<td>2.0%</td>
</tr>
<tr>
<td>CRNP</td>
<td>1</td>
<td>0.7%</td>
</tr>
<tr>
<td>Nurse Assistant</td>
<td>1</td>
<td>0.7%</td>
</tr>
<tr>
<td>Nutrition</td>
<td>2</td>
<td>1.3%</td>
</tr>
<tr>
<td>Administration</td>
<td>11</td>
<td>7.3%</td>
</tr>
<tr>
<td>Social Work</td>
<td>2</td>
<td>1.3%</td>
</tr>
<tr>
<td>Record Keeping/Medical Records</td>
<td>2</td>
<td>1.3%</td>
</tr>
<tr>
<td>Lab Employee</td>
<td>2</td>
<td>1.3%</td>
</tr>
<tr>
<td>Public Relations Media Specialist</td>
<td>1</td>
<td>0.7%</td>
</tr>
</tbody>
</table>
Table 4.3. (continued)

<table>
<thead>
<tr>
<th>Variable</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Support</td>
<td>1</td>
<td>.7%</td>
</tr>
<tr>
<td>Maintenance, Housekeeping &amp; Security</td>
<td>4</td>
<td>2.7%</td>
</tr>
<tr>
<td>Other</td>
<td>31</td>
<td>20.7%</td>
</tr>
<tr>
<td></td>
<td>150</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Type of Job

<table>
<thead>
<tr>
<th>Type</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>61</td>
<td>40.7%</td>
</tr>
<tr>
<td>Supervisor/Manager</td>
<td>30</td>
<td>20.0%</td>
</tr>
<tr>
<td>Staff</td>
<td>55</td>
<td>36.7%</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>2.7%</td>
</tr>
<tr>
<td></td>
<td>150</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Type of Employment

<table>
<thead>
<tr>
<th>Type</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent Employee</td>
<td>82</td>
<td>56.6%</td>
</tr>
<tr>
<td>Temporary Employee</td>
<td>5</td>
<td>3.4%</td>
</tr>
<tr>
<td>Hourly Employee</td>
<td>17</td>
<td>11.7%</td>
</tr>
<tr>
<td>Exempt Employee</td>
<td>35</td>
<td>24.1%</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>4.1%</td>
</tr>
<tr>
<td></td>
<td>145</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Full- or Part –Time

<table>
<thead>
<tr>
<th>Type</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part time</td>
<td>40</td>
<td>27.2%</td>
</tr>
<tr>
<td>Full time</td>
<td>107</td>
<td>72.8%</td>
</tr>
<tr>
<td></td>
<td>147</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Telecommute

<table>
<thead>
<tr>
<th>Type</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>117</td>
<td>80.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>29</td>
<td>19.9%</td>
</tr>
<tr>
<td></td>
<td>146</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Table 4.4 presents a summary of years of employment and hours worked per week in current positions. The mean hours worked was 40.5 hours/week; mean years worked was 18.6 years (137 respondents), indicating that they have worked for the present employer; and mean number of years worked in their present position was 13 years.
Table 4.4.

*Summary of Years of Employment and Hours Worked Per Week in Current Position*

<table>
<thead>
<tr>
<th>Variable</th>
<th>$n$</th>
<th>$M$</th>
<th>$SD$</th>
<th>$Mdn$</th>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years worked for this employer</td>
<td>137</td>
<td>18.55</td>
<td>11.19</td>
<td>18</td>
<td>1</td>
<td>43</td>
</tr>
<tr>
<td>Years worked in current position</td>
<td>137</td>
<td>13.42</td>
<td>9.85</td>
<td>11</td>
<td>1</td>
<td>43</td>
</tr>
<tr>
<td>Hours worked per week</td>
<td>146</td>
<td>40.47</td>
<td>9.95</td>
<td>40</td>
<td>12</td>
<td>72</td>
</tr>
<tr>
<td>Over time hours worked per week</td>
<td>116</td>
<td>2.21</td>
<td>4.46</td>
<td>0</td>
<td>0</td>
<td>24</td>
</tr>
</tbody>
</table>
Research Question One

What are the relationships among job characteristics, social support and organizational characteristics on quality of work life?

Older workers above the age of 50 were asked to respond to each item on the older worker survey according to the frequency with which different aspects, behaviors or activities appeared in their work/job. This was demonstrated according to a Likert response scale (Isaac & Michael, 1997, p. 151) and a few open-ended questions.

Responses to all queries were calculated to determine the frequency and standard deviations for each of the 12 variables listed in Table 4.5. Regression analysis was used for quality of working Life (quality of life index), burnout (proxy for emotional exhaustion), corporate fit (proxy for organizational involvement), job demand, role ambiguity, decision control, challenge of the job, training opportunity, career advancement, rewards, co-worker social support, and supervisor social support. Kerlinger and Lee (2000, p. 712) indicated a summated Likert type rating scale may be considered as approaching approximate equal intervals. The results presented in Table 4.5 indicate the mean for quality of work life was (M = 4.06; SD = 1.06) and for corporate fit was (M = 4.92; SD = .86). The mean value reported for burnout was (M = 2.63; SD = 1.55).
<table>
<thead>
<tr>
<th>Variable</th>
<th>n</th>
<th>M</th>
<th>SD</th>
<th>Skewness</th>
<th>Actual Low</th>
<th>Actual High</th>
<th>Theoretical Low</th>
<th>Theoretical High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Working Life (QLI)</td>
<td>142</td>
<td>4.06</td>
<td>1.06</td>
<td>-1.04</td>
<td>1.00</td>
<td>5.00</td>
<td>1.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Burnout</td>
<td>149</td>
<td>2.63</td>
<td>1.55</td>
<td>.66</td>
<td>0.00</td>
<td>6.83</td>
<td>0.00</td>
<td>7.00</td>
</tr>
<tr>
<td>Corporate Fit</td>
<td>134</td>
<td>4.92</td>
<td>.86</td>
<td>-.65</td>
<td>2.50</td>
<td>6.50</td>
<td>1.00</td>
<td>7.00</td>
</tr>
<tr>
<td>Job Demand</td>
<td>151</td>
<td>3.00</td>
<td>.96</td>
<td>-.90</td>
<td>0.00</td>
<td>5.00</td>
<td>0.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Role Ambiguity</td>
<td>146</td>
<td>1.83</td>
<td>.71</td>
<td>.86</td>
<td>1.00</td>
<td>4.25</td>
<td>1.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Decision Control</td>
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<td>2.80</td>
<td>1.33</td>
<td>-.07</td>
<td>0.00</td>
<td>5.00</td>
<td>0.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Challenge of the Job</td>
<td>140</td>
<td>5.63</td>
<td>1.29</td>
<td>-.99</td>
<td>0.00</td>
<td>5.00</td>
<td>0.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Training Opportunity Satisfaction</td>
<td>150</td>
<td>3.30</td>
<td>1.24</td>
<td>-.87</td>
<td>0.00</td>
<td>5.00</td>
<td>0.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Career Advancement</td>
<td>131</td>
<td>2.74</td>
<td>.70</td>
<td>-.08</td>
<td>1.00</td>
<td>4.30</td>
<td>1.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Rewards</td>
<td>146</td>
<td>3.03</td>
<td>1.26</td>
<td>-.70</td>
<td>0.00</td>
<td>5.00</td>
<td>0.00</td>
<td>5.00</td>
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<tr>
<td>Co-worker Social Support</td>
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<td>3.92</td>
<td>.97</td>
<td>-2.15</td>
<td>0.00</td>
<td>5.00</td>
<td>0.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Supervisor Social Support</td>
<td>153</td>
<td>3.87</td>
<td>1.12</td>
<td>-1.53</td>
<td>0.00</td>
<td>5.00</td>
<td>0.00</td>
<td>5.00</td>
</tr>
</tbody>
</table>
The influence of factors on quality of work life is summarized in Table 4.6a,b. Employees’ higher levels of perceived quality of working life/job satisfaction was positively influenced by higher levels of supervisory social support and lower levels of job demand. Quality of work life reflects the employees’ level of satisfaction with the job/work. QLI had an overall mean of 4.06 (SD = 1.06), indicating that respondents were generally satisfied with their work. Approximately 31% of the participants indicated a QLI value of < 3.50, indicating neutrality or dissatisfaction with their overall working life. The remaining 69% of participants reported QLI values above 3.50, which reflects a satisfied to highly satisfied working life.

The findings summarized in Table 4.6a indicate that, overall, the fully saturated regression model there explains 50.5% of the variance in employees’ self-reported quality of work life, which serves as a proxy measure of job/work satisfaction. In the final regression analysis (model three in Table 4.6a), variables that make the greatest contribution to the employees’ quality of working life were the supervisory level of social support (Beta = .38, p <.001), the employees’ self-reported level of job demands (Beta = -.16, p = .046), the employees’ perceived level of role ambiguity (Beta = -.14, p = .06) and the employees’ satisfaction with training opportunities (Beta .16, p =.09). Most importantly, higher levels of perceived supervisory staff, social support and lower levels of job demands are significantly (p < .05) associated with higher levels of employee job working life/job satisfaction.

The relationships among the four indicators of job characteristics in Table 4.6b were significant as a block (F=9.27; df=4/114, p <.001) for the respondents’ QLI values.
Collectively, they explained 24.5% of the difference in QLI values. Role ambiguity (Beta -.30, p .001) and job demand (Beta = .33, p <.001) had a similar influence and were negatively associated with QLI. Greater values on the job demand index and greater values on role ambiguity contributed significantly to lower levels on the quality-of-life index, which reflects satisfaction with the respondents’ working life.

The second step in examining QLI was to add three indicators of organizational characteristics to the model. The second model, which included both job characteristics and organizational characteristics, was significant (F=10.91; df = 7/111; p <.001). The addition of the three organizational characteristic indicators (career advancement, rewards and training opportunities) increased the R square value from 24.5% to 40.8%—an increase of 16.3%. Specifically, employees’ higher perceptions of career advancement opportunities and greater satisfaction with the training opportunities available to them contributed to higher values on the QLI index. The career advancement variable (Beta = .22, p =.015) and training opportunity variable (Beta = .24, p=.020) had similar levels of influence in explaining differences in the QLI value.

The final step in the analysis was to develop a fully saturated QLI model with the addition of two indicators of social support for the worker. The co-worker support variable and the supervisor social support variable were added to the model (F = 12.37; df = 9/109; p < .001). The addition of the two social support variables increased the R square value to 50.5%, a change of 9.7% from the previous model. Of the two social support variables, supervisor support was statistically significant (Beta = .38, p <.001) whereas co-worker social support was not statistically significant (p = .101).
Table 4.6a.

Summary of Hierarchical Regression for Quality of Work Life Regressed on Job Characteristics, Organizational Characteristics and Social Support Indicators

<table>
<thead>
<tr>
<th>Variable</th>
<th>Model One-Job Characteristics</th>
<th>Model Two-Job Characteristics and Organization Characteristics</th>
<th>Model Three-Job Characteristics, Organization Characteristics and Social Support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b (se b)</td>
<td>β</td>
<td>p</td>
</tr>
<tr>
<td>Job Characteristics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Challenge</td>
<td>.06 (.08)</td>
<td>.07</td>
<td>.454</td>
</tr>
<tr>
<td>Role Ambiguity</td>
<td>-.43 (.12)</td>
<td>-.30</td>
<td>.001</td>
</tr>
<tr>
<td>Job Demand</td>
<td>-.44 (.12)</td>
<td>-.33</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Decision Latitude</td>
<td>.05 (.02)</td>
<td>.23</td>
<td>.014</td>
</tr>
<tr>
<td>Org. Characteristics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Advancement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rewards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training Opportunity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-worker Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td>5.28 (.53)</td>
<td>&lt;.001</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.6b.

Summary of Model Information

<table>
<thead>
<tr>
<th>Model</th>
<th>df</th>
<th>F</th>
<th>p</th>
<th>$R^2$</th>
<th>Adjusted $R^2$</th>
</tr>
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<tbody>
<tr>
<td>One</td>
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<td>9.27</td>
<td>&lt;.001</td>
<td>0.245</td>
<td>0.219</td>
</tr>
<tr>
<td>Two</td>
<td>7/111</td>
<td>10.91</td>
<td>&lt;.001</td>
<td>0.408</td>
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</tr>
<tr>
<td>Three</td>
<td>9/109</td>
<td>12.37</td>
<td>&lt;.001</td>
<td>0.505</td>
<td>0.464</td>
</tr>
</tbody>
</table>

Regression Results for Burnout

Table 4.7a,b summarizes the results for burnout regressed on indicators of job characteristics, organizational characteristics and social support. The variable score on the burnout scale is a proxy measure for emotional exhaustion. Higher levels of employee burnout is influenced negatively by lower levels of supervisory social support, positively by higher levels of job demand, negatively by greater opportunities for training, negatively by greater opportunities for advancement and positively by greater decision latitude. The burnout index consisted of six items with a bipolar response scale. Burnout scale values could range from one through seven, with a one indicating never experiencing burnout to seven indicating daily experiences burnout. For this group of participants, 68.1% had burnout scale values of less than 3.0, indicating very low levels of perceived burnout; only 10% had burnout values at the higher level (> 4.0). The remaining 22% had moderate levels of burnout (values from 3.0 through 3.9).

The results in the final analysis (model three in Table 4.7a) reveal that 47.2% of the variance in burnout (emotional exhaustion) values is explained by the variables in the regression equation. Variables that make the greatest contribution to explaining differences in burnout values include supervisory social support (Beta = -.35, p = <.001),
job demand (Beta = .32, p = <.001), training opportunity (Beta = -.20, p = .039), career advancement (Beta = -.18, p = .046), and decision latitude (Beta = .18, p = .037). Higher levels of perceived supervisory social support, greater satisfaction levels with the training opportunities and greater perceived career advancement opportunities were associated with lower levels of job burnout (emotional exhaustion). Conversely, greater levels of job demand and decision latitude/control were associated with higher levels of burnout.

The relationships among the four indicators of job characteristics in Table 4.7b were significant as a block (F=8.50; df= 4/113, p <.001) for the respondents’ burnout values. Collectively, they explained 23.1% of the difference in burnout values. Job demand (Beta = .47, p <.001) was the only job characteristic that had a significant influence on self-reported employee burnout. Greater values on the job demand index contributed significantly to higher levels on burnout.

The second step in examining burnout was to add three indicators of organizational characteristics to the model. The second model, which included both job characteristics and organizational characteristics, was significant (F=10.59; df = 7/110; p <.001). The addition of the three organizational characteristic indicators (career advancement, rewards and training opportunities) increased the R square value from 23.1% to 40.3%, an increase of 17.2%. Specifically, employees’ higher perceptions of career advancement opportunities and greater satisfaction with the training opportunities available to them contributed to lower values on the burnout index. The career advancement variable (Beta = -.25, p = .005) and training opportunity variable (Beta = -.27, p = .008) had similar levels of influence in explaining differences in the values on the burnout index.
The final step in the analysis was to develop a fully saturated burnout index model with the addition of two indicators of social support for the worker. The co-worker support variable and the supervisor social support variable were added to the model (F = 10.71; df = 9/108; p < .001). The addition of the two social support variables increased the R square value to 47.2%, a change of 6.9% from the previous model. Of the two social support variables, supervisor support was statistically significant (Beta = -.35, p <.001); whereas co-worker social support was not statistically significant (p = .745).
Table 4.7a.

**Summary of Hierarchical Regression for Job Burnout Regressed on Job Characteristics, Organization Characteristics and Social Support Indicators**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Model One-Job Characteristics</th>
<th>Model Two-Job Characteristics and Organization Characteristics</th>
<th>Model Three-Job Characteristics, Organization Characteristics and Social Support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b (se b)</td>
<td>β</td>
<td>p</td>
</tr>
<tr>
<td><strong>Job Characteristics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Challenge</td>
<td>-.14 (.11)</td>
<td>-.12</td>
<td>.213</td>
</tr>
<tr>
<td>Role Ambiguity</td>
<td>.22 (.17)</td>
<td>.11</td>
<td>.191</td>
</tr>
<tr>
<td>Job Demand</td>
<td>.84 (.16)</td>
<td>.47</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Decision Latitude</td>
<td>.01 (.03)</td>
<td>.04</td>
<td>.692</td>
</tr>
<tr>
<td><strong>Org. Characteristics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Advancement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-.52 (.18)</td>
<td>-.25</td>
<td>.005</td>
</tr>
<tr>
<td>Rewards</td>
<td>-.09 (.14)</td>
<td>-.07</td>
<td>.489</td>
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</tbody>
</table>
Table 4.7a. (Continued)

<table>
<thead>
<tr>
<th>Variable</th>
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<th>Model Two-Job Characteristics and Organization Characteristics</th>
<th>Model Three-Job Characteristics, Organization Characteristics and Social Support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b (se b) β p</td>
<td>b (se b) β p</td>
<td>b (se b) β p</td>
</tr>
<tr>
<td>Training Opportunity</td>
<td>-.05 (.02) -.27 .008</td>
<td>-.04 (.02) -.20 .039</td>
<td></td>
</tr>
<tr>
<td>Social Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-worker Support</td>
<td>-.06 (.18) -.03 .745</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor Support</td>
<td>-.59 (.16) -.35 &lt;.001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td>.39 (.72) .592 3.08 &lt;.001</td>
<td>1.42 (.75) .060</td>
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</tr>
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Table 4.7b.

**Summary of Model Information**

<table>
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<th>Model</th>
<th>df</th>
<th>F</th>
<th>p</th>
<th>$R^2$</th>
<th>Adjusted $R^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>4/113</td>
<td>8.50</td>
<td>&lt;.001</td>
<td>.231</td>
<td>.204</td>
</tr>
<tr>
<td>Two</td>
<td>7/110</td>
<td>10.59</td>
<td>&lt;.001</td>
<td>.403</td>
<td>.365</td>
</tr>
<tr>
<td>Three</td>
<td>9/108</td>
<td>10.71</td>
<td>&lt;.001</td>
<td>.472</td>
<td>.428</td>
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</table>

**Regression Results for Corporate Fit**

Corporate fit served as the proxy measure for organizational involvement; the regression results are summarized in Table 4.8a,b. Corporate fit is intended to assess the employees’ perceptions regarding a feeling of belonging to the organization. The corporate fit index consisted of 13 items with a 5-point, bipolar response scale (1 = strongly disagree to 5 strongly agree). Responses to the 13 items were summed to create a corporate fit index.

Only 9% of the participants reported having relatively low values on the corporate fit scale (values of <2.75). A relatively large proportion (62%) of participants indicated relatively high values on the corporate fit index (values of > 3.75). The remaining 29% had corporate fit values that were in the middle of the scale (values of 2.75 to 3.75), indicating they neither agree nor disagree that they had strong feelings about belonging to the organization.

The results in the final analysis (model three in Table 4.8a) revealed that 62.6% of the variance in corporate fit (feelings they belong to the organization) values is explained by the variables in the regression equation. Variables that make the greatest contribution to explaining differences in corporate fit values include co-worker social support (Beta
training opportunity (Beta = .18, p = .029), supervisor social support (Beta = .17, p = .045), rewards (Beta = .17, p = .047) role ambiguity (Beta = -.16, p = .020) and decision latitude (Beta = .14, p = .051). Higher levels of perceived co-worker social support, supervisory social support, greater satisfaction levels with the training opportunities, greater values on the rewards index and greater values on decision latitude were associated with higher levels of corporate fit. Conversely, greater levels of role ambiguity were associated with lower levels of corporate fit.

The relationships among the four indicators of job characteristics in Table 4.8b were significant as a block (F=13.09; df = 4/111, p < .001), revealing an influence on respondents’ corporate fit values. Collectively, they explained 32% of the difference in corporate fit values. All four indicators of job characteristics were statistically significant (p < .05) components of the first model.

The second step in examining corporate fit was to add three indicators of organizational characteristics to the model. The second model, which included both job characteristics and organizational characteristics, was significant (F=15.30; df = 7/108; p < .001). The addition of the three organizational characteristic indicators (career advancement, rewards and training opportunities) increased the R square value from 32% to 49.8%, an increase of 17.8%. Specifically, employees’ greater perceptions of training opportunities and greater satisfaction with rewards contributed to higher values on the corporate fit index.

The final step in the analysis was to develop a fully saturated corporate fit index model with the addition of two indicators of social support for the worker. The co-worker support variable and the supervisor social support variable were added to the
model (F = 19.70; df = 9/106; p < .001). The addition of the two social support variables increased the R square value to 62.6%, a change of 12.8% from the previous model. Of the two social support variables, co-worker social support was statistically significant (Beta = -.35, p < .001) and was relatively twice as important as supervisor social support (Beta = .17, p = .045).
Table 4.8a.

Summary of Hierarchical Regression for Corporate Fit Regressed on Job Characteristics, Organizational Characteristics and Social Support Indicators

<table>
<thead>
<tr>
<th>Variable</th>
<th>Model One-Job Characteristics</th>
<th>Model Two-Job Characteristics and Organization Characteristics</th>
<th>Model Three-Job Characteristics, Organization Characteristics and Social Support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b (se b)</td>
<td>β</td>
<td>p</td>
</tr>
<tr>
<td>Job Characteristics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Challenge</td>
<td>.15 (.07)</td>
<td>.21</td>
<td>.030</td>
</tr>
<tr>
<td>Role Ambiguity</td>
<td>-.45 (.10)</td>
<td>-.37</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Job Demand</td>
<td>-.27 (.09)</td>
<td>-.25</td>
<td>.004</td>
</tr>
<tr>
<td>Decision Latitude</td>
<td>.04 (.02)</td>
<td>.25</td>
<td>.005</td>
</tr>
<tr>
<td>Org. Characteristics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Advancement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rewards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training Opportunity</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Table 4.8a. (Continued)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Model One-Job Characteristics</th>
<th>Model Two-Job Characteristics and Organization Characteristics</th>
<th>Model Three-Job Characteristics, Organization Characteristics and Social Support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b (se b) β p</td>
<td>b (se b) β p</td>
<td>b (se b) β p</td>
</tr>
<tr>
<td>Social Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-worker Support</td>
<td>.50 (.09) .36 &lt;.001</td>
<td>.50 (.09) .36 &lt;.001</td>
<td>.50 (.09) .36 &lt;.001</td>
</tr>
<tr>
<td>Supervisor Support</td>
<td>.17 (.08) .17 .045</td>
<td>.17 (.08) .17 .045</td>
<td>.17 (.08) .17 .045</td>
</tr>
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<td>Constant</td>
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<td>3.49 (.47) &lt;.001</td>
<td>1.28 (.55) .022</td>
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</table>
Table 4.8b.

Summary of Model Information

<table>
<thead>
<tr>
<th>Model</th>
<th>df</th>
<th>F</th>
<th>p</th>
<th>$R^2$</th>
<th>Adjusted $R^2$</th>
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</thead>
<tbody>
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<td>4/111</td>
<td>13.09</td>
<td>&lt;.001</td>
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<td>.296</td>
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<td>Two</td>
<td>7/108</td>
<td>15.30</td>
<td>&lt;.001</td>
<td>.498</td>
<td>.465</td>
</tr>
<tr>
<td>Three</td>
<td>9/106</td>
<td>19.70</td>
<td>&lt;.001</td>
<td>.626</td>
<td>.594</td>
</tr>
</tbody>
</table>

Research Question Two

Collectively, what is the influence of job characteristics, social support, organizational characteristics, and quality of working life on turnover intention

Quality of working life was the only factor that was significantly related to turnover intention. Examination of these factors indicated that 24% (34) of the respondents ($n = 144$) stated their intention to leave their work/job. Healthcare workers were asked to respond regarding their intention to leave their work/job according to the following question: “How likely is it that you will actively look for a new job in the next year?” Responses were calculated according to their responses to the four levels (response categories provided) indicated in Table 4.9. Interestingly, 76% (110) of the respondents expressed no intention to leave. The demographics of the sample may be responsible for this expressed intent not to leave. The majority of the sample worked in rural central Pennsylvania and not in a large urban setting where the cost of living is much higher. Many of the older workers may live close to their grandchildren and are hesitant to relocate.
Table 4.9.

**Summary of Participants’ Intention to Leave**

<table>
<thead>
<tr>
<th>Response Category</th>
<th>Frequency</th>
<th>Valid %</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Intention to Leave</td>
<td>110</td>
<td>76.3</td>
</tr>
<tr>
<td>Somewhat Likely</td>
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<tr>
<td>Quite Likely</td>
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<td>2.8</td>
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<tr>
<td>Extremely Likely</td>
<td>7</td>
<td>4.9</td>
</tr>
<tr>
<td>Total</td>
<td>144</td>
<td>100.0</td>
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</tbody>
</table>

A total of 22 response options (reasons) comprise Table 4.10, *Reasons Provided for Intending to Leave*. For those 34 people indicating an intention to leave, it was possible to provide multiple responses for reasons respondents intended to leave the work/job. Ineffective management was the most frequently reported reason with 50% \((n = 17)\) responses; followed by a 44% \((n = 15)\) indicating inadequate rewards/reviews/raises. These were followed by 41% \((n = 14)\) responses for a desired opportunity to learn new things; 38% \((n = 13)\) responses for inadequate career advancement opportunities and 35% \((n = 12)\) responses for the desire to have a higher salary.
Table 4.10.

*Reasons Provided for Intending to Leave (n = 34)*

<table>
<thead>
<tr>
<th>Reason for Intending to Leave</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>High job demand</td>
<td>9</td>
<td>26.5</td>
</tr>
<tr>
<td>Long working hours</td>
<td>6</td>
<td>17.6</td>
</tr>
<tr>
<td>Lack of challenge (boredom)</td>
<td>10</td>
<td>29.4</td>
</tr>
<tr>
<td>Lack of social support</td>
<td>5</td>
<td>14.7</td>
</tr>
<tr>
<td>Inadequate flex work practices</td>
<td>7</td>
<td>20.6</td>
</tr>
<tr>
<td>Conflicts between work and family</td>
<td>5</td>
<td>14.7</td>
</tr>
<tr>
<td>Ineffective management</td>
<td>17</td>
<td>50.0</td>
</tr>
<tr>
<td>Feeling discriminated against</td>
<td>8</td>
<td>23.5</td>
</tr>
<tr>
<td>Feeling of not fitting in</td>
<td>5</td>
<td>14.7</td>
</tr>
<tr>
<td>Lack of training</td>
<td>3</td>
<td>8.8</td>
</tr>
<tr>
<td>Lack of development opportunities</td>
<td>8</td>
<td>23.5</td>
</tr>
<tr>
<td>Inadequate rewards/reviews/raises</td>
<td>15</td>
<td>44.1</td>
</tr>
<tr>
<td>Inadequate career advancement opportunities</td>
<td>13</td>
<td>38.2</td>
</tr>
<tr>
<td>Desire higher job status</td>
<td>5</td>
<td>14.7</td>
</tr>
<tr>
<td>Desire to advance my career</td>
<td>7</td>
<td>20.6</td>
</tr>
<tr>
<td>Desire higher salary</td>
<td>12</td>
<td>35.3</td>
</tr>
<tr>
<td>Desire better compensation plan</td>
<td>9</td>
<td>26.5</td>
</tr>
<tr>
<td>Desire more or different expertise</td>
<td>8</td>
<td>23.5</td>
</tr>
<tr>
<td>Desire opportunity to learn new things</td>
<td>14</td>
<td>41.2</td>
</tr>
<tr>
<td>Desire more challenge in job</td>
<td>5</td>
<td>14.7</td>
</tr>
<tr>
<td>Other reasons</td>
<td>10</td>
<td>29.4</td>
</tr>
</tbody>
</table>

*Note.* Percent is calculated based on 34 people who could select more than one reason for leaving. Therefore, the percent column does not total to 100.0%.

In addition to reporting *Reasons for Intending to Leave*, Table 4.11 reflects other written responses provided by respondents for wanting to leave their work/job. Other
respondents’ items included “I want a life!! No more management positions!!” and “I want a job with less politics and selfishness”.

Table 4.11.

*Other Reasons Provided for Intending to Leave the Current Position*

<table>
<thead>
<tr>
<th>Person</th>
<th>Other Written Reason Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I have been here too long</td>
</tr>
<tr>
<td>2</td>
<td>I have a conflict with personal ethics</td>
</tr>
<tr>
<td>3</td>
<td>I do not agree with administrative decisions concerning my area of expertise</td>
</tr>
<tr>
<td>4</td>
<td>I believe my position will be eliminated</td>
</tr>
<tr>
<td>5</td>
<td>I want a life!! No more management positions!!</td>
</tr>
<tr>
<td>6</td>
<td>I want less call time</td>
</tr>
<tr>
<td>7</td>
<td>I plan to relocate</td>
</tr>
<tr>
<td>8</td>
<td>I may retire</td>
</tr>
<tr>
<td>9</td>
<td>I plan to retire</td>
</tr>
<tr>
<td>10</td>
<td>I want a job with less politics and selfishness</td>
</tr>
</tbody>
</table>

The next factor related to *Intentions after Leaving* consisted of six items. Table 4.12 reports multiple responses from 34 respondents. The summary of responses was calculated to determine respondents’ plans or intentions after leaving work/job. Healthcare workers were asked to respond to the question: “If you’d decide to leave your current job, what would be your intentions?” Fifty percent of respondents (*n* = 17) stated that they would leave their job/work to take a “Similar job in a different organization”.


Another 29% \((n = 10)\) indicated that they would “No longer work in healthcare”. The frequency of reasons for intending to leave the work/job was as follows. Ineffective management was the highest response, with 50% \((n = 17)\), followed by a 44% \((n = 15)\) response rate indicating inadequate rewards/reviews/raises. Another 29% \((n = 10)\) reported they would “No longer work in healthcare”, and 24% \((n = 8)\) would “Seek different job in same organization”.

Table 4.12.

*Summary of Plans or Intentions after Leaving \((n=34)\)*

<table>
<thead>
<tr>
<th>Plan or Intention</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seek different job in same organization</td>
<td>8</td>
<td>23.5</td>
</tr>
<tr>
<td>Similar job in different organization</td>
<td>17</td>
<td>50.0</td>
</tr>
<tr>
<td>Different healthcare job in different company</td>
<td>6</td>
<td>17.6</td>
</tr>
<tr>
<td>No longer work in healthcare</td>
<td>10</td>
<td>29.4</td>
</tr>
<tr>
<td>May not look for another job</td>
<td>4</td>
<td>11.8</td>
</tr>
<tr>
<td>Other intention</td>
<td>2</td>
<td>5.9</td>
</tr>
</tbody>
</table>

*Note.* Percent is calculated based on 34 people who could select more than one reason for leaving. Therefore, the percent column does not total to 100.0%.

A total of 144 cases were analyzed to assess the influence of participants’ quality of life scores, burnout scores and corporate fit index scores on their intention to leave or not leave their current position. As indicated previously (Table 4.9), 110 participants indicated they did not intend to leave and 34 indicated they intended to leave. Thus the dependent variable in the binary logistic regression analysis was coded as 0 (no intention
of leaving) and 1 (intending to leave). Information in Table 4.13 summarizes the results of the logistic regression analysis.

Of the three predictor variables included in the analysis, only the participants’ quality-of-life variable (satisfaction with their current job) was statistically significant (Wald = 18.34, p < .001) in differentiating between the participants’ intention to leave or not leave their current job. Because the B value (B = -1.42) for quality of life has a negative sign, individuals with higher quality of life index scores are less likely to leave their current position (EXP B = .241).

Table 4.13.

Results of Binary Logistic Regression with Intention to Leave as the Dependent Variable

<table>
<thead>
<tr>
<th>Predictor Variable</th>
<th>B (SE B)</th>
<th>Wald</th>
<th>p</th>
<th>Exp (B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Life Score</td>
<td>-1.42 (.33)</td>
<td>18.34</td>
<td>&lt;.001</td>
<td>.241</td>
</tr>
<tr>
<td>Burnout Index Score</td>
<td>-.15 (.20)</td>
<td>.53</td>
<td>.468</td>
<td>.865</td>
</tr>
<tr>
<td>Corporate Fit Index Score</td>
<td>.51 (.32)</td>
<td>2.59</td>
<td>.108</td>
<td>1.66</td>
</tr>
<tr>
<td>Constant</td>
<td>2.33 (1.83)</td>
<td>1.63</td>
<td>.201</td>
<td>10.30</td>
</tr>
</tbody>
</table>

Note. Dependent variable coded as 0 = no intention to leave; 1= intention to leave, Model Chi Square =30.14; df = 3; p = <.001; Nagelkerke pseudo R square=.3

Summary

This chapter presented the research findings on factors influencing older workers’ self-reported quality of life. The first analysis of six variables found that, statistically, they influence older workers’ self-reported quality of life. Overall, theses six variables explained 66% of the variance in the quality of life index scores. The six variables and the relative contribution of each to explaining the variance in quality of life were level of
job burnout (39%), level of organizational involvement (12%), desire to seek other employment (6%), perceived extent of corporate fit (6%), level of job tension (2%) and social support received from the supervisor (2%). The overall regression model with the six statistically significant (p < .05) variables collectively explained 66% of the variance (F = 35.29, model p <.001).

The second analysis examined the collective influence on the older workers’ intentions to leave the current job within the next year. For this analysis binary logistic regression was used to examine the variables that significantly influenced the worker’s decision to seek other employment. Of the study participants, 28% indicated their intention to leave. Three variables were found to significantly (p ≤ .05) influence the older workers’ intentions to leave. The three factors were reported quality of life subscale score ( Exp B = .39), self-reported corporate fit index score (Exp B = 2.91) and self-reported role ambiguity score (Exp B = 2.44). The overall logistic regression model had a Nagelkerke pseudo R square value of 34.8% (Model Chi square = 30.17, p <.001). The results indicated that older workers with higher quality of life index scores were less likely to leave. Conversely, a higher score on the role ambiguity index indicated that the older healthcare organization worker was more likely to leave. An interesting finding was that older workers with higher scores on the corporate fit index also were more likely to leave.
Chapter 5
Summary, Conclusion and Recommendations

The purpose of this study was to examine the relationships among job characteristics (job demands, role ambiguity, decision latitude and challenge), social support (colleague support and supervisor support) and organizational characteristics (training opportunities, career opportunities and rewards) on quality of work life (exhaustion, job satisfaction and organizational involvement). Second, the study collectively examined the influence of burnout, corporate fit and quality of working life on turnover intention in older workers. Chapters 1–4 introduced the background that led to the research questions, reviewed the related literature, including empirical research studies, described the research methodology, and presented and summarized the research data. This chapter summarizes the research findings, provides conclusions and makes recommendations for future research. The first section contains a discussion of the results related to the two research questions; the second section is a summary of the study, and the final section provides and describes the recommendations for future study.

Study Summary

There is consistency in the literature regarding the job characteristics, social support and organizational characteristics on quality of work life and how those factors, collectively, affect potential employee turnover. This study sought to use a validated model, Korunka, Hoonakker and Carayon’s (2005) (HCK) Model of Retention, which has been used with IT workers where there is a high turnover rate.
High employee turnover is an increasing concern in the healthcare arena because of the critical workforce shortage areas, particularly in nurse and direct care workers. Another important issue intertwined in the healthcare turnover issue is the increasing numbers of healthcare workers nearing retirement age. In addition, healthcare workers who were downsized in the early 1990s chose to re-career and leave their healthcare positions. These direct care workers comprised the bulk of hands-on care employees for individuals in hospitals, long-term care and those services provided for in-home care. Moreover, this area is the one in which most healthcare high turnover and low retention occurs. It is an important professional challenge to identify factors that would help to retain, develop, manage and recruit this pool of workers which is rapidly shrinking through retirements and re-careering.

The 63-item older worker survey included 21 subscales. The scores for the summated indices were tested for reliability using the Cronbach’s coefficient alpha to assess internal consistency (Babbie, 2004) for the following 21 subscales: (1) quality of life; (2) job demands; (3) role conflict; (4) role ambiguity; (5) decision control; (6) challenge; (7) supervisor social support; (8) co-worker social support; (9) family social support; (10) work conflict; (11) family conflict; (12) training opportunity; (13) management development; (14) career advancement; (15) ethnic discrimination; (16) corporate fit; (17) rewards; (18) organization involvement; (19) fatigue; (20) tension; and (21) burnout.

The web-based survey was distributed to 716 healthcare professionals in two Central Pennsylvania hospitals. A total of 155 responses were received (22% return rate).
Summary of Findings Related to Research Question One

Factors Influencing Quality of Life

**RQ1: What are the relationships among job characteristics, social support and organizational characteristics on quality of work life?**

Three indicators of satisfaction with work life were examined. The three indicators were quality of life, burnout as a proxy measure of emotional exhaustion, and corporate fit.

**Quality-of-Life Findings**

The descriptive statistics showed a quality of work life mean of 4.06, which meant that respondents were generally satisfied with their work. Thirty-one percent indicated neutrality or dissatisfaction with their overall quality of life and 69% indicated that they were highly satisfied with their quality of work life. Three regression models were used to examine the relationship between job characteristics, social support and organizational characteristics on quality of work life.

The first regression analysis examined factors influencing older workers’ self-reported quality of life. Nine variables were included in the regression analysis, with two variables found to statistically influence (p < .05) older workers’ self-reported quality of life (satisfaction with work life). The total saturated model with nine variables explained 50.5% of the variance in the quality of life index scores. Two variables, job demand (Beta = -.16, p = .046) and supervisor support (Beta = .38, p < .001), were statistically significant variables in this regression model. Two additional variables approached marginal significance (Huck, 2005). These two variables were employees’ perceived level of role ambiguity (Beta = -.14, p = .06) and employees’ satisfaction with training.
opportunities (Beta .16, p = .09). Collectively, these four statistically significant and marginally significant variables explained 50.5% of the difference in the quality-of-life scores.

Past studies of older workers have shown that employee satisfaction and retention were important issues worth exploring in the healthcare field (Syptak et al., 1999). Perhaps the two institutions sampled, because of increasing competition to retain workers, have already begun to create more positive working environments.

Contrary to some of the literature, co-worker support was not statistically significant for quality of work life as was expected by the researcher. Past studies (Avery, McKay & Wilson, 2007) report the importance of creating workplace conditions that provide meaningful employee expression in work roles. Their study of 901 individuals found that satisfaction with one's coworkers, or peers who share similarities, related positively to engagement. As an older worker, many times your co-workers become your extended family when children leave the nest to marry and relocate.

Increased job demands negatively affected job satisfaction. The review of the literature documents a similar finding. McGlone and Chenoweth (2001) concluded that the major determinants of job satisfaction were gender, job demands, hours worked and job control. They reported that job control was the strongest predictor of job satisfaction. The present study also confirms the importance of supervisory level of social support which has a positive effect on quality of work life. Another study conducted by Loke (2001) shows a similar trend to other research studies conducted on leadership behaviors. The study reports that leadership behaviors and employee outcomes were significantly
correlated. The Loke study also examined the relationships in the healthcare field between leadership behaviors and employee outcomes of registered nurses.

**Burnout Findings**

The regression results for burnout, which is a proxy for emotional exhaustion, were regressed on indicators of job characteristics, organizational characteristics and social support. The descriptive statistics showed that 68.1% of the participants had burnout scale values of less than 3.0, which reflects a fairly low level of burnout for that segment of the respondents. The final fully saturated analysis revealed that 47.2% of variance in burnout is explained by the regression equation, which includes nine predictor variables. The five significant variables in the regression model included supervisory social support (Beta = .35, p = <.001), job demand (Beta = .32, p = <.001), training opportunity (Beta = -.20, p = .039), career advancement (Beta = -.18, p = .046), and decision latitude (Beta = .18, p = .037). Lower levels of burnout were associated with decreased job demands, increased training opportunities, increased career advancement options and increased decision latitude. Collectively, these five explained 47.2% of the difference in burnout values.

The review of the literature documented that burnout was positively correlated to organizational commitment, job satisfaction and turnover intention. Moore (2000) studied burnout among IT workers. The author analyzed his data through structured equation modeling and the results indicate that burnout or exhaustion in part mediates the effects of workplace factors on intent to leave. The study by Hoonakker et al. (2004) of 624 IT workers suggested that job and organizational factors correlate with quality of working life, which leads to turnover.
Corporate Fit Findings

Only 9% of the participants reported that they had relatively low values on the corporate fit scale (values of <2.75). A relatively large proportion (62%) of participants indicated relatively high values on the corporate fit index (values of > 3.75). The remaining 29% had corporate fit values that were in the middle of the scale (values of 2.75 to 3.75), indicating they neither agreed nor disagreed that they had strong feelings about belonging to the organization.

Variables that make the greatest contribution to explaining differences in corporate fit values include co-worker social support (Beta = .36, p = <.001), training opportunity (Beta = .18, p = .029), supervisor social support (Beta = .17, p = .045), rewards (Beta = .17, p = .047), role ambiguity (Beta = -.16, p = .020) and decision latitude (Beta = .14, p = .051). Higher levels of perceived co-worker social support, supervisory social support, greater satisfaction with the training opportunities, greater values on the rewards and greater values on decision latitude were associated with higher levels of corporate fit. In contrast, greater levels of role ambiguity were associated with lower levels of corporate fit.

According to Zingeser (2004), about 75% of individuals in the overall workforce, which includes all occupations, are really satisfied with their career choices.

According to Villanueva (2003), exemplary workers usually are the employees who better understand a job fit. He also wrote that there are predictive factors, such as how people answer interview questions, to look for when employers recruit workers for jobs. He suggested that hiring older retired workers can be very positive because they come back more willing to mentor and teach what they know. Employers can also set the
stage very early in a worker’s experiences by conveying information upfront that workers want to know. This information could promote a better corporate fit and should include issues that will affect them personally and, more broadly, as part of the organization. According to Grensing-Pophal (2002), workers have a sense of belonging when there are more workplace opportunities for diversity and where there is equal treatment for workers of all backgrounds. In addition, workers need to know how flexible their work hours can be in the event that business interferes with personal or family plans. Workers also have a better fit, or what Rogers (1961) defined as unconditional positive regard, where people are accepted for who they are.

Related to this, Shephard (2000) discussed how wellness programs and workplace redesign serve older workers while helping them to perform more effectively. This effort gives them a sense of belonging to an organization that cares about them personally. Kowalski-Trakofler, Steiner and Schwerha (2005) discussed psychological and physical issues and the use of appropriate safety measures as well as health intervention strategies that are essential when managing older workers. Sterns and Miklos’s (1995) study of the aging workforce suggests that adult and older workers need to be defined according to individual differences in terms of career choices and that it is essential for human resource managers to be knowledgeable about these differences as they relate to performance management, selection and training of older workers. Cangelosi, Markham, and Bounds (1998) studied factors related to the healthcare retention and turnover of nurses. Their study concluded that institutions should consider adding more motivational programs to retain workers. The authors suggested that work schedule rotations, increased work responsibility rotation, team approaches and rewards programs could be
deterrents to turnover among healthcare workers.

Summary of Findings Related to Research Question Two

Factors Influencing Turnover Intention

RQ2: Collectively, what is the influence of job characteristics, social support, organizational characteristics, and quality of working life on turnover intention?

Turnover Intention Findings

The second analysis examined the collective influence of three factors on older workers’ intentions to leave their current job within the next year. Of the study participants, 28% indicated their intention to leave. Three variables were found to significantly (p < .05) influence older workers’ intentions to leave. The three factors were reported quality of life subscale score (Exp B = .39), self-reported corporate fit index score (Exp B = 2.91) and self-reported role ambiguity score (Exp B = 2.44). The overall logistic regression model had a Nagelkerke pseudo R square value of 34.8% (Model Chi square = 30.17, p < .001). The results indicate that older workers with higher quality of life index scores were less likely to leave. Conversely, a higher score on the role ambiguity index indicated that the older healthcare organization worker was more likely to leave. An interesting finding was that older workers with higher scores on the corporate fit index also were more likely to leave.

Schooler et al. (1998) suggested that job autonomy and organizational rewards account for job involvement and organizational commitment. Warr (1998) also reported that older workers, because of a possible cohort effect, might already have higher levels of job satisfaction. Indeed, many who have left the workplace earlier than the normative age of retirement may already have had poor job satisfaction. Borman (1991) suggested
that job satisfaction and organizational involvement and commitment have an effect on an individual’s decision to leave. In contrast, Beehr and Bowling (2002) suggested that older workers may want to stay in their jobs because they feel another employer may not want to hire them at their age. One other important point is that as an older worker, an individual may be making more money than the newer or younger workers and thus may stay because they do not want to give up higher salaries. Recognizing this challenge, the results of the U.S. Department of Labor and Maryland Department of Labor, Licensing and Regulation (2008) survey of older workers in healthcare confirmed that the keys to retaining older workers include offering free or preferred parking, more continuing education opportunities and computer/technology orientations, increasing the match percentage for the 401 (k) or 403 (b) plans, and providing annual health checkups.

Further investigation of turnover is needed to include information about the percentages of males and females in the studies, types of jobs and their percentages, and number of managerial employees. Because it is not always possible to examine turnover across several different employee populations (or nations, or types of industry), these variables should at least be clearly documented. In this way, the potential limiting factors of results can be identified. According to Cotton and Tuttle (1986), “gender effects on turnover are less reliable among non-managerial and nonprofessional employees, whereas they are stronger among professional versus other employees” (p. 63). Gender therefore appears to be a better predictor of turnover for the more professional jobs. Pay and employment perceptions are found to be less consistently related to turnover in service organizations. This agrees with findings that economic fluctuations (especially downturns) affect manufacturers more seriously than service industries.
Limitations of the Research

Multiple limitations may have affected the study. The study was based on self-report, and therefore there is the potential for response bias. In addition, the study sample was accessed through two third-party professional organizations and was limited to a criterion-based sample and, therefore, may not be generalizable to the population of all older hospital care workers in Central Pennsylvania. In addition, the majority of respondents (98%) were White. Also, this was a healthy population in which 64% responded that they were in good health and another 30% responded that they were in excellent health. Moreover, the study sample was limited to respondents employed in only two Central Pennsylvania hospitals. This lack of diversity and geographic location may have influenced the results.

Recommendations for Practice

There is evidence that work environment workplace characteristics significantly contribute to turnover among older workers. Since the study by Eichar et al. (1991) than 15 years ago, we have found that employer attitudes are now beginning to change. In order to retain and recruit older workers, more consideration needs to be given to the person-job fit and providing older workers with challenging and meaningful work. Employers also need to reshape their thinking and capture the intellectual capital of older workers. In addition, mismatches in salaries between mature workers and new incoming workers need to be re-evaluated in order to fairly compensate older workers for remaining on the job and to reduce resentment. Lastly, organizations need to be prepared for managing a larger group of older workers who need to be kept abreast of the smorgasbord of opportunities that they could choose to remain in the workplace, not just
the run-of-the-mill financial education programs related to retirement. According to Rappaport, Bancroft and Okum (2003), this strategy should include increased training for younger managers and nurturing an environment that accepts older workers.

**Stereotypes**

The consensus is that age in the workplace is not the important issue. What is important here is the individual’s ability to meet the physical and cognitive demands of a particular job situation.

While there are undoubtedly age differences in how we learn, many researchers agree that these differences can be improved by providing conditions that foster, motivate, and stimulate adult learning experiences. Training issues may be the same across the lifespan as related to individual updating and optimization. For instance, when new computer software programs need to be mastered, usually everyone in the organization has to be trained, regardless of age.

What employers, managers and older workers need to understand is that aging is a process that is universal in nature and occurs over a period of time. It does not happen to us suddenly. It is only when we become aware of it through aches, pains, immobility, and other physical changes that we notice our aging. We do not, as human beings, die of old age, but our bodies’ capabilities to withstand the physical, emotional, and environmental factors of everyday life may decrease our ability to function normally and adapt to change. For many of us, our bodies may be programmed at the beginning for either a long or short health span (Evans, 1991). Because of advances in technology, healthcare, workplace ergonomics and screening programs, we are not doomed by our genes, nor do we have to retire because it is the normative age to retire. Both our
lifestyles and our workplace environment play an enormous role in shaping our social and biological clock. Research suggests that the environment in which we live and work plays a tremendous role in whether or not we remain in the workplace and take part in increased career opportunities such as training programs.

**Variability among Older Workers**

Another key issue in the retention of older workers is the employers’ need to look at individual differences. As pointed out in chapter 2 in the literature review, training can increase adult optimization and possibly reverse some decrements that may be the result of non-action. Many older workers do not participate in professional development opportunities that would help them maintain or increase their abilities through mental and physical stimulation. It is also possible that lack of participation stems from age differences among colleagues that intimidate an older worker’s ability to learn. This may lead to older workers to suffer from burnout and may contribute to an older worker’s fear of failure, which then leads to a self-fulfilling prophecy. It is important, therefore, to have employers acknowledge that age accounts for only a small amount of individual variability. It is important to note that several sources can also be attributed to these differences, such as environments; variations in lifestyle; disease; gender; differential rates of aging of different systems; and culture, society and education (Spirduso et al., 2005).

Today, with downsizing and many jobs being rolled over into one position, more and more workers are finding themselves in stressful positions with less job satisfaction. The workplace is not what it used to be, where an individual could expect to remain in one career, working for one company, with a lifetime of security. In years past that same
organizational commitment brought more security than it does today. These conditions abound worldwide, and the nature of work is constantly changing and being redefined. There is increased responsibility on the part of the older worker to manage their own career either within the same company, or by moving up the ladder outside the organization when career opportunities in their present positions are limited.

Misperceptions of older adults often affect how an organization treats older workers. Employers as well as older workers should be aware of these misperceptions. Issues stemming from stereotypes often are determined by the culture of the organization, and they can affect how older workers are treated. Ageist attitudes can lead to decreased opportunities for professional development of older workers. In fact, corporate training for managers of older workers will in turn, affect its culture, and stereotypes, norms and values (Dennis, 1988). As a result of misconceived stereotypes, many older workers are classified as being more dependent on others because they lack certain physical abilities. In contrast, as the literature in chapter 2 shows, many Baby Boomers are more comfortable with aging than previous generations and much more willing to work longer than past generations. Organizations should take steps to assure that full support is given to older workers by strategically planning for the organizational supports that influence retention.

According to a U.S. Bureau of Labor (2008) study, older workers continually express a disconnect between their needs and the wishes of their managers and supervisors. The respondents to this government survey also suggested that many of their decisions to leave their organizations are based on dissatisfaction with their jobs. The job demands are too high. The nurse-to-patient ratios are too unrealistic, and the
responsibilities too great. The workers also suggest that management should be more sensitive to training on advanced technology or find them positions where the use of technology is not so critical.

Beech (2003) also suggested that to retain older adult workers, employers need to plan for new benefit options. Employers should begin now to strategically plan for the implementation of a flexible benefits plan that could be offered via a cafeteria-style menu to include elder-care benefits, home healthcare, long-term care insurance or wellness programs as a preventive measure.

Montpellier (2005) suggested that old-age pension system should be reformed. This author reported that some employers in the Canadian mining industry already offer innovative incentives so that older workers remain in the workplace. Some examples include hosting quarterly social events, high-profile recognition of an individual’s contributions and increased flexibility with work.

Based on the findings from this research study, the following recommendations are offered to employers:

- The value of developing an older worker competency model approach might provide a valuable framework for better managing, training and retaining older workers.

- Researchers have the opportunity through future studies to confirm these findings through continued utilization of the HCK model with a larger population and analyzing the data with structured equation modeling.

- Almost 20 years later, we found that employer attitudes are beginning to change. In order to retain and recruit older workers, more consideration is being given to
the person-job fit and providing older workers with challenging, meaningful work. Perhaps employers should design the job for older workers rather than having a job designed and trying to fit the worker into a position that is not a good fit.

Based on the findings from this research study, the following recommendations are offered to older workers:

*Older Worker Strategies*

- Older workers need to enhance their work skills through continued professional development and training to remain competitive in the workplace. In order to avoid skill obsolescence, they need to commit to lifelong learning and retraining (Peterson & Wendt, 1995). Older workers need to optimize their knowledge, skills and abilities while continuing to contribute to their families and society.

- Older workers must take responsibility for their careers and not be convinced to retire with an early buyout, or settle for less than their experience, knowledge, skills and abilities allow them to do.

- Older workers should seek meaningful work that provides a balance between work/family life issues.

- Older workers should advocate for themselves in the workplace. They should keep in touch with upper-level management and policies concerning their rights in the workplace. This includes being knowledgeable about policies such as Equal Employment Opportunities (EEO) related to age discrimination, and ADA rights.
Older workers with pensions must carefully compare the costs and benefits of remaining on the job as opposed to retiring. If there are financial benefits to retiring, the older worker will likely do so.

Older workers need to realize that they have a wealth of experience that they can continue to bring to their job and help the new generation to continue to grow.

Older workers need to be aware of alternative means of work, such as mentoring and consulting opportunities.

Recommendations for Future Research

Several recommendations are proposed here to future researchers.

1. Further research is needed on minority and disadvantaged older worker issues. Because of disparities in early life, they experience greater disadvantages in later life. How is their work life affected by their health, finances, and social support systems?

2. Future research should focus on older workers who possess special expertise, key relationships, or difficult skills to replace (Hedge, 2006). This strategy could be very helpful in government positions and in organizational succession planning policies.

3. Research is needed into what really happens after an older worker leaves a job and retires. What are the risk factors for financial, health and social aspects of leaving the workforce?
4. Further research is warranted in the area of his and her retirements when deciding to leave the workforce. What issues arise when one spouse retires and the other remains in the workforce?

5. Research is needed to determine what older workers want from organizations to remain in the workplace. This can be done through further testing of models. Few studies ask older workers directly what they want to keep them from leaving the workforce.

6. Future research should involve a larger sized group to determine the impact of training techniques as an intervention that takes into account individual differences and is designed to accommodate the diverse learning needs of older workers.

7. Increased research efforts should be made in staff turnover, stress, and satisfaction.

8. Further testing of innovative intervention strategies through education of all staff should occur, including direct care workers and upper management, related to dispelling the stereotypes about older adult workers.

9. There is little research on recreational work. Individuals may work a lifetime in a specific occupation. However, research is needed on recreational work—what many older workers would like to do, but may never have had the chance to do. How could older workers fulfill their fantasies, use their knowledge and yet contribute to society? For example, someone may want to work summers at an airport or in a news room during an internship.
10. Research needs to look at nurse dissatisfaction in order to improve retention. This tactic will require increased attention to compensation, sign-on and retention bonuses, education opportunities, and career development and scheduling flexibility.

11. Future research should lead to “Tool Kits” that employers may use in designing pension and benefit offerings, job descriptions, work sites and work schedules to maintain their valued workforce and to facilitate the combination of work, retirement, and voluntarism. Employers may be more receptive because these address age discrimination issues (U.S. Bureau of Labor, 2001).

12. It would be interesting to link more studies on the potential for turnover with turnover, especially since the potential for turnover is a good predictor of actual turnover.

13. Evaluations should be conducted of the impact of interventions on staff, clients and costs and testing the degree to which solutions posed in other industry clusters apply to the healthcare industry.

14. Research needs to examine the potential for peer mentoring to provide support for older workers.

15. Future research should examine the impact of organizational barriers and constraints in recruiting, managing, training and retaining older workers.

16. Due to the nation’s recent economic slowdown and declines in the stock market that are depleting the Baby Boomer nest egg, there is a critical need for research on strategic planning that incorporates public policy decisions.
17. Organizational policies and practices should guarantee the viability of old-age security, and policy changes should optimize the talents of older workers (Hedge, 2006).

18. Employers need to create innovative strategies that empower older workers’ career path decisions. As older adults age, they see themselves in a different light. There may be intra-individual changes in how older workers define career success (Feldman, 2002).

19. More research is needed that gives us a better understanding of the job and organizational factors that contribute to turnover intention among healthcare workers and assess the role of gender and minority status.

20. Employers need to modify existing surveys to assess turnover among healthcare workers.

21. Research needs to look at offering rewards such as healthcare benefits as part of employees’ part-time compensation package.

22. Future research should focus on workers who seek continuing education outside of the work arena.

23. Interventions are needed via increased education of older staff and other workers. Too often the experienced staff are overlooked when it comes to receiving education.

24. Since the world’s population is increasingly aging, research is needed to increase generalizability of practices through replication in different countries using the same models across different cultures. This is especially important due to the increase in outsourcing.
25. Further investigation is needed into the development of different criteria for evaluating older adults in relation to younger workers.

26. A comprehensive review is needed of what we know about factors that deter older workers from successful career self-management. In the end, retention of workers is very dependent on policies that address issues pertaining to career lattice growth, rewards and job satisfaction.

27. It would be interesting to examine through a longitudinal study the impact of managerial development on retention and turnover.

28. Further investigation is needed of intergenerational issues that affect both young and older workers in the workplace.

29. Research programs should be conducted to assess ways in which employers can help other employers use older workers more successfully. Perhaps the merits of an older worker may be marketed, emphasizing, for example, reliability, low absenteeism, stability and experience to employers.

30. More research is needed on the relationship between age-related changes in abilities and actual work performance of older adult workers in actual work setting
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APPENDIX A

PILOT IRB APPROVAL (08/07/06)

The Office for Research Protections (ORP) has reviewed the above-referenced study and determined it to be exempt from IRB review. You may begin your research.

This study qualifies under the following category(ies):
Category 2: Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observations of public behavior unless: (i) information obtained is recorded in such a manner that human participants can be identified, directly or through identifiers linked to the participants; and (ii) any disclosure of the human participants’ responses outside the research could reasonably place the participants at risk of criminal or civil liability or be damaging to the participants’ financial standing, employability, or reputation. [45 CFR 46.101(b)(2]

PLEASE NOTE THE FOLLOWING:
• Include your IRB number in any correspondence to the ORP.
• The principal investigator is responsible for determining and adhering to additional requirements established by any outside sponsors/funding sources.

Record Keeping
• The principal investigator is expected to maintain the original signed informed consent forms, if applicable, along with the research records for at least three (3) years after termination of the study.
• This will be the only correspondence you will receive from our office regarding this modification determination.

MAINTAIN A COPY OF THIS EMAIL FOR YOUR RECORDS.

Consent Document(s)
• The exempt consent form(s) will no longer be stamped with the approval/expiration dates.
• The attached informed consent form(s) is the one that you are expected to use.

Follow-Up
• The Office for Research Protections will contact you in three (3) years to inquire if this study will be on-going.
• If the study is completed within the three year period, the principal investigator may complete and submit a Project Close-Out Report. (http://www.research.psu.edu/orp/areas/humans/applications/closeout.rtf)

Revisions/Modifications
• Any changes or modifications to the study must be submitted to the Office for Research Protections on the Modification Request Form - Exemption available on our website: http://www.research.psu.edu/orp/areas/humans/applications/exemptmod.rtf
• Modifications will not be accepted unless the Modification Request Form is included with the submission.

Please do not hesitate to contact me if you have any questions or concerns.
Thank you,
Jodi

Jodi L. Mathieu, BS, CIP
Research Compliance Coordinator
Office for Research Protections
The Pennsylvania State University
201 Kern Graduate Building
University Park, PA 16802
Phone: (814) 865-1775
Fax: (814) 863-8699
http://www.research.psu.edu/orp/

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APPENDIX B

EMPLOYER SURVEY

Informed Consent

Please read the information below and indicate your consent to participate at the bottom.

1. Informed Consent Form for Social Science Research
The Pennsylvania State University

Title of Project: SURVEY FOR CASE STUDIES IN BOOK ENTITLED, STRATEGIES AND APPROACHES FOR TRAINING ADULT AND OLDER WORKERS: AN ACTION GUIDE FOR EMPLOYERS TO TRAIN, RETAIN AND MANAGE OLDER WORKERS.

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The University of Akron
Research Professor of Gerontology
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Akron, Ohio 44300
Phone: 330-972-6724
Email: hsterns@uakron.edu
Other Investigator(s):

1. Purpose of the Study: The purpose of this research is to conduct online surveys of employment practices with older workers using both employers and employees as participants examining strategies and approaches for training and managing older workers.

2. Procedures to be followed:

Following receipt of an online survey request, you will be asked to complete an online survey containing 18 questions about knowing the extent to which organizations deal with the aging workforce.

3. Benefits:

Your experiences will help in the construction of case study collections of employment practices in Training and Managing Older Workers which will help the Older Workers in general.

The research can benefit society in that Employers can use this information to develop better training programs that optimize the talents of older workers. Older worker retention is associated with job satisfaction,

4. Duration/Time:

It will take about 10 minutes to complete the survey.

5. Statement of Confidentiality:

Only the research team, and assistants, will know your identity if you deem it so. The data will be stored and secured in a locked/password protected file. In the event of a publication or presentation resulting from the research, no personally identifiable information will be shared if you deem it so by answering a question on the survey.

Question in Survey: Your data will be used as an identifier for use as a case study for the
chapters in our book. If you agree to this, would you please provide us with your name, title, and company?

Individuals have the right to refuse to answer this question, or give us their information for use in the book. Otherwise, the data will be confidential.

Your confidentiality will be kept to the degree permitted by the technology used. No guarantees can be made regarding the interception of data sent via the internet by any third parties.

6. Right to Ask Questions:

You can ask questions about this research. Contact William J. Rothwell, Diane Spokus (717) 994-1798, Harvey Sterns or Joel Reaser with questions. You can also call this number if you have complaints or concerns about this research. If you have questions about your rights as a research participant, or you have concerns or general questions about the research, contact Penn State University’s Office for Research Protections at (814) 865-1775. You may also call this number if you cannot reach the research team or wish to talk to someone else.

7. Voluntary Participation: Your decision to be in this research is voluntary. You can stop at any time. You do not have to answer any questions you do not want to answer.

8. Please print this form for your records.

You must be 18 years of age or older to consent to take part in this research study. If you agree to take part in this research study and the information outlined above, please continue to the next section.

I agree to participate
I do not agree to participate
APPENDIX C

EMPLOYER PILOT SURVEY

Introduction

We are interested in knowing the extent to which your organization is dealing with the aging of the workforce. Twice as many workers 55+ will be added to the workforce than those 25-54. Many workers will be working past normal retirement age, but will be expecting flexibility in the working arrangements. Your answers to the questions below will help us understand what employers want, and are able, to do. For the purposes of this survey, think about workers that are 55 years of age or older. Thank you for your participation.

2. To what extent is each of the following true in your experience with your older workers? Our older workers –

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>N/A</th>
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<tr>
<td>Our older workers are you more likely to stay with the organization.</td>
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<td>Are interested in learning new tasks.</td>
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<td>Are good team players.</td>
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<td>Are less likely to be absent.</td>
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<td>Perform as well as others after being trained on a new task.</td>
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<td>Have fewer accidents.</td>
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<td>Take no more time than others to learn new tasks.</td>
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<td>Are interested in maintaining healthful, productive lifestyles.</td>
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<td>Are flexible and open to change.</td>
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<td>Have up-to-date workplace skills.</td>
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<td>Are interested in learning new technology.</td>
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<td>Are thorough and reliable in their work.</td>
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<td>Are willing to take on challenging tasks.</td>
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</table>
3. Please provide any other comments about your experience with older workers.

4. What incentives are considered by your organization when deciding to hire an older worker? (Mark those that apply.)

*Flex-time work schedules
*Optional benefits
*Seasonal or periodic work schedules
*401K catch-up contributions
*Other (please specify)

5. How does your organization recruit older workers? (Check all those that apply.)

*Newspaper want ads
*Employee incentives for referrals
*Conduct information seminars tailored
*Newspaper ads in the health section or other sections with high older worker readership
*Ads on government supported job websites
*Promote opportunities for mentoring of younger employees
*Flyers in selected stores and offices
*Use radio and TV ads
*Job fairs for older workers
*Use words like 'mature', 'experienced', and 'reliable' in ads
*Create corporate sponsored volunteer activities that engage both active and retired employees
*Other (please specify)

6. Please provide any other comments about how your organization recruits older workers.

7. When designing training for older workers, to what extent do you –

- Provide for participative/interactive learning
- Provide continuous feedback
- Have practice sessions
- Adjust the pace of training
- Provide a hands-on, task oriented learning environment
- Provide training materials in a font that is comfortable for older vision
- Encourage questions and challenges to what is being said if in their experience it doesn’t work
- Design training to connect new material to prior experience and knowledge
- Summarize and review frequently
- Provide frequent breaks
- Make clear how the material relates to the work to be done
- Train older workers together
8. Please provide any other comments about approaches your organization uses in training older workers.

9. There are a number of preconceptions about older workers. Here are a number of findings from research on older workers. In your experience, to what extent do you agree with each of the following?

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>N/A</th>
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</thead>
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<tr>
<td>• With proper training, older workers are undaunted by technology.</td>
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<td>• Older workers have a higher level of commitment to the organization than younger workers.</td>
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<td>• Training older workers costs less or the same as hiring their younger counterparts.</td>
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<td>• Contributions of older workers outweigh their costs to the company</td>
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<td>• Older adults who keep their bodies in good physical condition are fully capable of maintaining positions that require physical strength, endurance, and quick reflexes.</td>
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10. Please provide any other comments about the myths and pre-conceptions or misconceptions you have observed about older workers.

11. How important do you think each of the following is when it comes to managing older workers?

<table>
<thead>
<tr>
<th>Very important</th>
<th>Important</th>
<th>Somewhat important</th>
<th>Not important</th>
<th>Not at all important</th>
<th>N/A</th>
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<tr>
<td>• Being flexible about work schedules.</td>
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<td>• Provide health and prescription drug coverage</td>
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<td></td>
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<tr>
<td>• Sponsor health fairs</td>
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</tbody>
</table>
• Being knowledgeable about past work experience that may apply to current and upcoming tasks.
• Making personal contact.
• Provide opportunities for mentoring.
• Offer extended lunch periods and flexible workdays
• Valuing their work ethic
• Be aware of ageist jokes and language.
• Encouraging healthful lifestyles.
• Provide honest, rapid and frequent feedback.
• Including older workers on project teams
• Be available and accessible.
• Acknowledging their contribution.
• Showing respect.
• Providing training to keep skills up-to-date

12. Please provide any other comments about approaches to managing older workers.

13. What special problems, if any, have you experienced in dealing with older workers that may pose special challenges to employers? What happened and what did you do in the situation?

14. What approaches does your organization use to maintain personal and professional ties with retirees and semi-retirees?

* Maintain a retirees' skills/experience database so existing managers/staff can tap into their experience
* Sponsor seminars for retirees
* Invite retirees to holiday events and get-togethers
* Publish a newsletter that goes to retirees
* Sponsor civic engagement/volunteer projects in which active and retired
employees can participate
*Provide support services to retirees
*Pay retirees to provide technical assistance to teams that can benefits from the retirees experience and expertise
*Other (please specify)

15. Please provide other comments on approaches you organization uses to maintain contact with retirees and other older workers.

16. In what business sector is your organization?

*Manufacturing
*Transportation
*Communication
*Electric/Gas
*Retail
*Social Services
*Services Industry
*Insurance
*Real Estate
*Finance
*Healthcare
*Armed Forces
*Government
*Education/Non-profit sector
*Other

17. How many people does your organization employ?

*0-19
*20-49
*50-99
*100-499
*500-1999
*2000-4999
*5000 or more

18. What is your job function?

*Line management
*HR management
*Executive

19. What is your age group?
20. If you would like to be contacted to take part in further research related to this study, could you please provide us with your email address in the space provided below.

21. Would you consider having your company considered as a case study? If so, please provide us with your name, title and company name in the space below. If we decide to include it, we would contact you for final permission.

Thank you.
APPENDIX D

OLDER WORKER SURVEY CONSENT FORM

1. Informed Consent Form for Social Science Research
The Pennsylvania State University

Title of Project: SURVEY FOR CASE STUDIES IN BOOK ENTITLED, STRATEGIES AND APPROACHES FOR TRAINING ADULT AND OLDER WORKERS: AN ACTION GUIDE FOR EMPLOYERS TO TRAIN, RETAIN AND MANAGE OLDER WORKERS.

Dr. William J. Rothwell
Principal Investigator
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Harvey Sterns, Ph.D
Director, Institute for Life-Span Development and Gerontology
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Email: hsterns@uakron.edu

Joel M. Reaser, PhD
Senior Vice President,
National Older Worker Career Center (NOWCC)
3811 North Fairfax Drive, Suite 900
Arlington, Virginia 22203
1. Purpose of the Study:
The purpose of this research is to conduct online surveys of employment practices with older workers using both employers and employees as participants examining strategies and approaches for training and managing older workers.

2. Procedures to be followed:
Following receipt of an online survey request, you will be asked to complete an online survey containing 18 questions about knowing the extent to which organizations deal with the aging workforce.

3. Benefits:
Your experiences will help in the construction of case study collections of employment practices in Training and Managing Older Workers which will help the Older Workers in general.

The research can benefit society in that Employers can use this information to develop better training programs that optimize the talents of older workers. Older worker retention is associated with job satisfaction,

4. Duration/Time:
It will take about 10 minutes to complete the survey.

5. Statement of Confidentiality:
Only the research team, and assistants, will know your identity if you deem it so. The data will be stored and secured in a locked/password protected file. In the event of a publication or presentation resulting from the research, no personally identifiable information will be shared if you deem it so by answering a question on the survey.
Question in Survey: Your data will be used as an identifier for use as a case study for the chapters in our book. If you agree to this, would you please provide us with your name, title, and company?

Individuals have the right to refuse to answer this question, or give us their information for use in the book. Otherwise, the data will be confidential.

Your confidentiality will be kept to the degree permitted by the technology used. No guarantees can be made regarding the interception of data sent via the internet by any third parties.

6. Right to Ask Questions:

You can ask questions about this research. Contact William J. Rothwell, Diane Spokus (717) 994-1798, Harvey Sterns or Joel Reaser with questions. You can also call this number if you have complaints or concerns about this research. If you have questions about your rights as a research participant, or you have concerns or general questions about the research, contact Penn State University’s Office for Research Protections at (814) 865-1775. You may also call this number if you cannot reach the research team or wish to talk to someone else.

7. Voluntary Participation: Your decision to be in this research is voluntary. You can stop at any time. You do not have to answer any questions you do not want to answer.
8. Please print this form for your records.

You must be 18 years of age or older to consent to take part in this research study.

If you agree to take part in this research study and the information outlined above, please continue to the next section.

I agree to participate

I do not agree to participate
APPENDIX E
OLDER WORKER PILOT SURVEY

Introduction

We are interested in knowing what is important to you when it comes to having or finding a job. Many more people are working later in life. Employers will need to make changes in order to get the most from their older workers and to meet their needs. Your answers will help us learn what changes are most important. Thank you for your help.

2. What attracts your attention when looking for a new job opportunity? (Please mark ONLY THE MOST IMPORTANT items from the list below.)

*Ads for jobs that feature working on a team

*Ads that include health benefits

*Ads that say they are looking for someone who is experienced.

*Hearing about it from a friend or colleague who knows the employer.

*Ads for jobs that are challenging and meaningful

*Ads that refer to the company's willingness to be flexible about work hours and seasonal employment

*Ads that say they are looking for someone who is mature.

*Companies that stress training opportunities for all employees

*Jobs that include a pension plan to which the employer contributes

*Company brochures that show people of diverse ages

*Talking with a company representative who shows they understand how experienced workers can apply their experience and skills to a variety of work tasks and situations

*Other (please specify)
3. Please give us any other comments about what would attract your attention about a new job opportunity.

4. What makes a difference to you when deciding whether to take a job? (Mark the most important items.)

* I saw other older workers who seemed to be enjoying their work.
* In interviews, there are never any references to age.
* Benefits include elder-care.
* The company recognizes the need to balance work with family and leisure activities.
* The company provides training to older, as well as, younger workers.
* The pay is competitive with others doing the same kind of work.
* The work is interesting and challenging.
* The work will use my experience.
* The work will give me an opportunity to learn something new.
* I would enjoy working with the people I met.
* The work is important.
* The company has a phased retirement program.
* Interviewers are able to see how various work experiences qualify one for new and different job assignments.

5. Please add any comments you have about what factors are important to you when considering a new job.
6. Which of the following statements best describes how you feel about your current job?

* There is VERY LITTLE CHALLENGE on my job. (I don't get a chance to use any special skills and abilities to complete my assignments.)

* Between VERY LITTLE and MODERATE.

* There is MODERATE CHALLENGE on the job.

* Between MODERATE and a GREAT DEAL of challenge.

* There is a GREAT DEAL OF CHALLENGE on my job. (I get a chance to use special skills and abilities and often have tasks that require all my abilities to complete successfully.)

7. If you'd consider leaving your current job, please check all the reasons that would apply.

* Long working hours

* Want a higher job status

* Want a higher salary

* Want the opportunity to learn new things

* Lack of challenge or boredom

* Want a better compensation plan

* Lack of training

* Inadequate flexible work practices / options

* High job demands

* Ineffective management

* Inadequate opportunities for career advancement
*Inadequate rewards / reviews / raises
*Want to obtain more or different expertise
*Want more challenge in my job
*Lack of development opportunities
*Conflicts between work and family
*Feeling discriminated against
*Lack of social support
*Want to advance my career
*Feeling of not fitting in
*Other (please specify)

8. We would like to know about development activities in which you have participated at your company. For those you have participated in how useful were they. (If you have not participated in the activity, check Not Applicable.)

Not useful at all      Not very useful      Somewhat useful      Moderately useful
Extremely useful      N/A

*Management development: Programs or activities designed to teach managerial skills, such as supervision, coaching, recruiting, management decision-making, strategic policy-making.
*Coaching From Peers: Formal or informal process of day-to-day coaching and counseling by one or more of your peers on how to do certain things and/or get along in the organization.
*Supervisory Coaching: Formal or informal process of day-to-day coaching and counseling by your supervisor on how to improve your job performance and get
along in the organization.

*Networking: An informal set of contacts and channels of communication, inside or outside the organization used to obtain information or advice relevant to your job performance of personal and career goals.

9. Approximately how many days of training within the last year did you receive in each of the following categories?

   - 0 days in 16 to 30 days
   - More than 30 days past 12 months
   - 1 to 3 days
   - 4 to 5 days
   - 6 to 10 days
   - 11 to 15 days

10. Think about the last training program you attended. What was good about it?

    What needed improvement?

    - This was done well
    - Done fairly well
    - Average
    - Could have been better
    - Could have been much better
    - N/A

11. When you need to learn for job-related purposes, how much do you prefer each of the following formats?

    - Highly preferred
    - Preferred
    - Slightly preferred
    - Less preferred
    - Not at all preferred

12. Please provide any other comments about how you prefer to learn or the most effective way for you to learn at work.

13. Think about your last or current manager. What aspects of his/her management style were they good at and not good at. Please rate them on their ability to:

    - Accommodate health/physical capacity issues
    - Take advantage of my skills, knowledge, and experience
➤ Be flexible when family matters needed attention
➤ Give credit where credit is due
➤ Acknowledge his/her mistakes
➤ Maximize my productivity/performance
➤ Maximize the group’s productivity/performance
➤ Listen and hear what you had to say
➤ Provide guidance on what I might improve
➤ Ensure that promotion and training opportunities were open to all
➤ Ensure there was fair compensation
➤ Create a sense of teamwork
➤ Had a good sense of humor and optimistic outlook
➤ Has a good understanding of the different work-related merits of older workers and younger workers
➤ Acknowledge your contribution

14. Please give us any other comments about what you think makes a good manager of older workers.

15. Have you had an experience in your employment relationship that you believe stemmed from your status as an older worker? Briefly describe what happened, and what the current status or final outcome was.

16. How important are each of the following as you move from full-time employment to eventual full-time retirement?

Very important      Important      Somewhat important      Not important      N/A

➤ Continue working in some capacity
➢ Continue to contribute to my community

➢ Spend more time with family members and friends

➢ Travel

➢ Continue to stay connected to those in my profession or line of business

➢ Devote time to charities and causes

➢ Maintain a healthy lifestyle

➢ Spend more time with my children and grandchildren

➢ Continue learning new things

17. To what extent would you be willing to work --

Very willing       Willing       Neutral       Not very willing       Not at all willing       N/A

➢ Reporting to someone much younger than you

➢ Commuting a half an hour or more

➢ Just certain seasons of the year

➢ Standing most of the day

➢ By yourself

➢ In a new job for less pay than at your previous job, as long as you received pay comparable to others.

Background information

The following questions will be used to help us further understand how different groups feel about the questions we have asked.
18. Education level:

* Did not complete high school
* High school graduate or GED
* Some college
* Bachelors degree
* Some graduate work
* Masters degree
* Doctoral degree

19. What is your sex?

* Female
* Male

20. What is your ethnic background?

* Asian/Pacific Islander
* Black/African American (non-Hispanic)
* Hispanic
* Native American
* White (non-Hispanic)
* Other (please specify)

21. What is the current (or last) industry in which you worked?

* Manufacturing
* Transportation
* Communication
* Electric/Gas
*Retail
*Social Services
*Services Industry
*Insurance
*Real Estate
*Finance
*Healthcare
*Armed Forces
*Government
*Education/Non-profit sector
*Other

22. How many people work for your current or last employer?
   * 0-19
   * 20-49
   * 50-99
   * 100-499
   * 500-1999
   * 2000-4999
   * 5000 or more

23. What is your current job function?
   * Clerical
   * Administrative
   * Professional
   * Skilled trades
   * Management
   * Technical
24. **What is your former job function?**
- Skilled trades
- Professional
- Technical
- Clerical
- Management
- Administrative
- Executive
- Other (please specify)

25. **What is your age group?**
Under 40  40-54  55-64  65-74  75 or older

26. If you would like to be contacted to take part in further research related to this study, could you please provide us with your email address in the space provided below.

27. Would you consider having your company considered as a case study? If so, please provide us with your name, title and company name in the space below. If we decide to include it, we would contact you for final permission.
APPENDIX F

PILOT LETTER OF INVITATION TO EMPLOYERS

Dear AMA Member,

We are very proud to be launching the *AMA Innovations in Adult Learning* series, dedicated to bringing you the latest and best thinking in adult learning theory and application. Each ground breaking title in this series will focus on a critical issue facing today’s workplace performance professionals. We hope the books will challenge conventional wisdom and present fresh perspectives, while being grounded in reality rather than fads. I know you will find them thought provoking, informative and useful.

In support of the research being conducting for one of our inaugural books, co-authored by a team from The Pennsylvania State University, The University of Akron and the National Older Workers Career Center (NOWCC), I would like to ask you to take a few minutes (really!) of your busy day to fill out a short survey about your organization’s training practices related to the aging workforce. The survey for the **HR director or other company representative** is found at [http://www.surveymonkey.com/s.asp?u=367161920640](http://www.surveymonkey.com/s.asp?u=367161920640).

A second component of this research project involves a parallel survey for older workers themselves. This survey would be anonymous and not connected to your survey responses in any way. It would be very helpful if you could ask a few of your older workers to complete the survey for them. All you need to do is e-mail the following link to your employees with an invitation from you to participate. [http://www.surveymonkey.com/s.asp?u=756511903940](http://www.surveymonkey.com/s.asp?u=756511903940).

To thank you for filling out the survey, we will e-mail you a summary of the results as well as an electronic version of the first chapter of the book. Thank you for your time and participation. If you have questions about the administration of the survey, please email Joel Reaser at jreaser@nowcc.org.

Best wishes,

Jacqueline Flynn
Executive Editor
AMACOM Books
American Management Association
Dear Employees:

We invite you to be a part of the first in a series of surveys, dealing with the unprecedented shift in the demographics of our Nation’s Workforce. One of the most powerful drivers at play is the aging of the workforce. Ten million workers age 55 and over will be added to the workforce in this decade compared to only 5 million in the 25 – 54 age range. Your organization will likely need to take a very serious look at how to retain the knowledge, skill, and productivity of older workers.

This research is being conducted by co-authors from The Pennsylvania State University, The University of Akron and the National Older Workers Career Center (NOWCC). The data from this study will be very important in formulating workplace policies related to retention strategies for older workers.

We invite you to complete a survey that asks you to indicate to what extent your organization is dealing with the aging of the workforce.

Further, this survey would be anonymous and not connected to your survey responses. This would require very little burden on your part. We would only need you to complete the email survey and hit the submit button. This will forward the survey to the researchers listed below. No further effort would be required on your part. Simply click on this link [LINK HERE] to go directly to the survey.

If you have any questions, please contact the researchers. Thank you in advance for your willingness to contribute your information on older workers.

Sincerely,

Diane Spokus

William J. Rothwell
Professor/Workforce Education & Development
The Pennsylvania State University

Diane M. Spokus
Ph.D. Candidate
Workforce Education
The Pennsylvania State University

Harvey L. Sterns
Professor, Industrial/Org. Graduate Program
Department of Psychology and Institute for Life-Span Development & Gerontology
The University of Akron

Joel M. Reaser
Senior Vice President
National Older Worker Career Center (NOWCC)
APPENDIX H

PILOT REMINDER LETTER

Dear AMA Member:

A few days ago we sent you the first in a series of surveys, dealing with the unprecedented shift in the demographics of our Nation’s Workforce and asked you to complete the online survey by clinking on this link LINK HERE.

If you have already completed the survey, I thank you very much. The survey will help provide a research-based foundation for formulating workplace policies related to retention strategies for older workers.

If you had not yet had the time to complete the survey, please do so at your earliest convenience. You may access the survey by clicking on to this link LINK HERE. If you have any questions about the survey, please contact us by phone 703-558-4200 or via email anytime.

Again, thank you.

Sincerely,

William J. Rothwell
Professor/Workforce Education & Development
The Pennsylvania State University

Diane M. Spokus
Ph.D. Candidate
Workforce Education
The Pennsylvania State University

Harvey L. Sterns
Professor, Industrial/Org. Graduate Program
Department of Psychology and Institute for Life-Span Development & Gerontology
The University of Akron

Joel M. Reaser
Senior Vice President
National Older Worker Career Center (NOWCC)
November 2, 2007

Dr. Peter Hoonakker
Research Scientist
Center for Quality and Productivity Improvement (CQPI)
University of Wisconsin-Madison
1550 Engineering Drive
Madison, WI 53726

Dear Dr. Hoonakker:

I am currently a Ph.D. candidate in Workforce Education and Development at The Pennsylvania State University. I completed my COMPS in February, 2007, and I need to secure your permission, in a letter form, to use the HCK model I selected for my dissertation.

I will be using the HCK model for an audience of older healthcare workers that examines why older workers leave the workforce. I will include your letter of permission in the Appendix to my dissertation.

Thank you for your expediency in handling this request.

Sincerely,

Diane Spokus

Permission is granted to use the HCK model originally published in:


And later confirmed in a transnational study, published in:


Signature  
Peter Hoonakker
Research Scientist
University of Wisconsin-Madison
APPENDIX J

FULL STUDY IRB APPROVAL

Hi Diane,

The Office for Research Protections (ORP) has reviewed the above-referenced study and determined it to be exempt from IRB review. You may begin your research. This study qualifies under the following category(ies):

Category 2: Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observations of public behavior unless: (i) information obtained is recorded in such a manner that human participants can be identified, directly or through identifiers linked to the participants; and (ii) any disclosure of the human participants responses outside the research could reasonably place the participants at risk of criminal or civil liability or be damaging to the participants financial standing, employability, or reputation. [45 CFR 46.101(b)(2)]

PLEASE NOTE THE FOLLOWING:

Include your IRB number in any correspondence to the ORP.

The principal investigator is responsible for determining and adhering to additional requirements established by any outside sponsors/funding sources.

Record Keeping
The principal investigator is expected to maintain the original signed informed consent forms, if applicable, along with the research records for at least three (3) years after termination of the study. This will be the only correspondence you will receive from our office regarding this modification determination. **MAINTAIN A COPY OF THIS EMAIL FOR YOUR RECORDS.**

**Consent Document(s)**
- The exempt consent form(s) will no longer be stamped with the approval/expiration dates.
- The most recent consent form(s) that you sent in for review is the one that you are expected to use. **OR**
- The attached informed consent form(s) is the one that you are expected to use.

**Follow-Up**
- The Office for Research Protections will contact you in three (3) years to inquire if this study will be ongoing.
- If the study is completed within the three year period, the principal investigator may complete and submit a **Project Close-Out Report**.
  ([http://www.research.psu.edu/orp/areas/humans/applications/closeout.rtf](http://www.research.psu.edu/orp/areas/humans/applications/closeout.rtf))

**Revisions/Modifications**
- Any changes or modifications to the study must be submitted to the Office for Research Protections on the **Modification Request Form - Exemption** available on our website:
  ([http://www.research.psu.edu/orp/areas/humans/applications/exemptmod.rtf](http://www.research.psu.edu/orp/areas/humans/applications/exemptmod.rtf))
- Modifications will **not** be accepted unless the Modification Request Form is included with the submission.

Please do not hesitate to contact me if you have any questions or concerns.

Thank you,
Andrea

Andrea R. Seisler, MBE
Compliance Coordinator
Office for Research Protections
The Pennsylvania State University
201 Kern Graduate Building
University Park, PA 16802
Telephone: 814-865-1775
Fax: 814-863-8699
http://www.research.psu.edu/orp/

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APPENDIX K

Full Study Older Worker Survey Consent Form

Employee Implied Informed Consent Form for Social Science Research
The Pennsylvania State University

Title of Project: Understanding the Relationship between Workplace Characteristics on Quality of Work Life and its potential for Older Worker Turnover

Principal Investigator: Diane Spokus, C.H.E.S., Ph.D. Candidate
Workforce Education/Training and Development
The Pennsylvania State University
315 Keller Building
University Park, PA 16802
Phone: 717-994-1798
Email: dms201@psu.edu

Advisor: Dr. William Rothwell
Workforce Education & Development Program
The Pennsylvania State University
305A Keller Building
University Park, PA 16802
Phone: 814-863-2581
Email: wjr9@psu.edu

1. Purpose of the Study: The purpose of the study is to examine strategies and approaches in organizations that optimize the talents of older workers as related to training.

2. Procedures to be followed: You will be asked to provide some brief general background information and answer questions on an online survey containing questions about knowing the extent to which organization deals with the aging workforce.

3. Duration/Time: It will take about 20 minutes to complete the survey.

4. Statement of Confidentiality: Your participation in this research is confidential. Your confidentiality will be kept to the degree permitted by the technology used. No guarantees can be made regarding the interception of data sent via the Internet by any third parties. The person in charge and her assistants will see your email address. No other personal identifiers will be collected. The data will be stored and secured on the researcher’s computer in a locked/password protected file. In the event of a publication or presentation resulting from the research, no personally identifiable information will be shared.

5. Right to Ask Questions: You can ask questions about this research. Please contact Diane Spokus at 717-994-1798 with questions. You can also call this number if you have complaints or concerns about this research.

6. Payment for participation: By participating in this study you are eligible to be entered into a drawing to a $25 gift certificate to Amazon.com or receive a book entitled, Working
Longer: New Strategies for Managing, Training and Retaining Older Workers. You will only be eligible to be entered once in the drawing to receive this prize (located on the survey). You will also receive a complementary copy of the final results of this study by indicating (on the survey) that you would like to receive these results. You will be contacted via email.

7. **Voluntary Participation:** Your decision to do this research is voluntary. You can stop at any time. You do not have to answer any questions you do not want to answer. Refusal to take part in or withdrawing from this study will involve no penalty or loss of benefits you would receive otherwise. Completion and submission of the survey implies your consent to participate in this research.

You must be 18 years of age or older to take part in this research study. If you agree to take part in this research study and the information outlined above, please continue to the next section. Please print a copy of this form to keep for your records.
APPENDIX L
OLDER WORKER FULL STUDY SURVEY

Introduction

We are interested in knowing the extent to which your organization is dealing with the aging of the workforce. Twice as many workers 55+ will be added to the workforce than those 25 - 54. Many workers will be working past normal retirement age, but will be expecting flexibility in the working arrangements. Your answers to the questions below will help us understand what employees want in order to remain in the workplace. For the purposes of this survey, think about what attracts you most as an older worker. Thank you for your participation.

Prize and Results

Your email address: _____________________________________________

a) I wish to be entered into the drawing to receive a $25 electronic Amazon.com gift certificate or a book entitled, Working Longer: New Strategies for Managing, Training and Retaining Older Employees and can be reached at the email address provided above.

b) I wish to receive the results of this study via email at the address provided above.

1) Are you an employee of the PINNACLE HEALTH System? YES NO
Are you an employee of Lewistown Hospital? YES NO

Are you an employee of Mount Nittany Medical Center? YES NO

2) Are you a member of the American Society for Training and Development (ASTD)? YES NO

Demographics

3). Which of the following best describes your current job position? (please check only one)

a) clerical

b) trainer (professional development)

c) Organizational Development

d) instructional design

e) consultant

f) teacher/instructor

g) supervisor/manager

h) project coordinator

i) Human Resources

j) nurse

k) physician

l) Certified Registered Nurse Practitioner (CRNP)

m) nursing assistant

n) nutrition
o) administration
p) social work
q) Data entry
r) record keeping/medical records
s) lab employee
t) radiology
u) specialty department (please describe)
v) public relations/media specialist
w) technology support (audio-visual/web conferencing)
x) software engineer
y) quality assurance
z) Physical therapist
aa) occupational therapist
bb) maintenance
cc) student
dd) other (please describe)

4. What is your job type? (please check only one)
a) Professional
b) Supervisor/manager
c) staff
c) Other (please describe):
5. On an average, how many hours per week do you work? 

______________ Hours of work per week

6. On an average, how many hours of overtime per week do you work? 

______________ Hours of overtime per week

7. What is your type of employment? (please check one response)
   a) Permanent employee
   b) Temporary employee
   c) hourly
   d) exempt
   e) Other (please describe):

8. Do you work part-time or full-time? (please check one response)
   a) Part-time work
   b) Full-time work

9. Do you telecommute or work remotely from your office as part of your job?
   (please check one response) YES  NO

10. How long have you worked for your present employer?
    __________ Months __________ Years
11. How long have you worked in your current job (position)?

_________ Months  _________ Years

12. At what point in your life did you first decide to seek your career?

(please check one response)

a) Prior to high school
b) During high school
c) During undergraduate degree program
d) Prior to entering graduate degree program
e) After earning highest academic degree
f) Another time (please specify):

13. What is the highest level of education that you have completed? (please check one response)

a) Some high school or less
b) High school or G.E.D.
c) Some college
d) Bachelor’s degree
e) Some graduate or professional study
f) Graduate or professional degree

14. What best describes your formal health education/training in terms of your formal schooling? (please check one response)
a) Some high school health-related courses
b) High school health-related degree/certificate
c) Some technical college health-related courses
d) Technical college health-related degree
e) Some university health-related courses
f) University health-related Bachelor’s degree
g) University health-related Graduate (MS, PhD) degree
h) No health-related formal schooling (please describe)

15. What best describes your professional education/professional training? (please check one response)
   a) Training for certification
   b) Company provided training courses/seminars (besides certification training)
   c) Other training sources/seminars (not provided by a company; not including Web-based training)
   d) Self taught (without formal courses or training, but including Web-based training)
   e) Former work experience
   f) Other (please specify):

16. In what range is your annual salary in your current position? (please check one response)
   a) Below $25,000
b) $25,000-$34,999

c) $35,000-$44,999

d) $45,000-$54,999

e) $55,000-$64,999

f) $65,000-$74,999

g) $75,000-$84,999

h) $85,000-$94,999

i) $95,000 or above

**JOB CHARACTERISTICS**

17. These questions deal with different aspects of work. Please indicate how often these aspects appear in your job. (please check one response per question)

**How Often Low to High**

<table>
<thead>
<tr>
<th>Rarely</th>
<th>Occasionally</th>
<th>Sometimes</th>
<th>Fairly often</th>
<th>Very often</th>
</tr>
</thead>
</table>

*Job Demand*

1. How often does your job require you to work very fast?

2. How often does your job require you to work very hard?

3. How often does your job leave you with little time to get things done?

4. How often is there a great deal to be done?

*Role Conflict*
5. How often do you have problems keeping up with new technology?
6. How often do you have to stay at work because of customer demands?
7. How often are you overwhelmed by your workload?

**Role Ambiguity**

8. How often are you clear on what your job responsibilities are?
9. How often can you predict what others will expect of you on the job?
10. How much of the time are your work objectives well-defined?
11. How often are you clear about what others expect of you on the job?

18. The next set of questions asks how much influence you now have in each of several areas. By influence we mean the degree to which you control what is done by others at work and have freedom to determine what you do yourself at work.

**Degree of Influence Low to High**

Very little  Little  A moderate amount  Much  Very much

Decision Control
1. How much influence do you have over the decisions concerning which individuals in your work unit do which tasks?
2. How much influence do you have over the decisions as to when things will be done in your work unit?
3. How much influence do you have over the policies, procedures, and performance in your work unit?
4. How much influence do you have over the training of other workers in your work unit?

19. The following questions deal with various aspects of your job. Please indicate how much you agree (A) or disagree (DA) with the following statements.

   Level of Agreement (1 = Strongly DA to 7 = Strongly Agree)
   
   1. To be successful on my job requires all my skill and ability.
   2. On my job, I seldom get a chance to use my special skills and abilities.
   3. My job is very challenging.

20. How much challenge is there on your job? (please check one response)

   Level of Agreement (1 = Strongly Disagree to 7 = Strongly Agree)

   1. There is very little challenge on my job; I don’t get a chance to use any special skills and abilities to complete them successfully.
   2. Moderate challenge
   3. There is a great deal of challenge on my job; I get a chance to use my special skills and abilities and often have jobs which require all my abilities to complete successfully.
21. How much does each of these people go out of their way to do things to make your life easier for you?

   Amount of help Low to High

   Not Applicable Not at all A little Somewhat Very Much

   <------------------------------------------------>

   1. Your immediate supervisor (boss) (SS)
   2. Other people at work (CS)
   3. Your spouse, friends and relatives (FS)

22. How easy is it to talk with each of the following people?

   Ease of talking Low to High

   Not Applicable Not at all A little Somewhat Very Much

   <------------------------------------------------>

   1. Your immediate supervisor (boss) (SS)
   2. Other people at work (CS)
   3. Your spouse, friends and relatives (FS)

23. How much can each of these people be relied on when things get tough at work?

   Level of reliance Low to High

   Not Applicable Not at all A Little Somewhat Very Much
1. Your immediate supervisor (boss) (SS)
2. Other people at work (CS)
3. Your spouse, friends and relatives (FS)

24. How much is each of the following people willing to listen to your personal problems?

Willingness to listen Low to High

Not Applicable  Not at all  A little  Somewhat  Very Much

1. Your immediate supervisor (boss) (SS)
2. Other people at work (CS)
3. Your spouse, friends and relatives (SS)

25. The following statements have to do with the way family life and work life can influence each other. For each statement, please circle the response that best describes your situation.

Level of Agreement (1 = Strongly Disagree to 5 = Strongly Agree)

Family Spills into Job

1. Family matters reduce the time I can devote to my job.
2. Family obligations reduce the time I need to relax or be by myself.
3. Family worries or problems distract me from my work.
4. Family activities stop me from getting the amount of sleep I need to do my job well.

**Job Spills into Family**

5. My job reduces the amount of time I can spend with the family
6. Problems at work make me irritable at home.
7. My job involves a lot of travel away from home.
8. My job takes so much energy I don’t feel up to doing things that need attention at home.

26. **Have you ever passed up or turned down any of the things because of family obligations?**

   YES   NO

   1. an assignment
   2. a promotion
   3. relocation

**Training Opportunities**

27. Indicate whether you have received training through any of the following scenarios over the past 12 months.
1. Company sponsored/On company time (definition: company pays for training and pays you while you are attending training)
   ________days

2. Company sponsored/On your own time (definition: company pays for training, but you are not paid by your company for the time you spend training) ________days

3. Self sponsored/On company time (definition: you pay for the training, but your company pays for your time while you are attending the training) ________days

4. Self sponsored/On your own time (definition: you pay for the training and you are not paid by your company for the time you spend on the training) ________days

29. Please indicate how much you agree or disagree with the following statements.

   Level of Agreement (1 = Strongly Disagree to 5 = Strongly Agree

   Training Opportunities
1. I am given a real opportunity to improve my skills at this company through education and training programs.

2. I have had sufficient job-related training.

3. My supervisor helped me acquire additional job-related training when I have needed it.

4. I receive ongoing training, which enables me to do my job better.

5. I am satisfied with the number of training and development programs available to me.

6. The training and educational activities I have received enabled me to perform my job more effectively.

7. Overall, I am satisfied with my training opportunities.

8. I am satisfied with the training opportunities offered to me to keep up with the latest technologies.

30. In this section, we would like to know about development activities in which you have participated AT YOUR COMPANY.

   Level of Usefulness Low to High (1 to 5 and not applicable)

   <----------------------------------------------->

   Management Development

   1. Management development: Programs or activities designed to teach managerial skills, such as supervision, coaching, recruiting, management decision-making, strategic policy making.
2. Coaching from Peers: Formal or informal process of day-to-day coaching and counseling by one or more of your peers on how to do certain things and/or get along in the organization.

3. Supervisory Coaching: Formal or informal process of day-to-day coaching and counseling by your supervisor on how to improve your job performance and get along in the organization.

4. Mentorship: A relationship with a more experienced colleague in order to provide you with increased opportunities for advancement, corporate visibility, guidance and advice.

5. Networking: An informal set of contacts and channels of communication, inside or outside the organization used to obtain information or advice relevant to your job performance of personal and career goals.

31. Please indicate how much you agree or disagree with the following statements.

   Level of Agreement (1 = Strongly Disagree to 5 = Strongly Agree)

   <__________________________________________________________>

   Career Advancement

   1. My opportunities for advancement in this company are somewhat limited.

   2. I have experienced lateral job transfers that broadened my expertise in a given area.

   3. I have a dead-end job.

   4. There is one person in my company that I can refer to as a mentor or
sponsor.

5. My career movement is largely restricted to staff positions.

6. There is no promotional ceiling for me in my company.

7. I regard my promotional opportunities in the future as good.

8. If I aspired to it, I believe that I could get a top management position in my company.

9. There is at least one person in my corporate career that I can refer to as mentor or sponsor.

10. I believe that the promotion policies of my company are fair.

32. In working life, unequal treatment and discrimination may occur in pay, hiring, opportunities for career advancement or access to further training. Have YOU experienced unequal treatment or discrimination at your current workplace on the basis of:

**Discrimination Experienced by Self**

<table>
<thead>
<tr>
<th>Discrimination</th>
<th>Yes</th>
<th>No</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Age (against the young)</td>
<td></td>
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<tr>
<td>b) Age (against the old)</td>
<td></td>
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<tr>
<td>c) Sex (against women)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>d) Sex (against men)</td>
<td></td>
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<td>e) Having a family</td>
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<tr>
<td>f) Being pregnant</td>
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<tr>
<td>g) Favoritism</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
i) Race  
j) Nationality  
k) Color  
l) English language capability  
m) Disability  
n) Religious orientation  
o) Sexual orientation  
p) Education level  
q) Temporary employment relationship  
r) Part-time employment relationship

33. Do you believe that unequal treatment or discrimination occurs at your current workplace on the basis of:

**Discrimination in the Workplace**

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>c) Sex (against women)</td>
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</tr>
<tr>
<td>h) Race</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
34. Please indicate how much you agree or disagree with the following statements.

Level of Agreement (1 = Strongly Disagree to 5 = Strongly Agree)

_Discrimination Ethnicity_

1. At work, I feel uncomfortable when others make jokes or negative commentaries about people of my ethnic or cultural background.

2. At work, I sometimes feel that my ethnicity is a limitation.

3. At work, many people have stereotypes about my culture or ethnic group and treat me as if they were true.

4. At work, people think I am unsociable when in fact I have trouble communicating in English.

5. At work, I sometimes feel that people actively try to stop me from
advancing because of my ethnic or cultural origin.

6. At work, it bothers me when people pressure me to assimilate.

7. At work, I do not get enough recognition because I am different.

8. My accent is a limitation at work.

9. At work, I feel that others exclude me from their activities because of my ethnic or cultural background.

10. At work, people look down upon me if I practice customs of my culture.

31. The next set of questions asks questions about informal business activities, such as lunch, coffee break, etc.

   Level of Agreement (1 = Strongly Disagree to 5 = Strongly Agree)

   Corporate Fit

   1. I understand my company’s principles and goals and support them.

   2. I am accepted in informal business activities with my boss.

   3. I am not aware of informal sources of information within my company.

   4. I get considerable cooperation from the people with whom I work.

   5. I am a full-fledged member of an informal, diverse group within my company.

   6. I am accepted in informal business activities with my company peers.

   7. I feel isolated from others in my work group.

   8. I am accepted in informal business activities with my subordinates.

   9. My work associates do not regard me as an equal.
10. The longer I work for my company, the more I feel I belong.

11. There is a feeling of camaraderie between me and my work associates.

12. I like the people with whom I work.

13. I am really a part of my work group.

36. To help employees balance work and family/home responsibilities your company may offer the following options. In the following list please check all the options that you could take advantage of if you need them.

*Flexible Work Practices*

a) Flextime

b) Job sharing

c) Telecommuting

d) Maternal or paternal leave time

e) Extended leaves (more than 3 months) other than maternal/paternal leaves

f) Part-time work

g) Child care

h) On-site child care

i) Sick child care, sick days for sick children

j) Leave for family related appointments/events

k) Elder care

l) Others: (please describe):

37. Overall, are these options sufficient for your needs? (please check one
38. Overall do you feel that you would be discouraged from taking advantage of these options? (please check one response on the scale below)

YES  NO

39. Please indicate how much you agree or disagree with the following statements.

Level of Agreement (1 = Strongly Disagree to 5 = Strongly Agree)

Rewards

1. My performance evaluations within the past few years have been helpful to me in my professional development.

2. There is a strong link between how well I perform my job and the likelihood of my receiving recognition and praise.

3. There is a strong link between how well I perform my job and the likelihood of my receiving a raise in pay/salary.

4. There is a strong link between how well I perform my job and the likelihood of my receiving high performance appraisal ratings.

5. There is a formal process in place in my company that rewards employees who make an extra effort.

6. I am satisfied with the amount of recognition I receive when I do a good job.
7. If I perform my job well, I am likely to be promoted.

8. The rewards and compensation I receive are equal to other in my company with the same status (i.e. job and/or years of experience).

40. How often are you concerned or bothered about losing your job or being laid off?

*Job Future Uncertainty*

a. Never

b. Occasionally

c. Often

d. Always

41. What are the possibilities that in the next few years…

*None   A little   Some   A lot*

a. your job will be eliminated

b. your job will be given to someone else

c. your job will be replaced by computers or other machines

**QUALITY OF WORKING LIFE**

42. All in all, how satisfied would you say you are with your job? (please check one response)
a) Very satisfied

b) Somewhat satisfied

c) Not too satisfied

d) Not at all satisfied

43. If you were free to go into any type of job you wanted, what would your choice be? (please check one response)

a) I would want the job I have now.

b) I would want to retire and not work at all.

c) I would prefer some other job to the job I have now.

44. Knowing what you know now, if you have to decide all over again whether to take the job you now have, what would you decide? (please check one response)

a) I would decide without hesitation to take the same job.

b) I would have some second thoughts.

c) I would decide definitely not to take the same job.

45. In general, how well would you say that your job measures up to the sort of job you wanted when you took it? (please check one response)

a) Very much like the job I wanted.
b) Somewhat like the job I wanted.

c) Not very much like the job I wanted.

46. If a good friend of yours told you he or she was interested in working in a job like yours for your employer, what would you tell him or her? (please check one response)

a) I would strongly recommend it.

b) I would have doubts about recommending it.

c) I would advise the friend against it.

47. Please indicate how much you agree or disagree with the following statements.

   Level of Agreement (1 = Strongly Disagree to 7 = Strongly Agree)

   <-------------------------------------------------------------------------->

   Organizational Involvement

   a. I am not willing to put myself out just to help the organization.

   b. In my work I like to feel I am making some effort, not just for myself but for the organization as well.

   c. To know that my own work had made a contribution to the good of the organization would please me.
48. The following 6 questions are designed to help determine your moods, since the way you feel is a part of your quality of working life. The list of words below describes feelings people have. Please read each item and circle one number for each word, which describes how you have been feeling during the past week, including today.

**Fatigue**

a. Fatigued

b. Exhausted

c. Bushed

**Tension**

a. Nervous

b. Tense

c. Shaky

49. Please read each question and circle the number that best describes your feelings.

**Frequency (1 = Never to 7 = Everyday)**

a. I feel emotionally drained from my work.

b. I feel used up at the end of the workday.

c. I feel fatigued when I get up in the morning and have to face another
day on the job.

d. Working all day is really a strain for me.

e. I feel burned out from my work.

f. I feel frustrated by my job.

Intention Turnover

50. How likely is that you will actively look for a new job in the next year?

   a. Not at all likely
   b. Somewhat likely
   c. Quite likely
   d. Extremely likely

51. If you’d consider leaving your current job, please check all the reasons that would apply.

Reason for Leaving

   a) High job demands
   b) Long working hours
   c) Lack of challenge or boredom
   d) Lack of social support
   e) Inadequate flexible work practices / options
   f) Conflicts between work and family
   g) Ineffective management
   h) Feeling discriminated against
i) Feeling of not fitting in
j) Lack of training
k) Lack of development opportunities
l) Inadequate rewards / reviews / raises
m) Inadequate opportunities for career advancement
n) want a higher job status
o) Want to advance my career
p) Want a higher salary
q) Want a better compensation plan
r) Want to obtain more or different expertise
s) Want the opportunity to learn new things
t) Want more challenge in my job
u) Other (please specify):

52. If you’d decide to leave your current job, what would be your intentions?

Please check all the intentions that apply.

**Intentions after Turnover**

a) I would intend to look for a different type of job in my same company.

b) I would intend to stay in a similar type of job, but move to a different company.

c) I would intend to be in a different healthcare job in a different company.

d) I would intend to no longer work in the healthcare field.

e) I would intend not to look for another job at all.
f) Other (please specify):

53. How often do you get acknowledged when you do a good job?

Recognition/Acknowledgement for Good Job

- a. Rarely
- b. Occasionally
- c. Sometimes
- d. Fairly often
- e. Very often

BACKGROUND INFORMATION

54. What is your gender? (please check one response)

- a) Male
- b) Female

55. What is your ethnic background? (please check one response)

- a) Asian/Pacific Islander
- b) Black/African American, not of Hispanic origin
- c) Hispanic
- d) Native American (American Indian or Alaskan Native)
- e) White, not of Hispanic origin
- f) Other
56. What is your age?

___________years

57. What is your current living situation? (please check one response)

a) Married
b) Single
c) Separated
d) Divorced
e) Widowed
f) Living with partner

58. Do you have children?

a) No
b) Yes

59. If you do have children, how many of them are living at home?

children ___________

60. How many of them are age 6 or younger?

children ___________

61. What is your health status?
a. poor
b. fair
c. good
d. excellent

62. Which of the following best describes your situation?
   a. my spouse/partner is retired.
   b. my spouse/partner is planning to retire within five years. If so, what year
   ______
   c. I have no intention of retiring within the next five years
   d. No matter what, when I am of retirement age, I plan to retire.
   e. As a Baby Boomer, I raised my family first. I am now back in the workforce
      part-time, and I hope to remain there as long as I am able to work.
   f. As a Baby Boomer, I raised my family first. I am now back in the workforce
      full-time, and I hope to remain there as long as I am able to work.

64. Which of the following best describes your situation?
   a. my spouse/partner is a caregiver of an aging parent.
   b. I am a caregiver for an aging parent.
   c. I babysit my grandchildren on a regular basis besides working.
   d. I am not a caregiver of an aging parent.
   e. I do NOT babysit grandchildren on a regular basis.
f. Other (please explain)

Thank you for taking the time to fill out this survey!
Greetings!

I am an Adjunct Instructor and completing my doctoral degree in the Workforce Development program at The Pennsylvania State University, and I need your help. Research volunteers are being sought. I invite you to be a part of an Employer Survey. This dissertation research is extremely important because it deals with the unprecedented shift in the demographics of our Nation’s Workforce. One of the most powerful drivers at play is the aging of the workforce. Ten million workers age 55 and over will be added to the workforce in this decade compared to only 5 million in the 25 – 54 age range. Your organization will likely need to take a very serious look at how to retain the knowledge, skill, and productivity of older workers.

In support of the research being conducted for my dissertation, I invite you to complete a survey that asks you to indicate to what extent your organization is dealing with the aging of the workforce, particularly the Baby Boom generation. A second component of this research project involves a parallel survey for older workers. This survey would be confidential and not connected to your survey responses in any way. It would be very helpful if you could ask your older workers to complete the survey. I need employers from various levels of your institution to complete the survey. Why should you invest your time in this study?

Job characteristics, social support and organizational characteristics have been correlated with older worker satisfaction and turnover. We hope that this research will contribute to better helping employers retain, attract, manage and recruit older workers thus helping to eliminate many of the workforce shortage areas experienced today.

Within the next couple of days you will receive an email from me that contains a link to an online survey. Please plan to take less than 15 minutes to complete the survey. At that time you will be eligible to enter a drawing to receive a $25 electronic Amazon gift certificate or a copy of a book entitled, Working Long: New Strategies for Managing, Training and Retaining Older Workers and will also receive the results of this research, if you so desire, upon completion of this project.

Thank you in advance for your help and your willingness to contribute your time.

Regards,

Diane Spokus, C.H.E.S., Ph.D. Candidate
Workforce Education & Development Program
The Pennsylvania State University
315 Keller Bldg.
University Park, PA 16802
Phone: 717-994-1798
Email: dms201@psu.edu
APPENDIX N

FULL STUDY PRENOTICE LETTER FOR OLDER WORKERS

Greetings!

I am an Adjunct Instructor and completing my doctoral degree in the Workforce Development program at The Pennsylvania State University, and I need your help. Research volunteers are being sought. I invite you to be a part of an Employer Survey. This dissertation research is extremely important because it deals with the unprecedented shift in the demographics of our Nation’s Workforce. One of the most powerful drivers at play is the aging of the workforce. Ten million workers age 55 and over will be added to the workforce in this decade compared to only 5 million in the 25 – 54 age range. Your organization will likely need to take a very serious look at how to retain the knowledge, skill, and productivity of older workers.

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Job characteristics, social support and organizational characteristics have been correlated with older worker satisfaction and turnover. We hope that this research will contribute to better help you and others in the retention, attraction, management, training and recruiting of older workers thus helping to eliminate many of the workforce shortage areas experienced today.

Within the next couple of days you will receive an email from me that contains a link to an online survey. Please plan to take less than 15 minutes to complete the survey. At that time you will be eligible to enter a drawing to receive a $25 electronic Amazon gift certificate or a copy of a book entitled, Working Long: New Strategies for Managing, Training and Retaining Older Workers and will also receive the results of this research, if you so desire, upon completion of this project.

Thank you in advance for your help and your willingness to contribute your time.

Regards,

Diane Spokus, C.H.E.S., Ph.D. Candidate
Workforce Education & Development Program
The Pennsylvania State University
315 Keller Bldg.
University Park, PA  16802
Phone: 717-994-1798
Email: dms201@psu.edu
APPENDIX O

FULL STUDY INVITATION LETTER TO EMPLOYERS

Greetings once again from The Pennsylvania State University.

A few days ago, I sent you a letter explaining that I am conducting research dealing with the unprecedented shift in the demographics in our Nation’s Workforce. I invite you to be a part of the survey. One of the most powerful drivers at play is the aging of the workforce. This Ten million workers age 55 and over will be added to the workforce in this decade compared to only 5 million in the 25 – 54 age range. Your organization will likely need to take a very serious look at how to retain the knowledge, skill, and productivity of older workers.

Research volunteers are being recruited. This dissertation research is being conducted by Diane Spokus, Ph.D. Candidate from The Pennsylvania State University. The data from this study will be very important in formulating workplace policies related to retention strategies for older workers. I invite you to complete a survey that asks you to indicate to what extent your organization is dealing with the aging of the workforce.

Further, I am asking that you permit me to invite your older workers to participate in a parallel survey. This survey would be confidential and not connected to your survey responses. This would require very little administrative burden on your part. I would only need you to forward a pre-notice email letter, then a letter of invitation and a reminder email to your older employees. Simply CLICK HERE in your browser to receive a copy of an email invitation to be disseminated to your older worker employees.

Please CLICK HERE to go directly to the employer survey. The survey will take you less than 15 minutes to complete the survey. If you wish, you will be entered in a drawing to win a $25 electronic Amazon gift certificate or a copy of the book entitled, Working Longer: New Strategies for Managing, Training and Retaining Older Employees and will receive the results of this research (upon completion of the study) if you so desire.

If you have any questions, please contact me directly at 717.994.1798 or via email dms201@psu.edu. Thank you in advance for your willingness to contribute to the project.

Best regards,

Diane Spokus, C.H.E.S., Ph.D. Candidate
Workforce Education & Development Program
The Pennsylvania State University
315 Keller Bldg.
University Park, PA 16802
Phone: 717.994.1798; Email: dms201@psu.edu
APPENDIX P

FULL STUDY INVITATION LETTER TO OLDER WORKERS

Dear Employees:

I invite you to be a part of an Older Worker survey, dealing with the unprecedented shift in the demographics of our Nation’s Workforce. One of the most powerful drivers at play is the aging of the workforce. Ten million workers age 55 and over will be added to the workforce in this decade compared to only 5 million in the 25 – 54 age range. Your organization will likely need to take a very serious look at how to retain the knowledge, skill, and productivity of older workers.

Research volunteers are being recruited. This dissertation research is being conducted by Diane Spokus, PhD Candidate from The Pennsylvania State University. The data from this study will be very important in formulating workplace policies related to retention strategies for older workers.

I invite you to complete a survey that asks you to indicate to what extent your organization is dealing with the aging of the workforce.

Further, this survey would be confidential and not connected to your survey responses. This would require very little burden on your part. I would only need you to complete the email survey and hit the submit button. This will forward the survey to the researcher listed below. No further effort would be required on your part. Simply click on this link http://146.186.106.7/Surveys/spokusow1.htm If you have difficulty accessing the website, please press your control key and click the mouse, or copy and paste it into your browser window to go directly to the survey.

If you wish, you will be entered in a drawing to win a $25 electronic Amazon gift certificate, or a copy of the book entitled Working Longer: New Strategies for Managing, Training and Retaining Older Employees and receive a copy of the research findings.

If you have any questions, please contact the researcher. Thank you in advance for your willingness to contribute your information on older workers.

Sincerely,

Diane Spokus
Diane M. Spokus, C.H.E.S., Ph.D. Candidate
Workforce Education/Training and Development
The Pennsylvania State University
APPENDIX Q
FULL STUDY EMPLOYER REMINDER LETTER

Dear Employer:

A few days ago we sent you information about a survey dealing with the unprecedented shift in the demographics of our Nation’s Workforce and asked you to complete the online survey by clinking on this link http://146.186.106.7/Surveys/spokusemp1.htm.

If you have already completed the survey, I thank you very much. The survey will help provide a research-based foundation for formulating workplace policies related to retention strategies for older workers. Your expertise is invaluable in order to complete the survey.

If you had not yet had the time to complete the survey, please do so at your earliest convenience. You may access the survey by clicking on to this link http://146.186.106.7/Surveys/spokusemp1.htm.

If you wish, you will be entered in a drawing to win a $25 electronic Amazon gift certificate or receive a copy of the book entitled Working Longer: New Strategies for Managing, Training and Retaining Older Employees and receive a copy of the research findings.

If you have any questions about the survey, please contact me by phone 717-994-1798 or via email dms201@psu.edu anytime.

Again, thank you.

Sincerely,

Diane Spokus

Diane Spokus, C.H.E.S., Ph.D Candidate
Workforce Education/Training and Development
The Pennsylvania State University
APPENDIX R

FULL STUDY OLDER WORKER REMINDER LETTER

Dear Employee:

A few days ago we sent you an Older Worker survey, dealing with the unprecedented shift in the demographics of our Nation’s Workforce and asked you to complete the online survey by clinking on http://146.186.106.7/Surveys/spokusow1.htm

If you have already completed the survey, I thank you very much. The survey will help provide a research-based foundation for formulating workplace policies related to retention strategies for older workers.

If you had not yet had the time to complete the survey, please do so at your earliest convenience. You may access the survey by clicking on http://146.186.106.7/Surveys/spokusow1.htm

If you wish, you will be entered in a drawing to win a $25 electronic Amazon gift certificate, or a copy of the book entitled Work Longer: New Strategies for Managing, Training and Retaining Older Employees and receive a copy of the research findings.

If you have any questions about the survey, please contact me by phone 717-994-1798 or via email dms201@psu.edu anytime.

Again, thank you.

Sincerely,

Diane Spokus

Diane Spokus, C.H.E.S., Ph.D. Candidate
Workforce Education/Training and Development
The Pennsylvania State University
APPENDIX S

MAIL-OUT SURVEY IRB APPROVAL

X-Ninja-PIM: Scanned by Ninja
X-Ninja-AttachmentFiltering: (no action)
X-MimeOLE: Produced By Microsoft Exchange V6.5
Content-class: urn:content-classes:message
MIME-Version: 1.0
Content-Type: multipart/alternative;
    boundary="----=_NextPart_001_01C86340.63EF696C"
Subject: IRB#26223 - "Understanding the Relationship Between Workplace Characteristics on Quality of Work Life and Its Potential for Older Worker Turnover"
Date: Wed, 30 Jan 2008 08:02:32 -0500
Message-ID:
<13F7C3BF47C9104996B56D2B96EBB80B011DAA0A@avalanche.vprsrch.psu.edu>
Thread-Topic: IRB#26223 - "Understanding the Relationship Between Workplace Characteristics on Quality of Work Life and Its Potential for Older Worker Turnover"
Thread-Index: AchjQGAd2IeR/BlnSSK2fLTpGLeicw==
From: "Seisler, Andrea" <ars17@psu.edu>
To: "Diane Spokus" <dms201@psu.edu>
X-Virus-Scanned: by amavisd-new

Diane,

Our applications change on occasion as we try to make them more clear for the individuals completing them. It is best to get the applications from the ORP website instead of saving them to your computer. The modification request form submitted was not the most recent version. Next time you submit a modification request, please use the most recent Modification Request Form (version 3/20/07) which may be located at: http://www.research.psu.edu/orp/areas/humans/applications/modrequest.rtf

Your approval letter is below.

Thanks,
Andrea

Hi Diane,

The Office for Research Protections (ORP) has reviewed the modification for the above referenced study. This request does not change the exemption status and this study continues to be exempt from IRB review. You may continue with your research.

MODIFICATION REVIEW CATEGORY:

Category 2: Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observations of public behavior unless: (i) information obtained is recorded in
such a manner that human participants can be identified, directly or through identifiers linked to the participants; and (ii) any disclosure of the human participants responses outside the research could reasonably place the participants at risk of criminal or civil liability or be damaging to the participants financial standing, employability, or reputation. [45 CFR 46.101(b)(2)]

**COMMENT:** Approval of the January 24, 2008 email has been granted.

**PLEASE NOTE THE FOLLOWING:**

Include your IRB number in any correspondence to the ORP.

The principal investigator is responsible for determining and adhering to additional requirements established by any outside sponsors/funding sources.

**Record Keeping**
- The principal investigator is expected to maintain the original signed informed consent forms, if applicable, along with the research records for at least three (3) years after termination of the study.
- This will be the only correspondence you will receive from our office regarding this modification determination.

**MAINTAIN A COPY OF THIS EMAIL FOR YOUR RECORDS.**

---

**Consent Document(s)**
- The exempt consent form(s) will no longer be stamped with the approval/expiration dates.
- The most recent consent form(s) that you sent in for review is the one that you are expected to use.

---

**Follow-Up**
- The Office for Research Protections will contact you in three (3) years to inquire if this study will be on-going.
- If the study is completed within the three year period, the principal investigator may complete and submit a Project Close-Out Report. ([http://www.research.psu.edu/orp/areas/humans/applications/closeout.rtf](http://www.research.psu.edu/orp/areas/humans/applications/closeout.rtf))

---

**Revisions/Modifications**
- Any changes or modifications to the study must be submitted to the Office for Research Protections on the Modification Request Form - Exemption available on our website: [http://www.research.psu.edu/orp/areas/humans/applications/modrequest.rtf](http://www.research.psu.edu/orp/areas/humans/applications/modrequest.rtf)
- Modifications will not be accepted unless the Modification Request Form is included with the submission.

Please do not hesitate to contact me if you have any questions or concerns.

Thank you,

Andrea

Andrea R. Seisler, MBE
Compliance Coordinator
Office for Research Protections
The Pennsylvania State University
201 Kern Graduate Building
University Park, PA 16802
Telephone: 814-865-1775
Fax: 814-863-8699
APPENDIX T

FULL STUDY

Employee Implied Informed Consent Form for Social Science Research
The Pennsylvania State University

Title of Project: Understanding the Relationship between Workplace Characteristics on Quality of Work Life and its potential for Older Worker Turnover

Principal Investigator: Diane Spokus, C.H.E.S., Ph.D. Candidate
Workforce Education/Training and Development
The Pennsylvania State University
315 Keller Building
University Park, PA 16802
Phone: 717-994-1798
Email: dms201@psu.edu

Advisor: Dr. William Rothwell
Workforce Education & Development Program
The Pennsylvania State University
305A Keller Building
University Park, PA 16802
Phone: 814-863-2581
Email: wjr9@psu.edu

35. Purpose of the Study: The purpose of the study is to examine strategies and approaches in organizations that optimize the talents of older workers as related to training.

36. Procedures to be followed: You will be asked to provide some brief general background information and answer questions in the survey containing questions about knowing the extent to which organization deals with the aging workforce.

37. Duration/Time: It will take about 20 minutes to complete the survey.

38. Statement of Confidentiality: Your participation in this research is confidential. Your confidentiality will be kept to the degree permitted by the technology used. No guarantees can be made regarding the interception of data sent via the Internet by any third parties. The person in charge and her assistants will see your email address. No other personal identifiers will be collected. The data will be stored and secured on the researcher’s computer in a locked/password protected file. In the event of a publication or presentation resulting from the research, no personally identifiable information will be shared.

39. Right to Ask Questions: You can ask questions about this research. Please contact Diane Spokus at 717-994-1798 with questions. You can also call this number if you have complaints or concerns about this research.
40. **Payment for participation:** By participating in this study you are eligible to be entered into a drawing to a $25 gift certificate to Amazon.com or receive a book entitled, Working Longer: New Strategies for Managing, Training and Retaining Older Workers. You will only be eligible to be entered once in the drawing to receive this prize (located on the survey). You will also receive a complementary copy of the final results of this study by indicating (on the survey) that you would like to receive these results. You will be contacted via email.

41. **Voluntary Participation:** Your decision to do this research is voluntary. You can stop at any time. You do not have to answer any questions you do not want to answer. Refusal to take part in or withdrawing from this study will involve no penalty or loss of benefits you would receive otherwise. Completion and submission of the survey implies your consent to participate in this research.

You must be 18 years of age or older to take part in this research study. If you agree to take part in this research study and the information outlined above, please continue to the next section. Please keep a copy of this form for your records.
APPENDIX U
FULL STUDY REMINDER LETTER

Dear Employee:

A few weeks ago you were invited to complete an Older Worker survey through Lewistown Hospital, dealing with the unprecedented shift in the demographics of our Nation’s Workforce and asked to complete the online survey by clicking on a link.

Research volunteers are being recruited. This dissertation research is being conducted by Diane Spokus, PhD Candidate from The Pennsylvania State University. The data from this study will be very important in formulating workplace policies related to retention strategies for older workers.

I invite you to complete the enclosed survey that asks you to indicate to what extent your organization is dealing with the aging of the workforce.

If you have already completed the online survey, there is no need to respond. I thank you very much. The survey will help provide a research-based foundation for formulating workplace policies related to retention strategies for older workers.

If you had not yet had the time to complete the survey, please complete the enclosed survey and do so at your earliest convenience and return to me by the deadline date of **February 15, 2008** in the enclosed postage-paid envelope.

**If you wish, you will be entered in a drawing to win a $25 electronic Amazon gift certificate, or a copy of the book entitled Work Longer: New Strategies for Managing, Training and Retaining Older Employees and receive a copy of the research findings.**

If you have any questions about the survey, please contact me by phone 717-994-1798 or via email dms201@psu.edu anytime.

Again, thank you.

Sincerely,

Diane Spokus, C.H.E.S., Ph.D. Candidate
Workforce Education/Training and Development
The Pennsylvania State University
VITAE

Diane Spokus, M.Ed., C.H.E.S., Ph.D.

The Pennsylvania State University
504J Ford Building
University Park, PA  16802
Phone: 717-994-1798
Email: dms201@psu.edu

PROFESIONAL PROFILE

• Research experience; project and program coordination
• Demonstrated success as an Instructor at Penn State in Biobehavioral Health, Aging and Human Resource Development in Healthcare
• Older Worker Training; curriculum development
• Member, Allied Healthcare Steering Committee, Workforce Investment Board
• Personal Care Home Certification
• Vice-President, Penn State Society for the Study of Workforce and Economic Development
• FTCAP Advisor, Division of Undergraduate Studies

INTERPERSONAL QUALITIES

• Lifelong learner
• Highly flexible; innovative; service-oriented;
• Multi-tasked; organized
• Positive attitude and adaptability; community service

EDUCATION

• Ph.D. Workforce Education & Development
  The Pennsylvania State University 2008

• M.Ed. Adult Education
  The Pennsylvania State University 2003

• B.S. Human Development and Family Studies with Minor in Gerontology
  The Pennsylvania State University 1996

CERTIFICATIONS

• Certified Health Education Specialist (C.H.E.S.)