

The Pennsylvania State University

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**RETURNING TO COLLEGE: A STUDY OF A FEDERALLY FUNDED
RETRAINING PROGRAM**

A Thesis in

Adult Education

By

Nicholas A. Vonada

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The thesis of Nicholas A. Vonada was reviewed and approved* by the following:

Fred. M. Schied
Associate Professor of Education
Thesis Adviser
Chair of Committee

Gary Kuhne
Associate Professor of Education

Priya Sharma
Assistant Professor of Education

Sharon Falkenstern
Assistant Professor of Health and Human Development

Edgar I. Farmer Sr.
Head of the Department of Learning and Performance Systems

*Signatures are on file in the Graduate School.

ABSTRACT

Returning to college: A study of a federally funded retraining program

By

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The overarching research questions for this study are: 1) What were the dislocated workers enrolled in through the Trade Adjustment Act program at one higher education institution and their understanding of their reactions for being laid off; 2) Their perceptions of the TAA retraining program. Specifically,

- What were the dislocated workers/adult learner's perceptions of returning to college either for the first time or as a returning former student and what has drawn them to this college?
- How the dislocated workers/adult learners reacted to the change in their social status and how it has affected their self esteem in dealing with this change at this time in their lives?
- How they feel about college and what the college can offer them in the way of an alternative second career?
- What are the dislocated workers/adult learners understanding of government funding of this retraining program?

Upon completion of the personal interviews meetings of the adult learners, all the digital recordings were transcribed to ensure accuracy and familiarity with the information. This data, along with the responses from the questionnaire, were then analyzed using Glaser and Strauss's (1967) constant comparative method to inductively

identify themes of thought reflected in the participants' responses. Glaser and Strauss described the constant comparative method in four stages: "comparing incidents applicable to each category, integrating categories and their properties, delimiting the theory, and writing the theory." The data will be analyzed by coding each incident of the data into as many categories that may emerge using NVivo 7.0. Coding consists only of noting categories that have a constant comparison of the data that very soon starts to generate the theoretical properties of the data being analyzed.

The qualitative paradigm was discussed and the aspect of the ethnographic case method was used to clarify the participants' statements. This design allowed me the chance to speak directly with the participants on a one-to-one basis. This provided in-depth understanding, insight, and provided the ability to relate what was being described to the actual situation and event. A protocol was outlined in order to guide the study and provide the necessary structure to identify, select a sample population, and gather data. The data collection methods of key participants interviewed, document analysis were reviewed. The process for the interviews, audio tape management, and data analysis were established.

Recommendations for further research of adult learners or dislocated workers is better career and counseling advisement, understanding the fears associated with adult learners returning to school after 10 to 15 years. Conduct a study on distance learning as an alternative form of education and additional qualitative research was also recommended.

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PREFACE

Personal Reflections

In working with the participants, I have heard stories of facing fears and challenges, struggling through innumerable situations, and graduating after two years of education as a stronger and more confident adult, better equipped to face the challenges of every day life. What an amazing experience this has been for me, to see the products of higher education and the evolution of the people who took advantage of all education has to offer. Now they are sharing their stories of struggle and success with every other adult learner, especially other dislocated workers. They encourage others to continue along the path toward this lofty goal. My findings at the conclusion of this research were so much more fulfilling, amazing and enlightening than I ever could have imagined. To see these people changed, each brimming with self-confidence, personal pride, and more in control of their own futures, brought a sense of satisfaction that in some small way, I had played a part in their story. With each of these success stories, we can now add these participants to the list of advocates for the pursuit of higher education.

I have been a dislocated worker on a variety of different occasions for varying reasons, I worked as a laborer, supervisor, and I worked in both union and no-union manufacturing plants, and two of the companies I worked for were Fortune 500 companies. In my personal career working either in industrial manufacturing or the food industry I have been dislocated 3 times due to plant shutdowns or outsourcing.

As a former dislocated worker I felt empathy to each of the interviewee's experiences and what they all went through. This researcher used quotes directly related

to my own experience as a dislocated worker and helped to better understand and put the interviewee's at ease. My personal experience and background helped me to better formulate my research and to guide me through this research endeavor.

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I would like to offer a special thank you to my confidant, chair member and peer debriefer Dr. Fred Schied for his guidance and patience throughout my personal endeavor and for affording me the opportunity to learn so much and to allow me to call him a friend and colleague, for that I am eternally grateful.

To my courageous participants who allowed me to share in your journey with me. Your openness and honesty was gratefully accepted and made my study more meaningful than you will ever realize, for that I am thankful and wish you all the best in your future secondary careers.

A special thank you to a fantastic secretary Cathy Watson who kept both Dr. Schied and I on track throughout my dissertation, without your guidance I would have been totally lost throughout the whole dissertation paper trail process.

Last, but not least to my family, Samantha my ever talented daughter, Nicole my oldest daughter who stood by me when I needed her the most, and Linda my wife whom I am truly blessed and can finally say she has finally put me through college for the last time.

DEDICATION

This dissertation is dedicated to my wife, Linda R. Vonada who has stood by me all these years in my pursuit of my doctorate, and a heart felt thanks to my wife who had to sacrifice so much. For that I love you unconditionally and I remain as always your devoted husband.

CHAPTER ONE

INTRODUCTION

Introduction and Background

Labor economist Duane Leigh of Washington State University called workers who lose their jobs due to plant closings “dislocated workers” because these individuals may not have the skills to re-enter the workplace, and there is little chance they will be able to return to work in the same industry (1990). Educational organizations such as community colleges, four year colleges and universities have teamed up with the federal government to respond to this lost-employment challenge by offering programs for dislocated workers to retrain and re-enter the work force in jobs that require higher skill levels. Since the 1960’s the federal government has been active in creating programs for job training. More recently Job Training and Dislocated Worker Funds (JTDWF, 2001), from the United States Department of Labor's Employment and Training Administration has provided training to dislocated workers affected by outsourcing.

With MTA Bendick (1982) notes that in 1962, the Manpower Training Act (MTA) was passed to serve those who were dislocated because of automation. In 1965 the Act was redirected to serve the impoverished. In 1982 writes the Manpower Training Act was replaced by the Joint Training Public Act, which called for joint ventures in the public and private sectors. The program also aided families with Dependent Children through the Workforce Investment Act of 1998.

The Trade Readjustment Allowance of 1994 was formed to help those who lost their jobs because of imports, globalization, and outsourcing. Federal funding was made

available to support workers' enrollment in education programs because their jobs were lost as a result of the North American Free Trade Agreement. The federal government's Trade Adjustment Assistance (TAA) program enabled workers to combine 52 weeks of Trade Readjustment Allowances with 26 weeks of state unemployment compensation, to receive up to 78 weeks of training (Fact Sheet: NAFTA-TAA, 2006). TAA also allowed travel allowances if the student has to travel large distances to attend college.

Trade Adjustment Assistance for workers provides a weekly trade readjustment allowance to eligible workers whose entitlements to unemployment compensation benefits have ended. The TRA is the same amount as the workers received for UC, and they are provided job training as well. TAA was expanded to secondary workers when the program was reauthorized through FY2007 by the Trade Act of 2002 (P.L. 107-210). An Alternative Trade Adjustment Assistance (ATAA) providing wage insurance for older workers was also part of the expansion under P.L. 107-210. This act also reauthorized TAA for firms adversely affected by trade to improve their competitiveness. TAA for farmers provides assistance when low farm prices are caused at least partly by imports. The North American Free Trade Agreement implementation act (P.L. 103-182) established a transitional adjustment assistance program NAFTA-TAA offering the same benefits under altered rules for workers left jobless because of trade with Canada or Mexico or the relocation of jobs to those and other countries, (Graney, 2006).

Federal, state and local programs try to address the need of retraining and also what programs are in place, and how effective all these initiatives have had on retraining the workforce. Following the work of Olian (1999), debate over the impact of global outsourcing continues to rage, two economists, Samuelson (2004) and Bhagwati (2004),

argue the impact of outsourcing on the U.S. economy. Samuelson (2004) argues that the loss of competitive advantage to low-wage countries like China and India is permanent and that the American worker will be the end loser. Bhagwati (2004) sees only a miniscule effect on jobs, since 70 to 80 percent of the U.S. economy is in the service sector, outsourcing can only impact a sliver of U.S. employment. Jones, (2004), states despite mounting evidence that outsourcing is a snowball threatening to strike a mortal blow against the IT sector and related professionals in the U.S., many outsourcing proponents' still claim that it's a natural form of competition whose effects will be short-lived. Subsidies and tax breaks that protect companies from "unfair foreign competition, domestic labor is entitled to similar protections." "Off Shoring: It's not late to change." <http://www.devx.com/opinion/Article/22202>.

Greenspan, (2004), former chairman of the Federal Reserve Board stated, "The critical role of education in the nation's economy is how the U.S. can compete in the global economy" (pp. 22-23). Olian (1999) asks how realistic is it to expect workers to morph into something else midway through their careers. Olian (1999) states it is pretty unrealistic unless there is a fundamental shift in our support of education and retraining. Jones (2004) on the other hand, states that Americans have a deep-rooted sense of *fair play*. Americans believe in a fair pay for a fair days work, but developing third world economies have a long history of paying low wages, long hours and even child labor, which is contrary to the Americans idea of *fair play* and our so called American way of life. So when venerable companies like IBM lay off thousands of workers to deal with the cheap labor in these third world enclaves, and while this may make American investors happy, but it comes at the expense of the highly trained American workers.

Greenspan (2004), Drucker (2004), and Leonard (2002) all express the critical role of education plays in the future of the nation's economy. In the new economy, increased polarization of rich and poor is supported by the rhetoric of lifelong learning policies focused on training as a panacea. Adult educators are urged to analyze the new economy from alternative perspectives, adopt a holistic view of lifelong learning, and advocate more progressive policies (Cruikshank, 2002). Analysis of dislocated workers surveys suggest that between 1983 and 1997, the likelihood of job loss declined among most age groups but rose for middle-aged/older workers relative to younger workers. Changes in educational attainment and industry shifts were contributing factors to why older workers are at risk, (Rodriguez & Zavodny, April 2003).

After 20 years on the job, people often begin to count the days until they receive the gold watch and move into their sunset years of retirement. With the ever-changing economy, however, that is not always the scenario that occurs. Instead, many will find themselves back in the classroom preparing for a new career and planning a new future. Depending on the resources available to them, these newly dislocated workers may face tough times, or they may find new opportunities. If they are fortunate enough to have a college in their community, their chances for success in a new career are greatly increased. This eases the transition and presents dislocated workers on the road to success, (Bernard, 2004).

One question that needs to be addressed is how effective is adult education and publicly funded training in a changing labor market, and what is the economic, demographic, and social context of future employment and training programs.

Bates (1992, p. 7), states the competency movement argues is less concerned with the complex facets of competence than it is with a technology of specific knowledge and application. Against the deskilling of the professions via the cult of competence, educational institutions have several message systems through which objectives can be achieved: pedagogy, curriculum, assessment, and social discipline. The culture of competency is a current mechanism through which certain changes in the education professions are being advocated. However, the culture of competency is not an educational or professional movement, but a managerial movement resulting from industrial and economic panic. The goals are not broad educational goals that incorporate the diversity of social institutions of those agencies. Three major objectives of the competency movement include the convergence of general and vocational education, a focus on performance rather than knowledge, and the enhancement of efficiency and productivity through the elimination of waste. The movement's likely effects on the four message systems include a redefinition of students and professionals as workers; a standardized, nonnegotiable curriculum; assessment based on measurable, technical outcomes; and the extension of surveillance mechanisms linked to economic models. Constraining the open-ended nature of professional activity may well produce the very opposite of what is wanted, but a competency based system in which professionals operate at a basic skill level (Bates, 1992), and (Collins, 1991)

It must be noted that even with the best intentions one must understand the advantages and disadvantages of federal funded programs. Even with the best of intentions federal funded programs maybe out of touch with what is happening with a state or local community. While studies show that on the average economic losses to

workers report losses of 16 percent or more in income, the average masks the fact that a quarter of these workers lose 30 percent or more (Kletzer, 2003).

Rationale

With quick acting politicians arranging federal aid to fund retraining programs, but fail to follow up to see if the retraining will in fact assist the dislocated workers. One case in point, a dislocated factory worker loses \$50,000 per year job, gets federal assistance money for retraining as a Tech Support Technician, a two year program at an educational institution close to his home. The worker/student completes the program, graduates and seek a job within the area where he, but finds a job with a starting salary of \$28,000 per year with minimal health benefits. Many TAA students at this study's research site, find it hard to find a career, due to restrictions of federal funding, and then graduate only to find jobs at 40 to 50 % less than what they made before. To realize that a dislocated worker can find an equitable new career the state and willing employers need to step in to assist the worker/student to complete a four year degree in a highly technical field that will enable the former dislocated worker the opportunity to attain a job equal to or close to what they were making previously. How the Commonwealth of Pennsylvania is doing this is through state grants to the worker/student and a major tax break for employers to contribute through the Keystone Opportunity Zone (KOZ). State and local agencies within the state of Pennsylvania have responded to the need for retraining this segment of the workforce, organizing a variety of workforce-development initiatives to serve dislocated workers within the state of Pennsylvania.

Through Job Training and Dislocated Worker Funds (JTDWF, 2001), Pennsylvania has received nearly \$2.6 billion in funds from the United States Department of Labor's Employment and Training Administration to provide skills training and career development assistance to dislocated workers and other participants. One Stop Career Centers are the focal point of Pennsylvania's workforce investment system, supporting the employment needs of job seekers and the human resource needs of business. At One Stop Centers, workers, job seekers, and other participants can receive training and education, build their skills, and access federal assistance programs, while employers use One Stop Centers to help recruit workers they need for their businesses.

Purpose

The overarching purpose of this research is to understand how dislocated workers enrolled in one particular educational institution Green Mountain College perceive their experience of attending college supported by the TAA program. In order to understand the issues faced by dislocated workers, the study asks how outsourcing and plant closures have impacted the lives of the dislocated workers including:

- Impact of their families.
- Financial and social status.
- Dislocated workers self-worth.
- Dislocated workers attitude towards future employment.
- Their understanding of why they were dislocated.

A review of the literature involved in the plight of dislocated workers, especially the culture within the region of North Central Pennsylvania, serves as the foundation for this study. This allowed me to develop contextual perspectives to better understand the interactive nature of dislocated workers situation and the structural aspects surrounding the cause and impact of outsourcing and plant closures.

Research Questions

The overarching research questions conducted for this study are: 1) What were the dislocated workers enrolled in the TAA program at one higher education institutions understanding of their reactions for being laid off; 2) Their perceptions of the TAA retraining program. Specifically,

- What were the dislocated workers perceptions of returning to college either for the first time or as a returning former student and what has drawn them to this college?
- How the dislocated workers reacted to the change in their social status and how it has affected their self esteem in dealing with this change at this time in their lives?
- How they feel about college and what the college can offer them in the way of an alternative second career?
- What are the dislocated workers understanding of government funding of this retraining program?

Significance

This study seeks to provide an understanding of the essential factors that contribute to the dislocated adult learner's successful attainment of a bachelor's degree by exploring the factors adults who graduated from a four-year institution considered most important. By understanding such factors, colleges will be in a better position to design programs that enhance the adult student's ability to succeed.

This study focused on eight participants from Green Mountain College (eight women, two men) ranging in age from 32 to 65 years of age. The significance of this study was to examine the impact of the Trade Adjustment Act as perceived by the participants themselves.

Research Site

Green Mountain College is a college that has an enrollment of just fewer than 10,000 students, both traditional and non-traditional. The college offers an array of many business and technical courses available to the TAA students. Most of the TAA students enroll in either a vocational or technical program, as these programs tend to allow the student to quickly attain a degree in 18 to 24 months. A small number of TAA students have enrolled in business programs such as Accounting and Business Management that can be attained in a 24-month program. Since the majority of the participants have been previously employed in the industrial sector, they tend to enroll in similar programs geared towards what they have experience in or have an interest in. Most new (TAA) enrollment tends to be either the vocational programs or technical

programs as they tend to be the ones most likely to be funded by the government program, as they can be completed within the 24 month funding window allowed by the program and also through matching funds by the Commonwealth of Pennsylvania.

Definitions of Terms

ATAA: (Alternative Trade Adjustment Assistance) providing wage insurance for older workers was also part of the expansion under (P.L. 107-210) to provide in addition to the mandated six months of unemployment given by the state, this wage insurance extends assistance for up to twenty four months by the federal government to assist in travel and related educational expenses. This act also reauthorized TAA for firms adversely affected by trade to improve their competitiveness.

NAFTA: The North American Free Trade Agreement implementation act (P.L. 103-182) established a transitional adjustment assistance program NAFTA-TAA offering the same benefits under altered rules for workers left jobless because of trade with Canada or Mexico or the relocation of jobs to those and other countries, (Graney, 2006).

Dislocated Worker: Dislocated workers have been laid off as a result of plant closings. They have significant work experience with their employers, and they may have strong attachments to their employers and workplaces. They may not have the job-search skills or the training that will enable them to gain re-entry into the workplace, and there is little

chance that they will be able to return to work in the same jobs or industries (Leigh, 2000).

EDWAA: (Economic Dislocation and Worker Adjustment Assistance Act) this comprehensive Act amended Title III of the Job Training Partnership Act. It provides funds to the states and sub state grantees. The purpose is to help dislocated workers find new jobs regardless of the reason for dislocation (Fact Sheet: EDWAA, n.d.).

JTDWF: (Job Training and Dislocated Worker Funds) (JTDWF, 2001), Pennsylvania has received nearly \$2.6 billion in funds from the United States Department of Labor's Employment and Training Administration to provide skills training and career development assistance to dislocated workers and other participants. One Stop Career Centers are the focal point of Pennsylvania's workforce investment system, supporting the employment needs of job seekers and the human resource needs of business. At One Stop Centers, workers, job seekers, and other participants can receive training and education, build their skills, and access federal assistance programs, while employers use One Stop Centers to help recruit workers they need for their businesses.

KOZ: Keystone Opportunity Zones are defined-parcel-specific areas with greatly reduced or no tax burden for property owners, residents and businesses. KOZ's have been designated by local communities and approved by the state a true partnership between each community and region among state and local taxing bodies, school districts,

economic development agencies and community-based organizations. What KOZ is exactly is a partnership between a local college and employers to set up customized training or retraining of both current workers and dislocated workers seeking employment within that company through the TAA program.

TAA: Trade Adjustment Assistance program enables workers to combine 52 weeks of Trade Readjustment Allowances with 26 weeks of state unemployment compensation, to receive up to 78 weeks of training (Fact Sheet: NAFTA-TAA, 2006). The federal assistance program, TAA also allows travel allowances if the student has to travel large distances to attend college.

TRA: (Trade Readjustment Allowance, 1994) this allowance provides benefits that continue once UI (Unemployment Insurance) have been exhausted. Fifty-two weeks of cash payments are available if the worker is engaged in retraining.

Limitations

1. This study may be limited by the reluctance of dislocated workers to discuss all aspects of their experiences.
2. Dislocated workers may experience painful personal and financial problems that they are reluctant to discuss in a personal interview.

Organization

Chapter Two provides a review of the literature on dislocated adult learners available from traditional retention studies, comprising of three primary components:

- (1) The context of layoffs and dislocation.
- (2) Empirical literature on dislocation.
- (3) Dislocation of workers over the past fifteen years.

Chapter Three discusses the research design and methodology used in this study. Chapter Four presents the findings from the researcher's interviews, observations, and document analysis of the data sources and the emerging themes. Chapter Five presents a discussion of my conclusions and interjects my opinions on the NAFTA-TAA, retraining program with both my thoughts and the participants thoughts on the program and distance learning as and alternative form of education to assist adult learners. I will explore organizational changes and the implications to administrators and practitioners within an institution of higher learning to include distance learning and recommendations for adult learner support groups, to assist adult learners who have lost their jobs and either returning to college for the first time, and in some cases after being out of school for thirty years or more, and former returning non-traditional students who have specific needs as adult learners as opposed to traditional students.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

This chapter reviews the literature in three areas. The first part reviews, the literature on worker dislocation is explored in order to understand current labor market conditions and, the context that the study's participants find themselves in. Next the chapter explores the empirical literature on dislocation and its impact on workers. Finally, the chapter reviews the literature on the Trade Adjustment Act a federally funded program that the participants in this study were funded by while attending the Green Mountain College.

The Context of Layoffs and Dislocation

The phenomenon of worker dislocation is a new business philosophy that has evolved over the past two and a half decades. In the 1980's the term "layoffs" was a management solution to an economic problem as companies of that time tried to stop the downward spiral of their earnings (Downs, 1995). Interestingly enough, this term dates back to the 1930's. From the 1930's through the 1970's the practical application of this term meant that an individual was simply under temporary stoppage in work but would be called back to employment as soon as business improved (Downs, 1995).

Uchitelle (2006) discusses how the rising tide of layoffs in corporate America isn't just damaging the nation's job security, but our sense of self-worth. Uchitelle takes a sobering look at the sordid history -- and the future -- of layoffs in America. He argues that layoffs' ascending frequency isn't just damaging America's job security, but our sense of self-worth. He writes that the ever-insidious "self-help" movement (specifically, in books such as *Who Moved My Cheese* (Johnson, 1998) has encouraged workers to accept more responsibility for their own job security than necessary, unfairly placing the whole burden of fair wages, pensions and workplace stability on employees' shoulders rather than the corporate heads hiring (and firing) them in the first place.

The human stories captured by Uchitelle's show that getting laid off has long-term negative effects on motivation and self-esteem, as well as making it harder to land a more challenging position. Uchitelle provides some ideas for strategic solutions -- potential ways to reverse, or at least downshift, what he dubs the "U-turn" in job security that began in the late 1970s in response to rising foreign competition, though he states "I do not have a universal solution (p. 377)."

Uchitelle's research is essentially an attempt to make people aware that we have acquiesced to layoffs and how that happened. He argues that we cannot undo what has happened, but we can erect new barriers and slow the process. The first step should be a requirement that companies file annual reports detailing how each employee who left the company did so: resignation, early retirement, outright layoff, normal retirement, and buyout. These reports would be published and the public response might begin to generate resistance. Or the companies themselves might limit their layoffs, not wanting to be spotlighted for shedding more workers in a given year than their industry's average. A

closer look at the employment situation at the end of 2006 illustrates the context of the layoffs.

The Employment Situation as of 2006

Based on the U.S. Department of Labor the latest employment information, is summarized in the following section and represents the most current data on employment and unemployment statistics.

Non-farm payroll employment rose by 132,000 in November, and the unemployment rate was essentially unchanged at 4.5 percent, the Bureau of Labor Statistics of the U.S. Department of Labor reported. Job gains continued in several service-providing industries, including professional and business services, food services, and health care, while employment declined in construction and manufacturing. In November, unemployment rates for all major worker groups—adult men (3.9 percent), adult women (4.0 percent), teenagers (15.1 percent), whites (3.9 percent), blacks (8.6 percent), and Hispanics (4.9 percent) showed little or no change over the month. The unemployment rate for Asians was 3.2 percent, not seasonally adjusted.

Total Employment and the Labor Force (Household Survey Data) In November, total employment, at 145.6 million, was essentially unchanged, and the employment-population ratio remained at 63.3 percent. The civilian labor force rose by 383,000 to 152.4 million; the Persons *Not* in the Labor Force (Household Survey Data).

About 1.4 million persons (not seasonally adjusted) were marginally attached to the labor force in November, about unchanged from a year earlier. These individuals wanted and were available for work and had looked for a job sometime in the prior 12

months. They were not counted as unemployed because they had not searched for work in the 4 weeks preceding the survey. Among the marginally attached, there were 349,000 discouraged workers in November, little changed from a year earlier. Discouraged workers were not currently looking for work specifically because they believed no jobs were available for them. The other 1.0 million marginally attached had not searched for work in the 4 weeks preceding the survey for reasons such as school attendance or family responsibilities.

Industry Payroll Employment (Establishment Survey Data) Total non-farm payroll employment rose by 132,000 in November to 136.0 million. This followed increases of 203,000 in September and 79,000 in October. Thus far this year, payroll employment has grown by an average of 149,000 per month. In November, employment rose in several service-providing industries and in mining; employment declined in construction and continued to trend downward in manufacturing.

Professional and business services employment increased by 43,000 in November and has risen by 426,000 over the year. Job growth has occurred in a number of industries, including architectural and engineering services, management consulting, and computer systems design. Employment in temporary help services was flat over the month and has changed little since January. Health care employment rose by 28,000 in November. Hospitals and doctors' offices each added 6,000 jobs. Over the year, health care employment has increased by 309,000. In leisure and hospitality, employment growth continued in food services and drinking places. This industry added 34,000 jobs in November, raising total job gains over the last 12 months to 295,000.

Employment in wholesale trade continued to trend up in November. Employment in this industry has risen by 288,000 since its most recent low in August 2003. Within retail trade, employment grew over the month in clothing and accessory stores; health and personal care stores; sporting goods, hobby, book, and music stores; and non-store retailers (which include catalog and internet retailers). General merchandise stores continued to lose jobs (-12,000 after seasonal adjustment); since August 2005, employment in this industry has decreased by 107,000.

In the goods-producing sector, mining employment grew by 4,000 in November with gains in support activities for oil and gas. Employment in mining has grown by 136,000 since its most recent low in April 2003, construction employment declined by 29,000 in November, following a loss of similar size in October. The November decline was spread across all component industries. Since peaking in February of this year, employment in residential specialty trades was down by 109,000. Employment in nonresidential specialty trades edged down in November, after trending up during the first 10 months of the year. Manufacturing employment continued to trend down (-15,000) in November. Motor vehicles and parts lost 7,000 jobs. Employment continued to fall in two construction-related industries: wood products (-6,000) and furniture and related products (-5,000). Computer and electronic products manufacturing added 5,000 jobs over the month.

The context in Pennsylvania:

Pennsylvania Labor & Industry Secretary Stephen M. Schumeris noted several points about the commonwealth's statewide employment data. He stated: "Over the past

12 months, Pennsylvania's economy outperformed the nation. Our statewide employment increased by 1.9 percent compared to the U.S. increase of 1.3 percent. However, October's statewide job count showed a drop of 2,300 less than one tenth of a percentage point. The manufacturing sector experienced the largest drop a loss of 1,800 jobs from January to February 2006. These losses are slight but they do have a statewide impact." (Pennsylvania Department of Labor and Industry, March, 2006). A nonprofit training organization's survey of manufacturers in a 10 county area found an estimated 2,560 job openings that manufacturing companies in southwestern Pennsylvania could not fill because they can't find workers with the right skills.

In 1950, three out of four Pennsylvania jobs were classified as 'unskilled' and could be filled by someone with a high school degree or less. Today, only three out of 10 jobs are classified as unskilled. Competition for these positions has increased, while jobs requiring more advanced education and training often stay vacant for lack of qualified candidates. Governor Rendell understands that the best way to solve this problem is to meet the hiring and training needs of Pennsylvania's employers. By investing in the Commonwealth's workforce, we can build a more competitive economy that generates significant numbers of well-paying jobs.

The Governor's plan is called Job Ready Pennsylvania - a \$101 million targeted investment that will leverage \$2 billion in existing funds. His approach is comprehensive, beginning with high school students and ending with workers already on the job who are trying to upgrade their skills. "Job Ready Pennsylvania will get young people entering the labor force off to the right start, as well as help current workers upgrade their skills." (PRNewswire, March 2006). This strategy would upgrade the skill mix of the workforce,

and in turn, improve the competitiveness of Pennsylvania employers.” If the Job Ready Pennsylvania initiatives are passed by the legislature, we will see the results in the job numbers - more jobs and better wages. The Pittsburgh survey proves that there already are thousands of jobs ready to be filled by workers with the right skills (p. 2).”

Free Trade and Globalization:

Samuelson (2004) has demonstrated that sometimes free trade globalization can convert a technical change abroad into a benefit for both regions; but sometimes a productivity gain in one country can benefit that country alone, while permanently hurting the other country by reducing the gains from trade that are possible between the two countries.

The numbers that are bandied about on offshore outsourcing sound ominous. The McKinsey Global Institute estimates that the volume of offshore outsourcing will increase by 30 to 40 percent a year for the next five years. Forrester’s research estimates that 3.3 million white-collar jobs will move overseas by 2015. According to projections, the hardest hit sectors will be financial services and information technology (IT). In one May 2003 survey of chief information officers, 68 percent of IT executives said that their offshore contracts would grow in the subsequent year. The Gartner research firm has estimated that by the end of this year, 1 out of every 10 IT jobs will be outsourced overseas. Deloitte Research predicts the outsourcing of 2 million financial-sector jobs by 2009 (Journal of Economic Perspectives, pp. 135-146).

At first glance, current macroeconomic indicators seem to support the suspicion that outsourcing is destroying jobs in the United States. The past two years have witnessed moderate growth and astonishing productivity gains, but overall job growth has

been anemic. The total number of manufacturing jobs has declined for 43 consecutive months. Surely, many observers insist, this must be because the jobs created by the U.S. recovery are going to other countries. Morgan Stanley analyst Stephen Roach, for example, has pointed out that "this is the first business cycle since the advent of the Internet -- the enabler of a new real-time connectivity to low-cost offshore labor pools." He adds, "I don't think it's a coincidence that this jobless recovery has occurred in such an environment." Those who agree draw on anecdotal evidence to support this assertion. CNN's Lou Dobbs routinely harangues U.S. companies engaged in offshore outsourcing in his "Exporting America" series (Samuelson, 2004).

Empirical Literature on Dislocation

DeCosta (2003) states in her research a concern for economic well being of the society has increased the need to understand more about our future as this phenomenon has evolved. Many researchers (Abbring et al., 1999; Fallick, 1996; Farber, 1997; Kletzer, 2002; Polsky, 1999) have tried to find, and continue to look for a correlation between various conditions to try and ascertain a predictor of occurrence or an explanation of results for the mass dislocations that have taken place. Each of them has looked at age, gender, tenure, industry, and education as factors that could be used to understand this population of individuals. In most cases, the findings were supported by multiple occurrences among the numbers of researcher's involved. A disproportionate share of dislocations occurred among less educated workers in the 1980's (Aaronson & Sullivan, 1998). Dislocated workers had also been concentrated in occupations with below-average levels of education (Seitchik, 1991) and the workers most susceptible to

displacement were those in blue-collar production jobs. Overall the rate of dislocation for college graduates was about half that for high school graduates (Farber, 1997).

Kletzer, 2001 notes that, “younger workers are more likely to be reemployed, workers who are 25-44 years of age are about 11% more likely to be reemployed than workers who are 45 years of age or older at the time of dislocation” (p. 132). Supporting studies found that the rate of dislocation was usually lower for females and that the relative size of this gender gap varied over the business types studied (Farber, 1997; Kletzer, 1998). During 1999-2001, a disproportionately larger share of workers was dislocated from manufacturing jobs. This was evident when a total of 1.3 million of the factory workers were dislocated from jobs they had held for at least three years (Bureau of Labor Statistics, 2002). Occupations that required individuals with greater training and skills decreased the likelihood of being dislocated. The rate of dislocation has been consistently higher for blue-collar occupations (Kletzer, 1998). Blue-collar dislocations had also followed a more distinct pattern.

In reviewing the long-term effects of dislocation, Abbring et al (1999) found evidence that displacement accelerated people’s decisions to retire or turned people toward disability status. The increase in the number of people claiming disability benefits started with the 1990’s recession when the Social Security Administration reported the number of claimants as 3 million, to a total of 5.42 million during 2002. The Social Security Administration reported that 75% of all the claimants on disability have a high school diploma or less education and thus have a much more difficult time finding positions outside of the manufacturing environment that provide adequate compensation (Uchitelle, 2002).

Farber (1997) found that higher levels of education combined with younger individuals seemed to result in more re-employment opportunities. There was evidence of a short-term reduction in work hours for some workers due to being dislocated from full-time jobs and then re-employed on a part-time basis (Farber). This shift to part-time employment was less prevalent for people with a higher education level.

Some workers suffered multiple job losses as an adverse employment effect. Stevens (1997) found that around 10% of all workers who were dislocated experienced at least one additional job loss in the two years after their initial displacement. Her results also indicated that the probability of multiple job loss decreased and that it was higher for workers who were laid-off rather than dislocated in a plant closure.

Several studies (Jacobson, LaLonde, & Sullivan 1993a, 1993b; De La Rica, 1995) found that the wages of dislocated workers declined for a period of up to three years after their displacement and then partially recover over time. On an average many dislocated workers experienced an earnings loss immediately following displacement (Fallick, 1996; Farber, 1997; Kletzer, 1998). Farber found that the short-term fall in earnings of re-employed dislocated workers increased with age and fell with education.

Carrington and Zaman (1994) found that post-displacement wage reductions tended to be greater for those who had long tenure in their previous job. The degree of this relationship varied between industries with wage losses being greater for highly tenured workers in manufacturing. These results reflected a tendency for earnings to rise with tenure and the existence of inter-industry differences in the wages paid to apparently identical workers. Carrington and Zaman (1994) presented the following as possible reasons for the correlation between tenure and earnings: job 'match' quality was only

revealed to employers and employees by on-the-job experience (hence workers with long tenure tended to have a better match with their job than short tenure workers); highly tenured workers accumulated industry and/or firm specific human capital through training and experience that raised their productivity; back loaded pay schemes that reward long service in a job (wage premium for seniority), (p.262).

Kletzer (1989) found a strong relationship between pre-dislocation tenure and post-dislocation earnings for white-collar workers. This led her to conclude that individual ability and transferable skills were a more important component of the returns to tenure for white-collar workers. Kletzer (1989) reported that the inter-industry wage differences might have been due to: differences in product market rates and the ability of workers to capture them as higher wages; 'compensating differentials' for the undesirable working conditions experienced in some industries (i.e. higher rate of injuries in construction); differences in the rate of union membership; variation across industries in monitoring or turnover costs that lead to different 'efficiency' wages to reduce employee shirking or turnover, (p. 541).

The average decline in earnings for re-employed dislocated workers was significantly greater for those re-employed in a different industry, occupation, or region (De La Rica, 1995; Fallick, 1996; Jacobson et al, 1993a, 1993b; Swaim & Podgursky, 1991). This suggested that changes between industries and/or occupations involved higher adjustment costs. This was particularly the case for highly tenured workers. Neal (1995) found that the first 10 years of tenure for males increased the earnings loss from changing industries by 21%. Neal concluded that the wage-tenure premium must be partly linked to the accumulation of industry specific human capital (rather than only

being a function of skills that are either generally applicable or firm specific). Another factor to consider was whether a dislocated person involved to an industry that tended to pay a higher wage for a given worker. Firm size appeared to also have a bearing on the magnitude of earnings losses (Swaim & Podgursky, 1991).

The literature suggested that the adjustment experiences of dislocated workers seem to vary according to education and gender. Higher levels of education were generally associated with a greater ability to find a new job and a smaller proportionate loss in earnings. Females were much more likely to leave the labor force after being dislocated but their probability of displacement was less cyclical. Other influential factors included industry and occupation of the dislocated worker, whether the worker was laid-off from an ongoing business, firm size, and stage of the business cycle.

Empirical Research on 'Retaining' Dislocated Workers:

In a review of the empirical literature on dislocated workers, Fallick (1996) reviews empirical literature on job displacement brought on by North American Free Trade Act. Dislocated workers experienced more non-employment than did non-dislocated workers, but the differences fades after about four years. In contrast, earnings losses of dislocated workers are large and persistent. Outcomes for all dislocated workers are heavily influenced by broader economic conditions, and are affected very little by workers' demographic characteristics.

Although not targeted at dislocated workers in particular, the most important government program to assist dislocated workers is undoubtedly the unemployment insurance system. Several other programs are more tailored to dislocated workers. These

programs temporarily replace some of the lost income, or provide training and job-search assistance to speed the transition to a new job or improve the quality of job offers received. Many such programs have fallen under the auspices of federal laws such as the Trade Adjustment Act of 1994 and the Job Training and Partnership Act of 1982.

This research will concentrate on a policy issue that has been debated with workers specifically in mind the Worker Adjustment and Retraining Notification Act (WARN, 1989). Advance notice is supposed to cushion the blow of job loss by allowing workers to begin the search for a new job sooner, presumably reducing unemployment and resulting in better matches in the subsequent jobs.

The WARN act itself does not appear to have significantly increased the provision of advance notice of dislocated workers (Addison and Blackburn, 1994). Nevertheless, advance notice, when it is provided, appears to yield some benefits. Early research on this subject typically suggested that advance notice of displacement greatly reduced the amount of subsequent non-employment by reducing the chances that a worker would experience any non-employment at all. That research however was hindered by two limitations of the data then available. A failure to distinguish between a written notice and other means by which workers anticipated job loss and no indication of length of notice received (Addison and Portugal, 1987; Ehrenberg and Jakubson, 1988; Swain and Podgursky, 1990).

Jacobson, LaLonde, and Sullivan (1994) evaluated a program in Pennsylvania using data collected from 1983-85 that sponsored training services directed at dislocated workers that was more intensive with longer-term classroom times. The study was unusual because the researchers had access to detailed information regarding the training

content, as well as the earnings records for these individuals for a period of up to eight years following the completion of the training for those workers who remained in Pennsylvania. When the comparison of pre and post training wages were made, the authors estimated that the newly trained workers earned less than expected for about two years following their schooling, but beyond that time, the earnings effects were positive. By the seventh year, men's quarterly earnings increased by between \$200 and \$400 (5 to 10%) per year of training. Most participants trained for less than one year however, so the total effects were smaller.

Decker and Corson (1995) used data from the early 1980s to evaluate the Trade Adjustment Assistance Program, which was established to provide unemployment insurance benefits in addition to providing assistance with job searches and training for workers who lost their jobs as a result of import competition. The authors examined the earnings effect of the trainees as compared with those dislocated workers who did not train and the authors concluded "given this uncertainty about the returns to training, we believe that training participation should be voluntary rather than mandatory for TAA recipients." (p. 15).

In 1997, Jacobson, LaLonde, and Sullivan expanded their research to include an evaluation of the program performance and training choices of dislocated workers in Washington State who enrolled in community college course around the time of their job loss. The focus of this study was to explore the "value-added" concept as it applied to this segment of the population and attempted to provide a means of supplying participants with better information regarding the training choices made by them and the impact of the programs in which they enrolled. They found that the measures of the "value-added

by community college courses provided information relative to the average impact of training in general. The analysis of community college schooling indicated that it generated modest earnings impact for a variety of dislocated workers, and that this impact resulted almost entirely from large impacts associated with courses in the health-related field, in more technically oriented vocations including the trades, and in academic math and science classes. Other categories of classes including those that had curriculum that addressed less technically oriented vocational skills or academic subject matter usually generated small or even negative earnings impacts.

Jacobson, LaLonde and Sullivan et al (2001) and Leigh (1990) found that students enrolled in “high return” courses, defined as more quantitative vocational courses or academic math and science courses, gained more from their training because they completed training in areas that provided better rewards in the labor market. Conversely, the students who participated in a greater number of “low return” courses, defined as all other courses, including less quantitative vocational courses or humanities and social science courses (Leigh, 1990; Jacobson et al. 2001) failed to gain any productive skills, lost valuable labor market experience, and had a resulting larger earnings loss.

Overall the researchers concluded that the payoff for the dislocated workers’ retraining was directly linked to the types of courses that they completed and the cost that they incurred in order to be retrained. Dislocated workers who chose to complete “low return” courses were likely to receive little positive benefit as a result of their participation in training. As a conclusion to their study, Jacobson et al (2001) and Leigh

(1990) strongly suggested that individuals unaware of these factors would make better decisions if they received this information around the time of their displacement.

Industry Specific Case Studies Using data presented in Hipple's (1999, pp. 15-32) article, was compiled to show the comparison of jobs affected in the manufacturing sector over an extended time period. The manufacturing sector has always been the most stable employer in the United States for non- college-educated workers (Hagenbaugh, 2002; Kletzer, 2001 b; Rocha & McCant, 1999). However, manufacturing has been the highest risk industry for displacement over the past 15 years. It has reported a disproportionately large share of the dislocated workers, 1.3 million for the three-year period of 1999 through 2001 (Bureau of Labor Statistics, 2002; Hagenbaugh; Kletzer, 2001 b). Within the manufacturing industry, the apparel textile industry appeared to be the most threatened by globalization due to Mexico's competitive advantage of cheaper labor rates (Livingston, 1999). During the three-year period of 1999 through 2001 the apparel industry lost a total of 136,784 positions due to layoffs or displacement (Bureau of Labor Statistics, 2002).

Moore (2003) discusses in her dissertation on how the (TAA) program works and its limitations. In 1994, President Bill Clinton and Robert Reich, then-Secretary of Labor, envisioned the passing of the Reemployment Act of 1994 (Ross, 1994). Their vision was an investment of more than \$13 billion in federal funds over five years, with priority given to community colleges (Ross, 1994). Their vision called for universality, choice, local variation, shared governance, competitive grants, flexibility, and entrepreneurships (Ross, 1994). This need was underscored, writes Ross, by the employment needs of technology and higher levels of education requiring teamwork and partnership skills. Although the bill was not passed, the Workforce Investment Act of 1998 contained many

of the provisions. The Workforce Investment Act of 1998 Title I approve assistance to workers who are dislocated, but with no special category of causation (Trade Adjustment Assistance: Experiences, 2001).

One fundamental problem is that training assistance is sometimes not long enough for the programs that might make the most difference. A local administrator in Washington, North Carolina, advises students to enroll only in programs they can complete in 18 months, unless they have other sources of income (Trade Adjustment Assistance: Experiences, 2001). Those with working spouses can continue, but others have to choose shorter programs or drop out, precluded from the two-year degree (Trade Adjustment Assistance: experiences, 2001). The authors of the report developed a time line showing a 60-day notice, then layoff, followed by 26 weeks of unemployment; the 26 weeks can then be extended to 52 weeks or 78 weeks. Although the training benefits may extend to 104 weeks, income support stops at 78 weeks (Trade Adjustment Assistance: Experiences, 2001).

The future, according to Bendick (1982), holds that training for dislocated and disadvantaged workers is often different, with disadvantaged workers needing more basic skills and job-search assistance. He concludes that while the service industry has increased in the last decade, labor productivity has not kept pace in the service sector. The number of jobs in low-skill areas will not grow as much as in high-skill areas, underscoring the workplace need for basic skills, creative thinking, communication, and interpersonal skills (Bendick, 1982).

The main distinction of dislocated workers is this: they have a stable work history; there is little chance that they will ever be called back to their previous work;

and, they may face poor re-employment prospects (Leigh, 2000). The first Dislocated Worker Surveys was in 1984 helped researchers such as Flaim and Sehgal (1985) develop a standard definition. Flaim and Sehgal write that those who have known stable work then suddenly are without work and are unlikely to find work in the same area are referred to as "dislocated workers" (1985, p. 111). Those who are dislocated endure longer spells of unemployment and are faced with gaining the skills to become employed in different industries (Leigh, 1990, p. 1-2). Flaim and Sehgal (1985) report that 30 percent of workers who are re-employed suffer earnings losses of 20 percent or more and that nearly one quarter fail to regain group health insurance. The study of the dislocated-worker population in Upper Cumberland Tennessee finds that one of the most serious problems is loss of health insurance, with many of the workers taking any job that will provide health insurance (Lovell et al, 1984).

Retraining Policy:

Barnett (2004) discusses policy changes on worker retraining programs, but fall short of solving the overall job shortage. Barnett in her research on government policy has found in her study that dislocated workers are more worried about job security than a comparable salary. Huddleston (2004) discusses curriculum development and vocational education with policy aspects of work related learning and that more empirical research should be under taken and thought through before results of can be judged. Yeo (2006) researches limitations/implications and provides a number of pointers for further theoretical development, motivating both exploratory and explanatory empirical research in organizational learning and knowledge sharing. Murmann and Frenken (2006) research

policy on industrial change. A review of the empirical literature reveals a variety of interpretations about some aspects of the phenomenon such as globalization and its causal mechanisms to stimulate further progress in empirical research. Roukis (2006) looks at globalization, organizational opaqueness and conspiracy. His research reviews the literature that has dealt environmental uncertainty, technological change and how this has impacted the industrialized world as a whole. Roukis looks into a more organizational specific empirical research and of organizational structures and policies.

Chan and Chan (2006) reconsider the social cohesion of developing a definition and analytical framework for empirical research. Despite its growing currency in academic and policy circles, social cohesion is a term in need of a clearer and more rigorous definition. This article provides a critical review of the ways social cohesion has been conceptualized in the literature. In many cases, definitions are too loosely made a common confusion between content and causes or effects of social cohesion. This article provides a definition that could be operationalized into a measurement scheme that facilitates empirical work on social cohesion.

Fallick (1996) states there are considerable disagreement in the literature about how to formally define "dislocated worker." The question of definition is not merely academic. Government programs are often justified on the grounds that society should compensate the losers for structural changes that benefit us in the aggregate, especially if those changes are due to a change in government policy. Because of the lack of consensus on the definition of dislocated workers, the estimated number of dislocated workers and hence the number who may be eligible for compensatory benefits from government programs-varies tremendously (Hamermesh 1989).

All observers agree that dislocated workers do not include workers fired for cause. In addition, three further characteristics are usually associated with worker displacement. First, there is a structural cause for the displacement. Dislocated workers are pushed aside by changes in international trade, technology, the composition of final demand, government regulations, and so on, rather than discharged due to a cyclical downturn or the idiosyncratic fortunes of an individual firm. Second, dislocated workers have a limited ability to return to a comparable job within a reasonable span of time. Opportunities in the same industry, occupation, or location are more difficult to come by for these workers than for most workers who lose their jobs. And third, dislocated workers are strongly attached to the sector in which they were employed. The workers would have been particularly unlikely to leave this industry, occupation or location if they had not been dislocated. They have made investments and formed ties that make moving especially onerous.

As a practical matter, the challenge is to identify people who meet these criteria. One approach is to confine the analysis to a narrow group that is clearly dislocated. For example, Ong and Lawrence (1993) confined their study to the aerospace industry in southern California during the 1989-92 periods. There, the job losses had an unequivocally structural cause (government policy); permanent reductions in employment in the industry severely limited workers' prospects for finding a similar job; and most of the workers had invested heavily in industry-specific human capital. Babcock et al. (1994) took a similar tack, limiting their analysis to Allegheny County in Pennsylvania, where, over the period 1979-89, "approximately 25% of the working aged in the population [had] been dislocated from a job."

A second, broader approach is exemplified by the official federal government definition (at least according to the Bureau of Labor Statistics), of a dislocated worker: someone at least 20 years old, with at least three years of tenure on a job (excepting temporary and seasonal jobs), who lost that job (without being recalled) due to slack work, abolition of a position or shift, or plant closing or relocation (Flaim and Sehgal 1985). Numerous authors have adopted this definition, with some important variations. These definitions go some way toward ensuring that the selected workers have a significant attachment to their previous sector, especially through the minimum job tenure criterion, but they do little to address the criteria of a structural cause and limited ability to return. Several authors tighten the definition further by requiring that the worker's "old" job be in a declining industry (Howland and Peterson 1988), or make industry conditions an object of analysis (Fallick 1993; Carrington 1993). Even so, many workers are surely counted as dislocated who do not meet the three criteria described above.

Incidence of workers displacement to date, the only good source of estimates of the total number of dislocated workers in the United States is the Dislocated Worker Surveys (DWS)-supplements to the Current Population Survey (CPS). The DWS was administered in January 1984, 1986, 1988, 1990, and 1992, and in February 1994. Each person in the regular CPS who was at least 20 years old was asked about job losses in the previous 5 years. The 1994 version asked only about the last three years.

Using the official definition, the 1984 through 1992 DWS indicated that between 4.1 and 5.6 million workers were dislocated in the United States in each five-year period (Flaim and Sehgal 1985; Horvath 1987; Herz 1990,1991; Gardner 1993). If people with

less than three years of job tenure are included, the counts more than double (Podgursky 1992). The amount of displacement was markedly countercyclical, but without any evident trend. The overall probabilities of a worker between the ages of 20 and 64 experiencing at least one displacement (without any tenure restriction) over a two-year period were (Farber 1993):

- .086 for 1982-83
- .069 for 1984-85
- .061 for 1986-87
- .055 for 1988-89
- .083 for 1990-91

As noted, the (DWS) began in 1984, providing data on years starting with 1979. Unfortunately, comparable data on job loss are unavailable for years before 1979. However, (CPS) data on all job losers (not only dislocated workers) indicate that the share of the increase in unemployment accounted for by permanent job loss was unusually high in the recessions of 1990-91 and 1981-82 (Bednarzik 1983; Browne 1985). In addition, the Panel Study of Income Dynamics (PSID) indicates that the rate of job loss due to plant closings increased between the late 1960s and early 1980s (Hamermesh 1989). The increased importance of permanent separations and of plant closings over the 1970s may explain the common perception that the problem of worker displacement worsened.

Plant closings did not continue to increase in incidence over the 1980s. Still, the official figures on reasons for displacement from the (DWS) lend some credence to the

notion that ex ante permanent separations-combining the categories of plant closings and positions abolished-may have become an increasingly important component of job loss.

Job tenure has traditionally provided a large measure of protection from the risk of displacement (Seitchik 1991; Farber 1993). However, the advantage of high tenure workers has been shrinking. Applying the official definition of dislocated workers (which requires at least 3 years of tenure) to (DWS) data, the median tenure of dislocated workers increased from 6.1 years in the 1984 survey to 6.8 years in the 1990 survey, the percentage of workers that had at least 10 years of tenure increased from 30% to 40% over the same period.

Again, the data do not allow a comparison of the 1980s with, say, the early 1970s. However, we do know that more senior workers are a higher proportion of those dislocated by plant closings than by other forms of job loss, so the increased importance of plant closings since 1968 is consistent with the notion that average job tenure among dislocated workers was increasing before the (DWS) began.

Whether we use the official definition unaltered or amend it by removing the tenure restriction, dislocated workers have been disproportionately concentrated in manufacturing, mining, and construction. However, the pattern has been changing, with the shares of displacement shifting from manufacturing toward service and retail industries (even after taking account of the business cycle). Only part of the shift is accounted for by changing industry shares of employment: manufacturing's relative displacement rate has been declining, while the relative rates of displacement from retail trade, professional services, and finance, insurance, and real estate (FIRE) have been rising (Farber 1993; Podgursky 1992).

Munn-Giddings, Hart and Ramon (2005) state workplace stress and burnout are recognized phenomena which impact negatively on the delivery of care by health and social work organizations. In an attempt to address the negative consequences of stress in the workplace, a collaborative Participatory Action Research project (PAR), involving two large organizations, namely a Healthcare Trust and a Social Services Organization in the United Kingdom (England) was conducted. The project involved a team of professionals from Anglia Polytechnic University working with senior managers and employees of a health care organization and latterly with managers of a Social Services Organization (SSD) to develop a mental well-being strategy in each of these workplaces. This involved organizing and running of a series of five workshops in each of the two organizations and additionally surveys to determine the extent of the problem on staff and effects on their working and personal lives. An overview of the processes and reflective critique of the strengths and weaknesses of participatory action research methodology is provided. The short, medium and long-term strategies formulated by the active engagement of staff in the workshops, and the challenges in delivering and responding to these issues are carefully detailed. Recommendations are made for future collaborative work within hierarchical organizations and more importantly, the implications of delayed response to governmental policies.

In summary, relatively high adjustment costs (long term for earnings and short term for non-employment) were linked with the following individual characteristics:

1. Lengthy tenure and/or high earning in the dislocated job.
2. Older age groups.
3. Blue collar occupations.

4. Being laid-off from an ongoing business.
5. No post high school qualifications.
6. Female workers.
7. Post-dislocation re-employment which involves:
 - a. Movement from a large firm to a small firm.
 - b. A shift from a highly unionized workplace to one with low union density.
 - c. A change in occupation or industry.

In light of the fact that the level of education, one has attained played a significant role in their displacement and re-employment opportunities the remainder of this literature review will focus on research findings that were published in this area, specifically those dealing with the role of the community college in aiding these dislocated employees.

The Trade Readjustment Allowance: Dislocation over the past Fifteen Years:

The Trade Readjustment Allowance, (TRA) was formed to help those who lost their jobs because of imports, globalization, and outsourcing. Federal funding is available to support the students' attendance because their jobs have been lost as a result of the North American Free Trade Agreement. The federal government's NAFTA-Transitional Adjustment Assistance program enables workers to combine 52 weeks of Trade Readjustment Allowances with 26 weeks of state unemployment compensation, to receive up to 78 weeks of training (Fact Sheet: NAFTA-TAA, 2006). The federal

assistance program also allows travel allowances if the student has to travel large distances to attend college.

Trade Adjustment Assistance for workers provides a weekly trade readjustment allowance to eligible workers whose entitlements to unemployment compensation benefits have ended. The TRA is the same amount as the workers received for UC, and they are provided job training as well. TAA was expanded to secondary workers when the program was reauthorized through FY2007 by the Trade Act of 2002 (P.L. 107-210). An Alternative Trade Adjustment Assistance (ATAA) providing wage insurance for older workers was also part of the expansion under (P.L. 107-210). This act also reauthorized TAA for firms adversely affected by trade to improve their competitiveness. TAA for farmers provides assistance when low farm prices are caused at least partly by imports. The North American Free Trade Agreement (NAFTA) implementation act (P.L. 103-182) established a transitional adjustment assistance program NAFTA-TAA offering the same benefits under altered rules for workers left jobless because of trade with Canada or Mexico or the relocation of jobs to those and other countries, (Graney, 2006).

How the Commonwealth of Pennsylvania is doing this is through state grants to the worker/student and a major tax break for employers to contribute through the Keystone Opportunity Zone, (KOZ). Within the state of Pennsylvania are areas designated as “Keystone Opportunity Zones” (KOZ), in which the local governments through the counties, cities and their individual chambers of commerce apply to the state capital at Harrisburg, to give reduced tax incentives to prospective companies to come to a specific area, due to a highly trained workforce.

What exactly is a KOZ? Keystone Opportunity Zones are defined-parcel-specific areas with greatly reduced or no tax burden for property owners, residents and businesses. KOZ's have been designated by local communities and approved by the state a true partnership between each community and region among state and local taxing bodies, school districts, economic development agencies and community-based organizations.

Over 23,000 new jobs have been created and over 20,000 jobs were retained, with over 43,000 jobs in the zone since the initial KOZ program began in 1999, and the number is growing rapidly.

Recognizing the success of the KOZ program, Pennsylvania provided communities one more opportunity to take advantage of what *Business Facilities* magazine calls the Number 1 Economic Development Strategy in the nation, by creating additional Keystone Opportunity Zones.

To be considered as a Keystone Opportunity Zone, a site must have:

- Displayed through a vision/strategy statement how this property through targeted growth could impact the aforementioned positively;
- Displayed evidence of adverse economic and socioeconomic conditions within the proposed zone such as high poverty rates, high unemployment rates, percentage of abandoned or underutilized property, and/or population loss;
- Passed binding resolutions or ordinances forgoing certain taxes; this included school districts, county and municipal governments.
- Public and private commitment of resources;

- Linkages to regional community and economic development activities including Team Pennsylvania and initiatives under the development center for education's Center for Community Building;
- A written plan discussing the implementation of quality school improvements and local crime reduction measures
- And a demonstrated cooperation from surrounding municipalities.
- Ranging from as little as 362 acres to the largest at 6,196 acres.
- Each Zone is comprised of parcel-specific sub-zones in various sizes.

Each KOZ has up to twenty sub zones. KOZ's are no larger than 6,500 acres. Sub zones must be at least 10 acres in rural areas, or 20 acres in urban areas. The Department of Community and Economic Development provides the organizational framework including the certification and operations of KOZ's. The local jurisdictions designated co-coordinators as a single point of contact for zone facilitation. Projects in Keystone Opportunity Zones shall receive priority consideration for State assistance under State community and economic development programs as well as community building initiatives. Projects in designated KOZ's that are approved for Pennsylvania Industrial Development Authority (PIDA) or Small Business Financing shall receive the lowest interest rate extended to borrowers. Keystone Opportunity Zones are defined-parcel-specific areas with greatly reduced or no tax burden for property owners, residents and businesses. KOZ's have been designated by local communities and approved by the state, a true partnership between each community and region among state and local taxing bodies, school districts, economic development agencies and community-based organizations.

State and local agencies within the state of Pennsylvania have responded to the need for retraining this segment of the workforce, organizing a variety of workforce-development initiatives to serve dislocated workers within the state of Pennsylvania. The state of Pennsylvania has a series of statewide education initiatives such as through Job Training and Dislocated Worker Funds (JTDWF, 2001).

Pennsylvania has received nearly \$2.6 billion in funds from the United States Department of Labor's Employment and Training Administration to provide skills training and career development assistance to dislocated workers and other participants. One Stop Career Centers are the focal point of Pennsylvania's workforce investment system, supporting the employment needs of job seekers and the human resource needs of business. At One Stop Centers, workers, job seekers, and other participants can receive training and education, build their skills, and access federal assistance programs, while employers use One Stop Centers to help recruit workers they need for their businesses.

State of Pennsylvania politicians, during a speech given at the Green Mountain College presented state aid for over 7 million dollars to the Green Mountain College to expand training opportunities through the Work Force Development Center. This money has also enabled current students at the college to start their own technology companies. Two students have started a Wireless provider company within the surrounding area of North Central Pennsylvania.

As the market changes and technology changes dislocated workers are at a disadvantage. They will need to ask questions such as what will I study? Will this new skill allow me to find work? Will the job market remain solid in this new IT world we now live in? Will I have to move or will I find work within my own state? Pennsylvania

has been slow to gear up as a technology state, but areas such as Philadelphia and Pittsburgh are seeing a revival in Information Technology. In Philadelphia alone ORACLE, SAP America and COMCAST have made this city either their corporate headquarters or regional headquarters, Pennsylvania Department of Labor Statistics (2006). These are three of the biggest names in technology today. Pittsburgh is seeing a revival as an Information Technology financial center for the state, where third generation steel workers find themselves out of work, now have new careers as financial analysts and stock brokers. Only this trend is not filtering quickly to North Central Pennsylvania, where almost 80% of all Green Mountain College graduates have to leave the area to find work elsewhere within the state and sometimes even outside the state. This makes it very difficult for the dislocated worker who seeks retraining, has a family and does not want to relocate. The only opportunity would be for North Central Pennsylvania to see a revival within the area that is now happening in North Eastern Pennsylvania. This then is the purpose of the Keystone Opportunity Zone to attract IT businesses and IT manufacturing companies to the area.

Many IT executives have themselves contributed to this perception. When IBM announced plans to outsource 3,000 jobs overseas this year, one of its executives said, "[Globalization] means shifting a lot of jobs, opening a lot of locations in places we had never dreamt of before, going where there's low-cost labor, low-cost competition, shifting jobs offshore." The chief executive of the India-based Infosys Technologies said at this year's World Economic Forum, "Everything you can send down a wire is up for grabs." In January testimony before Congress, Hewlett-Packard's CEO warned that "there is no job that is America's God-given right anymore."

That last statement chills the blood of most Americans. Few support the cause of free trade for its own sake, out of pure principle. The logic underlying an open economy is that if the economy sheds jobs in uncompetitive sectors, employment in competitive sectors will grow. If hi-tech industries are no longer competitive, where will new jobs be created?

Review of Literature on Retraining:

Some of the salient questions to consider are: What are the multiple purposes of training? Who is making progress? Why is productivity important? And what are all the possible consequences, good and bad, of training it is fairly clear that one of the most common current responses to being laid off is to seek more education and training. This now begins to formulate a shortage of adequate paid workers and is becoming a more profound problem than most political leaders are yet prepared to admit publicly (Livingston, 1998). In collaboration with corporate business leaders, elected politicians continue to promote partnership programs to try to ensure that specific groups of potential workers obtain better employability skills (Farrar and Connolly, 1991; Spangenburg, 1995; Taylor, 1996).

Indeed the focus on education and training solutions has continued to mount, to the level of colleges' now offering warranties that include taking back their graduates from unhappy employers for retraining. If underemployment of people's knowledge and skills in the labor market is as extensive as the prior analyses suggest recommendations that stress a growing need for better management to worker relationship through training could lead to further eroding of jobs through globalization and outsourcing. The primary

emphasis should rather be on reorganizing work to enable more people to apply in legitimate and sustainable ways the knowledge and skills they already possess and to leverage that knowledge to make a better life for themselves, as well as the corporations in making the United States a major player in the global market.

Educational organizations such as community colleges, four year colleges and universities have teamed up with the federal government to respond to this lost-employment challenge by offering programs for dislocated workers to retrain and re-enter the work force in jobs that require higher skill levels. Employee dislocation has touched thousands of families regardless of geographic location, age, education, jobs held, or industry classification. Hipple (1999) found that job dislocation in the 1980's was mainly in the goods-producing industries, primarily in the non-durable goods sector that includes apparel and textile production. As the manufacturing base became a victim to globalization and outsourcing to lower cost providers the number of dislocated workers rapidly grew, the U.S. Department of Labor's Employment and training administration began sponsoring biennial surveys of dislocated workers as a supplement to the Current Population Survey (CPS) in 1984. The survey consistently provided information on a nationally representative sample of dislocated workers and reports these results every two years following the February Census (Bureau of Labor Statistics, 1999). From 1979 to 1984, 11.5 million Americans lost their jobs due to plant closings, reduction in the work force, and declines in business activities. This movement spurred the need for the collection and analysis of the specific statistics relevant to the status of dislocated workers (Swaim & Podgursky, 1991).

Lance, Kavanagh and Brink (2002) write about the retraining climate as a predictor of retraining success and as a moderator of the relationship between cross-job retraining time estimates and time to proficiency in the job. The past two decades have witnessed unprecedented rates of corporate mergers, downsizing, restructuring, technological advances in the work place, and globalization of the United States economy, and all indications are that these trends will continue into the new millennium (Cascio, 1995).

With that in mind Quan (2002) writes on colleges asking for more funds for job retraining. Unless additional funding is made available the council of colleges warn, they will have to turn away adult learners from retraining programs or deny financial aid. With the ever increasing high tech downturns due to globalization and outsourcing, record number highly trained workers are seeking retraining in colleges. Meanwhile, funds for worker retraining programs funded by (WARN) are lower than in past years, down to about \$28 million from a peak of \$35 million in 1993.

Claypool (2005) deals with Adult Workforce Education in reaching out to dislocated workers. Nationwide, a 2004 survey issued by the U.S. Department of Labor's Bureau of Labor Statistics reported that, from January 2001 through December 2003, 5.3 million workers were dislocated from jobs they held for at least three years. Additionally, 6.1 million short-tenured workers were dislocated from jobs that they held for less than three years. Claypool states that first the dislocated workers have to deal with the grief and depression. Next the dislocated workers have to prepare for retraining, and that means adult learners who never went to college will have to enroll in adult basic education courses designed specifically for adults to master the basic skills in math,

reading and writing before they attempt to enroll in college. Next the adult student can enroll in state run training programs or a number of local community college's to prepare for the future and to offer them a fresh occupational outlook on starting a new career.

Bernard (2005) in her article on retraining of dislocated workers works for the state of Ohio, specifically the Ohio's Miami Valley Career Technology Center. Bernard states the center provides a source of hope and opportunity for dislocated workers. The center offers a program called Career Occupational Preference System (COPS) in easing the transition from dislocated worker to retooling worker skills through past experience and knowledge into fully qualified and certified technicians in a new career. In the debate over current efforts to revamp the country's system of retraining unemployed dislocated workers, Curran (1994) head of the NOVA job training Consortium in California designed a system model that took the twisted warren of government programs and fashioned into one seamless, convenient system to be used by the state of California, called the NOVA methods. Today the NOVA model has been adopted by many states including Pennsylvania in what Governor Rendell calls "one stop" career centers which came about through the Re-Employment Act of 1994 (REA). The most common complaint about (REA) among its many supporters today is that it does not go far enough to consolidate programs, of which there are 153 federal programs that currently exist as job training programs.

One of the major examples: illustrated is the Stanley Works, which found itself under increasing pressure from countries like Japan, Taiwan, Korea and China. "Customers for Stanley's hand tools were defecting in alarming numbers. The lure was Asian tools . . . socket wrenches, screwdrivers, claw hammers, saws, levels, chisels, pliers

and measuring tapes . . . indistinguishable in quality from Stanley's offerings, and at 60 percent of the price" (Trani, 2000). The bosses at the company responded by opening some factories in Asia to make low-end tools and by trying to automate production in the United States. But American economic policy mistakes like the big budget deficits of the Reagan and Bush II eras led to waves of dollar overvaluation that left Stanley with almost no chance at all to beat foreign competition.

So Stanley's directors found a new chief executive, John Trani, to change the Stanley Works from a tool-making manufacturing company into a service-providing money-making machine. Uchitelle interviewed Trani, who told him: "I call it favored markets." Uchitelle explains: "Selling hand tools was not a favored market" (Trani, 2000). The tools were sold to a wholesaler or a retailer and that was the end of it.

Automatic entrance doors . . . were a different matter. . . . What set the doors apart was the need to service the various electronic components. Uchitelle writes: By 2002, Trani had organized a new Security Solutions division within Stanley. The shareholders and directors applauded the turnaround artist, for Stanley now had a chance to survive as it gradually shifted into a high-margin service-sector market niche where foreigners could not compete, but where its corporate tool-making assets still gave it an edge. Meanwhile, Stanley's longtime workers were left high and dry.

In fact Trani saw no reason for Stanley to be in America at all: he tried, but failed, to reincorporate the company in Bermuda. The name "Stanley Works" and the stock market ticker symbol "SWK" survive, but Stanley's workers are increasingly electronics maintenance and repair technicians, not blue-collar assembly-line tool makers.

For Uchitelle, this transformation of Stanley — this use of corporate assets to find new market niches where the old workers do not fit — is a bad thing. In his eyes, Stanley's bosses were morally obligated, and in a better world would be legally obligated, to invest the company's resources in directions that promised a chance of preserving the jobs of longtime workers — even if such investments were, in the judgment of Wall Street, unlikely to succeed, and so would depress the stock price.

Uchitelle's diagnosis that mass layoffs are a serious national problem is convincing. But for this card-carrying economist, his desired prescription is not. I see no examples anywhere in the world of economies that have taken steps in the direction he desires without severe side-effects. In Western Europe, unions bargained fiercely for job security, and governments enacted "no firing without cause" laws, giving workers individually and collectively quasi property rights in their jobs. Yet this did not lead to a happy labor market. Instead, high overall unemployment, extra-high long-term unemployment and extra-extra-high youth unemployment appear to be the consequences of attempts to ensure that managers and workers are in the same boat. Companies that know they cannot lay off groups of workers if demand goes sour are very likely to be companies that hesitate to hire workers when demand is strong.

Indeed, Uchitelle does not want to forbid all mass layoffs. "Some," he writes, "are inevitable as American companies adjust to the growing competition from abroad." His real wish is for managers to treat their workers as partners and fellow human beings, rather than as potentially obsolete and disposable parts in the corporate money-making machine. But when demand and industrial structure are shifting rapidly, there is a great deal of money to be made by treating workers as disposable parts rather than as partners.

Uchitelle wants the government to help. But the government's powers and competence are limited: it can do much more at cleaning up the mess afterward in the form of unemployment compensation, education support and job search assistance than it can at getting managers, directors and shareholders to "play nice" when the financial stakes are high.

Perceptions of Adult Learning Experiences:

(Kegan, 1982, p. 42) points to the "process of evolution as a meaning – constitutive activity." Keagan takes us from the dichotomous *choice* to a more interactive discussion of *context* of our experiences and suggests that meaning evolves from this *context*. An individual develops meaning from his/her reflection on past environments as well as on new environments and factors.

Mezirow (1984) expands on this idea of changing perspectives by drawing a similar conclusion to that of Kegan. He suggested a sequence of qualitative changes through developmental experiences involving "a series of perspective transformations in understanding oneself and one's relationship" (p.123). Mezirow suggested three learning domains: Task-oriented problem solving; understanding in interpersonal communication; and self-knowledge through perspective transformation, "perspective" refers to "the structure of psycho-cultural assumptions within which new experiences is assimilated and transformed by one's past experience" (p. 124). Some researchers see perspective transformation as becoming critically aware of how and why psycho-cultural assumptions constrain us and reconstituting this structure to experience a new understanding (Mezirow, 1984; Tennant, 1993).

Perspective transformation is the central function of adult education. Mezirow drew his theories primarily from four key events: His own work as an adult educator engaged in fostering democratic social action through community development; his discovery of the centrality of conscientization in the learning process as defined by Freire (1970); his work with psychiatrist Roger Gould in studying the way adult learners in difficult life transitions help themselves overcome learning impediments; and finally his own national study of women returning to college and work (Mezirow, 1991). He performed interviews with eighty-three women in twelve different programs and with fifty alumni of the programs. The results suggested the process of personal transformation involves phases ranging from a “disorienting dilemma” to a “reintegration” into one’s life on the basis of conditions created by one’s new perspective (1991).

Agreeing with Mezirow, Tennant (1993) expounded on the importance of transformative learning and the non-normative life experiences:

“It is important for adult educators to acknowledge this social dimension to adult development, principally because they need to distinguish learning experiences and personal changes which are fundamentally transformative and emancipatory from those which are simply part of the social expectations associated with the different phases of life. Many normative life-cycle changes may be *experienced* as being a fundamental change in world view but in reality they fit quite neatly into expected life-cycle patterns... This is not to underestimate the significance of these events for the individual, it is only to make that normative life cycle changes do not *require* the questioning of the premises underlying what is expected” (p. 39).

Tennant and Jarvis remind us that experience and learning can occur in a milieu that does not allow for change, but rather promotes conformity. Jarvis (1992) referred to this as the ‘Paradox of learning’. While the intent of some learning is to produce critical thinkers whose perspectives may change, the goal of much learning is to meet societal defined goals of “fitting” within an established culture.

Broad-scale surveys of adult learning interests and needs contain no real surprises. Learning that will improve one’s position in life is a major motivation. Just what will “improve life” vary with age, sex, occupation, and life stage in rather predictable ways (p. 86)?

Female Adult Learners Spratt (1984) characterized the “typical” adult student described in the literature as one who was “...threatened by the classroom, goal-oriented, limited in time by external demands of job and family, anxiety-ridden, driven by high standards, experienced in the skills of living, and attuned to economic reality” (p. 4). More recently, the National Center for Education Statistics (National Center, 1996) defined the adult student as one who demonstrated one or more of the following seven characteristics: Delayed enrollment into postsecondary education (usually after age 25); Part-time enrollment; Financially independent; Employed full-time while enrolled; Has dependents other than a spouse; Single parent; Did not obtain a standard high school diploma (p. 2). The adult student population has come to be dominated by women: 65% as compared to 53% among all adults who are age 25 or older (Aslanian, 2001). Furthermore, The preponderance of women is probably due to the fact that they more often view education as a vehicle to success and that their more frequent entry and re-entry into the labor market lead them to education for the acquisition of needed and up-

to-date skills and information (p. 12). In addition, the female adult learner should be viewed as "...a unique individual who has to balance a wide variety of responsibilities while taking classes and pursuing her education" (St. Pierre, 1989, p. 22).

Unlike the traditional female student, the adult female has lived long enough to have innumerable responsibilities to be managed in addition to the demands of college coursework and study. These responsibilities may include but not be limited to having the primary responsibility of caring for children, home and aging family members. In addition, in the case of the dislocated worker, she may have been the primary breadwinner as well. Consequently, "...while multiple-role women are coping with many difficulties, low income seems to be the most problematic" (Home & Hinds, 2000, p. 3).

Johnson, Schwartz, and Bower (2000) noted that "...many adult women who want to further their education do not complete their programs because they cannot cope with the double or triple burdens of family, job, and school" (p. 289). In relationship to female adult students as learners, Hayes and Flannery's (1995) literature-based research revealed three themes as being particularly evident throughout the literature: women's self-doubts, women as silent in the classroom, and women as connected learners. They found silence in the classroom to be linked to self-doubt. The literature indicated that women tended to be silenced by classroom interactions and men's tendency to dominate classroom discussions. In relationship to connected learners, Wlodkowski (1999) noted that "...connectedness in a learning group is perceived as a sense of belonging for each individual and an awareness that each one cares for others and is cared for" (p. 70).

Furthermore, Spratt (1984) contended that "immediate rapport takes place" when several adult students are in the class (p. 5). Hanner (1999) found that nontraditional

female adult undergraduates typically express a strong desire to improve their math skills, speaking ability, and writing skills and need help in decision making and goal setting. She noted that female adult learners need more general guidance in career exploration and reparation, such as enhancing job search, resume writing, and interviewing skills.

Barriers According to Chickering and Obstfeld (1982), the barriers that impede an adult's transition to college student may be institutional, situational, or personal. Cross (1981), however, classified the barriers as situational, institutional, and dispositional, defined as follows: "Situational barriers are those arising from one's situation in life at a given time" (p. 98). Situational barriers may include but not be limited to cost, including tuition, books, and child care; lack of time; home and family responsibilities; job responsibilities; lack of child care; lack of transportation; no place to study; and lack of support from family and friends (Cross). "Institutional barriers consist of all those practices and procedures that exclude or discourage working adults from participating in educational activities," (Cross, 1981, p. 98). Institutional barriers may include but not be limited to not wanting to go to school full-time, not wanting to commit to the length of time it takes to complete a program of study, not having classes scheduled as needed, not having enough information available about course offerings and requirements, being unable to adhere to attendance requirements, not meeting entrance requirements, or not being awarded credit for experiential or previous college credit course work (Cross). "Dispositional barriers are those related to attitudes and self-perceptions about oneself as a learner," (Cross, 1981, p. 98). Dispositional barriers may include but not be limited to feeling that one is too old to learn, lacking self-confidence in one's ability to learn, not having enough energy and stamina, or not enjoying studying or being in the classroom

(Cross). Darkenwald and Merriam (1982) referred to dispositional barriers as psychosocial barriers that "...are individually held beliefs, values, attitudes, or perceptions that inhibit participation in organized learning activities" (p. 137).

In addition, Darkenwald and Merriam added a fourth category of barriers informational barriers, which "...involves the failure of many adults, particularly the least educated and poorest, to seek out or use the information that is available" (p. 137). Kegan (1994) referred to the problems associated with time management as the primary problems that the adult learner faces. In addition, he ranked the financial and emotional costs of becoming a student as secondary. However, St. Pierre (1989) found that the number one problem that adult female students mentioned was "...coordinating child care and family responsibilities" (p. 22). Rodriguez (1996) observed that the majority of women suffered a disproportionate amount of stress, guilt, and anxiety over their countless responsibilities. Rodriguez and Kaplan and Saltiel (1997) were in agreement that students' success was dependent on behavioral and emotional support from family members, which presented another possible source for discouragement. In addition, Rodriguez found that some institutions lacked support services designed to help women be successful in furthering their education. Clearly, making the decision to enter college to retrain for a new career and re-entry into the workforce would be a stress-producing event. As noted by Johnson, et al. (2000), activities or events that are "...disruptive or life-altering in such a way that it causes a change in a person's normal, day-to-day routine can be stressful" (p. 290).

The dislocated worker who has decided to enter college would already be contending with a high stress level as a result of job loss. As noted by Hayes and

Flannery (1995), self-doubt is characteristic of the female adult learner. Women's self-doubt, or lack of confidence in themselves as learners, is reflected throughout the literature. As Gallos (1993) found, women's fears are quite strong: The women felt deep terror that they would not be able to understand, that they wouldn't know what to do, that they would demonstrate they did not belong, that they would show everyone their dumbness (p. 3). Furthermore, as Johnson et al. (1995) outlined, entering college creates many causes for fear on the part of the adult female: ...returning to the classroom is almost always a threatening experience. Some of the threat comes from fear of failure. Some comes from discomfort associated with an unfamiliar environment like the campus. Even mundane issues such as where to park can be challenging. Other fears may include fear of the unknown or fear of non-acceptance by other students or faculty. The greatest fear, of course, is fear of grades and, correspondingly, failure to succeed (p. 291).

Kaplan and Saltiel (1997) outlined five strategies that adult learners could use to reinforce their motivation and help overcome barriers, including focusing on their goals, pacing themselves through developing time-management skills, maintaining balance and harmony through effective stress management skills, celebrating each achievement to maintain attention on progression, and "...rearranging pre-existing responsibilities to allow for the additional demands school places on them" (p. 18), and recognizing the need for help from others. Programs and Services Agreement exists throughout the literature that adult female students need more support to help ensure their success than do traditional female and male students and adult male students, because of the unique burdens they carry. However, the majority of the studies examined categorized the needs

of adult learners without reference to gender. Spratt (1984) enumerated the top needs identified by participants of the American College.

Testing Program's pilot test of the Adult Learner Needs Assessment Survey in 1981:

1. Developing speaking ability;
2. Increasing skills in mathematics;
3. Increasing reading skill;
4. Learning about job opportunities;
5. Identifying strengths and abilities;
6. Learning to take tests better;
7. Learning how to make better decisions;
8. Learning what jobs are available near home (p. 7).

Based on their review of the research and experience in adult education program planning, Lenz and Shaevitz (1977) suggested the following "manifesto for learning in maturity" to be considered in planning adult education programs and curriculums: Adults respond positively to learning in which the information has some personal meaning for them. Because of this, adults are especially receptive to learning which is meaningful and can be related to their own experience. Adults benefit by relating what they are studying to what they need to know. Since they are goal-oriented and feel the pressure of time more keenly than traditional students, they tend to be impatient with courses or routines that seem unrelated to their needs. Adults are eager for new information and experience. Since they bring a certain amount of mental baggage with them, they do not react favorably to ideas that seem overly familiar and too stereotyped to provide fresh thought. Adults learn best when they are active participants in the learning process. Taking their

model from life rather than school, they see themselves as involved in give-and-take of teaching and learning between themselves, the faculty, and other students. Adults require a long and uninterrupted learning session, which means they will gain more from a two-hour seminar once a week than from three weekly fifty-minute sessions. Adults need to consolidate what they have learned before going on to new concepts or skills. Adults require feedback during learning in order to avoid the difficulties of unlearning. For this reason, lectures alone are not satisfactory. A learning program for adult students should be structured so that they do not feel rushed or pressured by competition. Adult students are more concerned about how learning will benefit them as individuals than about coming out ahead of others (pp. 148-150).

Other strategies for helping the adult female learner succeed include recommendations such as those made by Thon (1984) regarding which institutional services should become more important as the older student population increases. Recent literature reflects that the recommendations made by Thon (1984) are just as important today in dealing with adult students as they were when he made them 19 years ago. Thon promoted the necessity of increasing institutions' awareness of the increasing numbers and needs of nontraditional students. He stressed that institutions could better serve their adult student population by identifying a person and/or office to serve as an advocate for adult students, providing a printed resource manual for returning students, upgrading career counseling and placement services, improving orientation services, involving older students in providing student services, emphasizing lifelong learning, and involving the families of adult students in campus activities. Furthermore, Hu's (1985) study indicated that adult learners' success was directly related to academic advising, career guidance,

and counseling geared to raising the confidence levels of older students. The study further validated the literature's references to adults' lack of confidence. Hu suggested a variety of strategies for improving adult learners' self-confidence, including giving adult learners the opportunity to actively participate in the teaching-learning process; for example, to lead class discussion, to share life experiences pertinent to classroom topics, and to work in small groups to interact with others. Those strategies, Hu (1985) said, would help adult learners feel valued and accepted, helping them to gain self-confidence and lessen self-doubt and fear about being in the classroom.

In addition, Kaplan and Saltiel (1997) suggested that educational programming for adults should include showing learners how they could reach their goals, using orientation sessions to discuss and prepare for the problems they would be likely to encounter, structuring programs to complement adult responsibilities, providing reinforcement to adult learners as they made progress, and assisting in the development of on-campus support systems among the students. Hanner's (1999) study said that college career and counseling centers should specifically tailor advisement services for older students, including services related to educational planning, college entrance and program completion requirements, and nontraditional methods for completing coursework. Furthermore, Hanner's study participants noted "...a lack of sensitivity in their professors to the age diverse classroom setting" (p. 98). In relationship to instruction, Thoms (2001) classified the skills needed by those teaching adults into four categories: expertise, both in knowledge and preparation; empathy, including being understanding and considerate; enthusiasm, for the student, the course, and the content;

and clarity, including being able to teach, explain, demonstrate, and lead classroom discussion.

The Culture of the Institution and the Adult Student:

For the most part, theories of traditional student persistence and success assert that the student involvement in the campus community is a strong predictor of success. However, the adult student's involvement on campus and his/her perspective on the college experience are very different from that of the traditional student (Astin, 1993; Knowles, 1980; Naretto, 1995; Chickering and Reisser, 1993). Weathersby (1981 notes that adults choose educational institutions in response to strong personal imperatives defined by roles, tasks, and responsibilities completely external to the institution. For instance location, times of day courses are offered may play a major role in the adult learners' choice of institution.

Researching factors influencing persistence, two different studies by Cleveland-Innis (1994) and Greenberg (1997) indicate that adult students have difficulty integrating themselves into a college community. However, both studies indicated that regardless of external barriers, if a student believes that the institution is committed to his/her success, he/she is better able to deal with the external deterrents Greenberg reported that "institutional commitment correlated significantly with the constructs of college environment, instructors, and social integration, supporting the perception that institutional commitment is based upon the student's experiences within the campus setting" (1997, p. 121).

Those involved in designing programs for adult learners must also perform within the social context of the institution, made up of a complex set of personal, organizational, and social relationships that often have the traditional student model as its core. Thus program planners must be political and learn how to negotiate in order to plan responsibly (Cervero and Wilson, 1994). Schlossberg et al, (1989) described two distinct models of the university: The classical image of the ivory tower and a more interactive model that recognizes the need to reorganize, restructure, and constantly respond to change. Drawing on their own experiences and interviews with adult learners, these researchers recommended four actions to develop the interactive model to better service adult learners: Recognizing obstacles; doing systematic and continuous assessment; following basic principles of change process; and planning and carrying out professional development for all learners (Schlossberg et al., 1989).

Emphasizing again the importance of the role of the institution, Schlossberg (1992) cites Kanter's work on attributing human problems to organizational structure rather than to intra-psychic issues. In discussing successful organizational change, Kanter, Stein and Jick (1992) distinguish between two types of goals: External success goals versus internal success goals. External goals suggest environmental interventions that change the manner in which the organization relates to its markets. Internal success goals, however, change the organization's core systems and thus its organizational culture. "Virtually all of what is usually subsumed under the label 'organizational change' is contained in the second category, interventions in the first category are rarely thought of as aspects of 'organizational change' at all," (p. 492).

It is clear from the literature that the adult learner's personal and social characteristics may differ from those of the traditional student and could deter success. Second, these characteristics should be explored more fully to take into account not only necessary institutional structural changes, but also to more fully understand the adult learners intra-psychic issues and the resulting changes necessary to the institution's internal systems. It is not enough to change the hours of the bookstore or the Registrar's office. Rather, the discrepancy between learners' expectations and the actual environment's effect on outcomes must be studied. Kanter's work indicates the internal change affects the organizational culture and defines the behavior of staff, administrators, and faculty as well as that of adult learners interacting within the institution. This study attempted to link the considerations of the developmental theorists to the various cultures of institutions and then to suggest change that may affect the development of the non-traditional adult learner.

Research on the classroom experience indicates that discrepancies exist between students' expectations of the classroom environment and their actual experiences (Darkenwald, 1980; Brookfield, 1995). Darkenwald developed an Adult Classroom Environment Scale (ACES). The ACES conceptualized 'the classroom environment as a dynamic social system that includes not only teacher behavior and teacher-student interaction but also student-student interaction' (p.69). Seven empirically based dimensions that described growth-enhancing adult learning environments were measured: involvement, affiliation, teacher support, task orientation, personal goal attainment, organization and clarity, and student influence. The data compared profiles from students' perceptions of the 'ideal versus actual' to that of teachers' perceptions of 'actual'. The

findings indicated that teachers perceived the classroom environment as more growth enhancing than students did.

Furthermore, Brookfield and other scholar's question the manner in which curriculum is built and suggests that adult students should have input into curriculum development. A critically reflective teacher questions how curriculum is chosen and whose interest it serves (Brookfield, 1995; Schon, 1995). (Tinto's (1997) longitudinal study of traditional-aged students considered curriculum development and learning communities. Tinto reported on the Coordinated Studies Program at Seattle Central Community College, an interdisciplinary program that offered students the opportunity to share in creating certain curriculum and also called for them to be interdependent learners. The most significant findings of this inquiry were that students involved in the "CSP" (compared to the control groups) were more highly involved in academic and social activities and had higher rates of persistence. In addition, 'the learning of the group depends on the learning of each member of the group" (p. 602).

These qualitative findings provided insight about ways in which communities can provide experiences that influence persistence. They can build supportive peer groups; share learning by bridging the academic and social divide; and provide a *voice* to students in the construction of knowledge.

The Link between Personal and Professional Experiences:

In 1980, Knowles introduced the concept of the learning climate as it affects the adult student:

“The emerging field of Andragogy, the art and science of helping adults learn -promises to regenerate adult education by representing adults as autonomous beings, deserving of respect, which differ significantly from you in self-concept, learning motivation, time perspective, and richness of experience. Such a concept implies the need for adult centered environments and activities built around problem areas rather than subject categories. It also implies that adults can (and should) diagnose their own needs, participate in program planning, learn through mutual self-directed inquiry, and evaluate their own learning” (p. 71).

Since the adult student is seen by many researchers as one who enters the learning environment rich with experience, the goal of adult education is often seen as the "facilitation of learning" (Rogers, 1984; Brookfield, 1990; Apps, 1989; Merriam, 1991). A body of literature has begun to develop which recognizes indigenous knowledge, that knowledge gained from experience, and the value of linking it to classroom learning (Apps, 1989; Freire, 1993; Cohen, 1997; Merriam and Cafferella, 1991; Jamis, 1992). Throughout the literature, a considerable body of evidence focuses on the effects of different instructional or curricular approaches on the development of cognitive skills (Pascarella and Terenzini, 1995; Brookfield, 1995; Apps, 1989). Researchers report that instructional strategies such as note taking, peer teaching, and engaging in discussion encourage student involvement and affect increased learning, especially when taking into consideration diverse life experiences and styles of learning (Pascarella and Terenzini, 1995; Woolbridge, 1995; Anderson, 1995; Bonhan, 1989; Hayes, 1989; Smith, 1990).

Addressing the need for new classroom environments which enhance learning, Chickering (1993) proposed that most teaching falls short of its potential to contribute to

human development and that principles of good teaching are well known and can be learned (Chickering, 1993). Based on 50 years of research on the ways teachers teach and students learn Chickering and Gamson (1994) introduced the “Seven Principles for Good Practice in Undergraduate Education.” These include encouraging student-faculty contact, encouraging cooperation among students, encouraging active learning, giving prompt feedback, emphasizing time on task, communicating high expectations, and respecting diverse talents and ways of learning. Chickering (1993) notes the following: “Some students come experience-rich and theory-poor. For such students, beginning with an exercise that helps bring to the surface or recreate experiences and then moving on to reflection and pertinent abstract concepts often works best “(p. 381).

Some researchers have found that students who were asked to reflect on their own professional education were able to stage a dialogue between their field and classroom experiences. Students could then build a sense of the competencies they most needed (Schon, 1995; Vista and Dinmore, 1997; Mezirow, 1997; Jarvis, 1992). Learning occurs as a result of the relationship between one's personal stock of knowledge and the socio-cultural milieu in which the experience takes place (Jamis, 1987). Dialogue, then, represented as interaction between teacher and student and between students themselves, creates an environment that encourages reflection and learning (Jamis, 1992; Basseches, 1990; Freire, 1993; Kegan, 1982). These researchers seem to be suggesting that the goal should be to enhance the relationship aspect of the classroom environment to encourage interaction that contributes to the educative process. Vygotsky (1978) called for the consideration of human interaction as a contributing force in adult development. He suggested that it is from these interactions that the participants and the activity are

transformed (978). Thus, "...activity for a purpose experienced under conditions of freedom promotes discovery of meaning in relationships with the environment..."(Herrington, 1999, p. 58).

This approach clearly links to the developmental theorists who emphasize the importance of interaction and dialogue. The additional emphasis here is that the student is being asked to reflect on his or her own personal stock of knowledge and to reflect. This approach to classroom creates an environment of respect for the individual student and his/her background. An emphasis for this study was to consider the impact of interaction within the classroom which drew on the knowledge of the student.

Summary

In summary, throughout our history, many Americans have developed a faith that our educational system allows each individual, regardless of class or color, an equal opportunity to advance his/her station in life (Rudolph, 1990). With quick acting politicians arranging federal aid to fund retraining programs, over the past 25 years has combined with the Commonwealth of Pennsylvania to form new job training initiatives through grants and loans to provide dislocated workers the opportunity to attain their previous quality of life. The North American Free Trade Agreement implementation act (P.L. 103-182) established a transitional adjustment assistance program NAFTA-TAA offering the same benefits under altered rules for workers left jobless because of trade with Canada or Mexico or the relocation of jobs to those and other countries, (Graney, 2006).

Federal, state and local programs try to address the need of retraining and also what programs are in place, and how effective all these initiatives have had on retraining the workforce. Following the work of Olian (1999), debate over the impact of global outsourcing continues to rage on the impact of globalization, outsourcing and plant closures on the U.S. economy.

CHAPTER THREE

METHODOLOGY

Introduction

The overarching research questions for this study are: 1) What were the dislocated workers enrolled in through the Trade Adjustment Act program at one higher education institution and their understanding of their reactions for being laid off; 2) Their perceptions of the TAA retraining program. Specifically,

- What were the dislocated workers perceptions of returning to college either for the first time or as a returning former student and what has drawn them to this college?
- How the dislocated workers reacted to the change in their social status and how it has affected their self esteem in dealing with this change at this time in their lives?
- How they feel about college and what the college can offer them in the way of an alternative second career?
- What are the dislocated workers understanding of government funding of this retraining program?

The location of this study was the Green Mountain College in Jefferson City, located in Central Pennsylvania; the participants are current and newly enrolled Trade Adjustment Act students. That has been funded by the federal government for a specific period of time so that they can be retrained in a new career and return to the workforce.

As of the fall semester 2006 a total of 23 TAA students were currently enrolled at Green Mountain College.

Green Mountain College is a college that has an enrollment of just under 10,000 students, both traditional and non-traditional. The college offers an array of many business and technical courses available to the TAA students. Most of the TAA students enroll in either a vocational or technical program, as these programs tend to allow the student to quickly attain a degree in 18 to 24 months. A small number of TAA students enrolled in business programs such as Accounting and Business Management that can be attained in a 24 month program. Since the majority of the participants have been previously employed in the industrial sector, they tend to enroll in similar programs geared towards what they have experience in or have an interest in. Most new TAA enrollment tends to be either the vocational programs or technical programs as they tend to be the ones most likely to be funded by the government program, as they can be completed within the 24 month funding window allowed by the program and also through matching funds by the Commonwealth of Pennsylvania.

Design of the Study

The research design of ethnographic case study, according to Pelto (1970), “involves combining the essential elements of investigation into an effective problem-solving sequence” (p. 331), and that formal analysis is the end of the fieldwork, but the ethnography continues. Ethnography attempts to be holistic, covering as much territory as possible about a culture, sub-culture, or program, but it necessarily falls short of the

whole. Ethnographic case study is a form of research focusing on the sociology of meaning through close field observation of socio-cultural phenomena. Typically, the ethnographer focuses on a community (not necessarily geographic, considering also work, leisure, and other communities), selecting informants who are known to have an overview of the activities of the community. Such informants are asked to identify other informants representative of the community, using chain sampling to obtain a saturation of informants in all empirical areas of investigation. Informants are interviewed multiple times, using information from previous informants to elicit clarification and deeper responses upon re-interview. This process is intended to reveal common cultural understandings related to the phenomena under study.

Research in adult learning has been framed by two primary perspectives on how to work with adult learners, the individual and the contextual. Based on the ethnographic case study method this researcher did a comprehensive and critical review of the literature, described the assumptions and the salient concepts and ideas that have emerged from each of these two perspectives. Both perspectives continue to inform research and practice, in which both the individual and the contextual are interwoven in framing my research through the cultural immersion of this ethnographic case study researcher.

However, I have strived to avoid theoretical preconceptions and instead to induce theory from the perspectives of the members of the culture and from observation. I did seek validation of induced theories by going back to members of the culture for their reaction. Ethnographic case study methodologies vary and some ethnographers advocate use of structured observation schedules by which one may code observed behaviors or

cultural artifacts for purposes of later statistical analysis, (Hodson, 1999; Denzin and Lincoln, 1994; Rossman and Rallis, 2003).

The contextual perspective takes into account two important elements, the nature of learning and the structural aspects of learning. Although the contextual perspective is not new, it is important to consider, (Merriam & Caffarella, 1999; Tennant & Pogson, 1995). The interactive dimension acknowledges that learning can not be separated from the context in which the learning takes place. In other words, the learner's situation and the learning context are as important to the learning process as what the adult learner brings to the situation. The second dimension of the contextual perspective, the structural dimension, argues that factors such as race, class, gender, and ethnicity need to be taken into consideration. Because fully representing the subjective experience of the participants is an unachievable goal, ethnographic case study researchers strive to represent clearly and richly the participants understanding of what they the participants have experienced. What the participants perceive are their interpretations in their own words of the understandings of their situations and circumstances. This is what is called their tacit knowledge of how they perceive their world and the reason by which this ethnographic case study researcher has decided or inferred my reasoning for conducting this research.

Some ethnographic case study concepts pushed me to explore in new directions, to ensure that the data are valid, to simply prevent contamination of the data. A nonjudgmental orientation helped me on all fronts. Most important orientation helps ethnographers from making inappropriate and unnecessary value judgments about what they observe. A nonjudgmental orientation requires that ethnographers to suspend

personal valuation of any given cultural practice. “Maintaining a nonjudgmental orientation is similar to suspending disbelief while one watches a movie or play; one accepts what may be an obviously illogical or unbelievable set of circumstances to allow the story teller to unravel a riveting story,” (Fetterman, 1998).

With a specific research purpose of interviewing dislocated workers, specifically what were the dislocated workers thoughts of being enrolled in the TAA program at Green Mountain College, their understanding of why they were laid off, and their perceptions of the TAA retraining program?

With a theory of social interaction, behavior, and a variety of conceptual guidelines in mind, this researcher has investigated dislocated workers to explore their perceptions and to collect and analyze the data. Relying on all my senses, thoughts, and feelings, this researcher used a digital recorder as a data gathering tool. The information this tool gathers, however, can be subjective and misleading. Ethnographic case study research methods and techniques helped to guide this researcher through the wanderings of personal observation and to identify and classify accurately the bewildering variety of events and actions that formed each individual’s situation.

This researcher conducted research of the dislocated workers and their reactions given all the real-world situations and constraints. This task in many ways is more difficult than a laboratory study, but it can also be more rewarding. This researcher used a variety of methods and techniques to ensure the integrity of the data. These methods and techniques helped to objectify and standardize this researcher’s perceptions. Resource constraints and deadlines limited the length of time for data gathering in the

field, cross-checking, and recording information that required this ethnographer to adapt to each individual situation within the local environment.

The interview was this researcher's most important data gathering technique. Interviews explain and put into context what the ethnographer sees and experiences. This ethnographer first conducted general interviews that were both structured and unstructured and were meant for setting the participants at ease. Gathering participants in a small group to share different viewpoints aided this ethnographer to better formalize my questions for a later formal interview with the participants individually. In the formal interview I had specific questions from information gathered from the informal interviews. Specific questions were both open-ended and closed-ended questions to pursue my research. Open-ended questions allowed participants to interpret the questions from their own experiences. Closed-ended questions were used to quantify behavior patterns, based on each participant's experiences. I tended to ask more open-ended questions during the discovery phases of my research and more closed-ended questions during conformational periods. The most important question to avoid was the stand alone vague question as these tend to confuse the participants and to cloud the ethnographer's research intentions.

Lastly I wanted to address the issues and to set the stage so to speak for the dislocated workers and the area of North Central Pennsylvania in which this ethnographic case study was conducted.

Trade Adjustment Act Green Mountain College at Jefferson City

The city of Jefferson is located in the rural valleys of North Central Pennsylvania and is one of the hardest hit areas due to the affects of globalization and outsourcing. It is a bucolic area that once was a major industrial hub, but is only a shadow of its former past. Its population at its zenith was nearly 100,000; today the population is around 24,000. Green Mountain College and the commonwealth of Pennsylvania have teamed up to form a Keystone Opportunity Zone with Green Mountain College as the catalyst for retraining dislocated workers and offering educational incentives to prospective industries to relocate to Jefferson City.

The keystone opportunity zones are usually in close proximity to a college or university. At the Green Mountain College, a working relationship with the city of Jefferson and the local chamber of commerce provides training through the college's Work Force Development Center as needed to any specific industry that locates within the local Keystone Opportunity Zone. The average age of the labor force will increase as the baby-boom generation ages. In Pennsylvania's technology-driven economy, the retraining of older and dislocated workers have become crucial. In the area of North Central Pennsylvania the downward trends in the key industries of this particular area have closed due to the effects of globalization and outsourcing. Jefferson at one time was the hub of North Central Pennsylvania, employing a work force that topped nearly a quarter million workers in the 1950's, now only supports 30 to 40 thousand jobs in a region that once was a bustling industrial center, a major hub of four major railroads, that have all gone bankrupt, putting tens of thousands of workers out of work, Pennsylvania State Labor Statistics, (2004). Where once big industry and railroads was king, now

technology and service businesses have sprung up. Today the two largest employers in Jefferson are between hospitals and four year colleges, what is left of heavy industry workers are counted in the hundreds, not the thousands as before. Jefferson in its prime was a city of over 60,000 residents, today that number is only about 24,000 residents, as the jobs left so did the residents, United States Census Bureau Statistics, (1960, 1970, 1980, 1990, 2000). Today the state and Green Mountain College have teamed up to make North Central Pennsylvania a future technology center through the Keystone Opportunity Zone, which has attracted international companies from Norway, Germany and England to mention a few. The trend will be slow, but by 2012 North Central Pennsylvania should see a new resurgence in the local economy.

By 2012 the aging baby boomers will soon be retiring and leaving the new wave of workers, a more techno savvy generation to pick up in the technology sector. The state KOZ areas have become more widely spread, 12 zones have been designated and Jefferson, PA is the hub for zone number 6 (Team Pennsylvania Foundation, 2004). The Green Mountain College currently has 23 TAA students enrolled in various technical programs. Since the federal program has been in effect since 1999, the college has graduated successfully hundreds of former dislocated workers. The ratio between traditional and adult learners gaining employment after graduation has been surprising. The adult learners have at least a 93% to 95% placement rate as opposed to the traditional student who has between an 88% to 91% placement, this is also based on getting a job within 6 months to 12 months of graduation. Why the higher ratio? It has been documented by both the U.S. Department of Labor and the PA Department of Labor Statistics (2006) that the average re-trained adult worker in Pennsylvania has a stronger

work ethic, is highly skilled and is less prone to relocate, because of strong family ties within the state.

The under girding factor regarding the work, skills training, and education are based on what the federal, state and local governments are willing to offer. I have outlined what the various governmental agencies have done so far, as globalization expands. Kyl (2004) notes that despite economic setbacks since 2000, a reverse trend is starting to occur in the United States. Foreign-owned corporations, such as Siemens, Toyota, and Novartis, are taking advantage of outsourcing to bring valuable jobs *into* the United States. In fact, 6.4 million Americans were working in such jobs in 2004. As the United States goes through this transition (it is expected to slow by the year 2010,) international corporations find it cheaper to relocate to the United States and to take advantage of a highly skilled and motivated work force. As foreign investment rises in the United States, state and local governments have encouraged this foreign investment within its boundaries, such as the state of North Carolina which got a tremendous opportunity with the German auto maker BMW, which built its first foreign plant facility in the United States. The special skills training required by each manufacturer may have to be tailored within the individual states and communities to meet the needs of each company. This can be done through special training offered by colleges and universities through federal and state funding to assist in the re-training of dislocated workers to meet the needs as new opportunities becoming available. In Pennsylvania the one area that is seeing a boom in this area is Northeastern Pennsylvania due to its location between major interstates, major seaports, and railroads has seen a major change in the north-eastern section of the state due to the many colleges, state and local training centers.

As Pennsylvania has a highly skilled and well educated workforce, many companies are offering a broader based Workplace Education Program, as stated earlier WEP is becoming more an online distance learning training than what has been offered in the past. With the alliances between colleges and universities to develop training programs and in some cases administer those programs, many companies are more likely to relocate to Pennsylvania due to economic factors, tax incentives, access to major road, rail, sea and air transportation and a strong available workforce. What is realized through WEP is improved quality of work, better team performance, improved capacity to cope with change in the workplace, improved capacity to use technology, reduced time per task, reduced error rate, increased employee retention and better health and safety records, (Bloom & Lafleur, 1999).

Participants in the Study

Sampling is deciding how to select members of the target population. This process of elimination is like the admissions process at a college. The decision is not who we shall admit, but rather who must we reject. Ethnographers typically use an informal strategy to begin the fieldwork, such as starting wherever they can slip a foot in the door. The most common technique is judgmental sampling, in which the ethnographer will rely on his or her best judgment to determine the appropriate dislocated workers to research. This was based on the research questions. I began by informal discussions to set the participants at ease. Key factors of the participant's life history can provide the researcher with rich, detailed autobiographical descriptions. These life

histories are usually quite personal and the key participant weaves a personal story, which can tell much about the fabric of the social group of dislocated workers, (Fetterman, 1998).

The participants are part of a group of 23 currently enrolled TAA students, whose average ages are between 26 and 58 years of age, who have been unemployed for 6 months or longer and have applied to the federal TAA retraining program to learn a second alternative career.

Each of the 23 enrolled TAA students were contacted by letter, but only 8 responded and volunteered to be interviewed. Of the 8 students, two did not qualify for TAA retraining benefits as they fell into a grey, which I will explain in detail in Chapter Four. Of the participants six were women and two were men. To give a better perspective of the participants I will identify each by their pseudo names to protect their privacy:

Martha: A married women who had worked for a furniture company as the Human Resource Director for 25 years, was laid off as the company moved its manufacturing operation to China. Martha was the major income source in the family as she also had the health benefits that covered her family under her health plan. Once she was laid off she lost her benefits and was concerned whether she was going to make it to her 30th wedding anniversary, after she told her husband she was going back to school to earn a college degree.

Lisa: A single parent of a seventeen year old daughter was shocked at being laid off after 22 years as a shipping supervisor for a manufacturing company, which relocated its entire operation to China. Lisa had just bought a new car the week before and was

concerned about her daughter first and how she was going to find another job. To Lisa's surprise, once she decided to attend college to seek an alternative technical career, her parents told her they were proud of her and would stand by her. Her daughter was the biggest surprise of all as she supported her mother and helped her develop study skills and how to use a computer.

Jane: Retired in March 2007 and was a former graduate of Green Mountain College, but was a success story of the TAA retraining program. Jane lost her job in the shoe manufacturing industry, was putting two sons through college and provided 1/3 of the income to her family. Jane who was computer illiterate at the time retired from a major employer in Jefferson City as the Computer Systems Administrator of a large IBM mid-range computer system and was making more money than her husband at the time of her retirement.

Mary: Had been in the communications industry for 17 years, was divorced and lost her job as a radio station manager to a Canadian affiliate, but Mary fell into that TAA grey area. Mary had to use the state resources of Pennsylvania to go to college, once she graduated, she was hired by Green Mountain College and is still taking college courses today, her comment to me was, and "it makes me feel young again". Mary is 60 years old and is the first person every student sees at the book store when they go to buy their books.

Sally: One of my most vocal participants who lost her job to outsourcing to India, but also fell into that grey area with the TAA program. Sally was in the graphics arts industry and had to use the state resources to go to college. Sally not only graduated from an associate degree program, but went on to earn her bachelor degree, was offered a

job at Green Mountain College and is in the process of earning her Masters degree online and hopes to teach at Green Mountain College full time someday.

Joan: My youngest participant at 32 years of age recently divorced with a two year old son. Was forced to move back home with her parents once she lost her job to a foreign company that bought out the company she worked for, and closed the office in Jefferson City where she worked. Joan has had a rough time living at home as her father has been quite vocal about her going to college instead of getting a job. Joan is very determined and is currently enrolled in a double major, one in networking administration and the other in forensic security; she plans to graduate December 2008.

Tom: Married right after graduation and his wife was a TAA student, but refused to be interviewed directly, which meant I interviewed Tom who works for Green Mountain College and who is currently the Director of Distance Learning. Tom's wife gave me feedback about the TAA program through Tom and was also a success story of the TAA program in which she has a job as a tutor for technology students at Green Mountain College and is currently employed during the fall and spring semesters with her summers off.

Jon: My last participant who lost his job due to outsourcing in the business sector. Jon traveled extensively throughout Pennsylvania for his job, but liked Jefferson City and decided Green Mountain College was the school for him. Jon has been very ambitious as he not only earned both his two and four year degrees has gone on to earn his Masters degree in adult education. Jon currently is employed full time at Green Mountain College as a business faculty instructor. Jon also is pursuing his doctorate in adult education and informed me he enjoys teaching and has been very grateful to both

the federal and state programs that have allowed him to become a full time faculty member at Green Mountain College today.

Interviews

The first step after the participants were identified, I conducted one on one informal interview with open-ended questions, and I compared experiences and difficulties each encountered as dislocated workers in an informal session. This allowed me the means to best formulate what questions to ask in the formal interview process, using open-ended and closed-ended questions. It was important that all participants understood that each session would be recorded, transcribed and that the participants could read and make any corrections to the transcripts.

The participants in this study were represented by a purposeful sample of the population of dislocated workers in the greater Jefferson City, Pennsylvania area, who are or have attended Green Mountain College through the government funded program the Trade Adjustment Act.

Following the information presented by Denzin and Lincoln (2005), I determined what fears and obstacles the participants have endured. Discovered their goals and what they thought of the government funded TAA retraining program, and to better understand how they as adult learners felt about their situation, and how Green Mountain College and the adult learners could work together in making the most of their education. I sought ways in which the college could improve its support of the adult learners and to make

their educational experience more meaningful and most of all successful in finding employment after graduation.

The completion of the personal interviews that were held with individuals who agreed to participate in the interview meetings aided in the preparation for conducting my research. The personal interviews served as a “warm-up” whereby I was able to collect general information relative to their experiences and to assist me in narrowing down my research. The use of a personal interview guide was used as a foundation for all the meetings, and to encourage the participants to share all their experiences that have been important to them.

I used the information from these sessions to redefine the questions that I asked during the formal interview meetings and provided a more detailed information and understanding of their exact circumstances surrounding their dislocation.

A questionnaire was developed that included questions related to the participants demographic information including gender; age; marital and family status; level of education obtained before dislocation; rates of pay for the position held; and years of service with the company that they worked for. It included open-ended questions that were used to ascertain personal feelings and opinions that might not have otherwise been shared during the interview discussions. These questions were presented to each of the participants prior to the commencement of discussions.

The interview meetings of the individuals brought together were held over a 2 to 3 week period. All meetings were held at the Green Mountain College, in a conference room. Each interview meeting was scheduled for one to one a half hours depending on everyone’s schedule. When the individuals arrived they were each supplied an interview

packet that contained two copies of the IRB Informed Consent Form (one for the researcher records and one for each individual), two copies of the Permissions to Record form (also providing a copy to both parties), and a single copy of the questions that was addressed during the session. Upon the completion of the questions, but prior to the turning on any audio recording equipment, I covered in detail the forms mentioned above, which included the readings of the contents to each of the attendee's and addressing any concerns before signing the forms. Each of the individuals during the interviews was supplied with a packet with the purpose and mechanics of the study and I assured them that their identities would remain anonymous.

CHAPTER FOUR

DATA ANALYSIS

Upon completion of the personal interviews meetings, all the digital recordings were transcribed to ensure accuracy and familiarity with the information. This data, along with the responses from the questionnaire, were then analyzed using Glaser and Strauss's (1967) constant comparative method to inductively identify themes of thought reflected in the participants' responses. Glaser and Strauss described the constant comparative method in four stages: "comparing incidents applicable to each category, integrating categories and their properties, delimiting the theory, and writing the theory." The data will be analyzed by coding each incident of the data into as many categories that may emerge using NVivo 7.0. Coding consists only of noting categories that have a constant comparison of the data that very soon starts to generate the theoretical properties of the data being analyzed.

Coding

The coding done for this research study was performed using NVivo 7.0; (see appendix H) for an NVivo 7.0 coding example in ethnography. In the final stage of analysis, however, the ethnographer must reconfigure all notes, memoranda, reports, papers, tape recordings, and so on to draw an overall picture of how a system works from a myriad minute details and preliminary conclusions. This phase can be the most creative step of ethnographic research. "The researcher synthesizes ideas and often makes logical leaps that lead to useful insights," (Fetterman, 1998, p.11). I synthesized ideas that lead this researcher to useful insights: (a) through personal interviews; multiple sources of

evidence, such as the (fact Sheet: NAFTA-TAA, 2006), the United States Department of Labor's employment and training (Job Training and Dislocated Workers Funds), the Commonwealth of Pennsylvania's Keystone Opportunity Zones and the Career Link Support centers. (b) Displaced Worker Surveys conducted by the United States Department of Labor from 1984 to 1999, and Current Population Surveys conducted by the United States Bureau of Labor Statistics from 1999 to 2001.

I reconfigured all my data from my questionnaire, (see appendix G), using the NVivo 7.0 query properties which include all the information required to set-up the query, such as:

- a. Name (only required if you save the query).
- b. Search criteria and items included in search.
- c. Directions on where the query results should be saved after running it.

During query set-up choose to save these properties by clicking the **Add to Project** checkbox you can then re-run the query as required. Like other project items, organize queries into folders. **Results** folder includes all the project items that match the specified criteria and scope that you defined in the query properties, (see appendix J).

NVivo 7.0 provides a number of ways to handle the results of a query:

- a. Preview the results without saving them (the default).
- b. Preview the results and then save them in nodes or sets.
- c. Specify save options during query setup, before running the query.

Save query results as a node in the **Results** folder, a good place to keep result nodes until you decide to add them to your node system. While the node is in the **Results**

folder, you can view the query that generated it. You can move the node into a free node, tree node or case folder but it is no longer linked to the query.

A **node** is a collection of references about a specific theme, place, person or other area of interest. You gather the references by reading through sources, such as interview transcripts, and categorizing information into the relevant nodes, this is called coding. You can create nodes before coding or you can create them as you code, and from my digital recordings of both the informal and formal questions, appendix C and D. I set up within NVivo 7.0 a coding program that allowed me to choose the five most useful insights, based on my questionnaire and interview questions. I coded by **Auto Code** and level heading. If you have applied heading level styles consistently in your sources, you can use them to auto code, for example:

Q.2 Attending College

Sally: Well I was intimidated by the young kids who seemed to know so much more than I did, especially in the computer field. They had grown up using computers; they went into Kindergarten, they had Apples and I had no experience at all and I was very intimidated. As a matter of fact, the first semester, I almost dropped out because I just didn't feel that I could cut it. And I was very intimidated. I was comparing myself to these young kids and I just didn't feel I had what it took to get through the program.

Q.3 Your perceptions

Sally: No. I feel that, no, I was treated as a student, as an individual. And no, by instructors I was not treated any differently at all.

Sally: Well financially all the extras had to go: the HBO, the extra things, going on weekend trips, things like that had to go. I was fearful for when the unemployment runs out, what's gonna happen. And there big changes in terms of that, there were no extras.

Sally: Absolutely, absolutely.

Sally: Yes, yes. I am the major breadwinner in the family, yes.

Sally: Well, as I said, I was the one-person family; my kids were grown up and out of the household. But they relied on me, I paid the car insurance for everybody, I still do. I pay for cell phones for everybody, still do. And so when my finances are limited then it does affect them and so they were worried well they're not gonna get the extras either. And that happened, the extra things that I did for them, I couldn't do anymore.

This is a quick way to make nodes for each question in an interview and code the responses. I used NVivo 7.0 to first create a summary coding report and a detailed coding report with percentages of occurrences of the insights, (see appendix K and I). The information collected was analyzed by NVivo 7.0 using Glaser and Strauss's constant comparative method, a research design for multi-data sources in which "...formal analysis begins early in the study and is nearly completed by the end of the data collection" (Bogden & Biklen, 1998, p. 66). My purpose in coding was to fragment the data and rearrange it into categories that facilitate its comparison within and between these categories in order to assist in the development of concepts. The key feature of my coding is that it is grounded in the data (Fetterman, 1998).

Coding Themes

The objective of this analysis was to organize the data in a logical pattern or theme, describing meanings while working in the context. According to Miles and Huberman (1984), "pattern codes are explanatory or inferential codes, ones that identify an emergent theme, pattern, or explanations that the site suggests to the analyst. They act to pull a lot of material together into more meaningful and parsimonious units of analysis." (p. 67). I attempted to keep the themes and coding linked by cross referencing with the data that was gathered using NVivo 7.0 to verify the analysis, (see appendix L).

Facilities

The meetings were held in a well lighted, climate controlled, private office at the Green Mountain College for privacy concerns for the participants. The meetings and times were arranged with a mutual consensus between the interviewer and the participant. The seating was comfortable and the seating was set by the interviewer with the participants concerns in mind with easy access to leave the office at anytime if need be. As the interviewer I sat away from the participant, but within close proximity to hear and record the interview. I asked a set of ten questions, after the participants read and signed the informed consent form. The interviews varied in length from twenty five minutes to one hour, as some participants were more talkative than others.

Theme Study

A pilot study was conducted prior to this study to fine tune the data collection instruments and to provide feedback as to the clarity of interview questions, the interest factor of the participant, and the suitability of the criteria, appendix C, D, and G. Adjustments to the data collection instruments were made prior to the initiation of the study. The initial interviews were audio taped and transcribed with permission. After careful analysis of the transcripts, the interview questions were refined to elicit more descriptive detail of the interviewees' experiences. Emerging themes based on the initial interviews that were reported by the pilot study focused on three main themes, reaction to being laid off, change in social status and their understanding of the TAA government program to assist them in returning to college for retraining for example, Sally said:

I was angry at first that a foreign company could come in and take my job, I was very angry about that. I had dedicated my life, I thought I was gonna retire at this company. One day I had job security, the next I don't. I was angry. I was depressed. I was depressed for a long time after that. I was desperate and devastated. That had a huge impact on my emotional well-being, my financial well-being. In every area of my life, it impacted.

In a second example Martha said:

Well, prior to losing my job, it was me. It was a huge decision at the time when I lost my job. I mean, I'm, with unemployment benefits, only getting 45% of what I used to make. Huge adjustment, I had to make some choices, which they were the only ways I was gonna be able to get through this two-year program even with the unemployment benefits, and that was withdrawing my 401(k). Huge penalties there, the only way that I was gonna be able to keep everything that I had, and was able to pay for the cars and the house and everything, was take my retirement out, and the only way I was gonna be able to go with college, you know, even though they're paying for the college, to go to a 45% reduction, considering all my bills, I had to do that. So, it was a choice that I made. Something else that I earned as far as the unemployment benefits, you know, as far as what they pay, I didn't realize that working a part-time job was gonna hinder me so much, and when I started working part time, that was another disappointment in the program that they re-evaluated my benefits and rather than collecting maximum \$400.00-and some a week, I went down to \$77.00 a week for 26 weeks because of the federal and state program

In a third example Lisa said:

If it wasn't for the Trade Act Adjustment benefit for the unemployment end of it, I wouldn't have been able to attend school 'cause I would've had no income. The fact that they extend it so that you're on it for two years is great. Paying the tuition is wonderful. It's an opportunity I would've never had. I got comfortable in my job, thought I'd retire from there, and I kept putting off going to college and putting off. Then it got to the point where I had to, and without those benefits I wouldn't have been able to do.

Validity Issues

Construct validity refers to whether the themes relate to the research questions and do the findings of this study match reality (Merriam, 1988). According to Yin (1994) there are three techniques that can be utilized during data collection to increase construct validity. These techniques include: (a) the use of multiple sources of evidence; (b) I used an establishment of a chain of evidence or maintenance of an internal logic among research questions, data, and the study's conclusions; and (c) have key informants review the draft report such as my peer debriefer, and the eight interviewees', Sally, Martha, Mary, Joan, Jane, Tom, Jon and Lisa.

Using multiple sources of evidence helps to increase construct validity by providing a convergence of evidence. The observation, along with the facilities, and the learning process added insight into the verbal component of the data collection.

The chain of evidence technique was used in the study as evidenced by the fact that as the data was collected they built upon each other. The result was that any reader can trace the data backwards from the conclusions drawn on by the original research questions.

The final way I employed construct validity was by having the participants review their draft transcripts of the interviews, and by conducting the exit interviews. All participants reported the meanings were accurate as analyzed.

Reliability Issues

Through clear documentation of how the study was conducted so replication can occur. Yin (1994) explains that the general way of approaching reliability is to make as many steps operational as possible and to conduct research as if someone were looking over your shoulder (p.37).

- Show that the analysis relied on all the relevant evidence
- Include all major rival interpretations in the analysis
- Address the most significant aspect of the case study
- Use the researcher's prior, expert knowledge to further the analysis

The research notes included the interviews and the document analysis using NVivo 7.0 through a project journal, the use of query's to look for specific references, and the actual coding analysis of the interviews. The interviews were transcribed and available for reference in computerized format as well as the original audio tape format.

The documents were collected and analyzed for evidence of participants' meanings such as the questionnaire and the transcripts of all the participants involved in this study. This data was then entered into the NVivo 7.0 data base for ease of access and was cross referenced with the research questions through the coding process to provide the analysis for my conclusions.

Historical Background of the Data

I collected data by interviewing dislocated workers age 32 years and older who entered Green Mountain College after losing their jobs because of globalization, outsourcing and plant closures all within the North Central Pennsylvania area. All dislocated workers had exhausted state unemployment benefits and had either applied and were accepted within the TAA (Trade Adjustment Act) program or were denied, because of stipulations within the wording of the government legislation by congress governing the program. Each of the participants either had received or is receiving funding for educational expenses through both the Commonwealth of Pennsylvania and the United States government through a two year government retraining program that covers the first two years of college.

In addition, the participants represented a cross section of individuals that ranged in age from 32 to 55+. The participants I interviewed are current students, graduated students, post graduate students and retired former students. I interviewed eight participants of which six were female and two were male. I had three participants that are currently married, three that are divorced and one single mother raising a seventeen year old daughter and a one single mother raising a two year old son. One male has never married and two women who were divorced, and who have grown children working on their own. And last one participant who just retired as of March 2007 was a former student under the initial NAFTA-TRA program from 1994.

All participants were enrolled either in Business Management, Human Resource Management, Networking Technology, Micro Computer Specialist or Computer Operations Systems Management. Three participants were in Business Management, one in HR Management, two in Networking Technology, one in Micro Computer Specialist and one in Computer Operations System Management. Six of the participants have graduated and two are currently still enrolled at Green Mountain College. Three of the participants completed either a one year certificate program or a two year associate degree program. One participant is currently double majoring in a four year programs in Networking Technology and Security Forensics and should be graduating in spring 2008. Two participants are pursuing graduate degrees via distance learning and one participant who has retired worked for eleven years as a Computer Systems Manager for a major employer in Jefferson City. All participants were given a letter of invitation to participant, out of 23 individuals I got eight participants who volunteered to be interviewed and all interviews were conducted from April 2007 to May 2007.

The data collected through the study participants' individual interviews were analyzed using Glaser and Strauss's (1967) constant comparative method to inductively identify themes of thought reflected in the participants' responses' as provided by their verbatim transcripts. Consequently, Chapter four presents in narrative form the key categories of thought that emerged through the use of NVivo 7.0 data analysis.

Where appropriate, narrative descriptions related to individual participants is provided prior to comments pertinent to the theme being discussed. Because confidentiality was assured, none of the participants were referred to by their real name;

pseudonyms are used. Many of the participants appear repeatedly within a single section or among other sections.

Participants

Lisa

Lisa began work right after high school to begin work in a furniture factory. She is 47 years of age and worked as a shipping supervisor prior to the plant closure where she worked for 22 years. Lisa is a single parent with a 17 year old daughter still in high school. After her benefits ran out she applied for public assistance to get medical benefits for her and her daughter through COBRA. Lisa is now in the TAA program at Green Mountain College majoring in Business Management and hopes to graduate next year.

Lisa speaks of her reactions at being laid off. “I was shocked, first and then I think it was like the whole grieving process.”

Everyone was shocked. I have a daughter, a 17 year old daughter, she was scared, I think, ‘cause she didn’t know, since I’m a single parent and so it was difficult for her; She didn’t know how it was going to affect her life. Everyone else was worried for me, I own my own house. Like I said, I bought a new car nine days before they made the announcement. It was scary. And everyone was very supportive of me, though.

Lisa after she applied and got into the TAA program attended college for the first time, even though at 47 this was a vexing problem for her, Lisa stated she had no problems and in fact learned a lot from her daughter. Lisa stated attending college for the first time caused some anxiety at first, but felt the younger students treated her with respect and her overall perceptions of attending college were quite positive. As for Programs offered, Lisa found quite an array of programs in the school of business

related to her past experience at the furniture factory. I found Lisa quite candid about the TAA program and was very supportive of the program.

If it wasn't for the Trade Act Adjustment benefit for the unemployment end of it, I wouldn't have been able to attend school 'cause I would've had no income. The fact that they extend it so that you're on it for two years is great. Paying the tuition is wonderful. It's an opportunity I would've never had. One of the things I don't like about it is the TAA students aren't allowed to Web schedule which puts you at a disadvantage. I could schedule my classes, but they were always full till I could schedule. And I also think they should let TAA students take online courses.

One of the requirements for the TAA program is that the student must attend classes and after each class the instructor has to sign a form verifying the student was in attendance, thus precluding them from taking online courses as they had to see the instructor each class, one of the sticking points of the TAA program as it now stands. Lisa did voice her concerns over the TAA program. "They should offer more money; for one thing, I got \$16,000.00 towards tuition. My tuition was around \$21,000.00 which means I had to go further in debt by getting a student loan."

Lisa stated that going from worker to student changed her attitudes, and beliefs in a lot of things. She also stated that in this day and age there is no such thing as job security. She went on to explain the transition from worker to student was a "roller coaster" (researchers expression), for her as well as her self esteem, even her self confidence level at a point was very low. In the question on social change, all Lisa would say is that her parents were supportive and she felt that her daughter and herself felt closer in bonding together, this she said was one of her high points of going back to school. With that in mind Lisa felt more self-confidence, it helped her to build up her self esteem, and felt overall it was worth the sacrifice. Lisa's last word of advice to

others would be if you have the opportunity to go to school, take it and give it your all as if it were job. If you look at it that way you will be successful.

Lisa showed discomfort during the interview and she answered my entire questions in a short concise manner. Since Lisa was my shortest interview, as the researcher I felt it was important to make her feel the lease discomfort as possible, so I did not prolong the interview than was necessary.

Martha

Martha is married and has two grown daughters living on there own, she is 49 years of age graduated from high school and went to work for a local furniture factory that had been in business for nearly 75 years. Martha worked there since high school and worked her way up through the business to become the Human Resource director after 25 years with the company. Also of note is the fact that she was the major bread winner in the family with the all the benefits, she carried her husband since he did not have very good health insurance, but was employed at the time. This is also the first time for Martha to attend college after being out of school for nearly 30 years, she was forced to go to Career Link, a Pennsylvania organization to help you find a job or to help you prep for college, which is what Martha had to do to improve her math skills to pass the placement test at Green Mountain College. Martha's reaction to being laid off in her own words:

Well, I was shocked, totally shocked, because it came totally unexpected. at the time, I was the human resource manager and acting general manager for the company, we just completed negotiating another contract, which is another three years with the workers. So, that was in May, and it was June of 2004 when I found out and my first reaction was, "What were all those people

gonna do for jobs?" I mean I 'til August 31 to literally close the plant, and notify all the employees that they're all without a job.

Attending college for the first time for Martha was not very hard as she had to attend college seminars and learn Human Resource management from attending classes at a local college. Attending college as a full time student was a major adjustment not only for her, but for her husband as well. Martha informed me she was the major income provider in the family, prior to her layoff, and her perceptions of unemployment meant a 45% reduction in pay, she had to make tough choices and even had to withdraw her 401(K) with huge penalties as a means to make ends meet. One note that Martha brought up on her insights on perceptions was that she could work part-time and supplement her unemployment. Well what happened was that the Commonwealth of Pennsylvania adjusted her unemployment to offset her part-time job, so she went from \$400.00 a week in unemployment to \$77.00.00 a week in unemployment, she was dismayed and quite her part-time job as she was losing money in the process.

At the end of her unemployment she applied and got TAA benefits to attend Green Mountain College, her goal was to get a not only a two year degree, but a four year degree. I asked her if Green Mountain College offered her the courses she needed to succeed in another career. Martha applied and she was accepted and was given lifetime experience credit for some of the courses, but that was only for a maximum 6 credits. She found a business program in HR and HR management the first was a two year program and the second a four year program. I asked her if the skills she was learning would be helpful to her; she responded that the communications skills and the learning of different types of businesses were most important to her.

Martha felt that the TAA program was a great program since it was extended to 24 months, but found it lacking in funds for college.

They only allocated \$16,000.00 for educational assistance, and at the time, you couldn't even come here for less than \$23,000.00 to \$24,000.00, so it was a big difference.

Martha's biggest concern and her biggest social change was dealing with income loss, her self confidence level was definitely different, and a feeling of inadequacy personally. Her biggest problem of concern was with her marriage. Martha stated this year marks their 30th anniversary, but these past two years of going to college she was not sure she was going to make it to 30 years

Going from full time employee to student, Martha stated it was like riding a "roller coaster" (researcher's expression), at first, but adjusted quickly and found out she enjoyed being a student and found she felt no different about herself from worker to student, but she said you look at life in a different perspective as a student and since going to college she has set higher goals for herself, she graduates May of 2007 and has been offered a HR assistant position with an international company that has a plant in Jefferson city, even though she would not make what she made before, she will make up in benefits to continue her education. Her goal is to someday achieve her Masters degree in HR. Her advice to others who have been laid off is to understand that your whole life is going to change and go to college as that is the only way you are going to get ahead in any new career.

Jane

Jane is now retired as of this year and her age is 65 years old, she is married and all three of her children are married and on their own. She lives with her husband who is

also retired, and does volunteer work at their local church. Jane was a shoe clerk in Jefferson City, before the major shoe manufacturer left the area and relocated overseas. Jane was employed at one of the outlet shoe stores for over 20 years and contributed to a third of the family income. Jane's initial reaction to being laid off was also one of shock.

I was shocked at first, and well I made about a third of the family income, it was going to affect us financially quite a bit. I thought at least had a job there until my boss retired in two years, but it didn't turn out to be that way. He called when I was ill in bed and said he couldn't afford to pay me any longer, and that's how I got laid off...

Attending college at her age was not something she wanted to do, as the manufacturer left and the outlet store was being phased out sooner than Jane thought, the only options were for her to just be a house wife or go to college to learn a new career. With the affects of NAFTA and outsourcing, Jane was in her mid 50's with no intention of retiring, she applied for and got TAA benefits for 18 months, she attended college to learn how to be a computer operator. Since Green Mountain College offered such a program and there was a demand for computer operators in the area mainly at the major banks in Jefferson City.

Jane talking about her perceptions, I didn't have any problems at all. I think they treated me more like they would treat their mother, because if I had a problem and I needed help, they came over and helped me.

Jane adjusted well to the traditional students and she enjoyed her time attending college at Green Mountain College. Jane went to the college to speak to a councilor on what programs she would best qualify for, she took the two year course in computer operations, the last six months she managed to pay for college with her savings and some help from her husband.

At the time Jane was enrolled in the TAA program it was just in its first stages of development, Jane stated without the program she would never have gone to college. Jane had concerns and the effect of losing her job put a strain on her family as two of her sons were attending college at the same time. As for any social change, Jane stated that it was not that it had a strain on her marriage, but for those two years things were tight money wise.

Returning to school and going from worker to student was a daunting task for Jane at first, but her comment to me, it was a wonderful experience and she felt no different from being a worker to a student. Her attitude is that she approached college as a job and was not afraid to ask questions. Jane had a major job offer before leaving college and in fact worked at a major company in Jefferson City for eleven years until she retired. Jane was thrilled as the job was within walking distance of her home and the need for two cars was no longer necessary. She also mentioned that she got three promotions at her employer and was making nearly as much money as her husband before he retired. Jane's last word to me is you're never too old to go to college, her advice to those that get laid off.

Joan

Joan is the youngest participant to be interviewed; she just turned 32 years old March 2007. Joan was also a single mother with a two year old son who had started college once before, but dropped out of college for nearly 6 years. She only held small jobs at first then went to work for a major oil company, that later merged with another company thus forcing her out of her job. Joan was angrier than shocked when she was laid off, since an overseas company bought out the company she worked she did qualify

for TAA benefits. I asked Joan since she was a returning student, how she felt about returning to college.

First, it was panic because my little guy is in daycare here at school, and that is quite expensive, so I had to turn to the state to get assistance with paying for that and luckily, they are more helpful now than they were when I first started a couple of years ago, coming back part-time, and more helpful now with school as an occupation than as a, you know, well, we're not going to help you with that because you should be working full-time.

Joan's views on traditional students was a little harsh, as she viewed them as not really having responsibilities, not worrying about money and going to the bar every night. At this point I found Joan to be very bitter about losing her job and was very defensive as her role as a single mother and having to move back to her parent's home. She also felt that special accommodation for non-traditional students should be given, such as a fraternity and a place to go and be with students your own age. Joan's perceptions at Green Mountain College were that they catered to traditional students and she felt college policy needs to be changed concerning non-traditional students. Joan also informed me that a two year degree was not good enough to get a decent job, so Joan is double majoring in network administration and security forensics.

Joan's views on the TAA program was it was inadequate, but given the nature of her double major in two four year programs I would say the TAA program would not be much of a benefit to her. She did start out in a two year networking degree program and used TAA benefits to pay for most of that, but her drive to go on has compelled her to seek Pell and PHEAA (Pennsylvania Higher Education Assistance Agency) grants, and a Stafford Education loan through the federal government.

As for her thoughts on worker to student she states:

Initially, I thought it was a negative thing, but being that my occupation is now student, that means that I no longer have any excuse not to concentrate on my son, but to concentrate on school. I look at this way, I should be qualified for almost a year of unemployment, so that means that I can get down through the fall semester and concentrate just on school. By next spring I hope to graduate and break into the IT field.

On social change and concerns Joan was quite candid, she stated that her son is happier, since she is not working and gets to see her more often. Her biggest concern is that her father is upset she is not working and living at home. She has chores to do and has little or no time to study at home, that seems one of her biggest concerns, as for social change moving back with her parents has had a big change on her as her father keeps telling her to get a job and quit school. She has had many problems dealing with her father, but she was forced to live there due to financial reasons, she helps out her mother anyway she can. She even set up a little room in the basement so she could hook up a computer and have a small study area, but has little time she states to use it. I asked her about the decision to return to school and she has stated she is committed and only has two semesters to go to complete before she could graduate. Joan feels that her only hope is to get as much education as she can so she can find a job as quickly as possible, hopefully before graduation. Joan's advice to others who go back to school after being laid off:

Well, deciding to come back to school is a major, major choice, and it's also a sacrifice because all that extra free time that you

used to have when you'd go to work, and you'd come home, and you sit down, that's gone. You're basically working two full-time jobs because as you're sitting in class, if you take the part-time route, you're sitting in class six hours a week, but then you have to add an additional nine hours per credit that you're taking, so six times nine, that's fifty-four, and it's just – it's another full-time job. And your family has to be willing to sacrifice to pick up the slack. If the family's not willing to sacrifice, then you have to come up with something else to do, whether it be through Career Link, or the welfare office, but there are a lot of – a lot more, especially from the state and the county that I've found, more assistance. They may, I mean, you should be able to be able to get some sort of unemployment. You'll get some sort of assistance. It would be medical insurance or food stamps from the welfare office. That is the minimum they'll give.

Mary

Mary is a cancer survivor and is 58 years of age, who is divorced and has two grown daughters. Mary was in the communications industry for 17 years, in talk show radio. She never attended college before she lost her job when the radio affiliate she worked for was bought out by a Canadian affiliate. At first she did not lose her job, but as major changes and cut backs became apparent, Mary lost her position as office supervisor. Mary falls into a gray area as I will talk about her situation and Sally's next, as both lost their jobs to outsourcing or buy outs, but did not qualify for TAA benefits. Mary's reaction to being laid off is different than the others I have interviewed:

I was thinking what happened was the company changed ownership, and I had a real problem with the new owner to begin with, and he was taking our sick days, taking our vacation, taking this, taking that, and finally got down to, well you've taken all that I can give, and I went to him with that. I think that was to bump me up to 40 hours a week when I had been working 35, and at the same rate of pay, and I just went in with, I'm sorry, you've already taken as much as I'm willing to give and still work here, and he went off from there somewhere in his car and called back on his cell phone and said that as much as I want to keep you on, I can't meet your demands for minimum, and so it was all right, I'm done, and he said I'm giving you a two-week notice, and I said, "Well, if

you don't mind, I'm going home right now because my house is flooding, which was the '96 flood.

Mary when asked what she thought of returning to school, she told me "I loved it." Mary had the option to take Micro Computer Specialists, which was a one year certificate program, since she got unemployment and was able to use her savings and assistance from her two daughters to complete the college program.

I then asked Mary about her perceptions of returning to college.

Yeah, the interim between being done with work and coming to college, I knew I couldn't retire because I didn't know what to do with myself all day long. That was the change. I also, in that time, went to Florida to visit my mother. Stayed there for a couple of months and decided to buy a home in Florida, at which point I said I'd never spend another winter in Pennsylvania. I came back and started college so I have never actually gotten to spend a winter in Florida. Still have a house in Florida and have not spent a winter there.

I asked Mary about the programs offered at Green Mountain College, and her feelings were at the time she could only afford to go to college for one year, as it was Green Mountain College did offer limited one year certificates. Mary has since returned and has completed her two year associate degree, while being an employee of Green Mountain College.

The one item I want to note and I will explain more with Sally's interview is that the TAA program only is in effect for 100 or more laid off employees. Even though you lose your job due to mergers or outsourcing you cannot get TAA benefits.

Mary was very upbeat about becoming a student and her transition from worker to student was not a problem, she never felt any different about herself and was always telling me she just loved being a student. But when I asked her about any concerns or her social status she informed me she felt poorer, because her income was reduced and had to

go on unemployment for six months. As for concerns she said my home was paid for and I had no other expenses, but she had one concern and that was she could not sit at home as she needed to be active. She applied for and got a job at Green Mountain College, where she now has her own office and works for the college store.

Returning to college for the first was a big step for Mary, but as stated before she enjoyed every minute of it and to this day still will take classes each semester at Green Mountain College. Her advice to others who get laid off, do the research and check out what is available out there first, getting a degree is just one part, doing the research is the first step.

Sally

Sally is a survivor in the sense she lost her job due to outsourcing to a company in India, she also is the mother of two grown daughters and had to go back to work after her divorce, she only had a high school education, but worked in Voc-Education program in graphic arts while in high school and was able to get a job as a graphic arts specialist. Sally worked for five years for a Printing and Publishing Company in North Central Pennsylvania. Since her daughters were grown and living on their own, Sally only had to support her self and Sally's reaction to being laid off was one of angry more than shock.

I was angry at first that a foreign company could come in and take my job, I was very angry about that. I had dedicated my—I thought I was gonna retire at this company. One day I had job security, the next I don't. I was angry. I was depressed. I was depressed for a long time after that. I was desperate and devastated. That had a huge impact on my emotional well-being, my financial well-being. In every area of my life, it impacted.

In my interview with Sally I asked her what her initial concerns were, and since she was skilled in her field how the job market in her field was?

Well the market wasn't good. I was a graphic artist for this company, the printing company that I worked for. I was very specialized. I hand drew stream maps; there wasn't much of a market for that in town. Most everything had been done using computers. I had no experience with graphic generating programs with the computer and so there wasn't much of a market at all in this area. I was stuck.

I asked Sally how she felt about returning to college for the first time and what was her reaction to being a non-traditional student? Since she was attending college in a mostly traditional college with younger students, I asked how she felt about this.

Well I was intimidated by the young kids who seemed to know so much more than I did, especially in the computer field. They had grown up using computers; they went into Kindergarten, they had Apples and I had no experience at all and I was very intimidated. As a matter of fact, the first semester, I almost dropped out because I just didn't feel that I could cut it. And I was very intimidated. I was comparing myself to these young kids and I just didn't feel I had what it took to get through the program.

In my next question I asked Sally about her perceptions about the changes in her life, since she was laid off. I also asked her what social changes this had on her life and could she explain.

Well financially all the extras had to go: the HBO, the extra things, going on weekend trips, things like that had to go. I was fearful for when the unemployment runs out, what's gonna happen. And there big changes in terms of that, there were no extras. Well, as I said, I was the one-person family; my kids were grown up and out of the household. But they relied on me, I paid the car insurance for everybody, I still do. I pay for cell phones for everybody, still do. And so when my finances are limited then it does affect them and so they were worried well they're not gonna get the extras either. And that happened, the extra things that I did for them, I couldn't do anymore.

After she was laid off she collected unemployment for six months and during that time Sally enrolled at Green Mountain College and I asked her did she feel the programs

offered her the technical skills she needed to begin a second career. I also asked her to elaborate a little on how they improved her technical skills.

Absolutely, I absolutely felt prepared. Well I had no technical skills, or virtually none, when I came to Penn College. I mean I could get myself around a PC and get myself around a program that was tailored for the company that I was working for, but aside from that I knew nothing technically. Now, I can troubleshoot any PC and resolve technical issues related to that PC—whether it be hardware or software related. I can do programming in a couple of different languages. And do Internet/Web development. I can create Web pages. I mean I feel I'm very prepared to go into any company and be trained to do their particular thing based on the technical skills I've learned here.

My next question is what I alluded to in Mary's interview; Sally's job was clearly outsourced to a foreign company overseas. When I asked her about the TAA program, she indicated to me she indeed applied for TAA benefits, but what Sally told me was very interesting and she had some serious comments to make about the TAA program.

I was not involved in the TAA Act. And the reason I was not involved because there had to be 100 or more laid off and I was the only one. I was the only one that did that job for that company. It was a very small firm and because it was a small firm we were not able to benefit from any of the TAA programs.

I decided to ask her more about this and asked her opinion on this was and did she think this was fair and what she felt about the government policy concerning the TAA program, and what she might recommend to the government on what changes need to be considered on this matter.

No, I don't because I was just as affected. My single layoff, the single layoff at my company affected me as much as a General Motors layoff affected thousands. I was just as impacted and I felt the pinch just as much as 1,000 people. And I think it was very unfair that I could not benefit from that program simply because of the numbers. I would change that cutoff figure. At that time there had to be 100 layoffs in a particular company in order for the employees, or ex-employees, former employees to benefit and I

would eliminate that qualification. I would eliminate that totally because it doesn't matter if there's 1 or 101 laid off; the impact is the same on that individual.

So I asked her how she managed to go to college and she responded that she used a state agency called the Office of Vocational Rehabilitation, along with student loans and all state and federal grants she qualified for. As I stated earlier Sally is a survivor, she not only graduated from college in analysis and design management, she was hired as a technician at Green Mountain College full time. I asked Sally about her going from worker to student and did she feel any different, and she replied, "Absolutely not." Since I was on the subject of going back to school I asked her about her view on returning to school?

Well as I stated previously is in large my worldview, just the way I view the world is different than what it was; it's expanded my worldview. I see myself as much more valuable as a result of this Bachelors degree. It definitely improved my socioeconomic status. My peers are different than what they were at the time that I was in that specialized publishing/printing field. And it's definitely had a huge impact on my life—a positive impact on my life. And it's an experience I wouldn't trade for the world. Absolutely, absolutely. We live in a changing world. Technologically, every five years it's a new thing and we have to be retrained constantly—constantly retraining ourselves to meet the new technology. And adult education is huge. And there is a definite permanent place for adult education in our world today.

As my interview with Sally was progressing she made known to me that alternative forms of education need to be considered for adult learners and that there is a special need for support of adult learners who are non-traditional students, here are some of her comments.

Adult education has to be different in terms of just the economic considerations. Adult learners have families to support at the same time that they're involved in the educational process. And schedules that they have are not compatible with current schedules

at traditional colleges, so they have to look at nontraditional methods of obtaining education. And online is the best way to go, that's the way I'm doing my Masters program is online. Non-traditional generally commute and they're disconnected just by virtue of geography. And any kind of organization or club or social group targeting non-traditional I think would be good to get to have those students feel more connected to the college. The kids have their little fraternities and stuff like that. But non-traditional are usually older, they have families, they're different demographics. And something particularly targeting non-traditional would be good, just to help them feel more a part of the college process and the college environment. And something that would address their needs more specifically than any of these other organizations, yes and there are different needs for non-traditional. Getting childcare for non-traditional with children; schedules, scheduling classes that would meet with the non-traditional work schedules; and commuting issues, things like that.

My last question for Sally was do you have any suggestions for people who are laid off and how they might approach returning to school.

I think after the initial shock wears off, after the initial shock of the layoff and the depression eases a little bit, I think that you have to open yourself up to the experience of an education in another field. But before you jump in headfirst, before you randomly pick a career, I believe that programs like we have at this college, Wise Options or New Options, I think something like that would be good, to go into a program that will help you decide a career path, where your interests and abilities lay. And I would go to career advisement centers even with, like Career Link, or at any college there are advisement people ready to help you decide on a career path. And I would definitely take advantage of those types of programs before jumping right in into something that you may not be suited for. It sounds good and looks good but it may not be something that's good for you. And so I would take advantage of any career advisement programs available, either through the government or through the college of your choice.

Since Sally was one of my more vocal participants in her viewpoints and overall comments meant a lot to this particular case study that not only outlined problems within the TAA program, but went on to mention the need for an adult learner support organization at Green Mountain College and that online education should also be

considered. Sally has decided on a path of teaching in adult education and is as of this research working on her master's degree in a distance learning program as she continues to work full time for Green Mountain College.

The reason for Sally being the longest interview, I knew Sally as we served in the United States Army Reserve together over fifteen years ago. Sally felt very comfortable speaking to this researcher and elaborated more with the research questions than the rest of those interviewed.

Jon

Jon is single and has worked at different jobs throughout the Commonwealth of Pennsylvania. Jon is not from Jefferson City, but at this time has graduated from Green Mountain College and has a full time job working at the college. Jon's background is in the business area and has worked at various banks and businesses throughout the Commonwealth of Pennsylvania. What brought him to Green Mountain College was the opportunity to pursue a degree online in a business program. Jon's reaction to being laid off was not too upsetting, as he told me he was a survivor and always could find a job.

As a returning student to college Jon felt it was the natural thing to do. As for his perceptions on being laid off and enrolled at college, Jon seemed not to be too concerned. Since Jon has graduated and also like Sally enrolled in a master's degree program in adult learning, Jon was offered a teaching position at Green Mountain College. Jon feels that working with adult learners and offering distance learning classes is the way to go at Green Mountain College.

Since Jon did not apply for the TAA program, as he knew what Sally found out, you need to have 100 or more unemployed in order to qualify. As for the programs

offered at Green Mountain College, Jon feels that more program courses need to be offered online as distance learning classes, even though he feels more comfortable in a traditional classroom setting with overhead transparencies, he feels technology is driving education.

I definitely believe that distance learning is becoming more important, Nick. When I first started using – teaching distance learning classes, I was somewhat skeptical on them, but it's evident our programs have grown. Green Mountain College programs have grown. I run summer classes, and I run a class in organization theory, which is a dry type of thing. I have been overloaded by ten in each of the last three summers, running it with 25 students, very popular way for students to take classes. I think it really is an excellent alternative for non-traditional students, because many of them are working full-time during the day when we offer most of our classes. And even if you don't – even if you take the classes at night, after you've worked all day, that's really a hard way to learn. Distance learning allows them flexibility. It does force them to be more self-directed, but many times adult learners, probably by the very definition, are self-directed to begin with. So I think it's an outstanding alternative for them. I think that – and I'm certainly not a proponent of for-profit totally distance programs or anything, but I think as a classroom alternative, it's outstanding, particularly for non-traditional students.

Jon's views on returning to college are very positive and he has decided teaching is the career path he has decided on. Jon stated that going from worker to student was not too different as he approached it as a job while being a student. Jon went on to state that as advice to others who are laid off, if you get the chance attend college as the wave of technology is going to be driving the work force of the future. In that light Jon made one more statement on the issue of distance learning and its impact on adult learners.

I think it's been a marvelous progression that has mirrored the progression of technology. And as technology has grown – I mean, you take people who are essentially traditionalists such as me, and there you are teaching all these distance learning classes. Learning does not have to be through a classroom there's not just

one way of learning. There are many ways of learning, and to the extent that distance learning encourages those who might not otherwise participate in the formal education process, I think that that's a positive. I think as an alternative to the traditional classroom and as an option for students, it's an outstanding medium, and I just see it continuing to grow.

Tom

Tom is my last participant in my research, and he was recently married in 2006 to another non-traditional student he meet at Green Mountain College. Tom graduated from high school and enlisted in the Navy for six years to study communications. Tom after his discharge from the Navy got a job working for one of the independent phone companies in Pennsylvania. Tom lost his job due to a merger with another bigger telephone company.

I was shocked and angry; I spent six years in the Navy and now to lose my job, because some big Telco moves in and slashes jobs.

I asked Tom about his reaction to attending college for the first time and what concerns he had at the time and could he give me his perceptions on how he felt at that time.

Well, it was for the first time you know, but going back to school with all those young kids was a little, how should I say it, a little embarrassing for me at first. Yea, I had concerns, but I did meet Tracie and she lost her job also. To bad Green Mountain College don't have a place for non-traditional students to go sit would help, that was a concern. My perceptions on being laid off, well as I said before I was angry, but since I finished college, got married and moved on things have been great.

I asked Tom since he was in the navy, how he felt about all the technical programs that were offered here at Green Mountain College. Tom indicated they were great as he wanted to work in web design and communications, and he could do both at Green Mountain College.

I asked him about the TAA program and he said he used his GI Bill to go to college, but Tracie his wife, had applied for TAA benefits and she was able to finish college on the TAA program and completed a two year networking degree at Green Mountain college. He said Tracie was happy to have had the benefits, but I could not get Tracie to interview with me, as she was working full time and told me to ask Tom since he was working at Green Mountain College with the web design group at the college as a full time employee.

Tom informed me that both he and Tracie went through some social changes and decided to cut costs and to help each other, they got an apartment together in 2005 and got married the following year when they both graduated. As for Tom's advice to others who are laid off:

First start with Career Link, and ask questions, lots of questions, you might find that they will help you to go to college. It's a downer at first after the angry and shock wears off, but they helped both me and Tracie, to me that was great. As they told me in the navy never give up keep trying there is always a way if you want it bad enough.

Reactions, Social Change, and the TAA program

Data analysis revealed three primary recurring themes that the reactions to being laid off, their perceived changes in social status and the participants' views pro or con on the current government funded retaining TAA program upon entering Green Mountain College.

Reactions:

Many of the participants interviewed were quite succinct in expressing their feelings on being laid off. Martha who worked for a company 25 years and worked her way up through the ranks to become the HR manager, married for 30 years and was worried if she was going to see her 30th anniversary or not:

Well, I was shocked, totally shocked, because it came totally unexpected. At the time, I was the human resource manager for Schnadig Corporation. The acting general manager for the company, we just completed negotiating another contract, which is another three-year contract with the steel workers. So, that just completed in May, and it was June of 2004 when I found out, and my first reaction was, "What were all those people gonna do for jobs?" I mean I had 'til August 31 to literally close the plant, and notify all the employees that they're all without a job. So, it was just, you know, the amount of work ahead of me just to be able to close the plant was a lot.

Lisa was a single mother with a seventeen year old high school student at home, she had worked for 22 years at a company that completely shut down and moved its operation to China. She was 52 years old and had just bought a new car before she was laid off:

I was shocked, first. And then I think it was like the whole grieving process: I was sad, I was angry; you go through the whole list of emotions. I had bought a car nine days before they announced the closing of the plant. So it was a complete surprise. So shock was probably the biggest thing.

Jane is 65 years of age just retired and explained that she was shocked, because she made 1/3 income in the family and at the time had two sons in college:

Well, since I made about 1/3 of the income, it was going to affect us financially quite a bit; and I was shocked because I thought at least had a job there until my boss retired in two years, but it didn't turn out to be that way. He called when I was ill in bed and said he couldn't afford to pay me

any longer, and that's how I got laid off. Two years prior to his retirement. So I needed to find something else to supplement the income. Our children are ready to go to college.

Joan who is the youngest of my participants and has a 2 year old son, was forced to live at home, and was very bitter at being laid off. Joan is 32 years of age, recently divorced and worked the least of all the participants, only 5 years before she was laid off:

First, it was panic because my little guy is in daycare here at school, and that is quite expensive, so I had to turn to the state to get assistance with paying for that.

Sally, who is 42 and has two grown daughters living on their own, but was always helping them out by paying for their car insurance and cell phone bills, until she was laid off from her job, Sally was one of the students at Green Mountain College to get a job there upon graduation and is going on to pursue her Masters degree:

I was angry at first that a foreign company could come in and take my job, I was very angry about that. I had dedicated my life, I thought I was gonna retire at this company. One day I had job security, the next I don't. I was angry. I was depressed. I was depressed for a long time after that. I was desperate and devastated. That had a huge impact on my emotional well-being, my financial well-being. In every area of my life, it impacted.

Mary was the least effected by her lay off as she had been divorced for years and was in her late 50's, and looking to just do something until she retired. Mary worked for seventeen years in the radio communications industry and lost her job when a Canadian affiliate bought out the radio station she was working with:

I had all my children grown so there was very little reaction. I mean, I'm sure they were concerned for me as to what my reaction was, but it really didn't mean anything to them as far as money or how they were going to get on, or any of that kind of thing, so reaction was "Are you okay, mom? Is this gonna be okay?" And, I assured them it was no problem at all, whatever.

Tom was ex-navy and had the GI bill to go to college on, he is recently married to female student who was in the TAA program, but refused to be interviewed. Tom agreed to be interviewed and shared his wife's opinions with me in my research. Tom is employed at Green Mountain College who meet his future wife while attending college. They both shared an apartment together and married upon graduation, Tom stated that his wife was shocked at being laid off and was on unemployment for six months before she was able to get into the TAA program and attend college.

Jon my last participant is 52 and never married, he worked in the business sector and traveled a lot throughout the Commonwealth of Pennsylvania, as Jon was business smart he attended college at Green Mountain College and attained his bachelor's degree in Business Administration, and is currently enrolled in a graduate program. Jon upon graduation was offered a teaching position at the School of Business at Green Mountain College. Jon has informed me he was financially prepared for being laid off as he knew how outsourcing and globalization was affecting all aspects of the business sector. When he lost his job he decided to go to college and set his goal on teaching, so his reaction was not one of shock, but as he told me one of opportunity.

Social Change:

Key themes that were revealed during the data analysis, social change was one of the key ones that came up, as personal feelings came into play and I the researcher was surprised by some of the candid responses that I did hear from some of the participants.

Martha was the most candid and her response to what social changes had affected her life she said:

Well, your self-confidence level is definitely different. Now something you felt confident in doing, and going to school, you just start to feel

inadequate, and as far as, and I'll be up front with you personally, it's been a huge problem with our marriage. You know, I've been married, it'll be 30 years this year, and I was even questioning whether it was gonna make it 30 years because the two years just going to school has been tough, and not having the money, huge problem in our marriage.

Lisa on social change had a more positive attitude:

It's given me a lot more self-confidence than I used to have. Like I said, I'm proud of the accomplishment, but I also I feel, I guess, smarter. *(Laughter)* I don't know. *(Laughter)* I feel like it was worth the sacrifice; it was something positive that I did in my life. And I'm just thrilled to death that I did it finally.

Joan on the other hand had serious issues having a two year old son, moving back home and her father was not very supportive of what she was trying to do. Joan mentioned she had conflict with her father, but her mother and brothers always came to her rescue, so for Joan the social change was very different:

Initially, my family was upset. My son didn't care. He's only – he's not quite two yet, so he's like, oh, more Mommy. Okay. But it's just like duties changed around the house, so to speak. Instead of me and my parents sharing things equally around the house, I became – more of my responsibility on - the days I was not in school - to keep up with the laundry and keep the house clean and make sure supper was ready. But otherwise, it's very, very different. Everything was tight budget-wise. Right now, I'm trying plan a yard sale to sell off half my stuff, so I have money for the fall. It's like looking – it's like I've put applications out there in the past eight weeks and haven't got calls for anything, so it's a little nerve-wracking.

TAA Program:

The one key element of this entire research was how the TAA program assisted dislocated workers and the comments by the participants on the retraining itself. For the most part it was mostly positive, but like any federally funded program it almost always comes up short for one reason or another. In the case of the TAA program, inadequate

funding was the main concern. At first the TAA program was for only eighteen months, but by 2006, Congressional legislation changed that to a full twenty four months as most dislocated workers attended two year community colleges, which meant the students always came up short on the last semester. The Commonwealth of Pennsylvania has teamed up with the federal government to support the TAA program through state grants, scholarships and a special program called the Keystone Opportunity Zone (KOZ), where the state teams up with local colleges to support employment retraining programs, each college that is part of the program has a Work Force Development office funded by state, federal, local government and the college itself. With this program in place I have five participants who have used this support to go beyond a two year associate degree to a bachelor degree, and two of the participants are even pursuing their graduate degrees at this time.

Martha, who worked for twenty five years at a furniture company that closed its doors after being in business for over 75 years, had this to say about the TAA program:

Well, I think the TAA program is a huge opportunity for me. I would never have had this opportunity to go back to school had it, and unfortunately, I didn't want to lose my job over it. I would've liked to retired, but the opportunity is something that when I started with my employer, Schnadig Corporation, I started as a clerk. I applied myself, and worked my way right up to the human resource manager position hoping that someday I'd become the general manager, and I was at that point when finally Schnadig Corporation, after doing research, they just couldn't compete as far as they started buying factories over in China, having it made in China, beautiful furniture being shipped in for, as far as the labor cost, much less, but the TAA program has given me the opportunity to go back and obtain my degree, something that I, at the time when I graduated, couldn't afford it at that time, worked hard at a job, got the education, or the skills needed to be able to perform my job, but then once I lost my job, without that TAA, there's no way I would've been able to compete against the people that are coming out of school and college, and with the experience.

Lisa a mother of a seventeen year old daughter has felt the TAA program has helped her at a time of need that otherwise may have meant she would have had to settle for a lesser paying job with no benefits, this is what Lisa had to say:

If it wasn't for the Trade Act Adjustment benefit for the unemployment end of it, I wouldn't have been able to attend school 'cause I would've had no income. The fact that they extend it so that you're on it for two years is great. Paying the tuition is wonderful. It's an opportunity I would've never had. I got comfortable in my job, thought I'd retire from there, and I kept putting off going to college and putting off. Then it got to the point where I had to, and without those benefits I wouldn't have been able to do.

Sally who was laid off from the graphic arts industry, as her job was outsourced to a company in India she had a different opinion on the TAA program and here are her comments:

I was not involved in the TAA Act. And the reason I was not involved because there had to be 100 or more laid off and I was the only one. I was the only one that did that job for that company. It was a very small firm and because it was a small firm we were not able to benefit from any of the TAA programs. My single layoff, the single layoff at my company affected me as much as a General Motors layoff affected thousands. I was just as impacted and I felt the pinch just as much as 1,000 people. And I think it was very unfair that I could not benefit from that program simply because of the numbers.

This researcher was interested in how a federal retraining program, such as the TAA program could be leveraged to help dislocated workers and how best to assist them. In my research I went back as far as World War II to study what government retraining programs were being offered and how they were implemented. For this research the first real federal retraining program was the Manpower Training Act of 1962, as times progressed and the economic climate changed other programs became available. The signing of the North American Free Trade Agreement in 1994 by President Clinton opened a new era for a more global economy. Congress realized that this was going to

have a great impact on American jobs as companies would now go outside the country to cheaper labor markets. So the Trade Adjustment Allowance of 1994 was formed to help those who lost their jobs because of imports, globalization, and outsourcing, and later in 2006 the Trade Adjustment Assistance was formed to encompass what my research entails today with the participants that I have interviewed.

Overall I had a series of five informal questions and five formal questions, appendix C and D. Out of the ten questions the three strongest responses have already been discussed, the remaining seven questions were set up in NVivo 7.0 as applied level headings so that I could use the **Auto Code** feature. How these last seven topics were set up are as follows:

Attending College:

The main theme here was to see who had attended college before and who was attending college for the first time. What I discovered was that five had attended college at least once before, but never finished and three who never attended college at all. Mary, Martha and Jane were my first time attendees who voiced their trepidation to attending college after being out of school for so long and in some cases over 30 years. Martha and Lisa had to attend refresher math classes offered by Career Link and were able to pass the math placement tests for Green Mountain College. The other five had either taken SAT's before or had college transcripts from attending college before; seem to have had little to comment about returning to college.

You're Perceptions:

This question asking the participants about their perceptions on returning to college was always in a positive note, in that they all liked the idea of going to college

and all had good relations with both the faculty and the younger traditional students. One thing to note here in my research is that the traditional students all accepted the older students as any other student, and as Mary stated she loved going to class, as it made her feel younger and enjoyed the interaction with the younger students. Jane mentioned that she never worked with a computer before and was surprised by the openness and willingness of the younger students to help her become more proficient at working with computers, as Jane went on to get her degree, she went to work as a Systems Administrator working on a mid-range IBM computer system for eleven years until she retired. Joan and Sally both brought up one point that I feel is important. At Green Mountain College the emphasis was on the traditional students, but little was in place to support non-traditional students in area's such as daycare, distance learning classes, and more evening classes for non-traditional students who do work to support a family and still attend college full time. Martha, Lisa, and Joan suggested that a fraternity be set up for non-traditional students as a way to work together, find out information on student aid, grants and even news on government funding for non-traditional students, and a separate area that they could all go to meet and to share ideas.

Programs Offered:

All eight participants felt that Green Mountain College offered an array of different programs that ranged from nursing to auto mechanics, construction technology to information technology, and from heavy equipment specialists to civil engineering. The wide range of programs was a plus for all eight of the participants.

Worker to Student:

Martha was quite open about this and felt that going from worker to student was a big change mentally for her, but after the first semester she and the other participants all stated the same thing to me, each all looked at being a student as a worker on the job, so the transition from worker to student was not as strange as being on the job. All participants took this view and looked at going to college as if they were going to work.

Returning to School and Concerns:

In my interviews I found that returning to school either for the first time or as a returning student, all the participants had concerns. So I combined returning to school and concerns together. Martha, Jane and Mary as the first timers to go to college group expressed concerns at first, which I have already discussed. All felt trepidation at first, such as were they going to be able to keep up with the younger students, but after the first semester all the participants took on the attitude that this is a job and they have a goal to strive for. All except Jackie and Sally had felt the TAA program was a great idea. Sally did sign up for the TAA program at Green Mountain College only to be turned down due to the unemployment limit of 100 or more. Sally was disappointed as well as Jackie, but each had other resources to assist them through the Commonwealth of Pennsylvania, which had teamed up with the federal government to offer state programs in lieu of the TAA program. The last big concern by all the TAA participants each stated that the funding was inadequate for the two years. The TAA had a set \$16,000 that was to be given and has not changed since 1994, while inflation in tuition costs has never been adjusted. Overall the comments on this seem to be universal by all the TAA participants; here are some of their concerns on the funding issue:

Martha said: They only allocated \$16,000.00 for educational assistance, and at the time, you couldn't even come here for less than \$23,000.00, \$24,000.00, \$25,000.00, so there was a big difference.

Lisa said: They should offer more money, for one thing. I got \$16,000.00 towards my tuition. My tuition was around \$21,000.00/\$22,000.00 which means I had to go further in debt by getting student loans in addition. It's not realistic to only give \$16,000.00; you can't get a degree, a two-year degree with that kind of money. They should base it more on what kind of school you'll go to.

Advice to Others:

The last item I discussed in my interviews with the participants was what advice you would give to others who lost their jobs due to outsourcing and plant closures. Martha mentioned to get through the process as quickly as possible, as the federal government can be slow in getting your TAA benefits to you. Mary stated "Do the research. Just check out what all there is out there what is available for people who want to come back to school, are no longer making money, but will in fact, be better off by having gotten a degree, or gotten the knowledge. Do the research. That's it, because I did a bunch." Lisa had this to say, "The only advice I can give, I guess, is if it's something that you want to do, go for it. You have to give it your all just the same as if you have a job. It's a job and you just have to put everything you can into it."

Conclusion

The qualitative paradigm was discussed and the aspect of the ethnographic case method was used to clarify the participants' statements. This design allowed me the chance to speak directly with the participants on a one-to one basis. This provided in-depth understanding, insight, and provided the ability to relate what was being described to the actual situation and event. A protocol was outlined in

order to guide the study and provide the necessary structure to identify, select a sample population, and gather data. The data collection methods of key participants interviewed, document analysis were reviewed. The process for the interviews, audio tape management, and data analysis were established. Lastly, the validity and reliability factors were discussed.

I noticed a pattern emerging from the interviews that kept recurring throughout the interviews on support for the TAA program, but with recommendations on changes. I also noticed that out of the eight participants interviewed five were quite outspoken on the need for better support for non-traditional students, to include in some way special accommodations such things as daycare, more evening classes for those who work. One item that was mentioned by all eight participants was the need for more distance learning educational alternatives. Three of the eight participants were more vocal than the rest on this issue, but all eight mentioned the need for alternative forms of education. Other insights that emerged was that being a non-traditional student with traditional students was not an obstacle, but in fact was a bonus for them as the younger students were extremely helpful to those who never worked with computers before. One participant went from a high school graduate in retail sales to a system administrator on a mid-range computer system for a major employer in Jefferson City. All expressed shock or angry or both at first from being laid off, but taking the first step to going back to school was both rewarding and enjoyable to them, in fact two of the eight participants have opted not only to go beyond a two year associate degree to a four year degree, but to pursue their master's degree in adult education. One last insight I found was that many of the

participants interviewed became full time employees, either as staff or as instructors at Green Mountain College.

I also found that during my research that distance learning was a high priority too many of the interviewee's as I had eighteen references throughout my research in which distance learning was a key topic of interest to all my participants.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

The most notable discovery from this research was that the NAFTA-TAA retraining was not an equal opportunity program in which all who were dislocated may not be eligible for the NAFTA-TAA retraining program, because less than 100 people in a small company would not be eligible to get assistance from this federal program. In the area of North Central Pennsylvania, many small companies fell into this gray area. Of the participants I interviewed, two were directly affected by this limit. One key participant was quite vocal about her experience and had to rely on the Commonwealth of Pennsylvania that teamed up with the federal government, to supplement what the NAFTA-TAA did not cover with state mandated programs of its own, such as Career Link, the Keystone Opportunity Zone (KOZ), state grants and scholarships for dislocated workers.

Participants that did use the NAFTA-TAA retraining program had high praise for the program. Only one item was mentioned from all the participants was that the funding was set in 1994 at \$16,000 and has never been adjusted to inflation, while today the average adult learner for a two year degree can spend up to \$26,000 on their education. The dislocated workers all qualified for low interest federal student loans to finish college, but also in my findings many of the participants either went on to get their

bachelor degree or in the case of two of my participants, are now pursuing their graduate degrees since graduating from Green Mountain College.

This study was framed by the research questions proposed in Chapter One. The findings are based on the data analysis presented in Chapter Four using NVivo 7.0.

Research Question One: What are the dislocated workers enrolled in the NAFTA-TAA program at one higher education institutions understanding of reasons for being laid off, and their perceptions of returning to college either for the first time or as a returning former student?

The participants were asked a series of informal and formal questions, out of all the questions recurring themes came out in each of the interviews.

1. Reactions to being laid off: All of the participants interviewed expressed shock at first and then angry.

Martha: “Well, I was shocked, totally shocked, because it came totally unexpected. At the time, I was the human resource manager for Schnadig Corporation. The acting general manager for the company, we just completed negotiating another contract, which is another three-year contract with the steel workers.”

Sally: “I was angry at first that a foreign company could come in and take my job, I was very angry about that. I had dedicated my life, I thought I was gonna retire at this company. One day I had job security, the next I don’t. I was angry. I was depressed. I was depressed for a long time after that. I was desperate and devastated. That had a huge impact on my

emotional well-being, my financial well-being. In every area of my life, it impacted.

Within the interviews some of the participants were more vocal than others on their reactions to being laid off; especially the ones that did not qualify for the NAFTA-TAA retraining program, they felt discriminated against and were very angry at the outset, until Green Mountain College introduced them to the special support set up by the Commonwealth of Pennsylvania.

Research Question Two: How are the dislocated workers reacting to the change in their social status and how has it affected their self esteem in dealing with this dramatic change at this time in their lives?

1. Social Changes: This one drew different view points, as one participant remarked they did not think they were going to make it to their 30th wedding anniversary.

Martha: “Well, your self-confidence level is definitely different. Now something you felt confident in doing, and going to school, you just start to feel inadequate, and as far as, and I’ll be up front with you personally, it’s been a huge problem with our marriage. You know, I’ve been married, it’ll be 30 years this year, and I was even questioning whether it was gonna make it 30 years because the two years just going to

school has been tough, and not having the money, huge problem in our marriage.

Another complained that they were forced to move back home again with a two year son, and faced opposition from her father, who wanted her to get a job and not go to college.

Joan: “Initially, my family was upset. My son didn’t care. He’s only – he’s not quite two yet, so he’s like, oh, more Mommy. Okay. But it’s just like duties changed around the house, so to speak. Instead of me and my parents sharing things equally around the house, I became – more of my responsibility on - the days I was not in school - to keep up with the laundry and keep the house clean and make sure supper was ready.”

One participant a divorcee of over ten years said that it made little change for her, but found that she liked the interaction with the younger traditional students.

Mary: “I loved the idea of coming. I was very concerned because of the course I was taking. I think I took 17 credits the first semester. I was wondering if my mind would handle it because of the age thing. That was the big thing.”

The main issue was always the money issue; lose of income and a change of life style that they had been comfortable with. And last the switch from worker to student for some had feelings of trepidation

upon returning to college after being out of school for 30 or more years.

Research Question Three: How do they feel about college and what the college can offer them in the way of an alternative second career?

1. Attending College: Most of the participants all felt trepidation during the first semester while attending college, mostly for those that never attended college before and had been out of school for over thirty years or more. The surprising issue was the traditional students' response to the older students. In a sense they felt a sense of admiration to the older students and went out of their way to support and assist the older students. Martha, Lisa and Jane were impressed by the openness and support that they got from both the students and the faculty. Jane who is the oldest participant, felt like the students treated her like they would treat their mothers and was very vocal in saying how great the students were in helping her to get up to speed on computers.
2. Occupation as a student: The participants all expressed that the move from full time employee to student was a factor in how their families looked at them. Lisa's family to her surprise expressed praise and support for what she was doing. Even her seventeen year old daughter became very supportive and helped Lisa in developing good study habits. Martha even had a daughter decide to attend college at the same time as she did and provided moral support to her, but her

husband had serious problems with the change in their life style and Martha was not sure she was going to make it to her 30th wedding anniversary. Martha not only finished college, but managed to get a new job in her career field, with the promise of sending her back to college to finish her bachelor degree in Human Resource Management.

3. Courses offered: The key to the NAFTA-TAA retraining program was to retrain dislocated workers in a new highly technical field of training. Green Mountain College offered a wide range of courses and was supported by both the federal government in work force development and the Commonwealth of Pennsylvania offering a Keystone Opportunity Zone (KOZ) in Jefferson City to take advantage of the technology that was offered at Green Mountain College in support of dislocated workers with a viable two year associate degree program. All participants were very pleased with the wide array of course offerings offered at Green Mountain College.
4. How do you feel about returning to school: I asked if returning to school has changed their lives and how so and I was surprised by the answers I got. All felt at first less of themselves the first semester, but with their work ethic all looked at going to college as a new job and in order to succeed they had to do their best as if they were employed fulltime. Mary was one of my surprises in that she not only enjoyed college, has continued to attend college as a full time employee of the college. Her work ethic has impressed her supervisor so much that he

has arranged a private office for her and has Mary as the first contact person for students at the college store. Sally and Jon not only adapted well to returning to college, but have been hired as instructors while they pursue their graduate degrees. Tom on the other hand his wife who was a dislocated worker has also attained her bachelor degree and works at the college as a full time tutor along with her husband who has recently been promoted to a directors position.

Research Question Four: What is the dislocated workers understanding of the government funding of this retraining program?

1. How did the TAA program assist you: I got mixed reactions from all the participants, mainly because Sally, Mary and Joan fell into that gray area, as they worked at a small company of less than 100 employees' and did not qualify for the NAFTA-TAA retraining program. Sally was the most vocal in that she felt it was unfair and felt that if you lost your job to a company in India, the impact is the same as if a thousand workers were laid off from the auto industry.

Sally: "I was not involved in the TAA Act. And the reason I was not involved because there had to be 100 or more laid off and I was the only one. I was the only one that did that job for that company. It was a very small firm and because it was a small firm we were not able to benefit from any of the TAA programs. My single layoff, the single layoff at my company affected me as much as a General Motors layoff affected thousands. I was just as impacted

and I felt the pinch just as much as 1,000 people. And I think it was very unfair that I could not benefit from that program simply because of the numbers.”

Since my area of study was North Central Pennsylvania, most of the companies are small and usually had less than 100 employees, but none the less were affected by outsourcing and plant closures. The Commonwealth of Pennsylvania teamed up with the federal government to handle this contingency, as other states have done so such as Florida, New York and Ohio. The states all know that the NAFTA-TAA program is not a blanket program and the states had to team up with the federal government to offer alternative forms of retraining and a support structure. For those that did benefit from the program had nothing, but high praise for the program. The only concern was the funding that was set in 1994 at \$16,000 has not been adjusted to today’s tuition costs. Once again both the federal government and state government have offered federal loans and state grants to assist the dislocated workers.

Advice to other dislocated workers: As the world becomes more of a global economy, more and more dislocated workers and even average adult learners today are finding a high school education is not going to make it in this new high tech world of ours. The eight participants all offered advice to future dislocated workers, Mary said it best, do the

research, look for the right college that offers the right courses and programs for them to decide what career path they want to seek out.

Recommendations for Opportunities

The experience of pursuing higher education for these eight participants was positive in nature and resulted in some astonishing personal accomplishments. Martha gaining a job in her field of knowledge prior to graduation with a fortune 500 company. As companies continue to close and jobs are lost, many of these dislocated workers will be looking for a way to redirect their employment future. The workers in this research said they had realized that they needed to do something to make them-selves marketable in an economy that is devoiding itself of blue collar production-oriented positions. They also said that they realized that getting additional education was their only chance at changing their future. For colleges and schools of all kinds, this presents an opportunity for enlarging enrollment through a captive audience, audience of motivated adult learners. We may see a shift in education, from the traditional student to the non-traditional student, as many more adult learners due to job loss return to the college classroom (Drucker, 2004).

Advisement and Career Planning for Dislocated Workers: The eight participants in this research talked about a need for better career and academic advisement for adult learners in general prior to their admittance into the programs at Green Mountain College. It was shared by all that they were treated as if they were traditional students,

and felt that they were not given the best advice available based on their aptitude, interests, or aspirations.

They shared that they felt their options were limited in many cases that they opted to default to a single program offering that was presented to them. Now, as graduates of the college, and employees in new careers, their awareness of other career options has elevated and they realize that there exist multiple opportunities for gainful employment.

In response to this counseling shortcoming, perhaps a program could be devised based on their personal and professional interests that would aid in the advisement and counseling of first time adult college students by making them aware of the multitude of choices they have available within the different programs. Spending more time with the dislocated workers who are first time students seems a more daunting task than dealing with a recent high school graduate. After many years being out of school many adult learners need to be given a more in-depth approach to advisement with advisors who have more experience working with adult learners as they can empathize better in understanding what the adult learner is going through and what their goals may be.

Dislocated Worker Support Groups: The participants in this research were very strongly committed to the idea that having a support group available at the onset of their educational pursuit would have been of great benefit to them. This support group could be made up of individuals who are experienced in having been dislocated and following educational opportunities upon being dislocated through their own contributions at their current places of employment, and enrolled adult students who have been through this and are continuing their education beyond a two year degree. Also staff and faculty who have prior knowledge or themselves have been dislocated workers and now work for

Green Mountain College should be part of this support group and act as the sponsors of the support group.

Through the department of Academic Affairs or the Advisement center, a support system for dislocated adult learners, as well as non-traditional adult learners, could be developed through voluntary efforts of students, either currently enrolled or recently graduated, who have experienced the challenges of dislocation. As the participants of this study have stated, simply having someone to talk to that could relate to what they are feeling and who could offer advice and encouragement would have been very beneficial to them at the onset of their education endeavor.

Recommendations for Further Research

Career and Counseling Advisement for Dislocated Workers:

Through the experience of these participants, it was evident that additional research would be useful in the area of adult student advisement and counseling, both on the secondary and post-secondary levels. It is apparent that an entire sector of our population and the opportunities that might be beneficial to them is being overlooked. As colleges and universities see an increase in adult learners, the need to focus on a changing global economy will see a need for more adult learner services and to realize that not only traditional students, but non-traditional students will also have a greater impact on how our colleges and universities deal with the students of the future.

(Drucker, 2000) in a Forbes magazine article on the future of education in America at our colleges and universities could see a paradigm shift in our college

population from mostly traditional students to a shift of 60% traditional and 40% non-traditional by the end of the decade as technology advances.

Understanding the Fears Associated with Adult Learners:

Further research that focuses on the barriers or inhibiting factors that are prevalent in the decision making process for dislocated workers when weighing their options between work and school will aid in successful recruitment of these adult learners into the educational environment. Finding ways to address the fears before they become realities would be useful as colleges and schools seek to understand and support these adult learners, failure to not address these challenges could result in dislocated workers never taking advantage of the opportunities available to them. The adult learners in this research all expressed a fear of returning to school again after 20 to 30 years and would they be able to do the required work such as the mathematics. Most felt a fear of being accepted by the younger traditional students and how they would be perceived as a student. The fear of the technology, many adult learners do not even own a computer or even how to work with them as they grew up in a world when type writers and desk top calculators was all they knew, and this could be a foundation for a further research study.

A Study on Distance learning as and Alternative form of Education:

A research study that would focus on the needs of adult learners who continue to work, but strive to better themselves through higher education, and cannot attend college on a regular basis. It is a known fact that many major universities offer graduate online programs to include a doctorate degree such as the University of Phoenix, Capella University, and Walden University. But for the many adult learners who may have and associate degree and seek a bachelor degree they may also seek a graduate degree. In this

age of globalization and the need to learn how to use the rapidly advancing technology has put quite a burden on today's baby boomer population, who have successful jobs, but face being dislocated adult learners or being forced into early retirement? The need to be flexible and to be competitive in today's workforce is going to be a major challenge, and only through further study on distance learning or online learning is this going to become more evident not only to adult learners, but tradition students as well. The era of the virtual classroom may someday be the way all classes will be taught as technology rapidly advances. So I feel this would be a vital area of research that could have overarching implications affecting the way we teach in the future.

Conclusions

A feeling of low self esteem and self worth affected most, but not all, then the thought of going from employed to job seeker was a humbling experience. The idea of attending college to some never crossed their minds, as they felt I will find something before their unemployment ran out. The issue here in North Central Pennsylvania and in fact the entire state, was the issue of strong family ties and not wanting to relocate. The only alternative was to go back to school to learn a new trade or career, the NAFTA-TAA retraining program was set up just for this purpose to financially assist those who lost their jobs due to outsourcing, plant closures and foreign imports.

As the participants realized that they were going back to school after thirty years or more in some cases, a feeling of trepidation was their main concern, some expressed to this researcher, how will the younger students feel about me, will I ever be able to fit in at

college. And some of the participants saw resistance from their spouse about why they were going to college now for the first time. After the first semester all expressed amazement at the openness of the younger students to help and to assist them, in fact one participant liked college so much she is still taking classes, even though she has her degree and a job, but told this researcher she enjoys the younger students and the challenges of the courses by the faculty, in fact she stated, "it makes me feel young."

It became apparent to this researcher that the NAFTA-TAA retraining program had some shortcomings in its design, but it was never intended to be a panacea to all the problems caused by this trend of a global economy, which caused outsourcing and plant closures, but it I did feel it filled the bulk of the issues caused by NAFTA back in 1994.

The states were expected to pick up where NAFTA-TAA left off. The Commonwealth of Pennsylvania took this challenge and borrowed ideas from what other states were doing and came up with a workable plan to assist all those within the state, whether they qualified for (TAA) assistant or not. Programs such as the Keystone Opportunity Zones (KOZ) were meant for the hardest hit areas within the state, to offer tax incentives to employers to relocate there while a local college or university was tasked to develop a Work Force Development center geared specifically to train dislocated workers to the various employers needs. It must be understood that the Commonwealth of Pennsylvania was once the biggest industrial giant within the United States for nearly 100 years, now it is referred to as one of the rust belt states. As the state reinvents itself and turns more to technology, where once Pittsburgh, Pennsylvania was the steel capital of the world, it now serves the state as a high tech financial center. Philadelphia, Pennsylvania has now become the headquarters of major companies such as Oracle and COMCAST, and even

the United States headquarters for the German software giant, SAP America. As time progresses and the Commonwealth of Pennsylvania reinvents itself, opportunities are there for dislocated workers, who have lost their jobs, and their first contact within the state should be the Career Link offices located through out the state, were all state and federal assistance, including college prep courses are offered. The state touts Career Link as the one stop place to go to starting a new career.

For the participants of this study graduation from college has meant a lot to them and most have found jobs in new careers they never dreamed of. Some may not be making the same amount of wages as before, but the new employers are eager to hire them and offer incentives to further their education, from an associate degree to a bachelor degree. Employers have found that the workers from north central Pennsylvania have a very strong work ethic and a desire to succeed. As the state transitions from a heavy labor state to a high tech state of highly skilled and motivated workers, the Commonwealth of Pennsylvania within the next fifteen to twenty years sees itself as a highly progressive state in high technology education, a financial center, and headquarters to major industrial technology giants, both foreign and domestic. The first phase has already started in the eastern part of the state as transportation centers are enlarged and foreign investment ventures move in to do business within the state, because it is now becoming apparent that it is cheaper to do business here than in their home countries.

As this trend continues and the Commonwealth of Pennsylvania becomes a major financial and technology center, it is poised between New York City and the greater Philadelphia and Washington, DC areas to become a major player in the global economy

arena. Where once steel was king, finance and technology will once again make this state king, the state motto is the keystone state, maybe once again it can live up to its motto as we become a bigger part of the global economy as the keystone to this new trend sweeping the world today.

Beyond my interpretation of what was to be expected during the course of this research, I found that mostly women and not men were more likely to be interviewed during my research. This trend is most common as I found out and has caused many researchers to discuss this topic in depth. Also as technology expands I found that many of my participants asked about or felt that distance learning should be offered as an alternative form of education to adult learners, throughout my research I had eighteen references to distance learning, which also added to an interpretation beyond what was expected during my research.

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APPENDIX A

LETTER OF INVITATION TO PARTICIPATE IN A RESEARCH STUDY:

<<First Name>> <<Last Name>>
 <<Street_Address>>
 <<City>> <<State>> <<PostalCode>>

Dear <<FirstName>>,

My name is Professor Nicholas A. Vonada, and I would like to invite you to be a participant in my research concerning dislocated workers, who have lost their jobs due to outsourcing, globalization, and plant closings in the north central region of Pennsylvania and are now adult learners at Penn College or have been former adult learners at Penn College. Your participation in this research study is strictly voluntary. As an adult learner, you will be invited to be part of a research group dealing with issues concerning you job loss and how we at PENN College can help and support you better.

As a student of PENN College I am informally asking for you to participate in this study, this research study work is part of my dissertation as a candidate for a doctoral degree at PENN State University. Since I teach in the Business and Computer Technology School, that does not mean I am interested in just that area. I in fact am looking to interview any adult learners from as many different schools as I can, as I am looking at ways to help PENN College to better serve you, and for that I need a college wide participation.

In our initial interview I will present you with a list of questions, I will be asking. You may omit any question that you choose not to answer and may stop the interview at any time. I will use a digital recorder during the interview so that I can make accurate, written transcriptions. That record will be shared with you, and you can make any additions or changes that you feel are necessary. I will also delete anything you wish to be removed from the transcript.

I will make every effort to protect your anonymity. A number rather than a name will be used to identify you in the report. Although there will be no monetary remuneration for your contribution, your participation will make a significant contribution to the information regarding dislocated workers at PENN College who are enrolled in the TAA program. Thank you for your time and consideration. You may contact me via e-mail at nvonada@pct.edu, work phone at (570) 326-3761 extension 7518; I do have voice mail if I am not in the office, or contact me at home at (570) 326-7977.

Sincerely,
Nicholas A. Vonada

Nicholas A. Vonada
 Office ATHS E221
 Professor of Information Technology

APPENDIX B

PERSONAL INTERVIEW GUIDE

Introduce myself.

Review and collect the signed IRB human subjects consent form.

Request permission to audio tape record the interview:

I appreciate your willingness to be interviewed as part of my research effort. The focus of the research is to document how you feel as an individual that has been dislocated from your job as a result of globalization, outsourcing and plant closures. This study will focus on a set of informal and formal questions concerning your experience, your perceptions on returning to college, the change in your social status and last your thoughts on the TAA government funded retraining program. I will ask specific questions about how you feel and how you have overcome this experience in your lives.

APPENDIX C

INFORMAL INTERVIEW QUESTIONS

1. What were your reactions when you found out you were being laid off?

Prompts

- initial reactions
- informing family
- influence of co workers
- initial concerns on getting another job

2. What is it like attending college either for the first time or as a returning student?

Prompts

- being older than traditional students; being in “school”, functioning in a classroom.
- emotional responses i.e. being treated as a student, not as employee, studying for tests etc.

3. What are your perceptions about the changes in your in life

Prompts:

- focus on perceived change in social status, family reactions, not being major wage earner, etc.

4. Do you think feel the programs offered at Penn College give you the technical skills to begin a second?

Prompts

- focus on specifics, how will skills help getting a job; where will job be, how will new job compare (financially, status with perceived new job).

How does the Trade Adjustment Act assist you in attending college? What do you like about the Act? What changes would you make in the ACT?

APPENDIX D

FORMAL INTERVIEW QUESTIONS

1. Last time we met, you talked about your reactions to being laid off. It's been (X years, months) and you've been back at school for X (years, months). How are you thinking about being laid off now? Has it changed since you were laid off?
2. Your "occupation" now is a student. Your occupation used to (JOB TITLE). Do you think of your self differently now, if so in what ways?
3. How has your (FAMILY, SPOUSE, CHILDREN, PARENTS) dealt with you now that you're a student? How is it different and was it the same as when you were employed?
4. How would you say that returning to school has changed you (if it has)?
5. Do you have any suggestions for people who are laid off? Based on your experience of returning to school, do you have any advice for how people should approach being laid off and returning to school?

APPENDIX E

Informed Consent Form for Social Science Research

The Pennsylvania State University

Title of Project: Impact of dislocated workers at a traditional four year college

Principal Investigator: Nicholas Vonada, Graduate Student
28 Aztec Lane
Williamsport, PA 17701
570 326-3761 extension 7518; nvonada@pct.edu

Advisor: Dr. Fred M. Schied
307 Keller Bldg
University Park, PA 16802
814-863-3499 email: fms3@psu.edu

Other Investigator(s):

1. **Purpose of the Study:** The purpose of this study is to research the impact returning to school has had on dislocated workers funded by Trade Adjustment Act at the Pennsylvania College of Technology.
2. **Procedures to be followed:** You will be asked to fill out a short questionnaire asking demographic and employment history. The questionnaire will take ten minutes or less to complete. I'll then conduct two forty-five minute one-on-one interviews. Both interviews will be recorded by voice recorder. The tapes will be stored in my office at home in a locked cabinet. Only Dr. Schied and I will have access to the tapes. The tapes will be destroyed by the end of May 2008.
3. **Benefits:** The benefits to you include a better understanding of the role of the TAA in assisting you and understanding your own reactions to being unemployed and returning to school.
4. **Duration/Time: 10 minutes** It will take about 45 minutes to complete each of the two interviews and ten minutes or less to complete the questionnaire...
5. **Statement of Confidentiality:** Your participation in this research is confidential. Only I will know your identity. The data will be stored and secured at my home office in a locked filing cabinet. In the event of a publication or presentation resulting from the research, no personally identifiable information will be shared.
6. **Right to Ask Questions:** You can ask questions about this research. Contact Nicholas Vonada at (570) 326-3761, extension 7518 with questions. You can also call this number if you have complaints or concerns about this research.

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. Refusal to take part in or withdrawing from this study will involve no further contact and your refusal will be respected.

8. 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 sign your name and indicate the date below.

You will be given a copy of this signed and dated consent form for your records.

Participant Signature

Date

Person Obtaining Consent

Date

APPENDIX F

Permission to Tape

PERMISSION TO TAPE

DATE: _____

(Respondent's Name)

I will appreciate your signing below to indicate that you give me permission to audio tape this interview and transcribe the tape verbatim. Furthermore, your signing below indicates that you fully understand the purpose of this study, that all of your questions have been answered to your satisfaction, and that you understand that your identity will be kept confidential.

Again, I sincerely appreciate your willingness to participate. The information you provide will be invaluable.

(Signature)_____
(Date)

APPENDIX G

Questionnaire

This questionnaire is designed to provide some background information before conducting the two interviews. By answering these few questions you will assist me in setting the groundwork for the interview sessions. Please complete prior to attending the initial interview.

1. Which Penn College program are you enrolled in?
_____.
2. What is your age bracket? (Place check mark next to the closest bracket)
 - a. (24 – 28) _____
 - b. (29 – 32) _____
 - c. (33 – 40) _____
 - d. (41 – 48) _____
 - e. (49 – 52+) _____
3. What type of industry or business did you work in?
_____.
4. What was the name of your company? _____.
5. How long did you work there? _____.
6. What was your average wage prior to layoff? _____.
7. What is the highest level of education you have earned?
 - a. GED _____
 - b. High School _____
 - c. One year of college _____
 - d. Two years of college _____
8. First time attending college? Yes _____ No _____

9. Marital status?
- a. Not-married ____
 - b. Married ____
 - c. Married w/dependents ____

APPENDIX H

SAMPLE INTERVIEW TRANSCRIPT

Nick Vonada: This is Nick Vonada conducting an interview with Martha. Today's date is April the 30th, and the time is approximately 12:07, and I'm gonna start off with the first set of interview questions, and the first interview question will be what were your reactions when you found out you were being laid off?

Q.1 Your reactions

Martha: Well, I was shocked, totally shocked, because it came totally unexpected. At the time, I was the human resource manager for Schnadig Corporation. The acting general manager for the company, we just completed negotiating another contract, which is another three-year contract with the steel workers. So, that just completed in May, and it was June of 2004 when I found out, and my first reaction was, "What were all those people gonna do for jobs?" I mean I had 'til August 31 to literally close the plant, and notify all the employees that they're all without a job. So, it was just, you know, the amount of work ahead of me just to be able to close the plant was a lot.

Nick Vonada: In your position as HR and everything, how did the coworkers that worked at the plant that you knew down there, how were they taking it?

Martha: Well, that was shock to them because the average years of service that we had there was the upper 20s, you know, as far as that most of these people spent their whole life there. I mean, families, you know, that retired from there after 40 and 50 years of service, which today is unheard of, you know, their children actually worked there. So, Schnadig has been around since 1937, and it was devastating to everybody there. So, I mean, we had 98 employees at that time. When I first started at Schnadig, we were over 300 employees.

Nick Vonada: What was your initial concern after being laid off, and getting another job? I mean, were you really seriously going out there and having a hard time looking for work? What was the field like? What was the market like?

Martha: Well, once I had the opportunity to check, I mean, you know, once we found out we were all losing our jobs and we filed the paperwork, you know, for the Trade Adjustment Act, and did all

that, my concern was to get the training and the people in that could tell all the employees what's available out there for them as far as what options do they have. Once that was all done and completed, my last day was October 2nd, then I had an opportunity to try and research for available jobs in my field, and that's when, after about six months of fighting with the government as far as educational assistance and things like that, and also researching for jobs in the area, I realized that without a degree, there's no way that I was gonna be able to compete in my salary range against people that had the degree, and then one of the issues that I had with the TRA or TAA program was they would only allocate like \$16,000.00 at that time. Now, since then I've heard they've raised it, and it's much easier to come to Green Mountain College, but at that time, I spent six, seven months trying to justifying me going to Green Mountain College instead of Newport Business. I mean, in my position, I didn't have the degree, but I did not need a degree from Newport Business. So, it took me a long time, and working with the government people, and everything like that, it was tough. You have to kind of play the game, you know, with the government because they don't –

Nick Vonada: So, there's a lot of red tape –

Martha: Yes.

Nick Vonada: Is what you're saying in dealing with the government with this particular BA program.

Martha: They only allocated \$16,000.00 for educational assistance, and at the time, you couldn't even come here for less than \$23,000.00, \$24,000.00, \$25,000.00, so there was a big difference.

APPENDIX I

Project: Nick Dissertation Project Coding Comparison

Generated: 5/23/2007 3:37 PM

Source A Martha Document

Nick Vonada: This is Nick Vonada conducting an interview with Martha. Today's date is April the 30th, and the time is approximately 12:07, and I'm gonna start off with the first set of interview questions, and the first interview question will be what were your reactions when you found out you were being laid off?

Source B Lisa Document

Nick Vonada: My name is Nick Vonada and I'm gonna be conducting an interview here with Lisa. And the time is approximately 2:05 in the afternoon and the date is May the 5th.

	Source A	Source B
Coding Coverage	10.48 %	7.62 %
Overlapping References	0	0
Non-Overlapping References	4	5
Difference in Coding	4	5

Tree Nodes\Interview Questions\Q.1 Your reaction

	Source A	Source B
Coding Coverage	0.00 %	14.02 %
Overlapping References	0	0
Non-Overlapping References	0	1

Tree Nodes\Interview Questions\Q.2 Attending college

	Source A	Source B
Coding Coverage	2.78 %	9.76 %
Overlapping References	0	0
Non-Overlapping References	1	1

Tree Nodes\Interview Questions\Q.3 Your Perceptions

	Source A	Source B
Coding Coverage	21.53 %	0.16 %
Overlapping References	0	0
Non-Overlapping References	1	1

Tree Nodes\Interview Questions\Q.4 Programs offered

	Source A	Source B
Coding Coverage	12.80 %	7.11 %
Overlapping References	0	0
Non-Overlapping References	1	1

Tree Nodes\Interview Questions\Q.5 TAA program

APPENDIX J

ATTRIBUTE REPORT

	A : Age ▾	B : Gender ▾	C : Hourly Wa... ▾	D : Level of Education ▾	E : Marital Stat... ▾	F : Years Empl... ▾
1 : CasesJane	49 - 52+	Female	\$5.00 - \$10.00	Two or more years of Colleg	Married	10 - 20
2 : CasesJoan	29 - 32	Female	\$5.00 - \$10.00	One Year of College	Not - Married	5 - 10
3 : CasesJon	49 - 52+	Male	\$20.00 - \$25.00	Two or more years of Colleg	Not - Married	10 - 20
4 : CasesLisa	41 - 48	Female	\$10.00 - \$15.00	Two or more years of Colleg	Not - Married	5 - 10
5 : CasesMartha	49 - 52+	Female	\$20.00 - \$25.00	Two or more years of Colleg	Married	20 - 25
6 : CasesMary	49 - 52+	Female	\$10.00 - \$15.00	One Year of College	Not - Married	10 - 20
7 : CasesSally	49 - 52+	Female	\$15.00 - \$20.00	High School	Not - Married	20 - 25
8 : CasesTom	29 - 32	Male	\$20.00 - \$25.00	Two or more years of Colleg	Married	5 - 10

APPENDIX K CODING SUMMARY REPORT

Project: Nick Dissertation Project
Generated: 5/31/2007 10:45 AM

Joan	Document
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Nick Vonada: This is Nick Vonada. Today's date is May the 3rd, and the time is approximately 8:15 in the morning. And I'm going to start off with interviewing Joan with the first set of interview questions.

<u>Nodes Coding</u>	<u>References</u>	<u>Coverage</u>	<u>Character Range</u>
Cases\Joan	1	100.00 %	0 - 42,515
Tree Nodes\Dislocated workers\being older	1	0.43 %	6,423 - 6,604
Tree Nodes\Dislocated workers\changes in your life~	1	0.88 %	29,927 - 30,303
Tree Nodes\Dislocated workers\concern	1	0.40 %	802 - 972
Tree Nodes\Dislocated workers\non-traditional student	3	1.91 %	4,153 - 4,352 35,376 - 35,591 40,900 - 41,295
Tree Nodes\Dislocated workers\reactions	1	0.04 %	398 - 414
Tree Nodes\Dislocated workers\TAA program	1	0.20 %	22,273 - 22,360
Tree Nodes\Interview Questions\---	3	15.94 %	21,349 - 23,295 23,314 - 24,226 29,919 - 33,836
Tree Nodes\Interview Questions\Q. 10 Advice to others	1	20.41 %	33,838 - 42,515
Tree Nodes\Interview Questions\Q.1 Your reactions	1	0.94 %	367 - 766
Tree Nodes\Interview Questions\Q.2 Attending college	1	10.97 %	768 - 5,431
Tree Nodes\Interview Questions\Q.3 Your Perceptions	1	22.19 %	

APPENDIX L

Coding Link to Reaction for Cross Referencing

[<Documents\Interviews\Lisa>](#) - § 1 reference coded [100.00% Coverage]

Reference 1 - 100.00% Coverage

Q.1 Your reaction

Lisa: I was shocked, first. And then I think it was like the whole grieving process: I was sad, I was angry; you go through the whole list of emotions. I had bought a car nine days before they announced the closing of the plant. So it was a complete surprise. So shock was probably the biggest thing.

Lisa: Everyone was shocked. I have a daughter, a 17-year-old daughter, she was scared, I think, 'cause she didn't know—I'm a single parent and so it was a difficult for her; she didn't know how it was going to affect her life. Everyone else was just worried for me. I own a house.

[<Documents\Interviews\Martha>](#) - § 1 reference coded [100.00% Coverage]

Reference 1 - 100.00% Coverage

Q.1 Your reactions

Martha: Well, I was shocked, totally shocked, because it came totally unexpected. At the time, I was the human resource manager for Schnadig Corporation. The acting general manager for the company, we just completed negotiating another contract, which is another three-year contract with the steel workers. So, that just completed in May, and it was June of 2004 when I found out, and my first reaction was, "What were all those people gonna do for jobs?" I mean I had 'til August 31 to literally close the plant, and notify all the employees that they're all without a job.

Martha: I realized that without a degree, there's no way that I was gonna be able to compete in my salary range against people that had the degree, and then one of the issues that I had with the TRA or TAA program was they would only allocate like \$16,000.00 at that time.

APPENDIX M

DEFINITIONS

ACES: (Adult Classroom Environment Scale) the ACES conceptualized “the classroom environment as a dynamic social system that includes not only teacher behavior and teacher-student interaction but also student-student interaction” (Darkenwald, 1980; Brookfield, 1995, p.69).

Adult Learner: A person who has assumed the social roles of an adult, whose readiness to learn becomes oriented increasingly to the developmental tasks of those social roles, and who engages in the process of self-directed inquiry (Knowles, 1980).

CAL: (Characteristics of Adult Learning) recognizes the complexity of the adult environment and considers various influences such as situational, institutional and dispositional variables. The dispositional influence is defined by personal characteristics, such as psychological/aging, socio-cultural/life phases, and psychological/developmental stages, (Schlossberg, 1992).

COPS: (Career Occupational Preference System) aids dislocated workers in transitioning to a new career.

CPS: (Current Population Survey) the survey consistently provided information on a nationally representative sample of dislocated workers and reports these results every two

years following the February Census (Bureau of Labor Statistics, 1999). From 1979 to 1984, 11.5 million Americans lost their jobs due to plant closings, reduction in the work force, and declines in business activities. This movement spurred the need for the collection and analysis of the specific statistics relevant to the status of dislocated workers (Swaim & Podgursky, 1991).

DWS: (Displaced Worker Surveys) supplements the Current Population Survey (CPS) and was administered starting in 1984 in two year increments including this past year 2006.

HRD: (Human Resource Development) the purpose of (HRD) is improved performance in the workplace by human resource specialists (Swanson & Arnold, 1996).

HRM: (Human Resource Management) the (HRM) model is the model that potentially widens access for workplace learning. Livingstone (2006) argues: “Contemporary thinking and research about work and learning generally suffer from narrow conceptions of both phenomena ... The only effective solutions to current underemployment problems ... include work redistribution and workplace democratization (p.60).” David Boud (1989) refers to four main traditions of adult learning theory: Self-directed learning or Andragogy; learner-centered or humanistic; training and efficiency in learning; and critical pedagogy and social action.

ISP: (Internet Service Provider) used to describe the name given to companies that provide internet service either through dial-up, digital subscriber link (DSL) or through broadband provided by cable companies or satellite television providers. JTPA: (Job Training Partnership Act) this act, authorized in 1982, represents one of two major federally funded programs for training and placing unemployed workers, including the dislocated and the disadvantaged in private sector jobs. Title I11 provides funds to states to tailor programs for dislocated workers, while Title 11-A prepares the economically disadvantaged to enter the workforce (Leigh, 2000).

MTA: (Manpower Training Act) was passed to serve those who were dislocated because of automation. In 1965 the Act was redirected to serve the impoverished, (Bendick, 1982).

NAFTA: (North American Free Trade Agreement) the trade agreements with Canada and Mexico allow those countries to phase out tariffs on goods that have "sufficient" North American Content. This act, passed in 1994, assists workers who are dislocated due to foreign imports (Fact Sheet: NAFTA-TAA, 2006).

PIDA: (Pennsylvania Industrial Development Authority) projects in a designated KOZ that are approved for Pennsylvania Industrial Development Authority (PIDA) or Small Business Financing shall receive the lowest interest rate extended to borrowers.

Keystone Opportunity Zones are defined-parcel-specific areas with greatly reduced or no tax burden for property owners, residents and businesses. (KOZ's) have been designated by local communities and approved by the state, a true partnership between each

community and region among state and local taxing bodies, school districts, economic development agencies and community-based organizations.

REA: (Re-Employment Act of 1994) which gave funding to states for career centers.

UC: Trade Adjustment Assistance (TAA) for workers provides a weekly trade readjustment allowance (TRA) to eligible workers whose entitlements to unemployment compensation (UC) benefits have ended.

WARN: (Worker Adjustment and Retraining Notification Act), this legislation is a provision under the EDWAA enacted in 1988. The law offers protection to workers by requiring employers to notify employees of large-scale layoffs and plant closings at least 60 days before the closing or layoffs. The information must also be provided to state dislocated-worker units and appropriate government agencies (Fact Sheet: The Worker Adjustment and Retraining Notification Act, n.d.).

WEP: (Workplace Education Program) what is realized through (WEP) is improved quality of work, better team performance, improved capacity to cope with change in the workplace, improved capacity to use technology, reduced time per task, reduced error rate, increased employee retention and better health and safety records, (Bloom & Lafleur, 1999).

WSP: (Wireless Service Provider) the newest form of internet providers, but limited to either local areas or provider by major telephone providers through their wireless cellular phone service, which gives a wider coverage, but at a much higher cost.

VITAE

Nicholas A. Vonada

- Personal Data: Date of Birth: December 10, 1951
Place of Birth: Williamsport, Pennsylvania
Marital Status: Married
- Education: Williamsport Area Community College, PA
 Business Management, AS 1974
Williamsport Area Community College, PA
 Computer Science, AS 1981
Lycoming College, Williamsport, PA
 Business Administration, BA 1977
Lock Haven University, Lock Haven, PA
 Masters of Liberal Arts, MLA 1993
Penn State University, University Park, PA
 Adult Education, D.ED., 2008
- Professional
Experience: United States Army
 1971 to 1974 UN peace keeping force Panmunjom, Korea
US Army Reserves
 1974 to 1991
United States Army
 1991 to 1992 Desert Storm Gulf War, Saudi Arabia
United States Army
 1995 to 1997 Bosnia and Kosovo, Balkans
US Army Reserves
 1997 to 2001 327th Army Reserve Battalion, S2/S3 and,
 retired 2001.
Frito Lay Corporation, Muncy, PA
 1982 to 1984 Production Supervisor
American Home Foods, Milton, PA
 1984 to 1987 Production Supervisor
Pennsylvania College of Technology, Williamsport, PA
 1987 to 1996 Computer Operations Coordinator
 1996 to Present Associate Professor Info Technology
- Papers
Published: Enterprise Security, IEEE, Lexington, KY, March 2001
Human Computer Interaction in Education, ISECON with EDSIG
Newport, RI 2004
Coping with Globalization in Education, Educational Leadership
Academy, Tucson, AZ 2006