

1-1-2011

Rural Retiree Volunteer Motivations for Nonfamily-Based Intergenerational Communication

Jennifer JM. Salisbury
Walden University

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>

 Part of the [Adult and Continuing Education Administration Commons](#), [Adult and Continuing Education and Teaching Commons](#), [Communication Commons](#), [Higher Education Administration Commons](#), and the [Higher Education and Teaching Commons](#)

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact ScholarWorks@waldenu.edu.

Walden University

COLLEGE OF EDUCATION

This is to certify that the doctoral study by

Jennifer Salisbury

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee

Dr. Miranda Jennings, Committee Chairperson, Education Faculty
Dr. Stephen Butler, Committee Member, Education Faculty
Dr. Dawn DiMarzo, University Reviewer, Education Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University
2014

Abstract

Rural Retiree Volunteer Motivations for
Nonfamily-Based Intergenerational Communication

by

Jennifer JM Salisbury

MBA, Walden University, 2007

MEM, Old Dominion University, 2004

BS, U. S. Naval Academy, 1998

Proposal Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

Walden University

September 2014

Abstract

Several decades of research document a growing communication gap between older adults and younger generations, with retirees limiting the information they share with younger generations. This limitation is often due to older adults' low self-efficacy and technology as a communication distraction, a trend which has resulted in the loss of intellectual capital for younger generations. The purpose of the study was to understand and increase knowledge transfer between retirees and unrelated younger people in a rural Canadian community. Communication theory of identity and social cognitive theory provided the research frameworks. The research questions examined what knowledge retirees could pass down, retirees' reasons for sharing knowledge, and the community's influence on generational communication. A qualitative case study incorporated several data sources including in-depth semi-structured individual interviews and focus groups ($N = 40$), and an analysis of existing literature. Transcribed recordings and field note analysis using open coding and peer debrief review resulted in 5 emergent themes. Key findings indicated participants felt they had little or nothing to share despite a variety of life experiences, found communication success with nontechnology-based catalysts, and felt the community has closed social circles. Transferring identity during retirement was difficult for many participants, a finding which supported the resulting project: a retiree social transition workshop. These findings suggest that those approaching retirement may benefit from identity transition support from employment to retirement, resulting in increased well-being in retirement, increased self-efficacy and motivations, and improved knowledge transfer to younger generations.

Rural Retiree Volunteer Motivations for Nonfamily-Based Intergenerational

Communication

by

Jennifer JM Salisbury

MBA, Walden University, 2007

MEM, Old Dominion University, 2004

BS, U. S. Naval Academy, 1998

Proposal Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

September 2014

UMI Number: 3643377

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI 3643377

Published by ProQuest LLC (2014). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against unauthorized copying under Title 17, United States Code



ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

Dedication

I dedicate this work to my family, especially my husband and my mother, who have supported and loved me through every adventure. Thank you for everything you all have given to me.

Acknowledgements

One cannot succeed on their own. I must thank many individuals for their input, feedback, support, and guidance during this journey.

I would like to thank my husband, Michael, for giving me the time to think and to complete this bucket list goal. Thank you to my mother, Kathy, for your patience and never-ending support in all that I do. To Ms. Jennifer Salisbury (the younger): while I researched intergenerational communication, I realized that I am not the best at this in practice. Jenn: may this work open my eyes and ears to help improve our communication; I am so proud of you, but cannot seem to express it. Ms. Sharon Toole: I thank you for your ability to calm me in the middle of chaos and help me laugh at myself. Ms. Isabelle Southcott: Thank you for helping me figure out the details when I got stuck; your support was amazing.

Thank you also to my amazing sister, ultimate dad, loving poppa, wonderful uncles and aunts, and countless in-laws and family members who cheered me on the entire way. Thank you, my wonderful family, for your support and unconditional understanding of my uncontrollable drive.

I would like to thank everyone in my academic, personal, and community circles who helped me from near and far in this effort. Many thanks to my committee chair, Dr. Miranda Jennings, for your guidance and inspiration throughout the entire project. Thank you for giving me straightforward answers and for rarely answering my questions directly.

I would like to thank Arlette Raaen and Dan Dyble for their patience and support

in this project. I would like to thank Don Allan, Oskar Araj, Warren Behan, Sara Blum, Chris Bratseth, Deb Calderon, Joyce Carlson, Marty Cattermole, Ross Cooper, Dave Craigen, Debbie Dee, Sean Dees, Heather Dyble, Dave Formosa, Shaun and Raeann Gloslee, Mark and Monica Hassett, Dale Lawson, Jena Lorbach, Chris MacNaughton, William Mitchell-Banks, David Morris, Ron Moss, Ann Nelson, Janet Newbury, Mike Nord, Gilles and Tammie Patenaude, David Parkinson, Elsie Paul, Sean Percy, Scott Randolph, Guy and Kathryn Ricard, Paul Schacter, Kevin Siguoin, Rob Stewart, Linda Wegner, Kate Wetherell, Deryk Whitson, Roger Whittaker, Gerry Wray, Jay Yule, Powell River City Council and Staff, Powell River Museum Staff, Powell River Library Staff, Powell River's Vancouver Island University Staff (both office and library staffs), both Powell River Rotary Clubs, both Powell River Toastmaster Clubs, Powell River Tourism, Powell River Regional Economic Development Society, Powell River Academy of Music, and several people who wish to remain anonymous for their support in this journey.

I would like to thank my Walden University colleagues, including Vera Grover, Karen Hill, Hannah Raeume, and Jennifer Wood, who have seen me through this endeavor since the beginning. Thank you also to the professors at the Walden University Advanced Doctorate of Education residency who lighted my doctoral path.

I would especially like to thank the community of Powell River, British Columbia for supporting my contribution to the community fabric. I hope this is the beginning of something even more amazing!

Table of Contents

Table of Contents	i
List of tables.....	vi
List of figures	x
Section 1: The Problem.....	1
The Local Problem.....	1
Definition of the Phenomenon	6
Rationale	8
Evidence of the Problem at the Local Level.....	8
Evidence of the Problem from the Professional Literature.....	21
Significance.....	28
Significance in the Family Unit	29
Significance in the Community	29
Definition of Terms.....	31
Research Questions.....	36
Critical Review of the Literature	36
Search Strategy	36
Public Sources.....	37
Theoretical Foundation	46
The Necessity of a Case Study.....	57

Potential Barriers to Case Studies.....	61
Pitfalls in the Absence of Case Studies.....	62
Potential Implications of the Study.....	62
Section 2: The Methodology.....	64
Introduction.....	64
Research Design and Approach.....	64
Setting and Sample.....	65
Instrumentation and Materials.....	77
Data Collection.....	78
Justification for the Choice of Data.....	78
Data Appropriateness.....	78
Data Collection Plan.....	78
Data Analysis Plan.....	81
Accuracy of Findings' Measures.....	83
Discrepant Cases.....	83
Data Generation.....	83
Potential Participant Response.....	84
Data Collection Events.....	85
Recording Exceptions.....	86
Data Analysis.....	86

Data Tracking Systems	86
Data Outcomes.....	89
Data Analysis of Retiree Knowledge.....	91
Data Analysis for Retiree Motivations	106
Data Analysis of Powell River’s Influence on Communication.....	152
Data Findings	194
Design Support of Data Findings.....	194
Retiree Experiences	195
Data Findings for Retiree Motivations	195
Data Findings for Powell River’s Communication Influence.....	198
Data Findings Supporting Theoretical Frameworks	200
Section 3: Project Study.....	207
Description.....	207
Project Study Goals.....	207
Rationale Addressing the Problem.....	207
Review of the Literature	211
Theoretical Project Alignment.....	211
Workshop Content Literature Review	214
Project Study Content	232
Project Study Research Saturation.....	235

Project Study in Action.....	236
Needed Resources.....	236
Proposal for Implementation.....	239
Roles and Responsibilities	239
Project Study Evaluation Plan	241
Evaluation Type.....	241
Evaluation Goals.....	242
Stakeholder Roles in Evaluation.....	242
Project Study Implications.....	243
Possible Social Changes	243
Societal Importance	244
Section 4: Reflections	246
Project Study Addressing the Problem.....	246
Strengths	246
Limitations	247
Different Ways to Address the Problem.....	248
Lessons Learned.....	249
Educational Perspective	250
Project Development and Evaluation.....	250
Leadership and Change.....	251

Learned of Self.....	251
Scholar Lessons of Self.....	251
Business Strategist Lessons Learned	253
Project Developer Lessons Learned.....	254
Lessons Learned as a Citizen.....	254
Overall Lessons Learned.....	255
Future Research	255
Implications.....	256
Applications	256
Directions.....	256
References.....	258
Appendix A: Interview and Focus Group Questions to Participants.....	315
Appendix B: Participant Comments on Powell River’s Social Openness and Closed Tendencies	317
Appendix C: Participant Comments Usage Perspective.....	319
Appendix D: The Workshop Presentation and Handout.....	320
Appendix E: Project Study Evaluation Instruments	339
Curriculum Vitae	340

List of tables

Table 1. Comparison of Powell River’s Population to the British Columbian Average .	11
Table 2. Current Research on Retirees Migration due to Different Amenities	13
Table 3. Calculation of Retiree Quantity with Industry Experience in Powell River.....	14
Table 4. Current Research on Family-Based Intergenerational Communication	17
Table 5. Advertised Volunteer Venues in Powell River.....	18
Table 6. Recent Intergenerational Projects in Powell River	20
Table 7. Volunteer Projects Involving Intergenerational Interactions in Powell River...	21
Table 8. Current Literature Defining Generation Identity	24
Table 9. Current Research of Common Characteristics of Retirees Who Tend to Volunteer.....	38
Table 10. Communication-Based Theoretical Frameworks Considered for Current Project Study.....	47
Table 11. Identity-Based Theoretical Frameworks Considered for Current Project Study	48
Table 12. Motivation-Based Theoretical Frameworks Considered for Current Project Study	53
Table 13. Participants in Current Literature Conducting Interviews & Focus Groups ...	67
Table 14. Current Study Interview Protocol	72
Table 15. Current Study Interview Protocol for Focus Groups	73

Table 16. Current Literature Utilizing Meta-Theme Analysis.....	88
Table 17. Current Research Study Meta-Theme Set Up.....	88
Table 18. Thematic Coding Before Participant Retirement.....	91
Table 19. Participant Comments about Raising a Family in Powell River	95
Table 20. Participant Career Activities	101
Table 21. Participant Life Skills Learned During Career	102
Table 22. Thematic Coding for Self-Identified Retirees in Powell River	108
Table 23. Past Health Events Regarding Participants or Those Around the Participants	114
Table 24. Thematic Coding Regarding Retiree Motivation in Powell River	131
Table 25. Participant Aspects for Motivation	135
Table 26. Participant Formal Volunteer Activities	136
Table 27. Participant Informal Volunteer Activities.....	137
Table 28. Participant Comments Regarding Volunteer Burnout	138
Table 29. Thematic Coding Regarding Powell River Influences as a Community	153
Table 30. Participant Perspectives on Powell River’s Amenities.....	154
Table 31. Books about Powell River Amenities	156
Table 32. Thematic Coding Regarding Retiree Communication.....	171
Table 33. Participants’ Strong Family Communication Comments	176
Table 34. Participant Nonfamily Younger Generation Interactions	181

Table 35. Participant Perspectives of Technology Affecting Intergenerational Communication.....	187
Table 36. Participant Retirees Asking and Listening to Improve Intergenerational Communication.....	188
Table 37. Participants Utilizing Catalysts to Improve Intergenerational Communication	190
Table 38. Participant Ideas Compilation.....	203
Table 39. Participant Ideas for Retirees to “Get Involved”	204
Table 40. Potential Project Study Ideas in Comparison	205
Table 41. Current Literature on the “Third Age”	210
Table 42. Current Literature Utilizing Transition Theory	212
Table 43. Current Literature Utilizing Continuity Theory.....	213
Table 44. Current Literature Utilizing Erikson’s Identity Theory.....	214
Table 45. Mentorship Connection Dynamics in Current Literature	215
Table 46. Storytelling in the Current Literature.....	218
Table 47. Current Literature on Health Factors Influencing Retirement.....	226
Table 48. Current Literature on Older Adults Using Technology.....	230
Table 49. Current Literature on Society Influencing Retiree Well-Being.....	231
Table 50. Project Study Transition Theory Four Ss Inclusion.....	234
Table 51. Project Study Theoretical and Content Alignment	235

Table 52. Project Study Implementation Resources Needed	237
Table 53. Project Study Implementation Timeline	239

List of figures

Figure 1. Communication Theory of Identity Gap Illustration.....50

Figure 2. Proposal Justification Illustration.....58

Figure 3. Project Study Justification Illustration.....208

Section 1: The Problem

Many of the powerful lessons in life are learned outside of the traditional classroom. Under the guidance of more experienced people, younger people may benefit from lessons taught in ways books may have difficulty capturing. For example, older workers approaching retirement can pass down their knowledge to their younger coworkers (Desmette & Gaillard, 2008; Gendron, 2011; Lin, Kao, & Chang, 2010; Linderman, Baker, & Bosacker, 2011; Ruta, 2009). Several researchers found that when older adults returned to the classroom that, in addition to learning, they enjoyed the personal, social aspect of the different generations (Boechler, Foth, & Watchorn, 2007; Castillo, Camara, & Eguizabal, 2011; Parks, Evans, & Getch, 2013; Schaefer, 2010). Moore (2009) compared college seniors to senior citizens in an online environment and found that younger students benefit from the older students' participation, even in a virtual classroom. Figuring out older adults' motivations to share what they know with younger people around them may create solutions for the local problem, [insert a succinct description of the local problem].

The Local Problem

The purpose of this project was to examine the retirees' motivation to communicate their experiences through volunteer interactions with younger generations. There were several aspects involved in this problem including volunteering, benefits to retirees, and knowledge transfer; retiree migration and technology involvement were also factors. Bailey and Ngwenyama (2010) found that older adults have more time to

volunteer; other researchers found that people who volunteer when they are employed are more likely to volunteer when they retire (Griffin & Hesketh, 2008; Luhmann, Hofmann, Eid, & Lucas, 2012; Morrow-Hollow, 2010). Further, knowledge transfer may not be the only benefit; the act of volunteering provides physical benefits to the volunteer, as well as mental and conscious benefits (British Columbia Retired Teachers' Association, 2011).

When a person volunteers to transfer knowledge, the transferor benefits from the experience and the receiver benefits from learning the content. Some content includes information that cannot be taught from books. According to Jackson (2010), this “Inter-generational knowledge transfer...is largely tacit knowledge” (p. 910). Finally, older individuals struggle to communicate with younger generations for many reasons, including the intimidation of technology (Chu, Huber, Mastel-Smith, & Cesario, 2009; Gatto & Tak, 2008; Giles, Ryan, & Anas, 2008; Walsh & Callan, 2011; Woodward, et al., 2011). To face this communication challenge, this project study sought to better understand why retirees pass on their experience. Examining different factors from such communication can be more efficiently passed down to younger generations.

Volunteering atmospheres. Volunteering is one way for those later in life to spend their time and may provide a venue where they can share their knowledge. Volunteering is defined as “providing a service, without pay, to anyone not living in the same household, or the community or environment; and providing this service either directly, on one’s own, or indirectly, through a group or organization” (British Columbia Retired Teachers' Association, 2011, p. 6). According to the Government of Canada

(2010), as Canadians age they are less likely to volunteer; however, those who volunteer tend to increase the amount of volunteering as they age. Retirees have life and career experiences to transfer to other generations. In 2010, almost 10% of Canadian adults over age 45 reported volunteer participation activities in the previous 12 months (Statistics Canada, 2010b). Some volunteering may include knowledge transfer. For knowledge to be passed down between generations, both parties must have the right motivation to give and receive experiences and perspectives (Gasiorek & Giles, 2012; Hewitt, 2008).

Experiences to share. People who have retired from careers have learned lessons and have a seasoned perspective; they derive not only from professional experience but also from everyday life outside of work. These lessons and experiences may be valuable to younger people approaching similar circumstances. Volunteer organizations provide one method for retirees to share in the community the many lessons they have learned.

Intellectual capital. Retirees with experience and know-how can contribute to the overall intellectual capital of a community. Intellectual capital is difficult to measure because it is not a standard quantifiable asset (Bontis, 2002). A community's intellectual capital may not be considered a business asset; however, many communities may not be aware of the collective experiences or how to harness them. Calo (2008), Linderman et al. (2011), and Yang and Lin (2009) examined intellectual capital inside the workforce as employees retire. Because retirees have much to offer younger generations, passing down knowledge will become more important as more experienced employees exit the workforce and contribute to a community's intellectual capital. Retirees should interact

with, connect with, and teach their intellectual capital to younger generations before it is lost forever.

Communication benefits. There are benefits to all parties when communicating; knowledge transfer is only one benefit. The transfer of intellectual capital requires communication between the generations. Intergenerational communication involves a transmitting party and the receiving party (Dun, 2010; Giles, Hajek, Stoitsove, & Choi, 2010; Giles, Khajavy, & Choi, 2012; Hewitt, 2008). One benefit of intergenerational communication is that the transmitting and receiving roles can switch back and forth between generations at any time; the younger can teach the older just as the old can teach the young. Intergenerational communication is knowledge transfer within a community; it includes both the transfer of knowledge and the experience of sharing (Bailey & Ngwenyama, 2010).

Recent studies showed that intergenerational relationships help both the physical and mental states of those involved (Antonucci, Jackson, & Biggs, 2007; Hebblethwaite & Norris, 2011). Not only can intergenerational interactions stimulate both parties mentally, younger and older people interacting may result in physical activities. Retirees who contribute to relationships with younger generations offer intellectual capital in the form of experiences and perspectives. This project study examined the motivations behind retirees volunteering, the intellectual capital retirees have to share, and how communication between the generations can be more effective in a small, rural community.

The goal of this research was to improve the communication and knowledge transfer between retirees and younger generations in Powell River, BC. This project supported a better understanding of how retirees' perceived self-efficacy affects intergenerational communication. (How retirees view the worth of their experiences – known as self-efficacy – may tip his or her action to share.) Intergenerational communication is important so that the younger generation may tap the intellectual capital of retirees before those experiences are lost due to illness or death (Calo, 2008; Krah, Idlout, Minore, Dyck, & Kirmayer, 2011; Williams & Garrett, 2012). The communication problem in Powell River, BC, has two parties: the communicating retirees and the younger generations receiving the information. This project sought to increase the motivation of retirees in Powell River to communicate their knowledge.

The problem centered on figuring out how much interest Powell River retirees had in sharing their knowledge, and how someone could measure the interest. Measuring retiree interest in passing down their knowledge could shed light into how Powell River could improve knowledge transfer. The critical concern of this study was to develop a mechanism to support retirees who wanted to share their experiences with others. Retirees in Powell River either come from other locations once they retire or retire in Powell River. Powell River was a recent migration point for retirees, as evidenced by the trending between the 2006 and 2011 Census Reports (Statistics Canada, 2007, 2011). However, Powell River had yet to fully harness the experiences of the aging residents to benefit the community.

Definition of the Phenomenon

Powell River has gained fame as a retirement community, but it had not harnessed the value in its retiree residents' experiences. The Powell River retiree population is 22.8% (Statistics Canada, 2011). The intergenerational communication phenomenon Powell River experienced has many facets of intellectual capital; a high number of retirees, with limited volunteer outlets for intergenerational communication, may affect retiree motivation. Places with a high number of experienced older adults retired from employment in the population are where younger generations are more likely to learn from retirees (Giles et al., 2008; Williams & Garrett, 2012). However, many prominent, middle-aged Powell River residents agreed that younger generations undervalue the perspective of retirees in Powell River (W. Behan, personal communication, November 14, 2011). Other younger Powell Riverites felt retirees could volunteer in many areas, but there were not many forums that specifically encourage interactions between retirees and younger generations (A. Raaen, personal communication, October 31, 2011). The final facet of the communication phenomenon in Powell River is the varying levels of retirees' motivation to volunteer (Griffin & Hesketh, 2008; Morrow-Hollow, 2010). Many are experienced in various industries and trades and may not have volunteered during their employment years.

According to Olesen and Berry (2011), most retirees volunteer the same number of hours in their retirement as they did in their employed years; however, as people age, their motivations change (Calo, 2008; Twenge, Campbell, & Freeman, 2012). According

to one experienced retiree, some Powell Riverites are reluctant to communicate their vast experiences because they are busy with retirement activities (W. Mitchell-Banks, personal communication, October 17, 2011). Despite several short-term projects focused on improving interactions between different generations, a communication gap occurred in Powell River (D. Dyble, personal communication, October 12, 2011). Initially, the local view of this phenomenon revealed a negative environment.

In Powell River, undervaluing and underutilizing retiree knowledge could have profound effects on the generations to follow. Further, several studies concluded young generations may be losing intellectual capital because they are not gaining the experienced perspective of local retirees (Hartman, 2009; McQuade, Sjoer, Fabian, Nascimento, & Schroeder, 2007). There are three possible reasons for this communication gap: (a) there was a technology gap between the two generations due to cell phones, Internet, and computer usage (Buse, 2009; Gatto & Tak, 2008); (b) there were limited advertised outlets for retirees to interact and share knowledge with young people (I. Southcott, personal communication, November 10, 2011); (c) retirees may feel they have nothing to share - they may be less motivated to attempt to share their knowledge (Bandura, 1989a). This study sought the perspectives of retirees who were communicating with the younger generations and their motivations to volunteer.

Despite its many senior-oriented groups and events, it is unclear how many were specifically for knowledge transfer between the older generation in Powell River and its younger people (D. Dyble, personal communication, October 12, 2011). Without a

clearer understanding of why these retirees are not passing down their experiences, their intellectual capital will likely be lost to disease or death.

Rationale

Current research lacked understanding of retirees' motivation to communicate their knowledge to younger generations, including the factors that affected this motivation. If communication by retirees is supported, the community may be able to provide an atmosphere in which younger people could benefit from the lessons retirees have learned. The number of retirees in Powell River, and how many of them volunteer, will allow a glimpse into how retirees view the worth of their experiences – known as self-efficacy – may tip his or her action to share. The number of advertised volunteer outlets is one aspect of social interaction Powell River influence, indicating the local problem.

Evidence of the Problem at the Local Level

According to the 2011 Canadian Census, nearly one in four of Powell River's residents are retirees (Statistics Canada, 2011). There are many places for people to volunteer in Powell River (City of Powell River, Winter/Spring 2014), but Powell River retirees have limited opportunities to volunteer with younger generations (D. Dyble, personal communication, October 12, 2011). Further, marketing to volunteers may miss potential volunteers due to media choice; for example some retirees use Facebook while others may seek hard copy print. This may be worsened with few of the volunteer opportunities involve Powell River younger generations.

Vancouver Island University (VIU) sought understanding on several topics regarding Powell River's generations and hosted the Groundswell Conference on January 29, 2014. The second most noted item in the post-conference summary report was "intergenerational sharing" (Groundswell 2014, 2014, p. 4). Local evidence of this intergenerational communication gap phenomenon spurred multiple avenues of research. The purpose of the study was to understand how retirees in Powell River, BC, were motivated to share their intellectual capital due to a retirees acting a certain way because they may have felt under appreciated by younger generations.

Organizations in Powell River supported volunteers, nonprofit guiding statements, and health, the project study sought ways to link retirees and younger generations for knowledge transfer. In exploring the problem, the researcher revealed many informal aspects of intergenerational communication that Powell River could expand. For example, retirees volunteer on boards of local nonprofit organizations with younger people as colleagues (J. Newbury, personal communication, December 19, 2011). Many retirees volunteer in Powell River, BC, but there may be many more who could help. Retirees contributing to the pool of available volunteers allow a greater array of experiences and perspectives (Gillespie, Gottlieb, & Maitland, 2011) which are untapped in rural communities (Kilpatrick, Stirling, & Orpin, 2010). Retirees' experiences and perspectives included in Powell River's intellectual capital are a knowledge resource. Retirees increase the level of intellectual capital in a community, which if untapped, may contribute to miscommunication between the generations (Giles et al., 2008; Giles et al.,

2010). Finding more effective ways to interact between generations may help close the communication gap.

Communication between Powell River, BC, retirees and younger generations were analyzed from different perspectives. To establish the problem at the local level, I examined the knowledge transfer environment (Bandura, 2001). Two aspects were explored in Powell River to gauge how much intellectual capital was available: how many retirees there were and how many outlets there were for younger generations to interact with retirees.

Powell River retirees. According to Denton and Spencer (2009), retirement can be classified in five ways; chronological is only one aspect. While there is no agreed measure of retirement, chronological age tends to dominate (Denton & Spencer, 2009; Klassen, 2013). Because the 2010 average retirement age in Canada is 62.1 years old (Statistics Canada, 2010a), figuring out how many retirees there are in Powell River involves adding up the number of residents who are older than 62. However, the 2010 Canada Census data reported in increments of 5 years (Statistics Canada, 2010b). The population category including all retirees above the average retirement age was 65; the population categories after age 65 years are summed in Table 1. Note that the population percentage is older in every population category in Powell River compared with the British Columbia provincial average (Powell River Community Foundation, 2011). Table 1 shows the 2011 data comparing the Powell River and British Columbia population by age.

Table 1

Comparison of Powell River's Population to the British Columbian Average

Age characteristics	Powell River		British Columbia	
	Population	Population (%)	Population	Population (%)
Total population	16,689		4,400,057	
65 to 69 years	1,175	7.04	210,900	4.79
70 to 74 years	895	5.36	160,715	3.65
75 to 79 years	690	4.13	127,480	2.90
80 to 84 years	570	3.42	96,945	2.20
85+ years	480	2.88	92,675	2.11
Sum of 65+ years	3,810	22.83	688,715	15.65

Note. From 2011 Powell River Community Profile, Copyright 2012 by Statistics Canada (2012).

Adding up the population categories for residents 65 years and older results in approximately 3,810 retirees in Powell River, which makes up 22.83% of the population. This group was the target sample for creating a better understanding of the communication phenomenon. Other factors, however, influence the communication difficulties in Powell River. One complicating factor includes where Powell River retirees retired from.

Retiree sources. According to Plane and Jurjevich (2009) and Sharma (2011) retirees in rural areas come from two sources: those who retired from growing up and working in local areas and those who came to the rural area to retire. This dichotomy is true in Powell River, BC, as well (D. Dyble, personal communication, October 12, 2011), an indication of the area's quickly aging population (Jauhiainen, 2009). This trend is also marked by the BC Retired Teachers Association (2011) study noting that 85.34% of retired teachers lived in their current community for 10 years or more, 6.8% of former

teachers in retirement had 6–9 years of residency before retirement, and the remaining retired teachers had been in the community less than 5 years. Examining where retirees in Powell River came from may reveal different motivation sources.

Retiree migration factors. Retiree migration motives vary by person, but some generational characteristics exist. Those who migrated after their retirement are drawn to rural communities because of their amenities and climate (W. Behan, personal communication, November 14, 2011), while others come for the isolation (Matthews, 2012). Some of the retirees migrating to Powell River grew up in Powell River, and returned after retirement; others moved to Powell River in retirement for the first time. Seven of Canada's top 10 communities to which retired seniors migrate are in BC, including rural British Columbia (Newbold & Meredith, 2012). As older adults consider retirement, many seek a location that suits their post-employment years, which may include a place they were fond of in their youth yet still supports their concerns about growing older (Jauhiainen, 2009). Retirees returning to Powell River include an entire generation of retirees figuring out where they want to live after employment. Older adults are making a conscious choice to live outside of bustling metropolises (Beale, 2011; Lambert, Clark, Wilcox, & Park, 2007); Powell River offers a rural location for retirees. The current research on retirees' motivation to move to rural places is illustrated in Table 2. Powell River Community Foundation (2011) compares Powell River's amenities to those desired by migrating retirees.

Table 2

Current Research on Retirees Migration due to Different Amenities

Source	Low living costs	Climate or weather	Natural amenities	Cultural attractions	Safety	Peace and quiet
Beale (2011)	X				X	X
Jauhiainen (2009)	X	X	X	X	X	X
Plane & Jurjevich (2009)		X	X	X		
Powell River Community Foundation (2011)	X	X	X	X	X	X

Note. The natural amenities include proximity to water (lakes and oceans) and proximity to mountains, which are held in a more generic label as “natural amenities.”

Powell River’s amenities may not be enough to entice retirees to enjoy long-term; many retiree destination communities include a set infrastructure to accent the amenities (Jensen & Deller, 2007; Plane & Jurjevich, 2009). One retiree claimed Powell River’s “world-class amenities” (participant H) were a factor in deciding where to retire, but others considered the warm people the main selling feature of Powell River (Matthews, 2012). Other retirees are drawn to rural or remote areas. To get to Powell River, BC, two ferry rides or a flight from Vancouver, BC, are needed. Newbold and Meredith (2012) concluded that senior migration in Canada was not a significant factor in rural population demographics; Powell River retirees may retire from their Powell River employment or may move to Powell River after retirement. Retirees in Powell River have different kinds of experiences throughout their life and careers, which may alter what knowledge they could pass down.

Experience of Powell River retirees. As a retiree, retirement indicates career experience; Powell River retirees gained their experience in many venues. Table 3 shows where Powell River retirees gained their experiences from.

Table 3

Calculation of Retiree Quantity with Industry Experience in Powell River

Industry categories	Population in industry	Industry retirees (22.83% of industry population)
Agriculture, forestry, fishing, and hunting	320	73
Mining and oil and gas extraction	30	7
Utilities	25	6
Construction	515	118
Manufacturing	475	108
Wholesale Trade	95	22
Retail Trade	910	208
Transportation and Warehousing	290	66
Information and Cultural Industries	55	13
Finance and Insurance	165	38
Real estate and rental and leasing	120	27
Professional, scientific and technical services	185	42
Management of companies and enterprises	0	0
Administrative and support, waste management and remediation	205	47
Education services	335	76
Health care and social assistance	780	178
Arts, entertainment and recreation	125	29
Accommodation and food services	440	100
Other services (except public administration)	305	70
Public administration	355	81
Total	5,850	1,336

Note. Powell River industry demographics, from 2011 National Household Survey, Copyright 2013 by Statistics Canada.

Using the 22.83% calculation of Powell River retiree population, statistics about retirees compiled in Table 3 shows that 1,336 retirees in Powell River (52% male, 48% female) have career experience. Although Powell River has many retirees with experience, its nonretirees and younger generations have a different view of the value experience value.

Local perspective of retiree knowledge. According to Bandura (1994), some retirees have low self-efficacy. It is also possible that retirees, volunteers or not, did not value their own experiences (W. Behan, personal communication, November 14, 2011). However, retirees frequently volunteer in the community, but not in the capacity to share their knowledge. Powell River retirees are associated with volunteering in various capacities (D. Dyble, personal communication, November 14, 2011), and play a vital role in Powell River's organizations.

Volunteering in Powell River. There are two types of intergenerational communication: those involving families and interactions outside of families (Zhang & Lin, 2009). This research focused on retiree communication outside of the family and aimed to increase knowledge transfer from retirees through volunteer activities. Because Powell River is geographically isolated from a major metropolis and accessible only with ferries or airplane, volunteering in rural communities may be different. According to Kilpatrick et al. (2010), more research is needed to understand the rural and urban perspective on volunteering. Kilpatrick et al. (2010) discovered that volunteering in rural areas focused on the volunteers' skills or caring for others; more research is needed to

compare to urban area volunteering.

There are varying benefits to volunteering for rural retirees and those still employed. Some of the benefits to older adults in a volunteering role include social satisfaction and overall attitude, especially when in a long-term volunteering position (Gillespie et al., 2011). Older people are ideal volunteers, not just for the benefits to the community, but for the quality and longevity of life for the volunteer (Broese Van Groenou & Deeg, 2010; Dunham & Casadonte, 2009; Fraser, Clayton, Sickler, & Taylor, 2009; Grano, Lucidi, Zelli, & Violani, 2008; Komp, van Tilbury, & van Groenou, 2012). Powell River advertised many venues for retirees to volunteer. Some volunteer programs involved interactions with different generations but many did not; many retirees volunteer their support of family members in an informal way.

Family-based volunteering. Volunteering tendencies within a family, such as grandparent-grandchildren relationships, have been studied in current literature. While this study focused on nonfamily communication, Table 4 displays the current research of intergenerational communication within the family. The literature has differentiated research inside the family versus outside the family. As this project study focused on nonfamily communication, showing the contrasting literature shows the importance of communication between generations.

Table 4

Current Research on Family-Based Intergenerational Communication

Source	Health based	Grandparent-grandchild relationship	Conflict / communication analysis
Barnett, Scaramella, Nepl, Ontai, & Conger (2010)		X	X
Doyle, Timms, & Sheehan (2010)		X	
Dun (2010)		X	X
Hebblethwaite & Norris (2011)		X	X
Kam & Hecht (2009)		X	X
Lau, Machizawa, & Doi (2012)	X		X
Ledbetter (2010)			X
Mansson, Myers, & Turner (2010)		X	
Mouratidis, Vansteenskiste, Lens, Michou & Soenens (2013)			X
Shaw & Hurst (2009)	X		X
Simpkins, Vest, & Price (2011)	X		
Soliz, Ribarsky, Harrigan, & Tye-Williams (2010)			X
Soliz, Thorson, & Rittenour (2009)			X
Spira & Wall (2009)	X		
Thompson, et al. (2009)	X		

Note. The current research on generational communication within the family unit has different levels of focus.

Here is one example of family-based communication in Powell River: children may ask their parents and grandparents for stories of when they were young, even in Powell River (I. Southcott, personal communication, November 10, 2011). However, in Powell River, volunteering outside of the family is easier to measure than volunteer acts inside the family.

Non family-based volunteering. Many volunteering opportunities in Powell River do not involve family. These opportunities are either not advertised on a regular basis or learned of by word of mouth. Table 5 includes the organization categories and associated

volumes for volunteer opportunities available in Powell River, BC. Some genres in Table 5 may have involved different generations, but not necessarily promoted intergenerational interactions.

Table 5

Advertised Volunteer Venues in Powell River

Genre description	Number of advertised groups
Music/Dance/Drama	19
Visual arts	6
Adult community groups	22
Youth community groups	6
Community services	40
Total	93

Note. The genre descriptions and headings are from the Powell River Community Directory by The City of Powell River, Winter/Spring 2014.

The groups listed in Table 5 were advertised with the group name, contact name, and phone number. However, some of the groups in this directory seek volunteers, donations, participants, or a combination; the list is not specific of what is offered to the public. Another confusion for retirees who seek volunteering venues may be the list itself. The community directory was not inclusive of all venues available for volunteers. For example, the Youth Resource Center advertised in the same publication but was not included in the list (City of Powell River, Winter/Spring 2014); further, the 2014 Leisure Guide omitted the Powell River Library as a volunteer opportunity. These examples showed that the venues in Table 5 may not be inclusive or are confusing, which may affect retirees' motivation to volunteer.

Motivations for retirees to volunteer. With a variety of advertised volunteer outlets to choose from, retirees have a variety of motivations when considering those outlets. Retirees volunteer for different reasons: helping those around them (Gillespie et al., 2011; Morrow-Howell, Hong, & Tang, 2009); to improve “community spirit” (Bailey & Ngwenyama, 2010, p. 70); problem solving (Cruz, Perez, & Cantero, 2009); and continue learning (Farquhar, 2010). Other reasons to volunteer may include an individual’s internal desire. Volunteering activities create intrinsic motivation, which assists in knowledge transfer (Cruz et al., 2009). Because the knowledge pass down problem in Powell River, is the focus of this project study, retiree intrinsic motivation may affect knowledge transfer. Knowledge transfer involves effort and planning (Lin et al., 2010; Linderman et al., 2011); volunteers must have some kind of motivation to share their experiences. According to the British Columbia Retired Teacher’s Association (2011), retired teachers are more stable and more inclined to volunteer within the same community. This stability and inclination may apply to all retirees in the community. However, how the retiree evaluates his or herself affects his or her desire to share.

The motivation to volunteer comes from perceived self-efficacy (Bandura, 2001). While this study analyzed retirees, self-efficacy affected those not retired also. There are varying levels of motivation to volunteer, which can change, over a person’s life (Calo, 2008; Hustinx, L & Handy, 2009). The varying views of knowledge transfer, motivation, and self-efficacy strengthens the quest of this project study to gain a better understanding of how to mend the communication gap.

Intergenerational interactions. While many volunteers did not seek intergenerational communication, there were several Powell River organizations supporting interactions of older adults with younger generations. Table 6 includes current projects involving multiple generations.

Table 6

Recent Intergenerational Projects in Powell River

Project overview	Location	Description	Generations linked	Response
Diversity Project	Powell River	A program designed to get people in Powell River interacting with each other.	All (none specific)	(S. Blum, personal communication, February 14, 2012)
Compassion Project	Local High School	An annual event designed to link high school students with their community.	High school students and people ages 1 to 99	“wildly successful” (C. Bratseth, personal communication, November 12, 2011)
Senior Interviewing Project	Local University Campus – Elder College	A program for younger people (defined as 65 and younger) to interview older people	Elder College students and younger generations	“frustrating that no younger people would participate” (J. Lorbach, personal communication, December 2, 2011)

Note. The projects surrounding intergenerational communication indicate the shift in demographics in Powell River. This list of intergenerational projects may not be all inclusive.

Intergenerational communication volunteer outlets. The other factor, besides retirees’ direct experiences, in establishing the phenomenon in Powell River, BC, included measuring the volunteer outlets retirees and younger generations have available. Table 6 illustrated current Powell River projects mixing generations, however other

volunteer projects were ongoing in Powell River. The retirees, as volunteers, could interact by sharing career and life experiences. Further volunteer projects were underway, showcased in Table 7, included programs at the Powell River Senior Citizens Group, and the Volunteer Powell River organization.

Table 7

Volunteer Projects Involving Intergenerational Interactions in Powell River

Project Overview	Description	Source
Diversity Project Board	Retirees and younger generations serving on the board together.	(J. Newbury, personal communication, December 19, 2011)
Golf Tournament Sponsorships	Sponsoring under-privileged youth for golf games with older adults	(D. Allan, personal communication, November 4, 2011)
Rotary Interactions with High School Students	Interact programs between community Rotarians meeting once a week at the local high school	(S. Randolph, personal communication, December 8, 2011)
Toastmaster weekly workshops with High School Students	Six week workshops held weekly each semester at the local high school	(I. Southcott, personal communication, November 1, 2011)
Youth Group Program	Church group with teenagers and organized events, in a safe environment	(D. Dyble, personal communication, April 11, 2012)

Note. Not all intergenerational interactions on a volunteer basis are between retirees and younger generations. Some Rotarians, for example, are not retired. This list of intergenerational projects may not be all inclusive.

Connecting Powell River, BC, retirees with younger generations may promote knowledge transfer by conversation learning.

Evidence of the Problem from the Professional Literature

The literature illustrated the main points of the problem in Powell River, which

included why retirees volunteer, volunteering venues which promoted intergenerational communication, intergenerational communication, and knowledge loss.

Retiree motivation to volunteer. Older adults have many motivations, both before and after retiring. The perceived contributions in a work environment for new retirees, as well as factors contributing to employment after retiring from their career, was a significant positive factor of work fulfillment motivation (Templer, Armstrong-Stassen, & Cattaneo, 2010). In other words, retirees who felt they contributed to their work place before and after retiring experienced joy. Previous research found retirees contributed to improving their workplace because of voluntary internal motivation. Skinner, Chi, and The Learning-Gardens Educational Assessment Group (2012), Stephan, Fouquereau, and Fernandez (2008), and Twenge et al. (2012) found positive retirement satisfaction are unrelated to tangible rewards. Some retirees act because they can, not because they get something in return.

Many retirees act to make improvements in the world around them for the intrinsic value. Current literature concluded older adults focused on volunteering for two main purposes: linking generations and “leaving a legacy” (Morrow-Hollow, 2010, p. 462). There are many other examples of intangible rewards motivating voluntary action; retirees motivated to volunteer does not necessarily mean they will transfer their knowledge. Not all researchers agreed with the transfer of knowledge linked to a person’s motivation. According to Gururajan and Fink (2010), motivation is not a variable involved in knowledge transfer. Cruz, et al. (2009) found that knowledge transfer

increased when tied to the motivation of personal achievement or contributions. In Powell River, BC, there are few advertised venues where residents of all ages can contribute to the community by intergenerational communication.

Volunteering venues promoting intergenerational communication.

Generations may interact in different environments, but knowledge transfer between the generations may not take place in those spaces. For example, different generations—including retirees—may attend church and sit next to each other; close proximity does not equate to interacting. Gururajan and Fink (2010) found informal places were the site of much knowledge transfer. The Powell River Writers Conference took advantage of an informal setting to promote knowledge transfer in a networking event encouraging writers of all ages to interact. However, informal events may not lead to a connection beyond pleasantries. The notion of an older adult volunteer interacting with a third party as part of a trusting relationship – in the context of the organization for volunteers – is a fragile one (Hartenian & Lilly, 2009). An informal interaction with a volunteer may not result in personal connection between the two parties; the current project study explored how the interactions between volunteering retirees and other generations could result in knowledge transfer.

More people seek retirement from working as they approach the expected age of retiring. Because of the increasing volume of retirees, volunteer organizations have new opportunities for volunteers (Einolf, 2009; Martinez, Crooks, Kim, & Tanner, 2011; Tan, et al., 2010; Tang, Morrow-Howell, & Hong, 2008). Volunteer opportunities in Powell

River vary from baking cookies at home for an event to running a non-profit board meeting as a director. However, current studies claimed many of these opportunities were not valued by the public. Farquhar (2010) revealed older adults both as receivers of information and as providers; Canadian older adults, however, were questionable as a resource for knowledge providers. Because older adults were not valued for their knowledge, the transfer to younger generations may be more difficult.

Intergenerational communication. Any communication – however small – between two generations is still communicating. The literature argued the blurred definitions of generation identity, as shown in Table 8. The sources in Table 8 defined multiple generations by start and stop dates, labeled generations by world events during people of that generations’ lifetime, or other characteristics.

Table 8

Current Literature Defining Generation Identity

Source	Traditional	Baby boomers	Generation X	Generation Y, Millennials
Benson & Brown (2011)		X		
Cogin (2012)	X	X	X	
Duncan (2010)		X	X	
Parks et al. (2013)		X		
Ransdell, Kent, Gaillard-Kenney, & Long (2011)		X	X	X
Stark, Kirk, & Bruhn (2012)	X	X	X	X
Tamborini & Iams (2011)		X	X	
Tang, Cunningham, Frauman, Ivy, & Perry (2012)		X	X	
Twenge, et al. (2012)		X	X	X
Vaccaro (2009)		X	X	X

Note. Each source defined the target generation in a different way, many by chronological age. Several sources break up the generation identity labels in each generation further, adding “early” generation or “late” generation bounds.

The literature suggests there are interests between the volunteer and recipient communicators that are both positive and negative. However, what the retirees have to offer in the form of knowledge to younger generations may not be a desired product. Some skills Powell River retirees may have lost relevancy in the high-technology industries; further, younger workers may not be interested in receiving the information (Giles et al., 2010; Hewitt, 2008). One potential reason there is an intergenerational gap is because of different interests in media; some literature concluded linking generations in the same media may assist intergenerational communication. “Much of the interaction involves the assistance that the young people provide to the older adults and the offline moderation that the older adults provide” (Bailey & Ngwenyama, 2010, p. 74). Further, Istead and Shapiro (2014) concluded the intergenerational communication in their study included an unexpected positive child-to-adult effect. Improving Powell River’s intergenerational communication may provide similar results.

Nonfamily-based intergenerational communication. Separating communication types between family-based and nonfamily-based was significant in Zhang and Lin’s (2009) study on intergenerational conflict. Nonfamily youth participants in a study from Giles et al. (2012) reported they had a hard time communicating with older people who claimed the youth were not as respectful as when they were growing up. Further, young people postured themselves when interacting with non-related older people, bracing for unsolicited advice from an older person (Gasiorek & Giles, 2012; Lin & Zhang, 2008). The older generational communications frequently lead to younger people taking action;

some were pro-active and others avoided communication. According to Giles, Dailey, Sarkar, and Makoni (2007) and Williams and Garrett (2012), some youth avoided interacting with old people in any form, caused the elder's life satisfaction to change, and were significantly related; as avoidance goes up, satisfaction in life goes down. Perhaps nonfamily older people were more judging and less understanding of younger generations than family elders (Zhang & Lin, 2009). The location of the interactions may make a difference in generational interactions. Because Powell River, BC, had limited locations for nonfamily-based interactions, this specific type of communication may be difficult to achieve. Jones (2012) found a significant difference in youth who are not in their family, with a positive effect. Such a positive effect may increase motivation for knowledge transfer before it is lost. This knowledge loss is similar to the corporate knowledge loss when retirees depart their role as an employee.

Knowledge loss. The loss of knowledge depends on the context and the nature of the people losing the knowledge. There are parallels for employee information loss, including the corporate loss of knowledge due to retirement and loss of knowledge due to death or illness. The nature of people losing the knowledge, also dependent on the context, may be people retiring from the workforce, or may be people expiring from life. The context and this involved result in the same ending: loss of knowledge.

Corporate knowledge loss. The communication problem in Powell River, BC, includes the knowledge will be lost from community intellectual capital when a person dies or has an illness. More people will retire in the next decade – meaning 2011 to 2020

– than in recent memory (Cabello-Medina, Lopez-Cabrales, & Valle-Cabrera, 2011; Calo, 2008). Capturing the life lessons and career experiences of the retirees may support younger people learning the same lessons.

Corporations must prepare for a mass loss of workplace experience as workers retire (Carman, Leland, & Wilson, 2010; Darvish, Mohammadi, & Afsharpour, 2012; Linderman et al., 2011; Ruta, 2009; Yang & Lin, 2009). When workers retire from the corporate world, the former employer may only benefit from the worker's knowledge if it captured prior to their employment exit. Companies should plan for workers exit by knowledge transfer to younger workers. Because the retiring baby boomers are an anticipated corporate loss, companies should take action now to transfer the knowledge of their long-term retiring workers (Darvish et al., 2012; Linderman et al., 2011; Yang & Lin, 2009). Employers must plan for workers exiting the workforce, just as Powell River must capture its retiree's life experiences.

Community knowledge loss. Powell River started with the city's paper mill, which was the largest in the world at one time (Lambert, 2009, 2012). Retired mill-workers, along with other community retirees, may a variety of history and lessons to pass down. Retirees who retired in Powell River have the history of community knowledge, the memory of organizations, and changes of the community (D. Dyble, personal communication, October 12, 2011). Retirees who retired in Powell River and those who came to Powell River once they retired both have career knowledge; some career knowledge may include industry knowledge, while other knowledge could include

raising a family. Unfortunately, the different types of knowledge are not immune to losses.

Types of knowledge lost. The loss of knowledge includes both explicit and tacit knowledge (Cabello-Medina et al., 2011; McQuade et al., 2007) –capturing both information written in history or in procedures, as well as experiences that cannot be written down. An example of tacit corporate knowledge includes critical intangible connections essential to business operations and longevity (Darvish et al., 2012; McQuade, et al., 2007). Trust cannot be written down; it is one of many aspects of knowledge which brings value but cannot be quantified. When key employees retire, there is a loss of an established network of know-how, which includes company dynamics within the company (Yang & Lin, 2009). There were many more examples of corporate and community loss of knowledge, which this study sought to find. Understanding the project study significance provides a baseline for the problem exploration.

Significance

Communication varies from reading a newspaper article to having a face-to-face conversation. The communication taking place in the global setting is vital in the transfer of tradition and knowledge to young people; retirees' passing down their knowledge is no exception. This research is significant in the family unit, community level, and on a global scale; the research also advances knowledge in intergenerational communication and provides implications for social change. Communication on the most basic level is

the starting point of this project study's significance.

Significance in the Family Unit

This project is significant at the family, community, and global levels. Though each level involves a different quantity of people, the intergenerational communication perspective at each position is similar. At the family (micro) level, intergenerational communication is important in all directions, from individuals to families to communities (Haddad, Chen, & Greenberger, 2011; Istead & Shapiro, 2014; Oshio, 2012). Family communication involves members of all ages and generations. The family perspective encompasses younger generations as individuals, not just as youth (Buse, 2009; Chung, 2009; Van Dyke, Haynes, & Ferguson-Mitchell, 2007). Communication between the generations in families may be significant to the individuals. Passing down knowledge and experience involves meaningful communication at the micro level.

Significance in the Community

The community view, on the other hand, analyzes the entire communication structure that supports many families at the same time. As this research centered on community, this study sought most to impact the community (meso) level. Intergenerational communication impact may be the most powerful at the community level, "both the knowledge that is shared and the process of sharing the knowledge" (Bailey & Ngwenyama, 2010, p. 72). Several community aspects impact different generations interacting. Through intergenerational communication between retirees and volunteers, volunteering impacts the community. Choi and Chou (2010) argued that

retired volunteers who spend over 5 hours per week volunteering were more aware of the community, including younger and middle-aged adults and both parties benefited (Chung, 2009). Further, interactions between generations in a community can create an established community “support mechanism” (Bailey & Ngwenyama, 2010, p. 63). Establishing a community-based system for older generations to pass down to younger generations would assist to capture experiences. Several studies concluded that communities encouraged knowledge transfer by creating both motivation as well as the environment (Parkinson, Warburton, Sibbritt, & Byles, 2010; Van Ingen & Dekker, 2011). The current study aimed to benefit the community of Powell River by leading to knowledge transfer from aging retirees to the younger generations. The study could also provide insight on the global perspective of the generational communication interchange.

The Powell River City Council may benefit from this project study by better understanding the flow of experiences and interactions in the community, especially in Powell River volunteers. The local campus of VIU could benefit by linking generations together; this may result in additional attendance at their regular or Elder College courses. With VIU campuses outside of Powell River, this research may help close the communication gap on a larger level.

Significance on a Global Level

At the macro, or global level, other communities with characteristics similar to Powell River, BC, may benefit from this study’s findings. Because researchers consider the intergeneration communication gap a global problem (Drummond & Orbe, 2009), the

current project study may apply to similar communities, which may not be rural or Canadian.

Regardless of the level of significance, the current project study sought to improve the quality of life of younger generations. Younger individuals – who contribute at all three significance levels – may have a richer and more meaningful life experience because of the knowledge passed down to them by older adults. Altering younger generations' outlook may give them a more informed perspective. This may assist their perspectives which could, in turn, alter what they pass down.

The significance of this study was its retiree-based solutions to the intergenerational communication gap. Retirees, the participants of this study, may have increased the value of what they can contribute to their community as a part of their participation in the study. The younger generations, of all ages, may have benefited from the retirees' experiences and lessons learned. Powell River employers may have better prepared younger generations based on lessons learned from retirees.

This project study could also be useful for volunteer organizations that use retired volunteers. With a better understanding of retirees' motivations, volunteer organizations may have a more useful strategy for engaging retirees; such a strategy might be helpful for engaging volunteers in general, not just retirees. Understanding the terms used in the research will support understanding of the study significance.

Definition of Terms

Case study: This term is defined as “a form of qualitative research that endeavors

to discover meaning, to investigate processes, and to gain insight into and in-depth understanding of an individual, group, or situation (Lodico et al., 2010, p. 269). The objective of a case study is to gain an understanding of a particular occurrence, environment, or problem, and gain deep details about the phenomenon (Merriam, 2009).

Credibility: This term is defined by it “depends on three distinct but related inquiry elements: *rigorous methods* for doing fieldwork that yield high-quality data that are systematically analyzed with attention to issues of credibility; the *credibility of the researcher*, which is dependent on training, experience, track record, status, and presentation of self; and, *philosophical belief in the value of qualitative inquiry*, that is, a fundamental appreciation of naturalistic inquiry, qualitative methods, inductive analysis, purposeful sampling, and holistic thinking” (Patton, 2002, p. 552-3). The objective of credibility is to ensure accuracy in the reporting of the literature examination and data analysis.

Dependability: This term “refers to whether one can track procedures and processes used to collect and interpret data” (Lodico et al., 2010, p. 275). The objective of dependability is to ensure the researcher provides the most accurate conclusions based on marked progress through data collection and analysis.

Generation: Members of different groups based on birth era become a “lens of sorts, filtering life experiences” (Stark et al., 2012, p. 114). The objective of defining a generation is to connect the relations between each generic group level (Costanzo & Hoy, 2007; Giles et al., 2010).

Intellectual capital: A term “synonymous with ‘intangible assets’ or ‘knowledge assets’” (Shehabat, Mahdi, & Khoualdi, 2009, p. 161). The objective of intellectual capital is to label knowledge, experience, relationships, and skills inherent to humans (Chan, 2009, p. 6).

Intergenerational communication: The goal of intergenerational communication with multiple people “promotes *recognition* over values and preferences, if not *agreement*” (Carpenter & Mulligan, 2009, p. 150). The objective of intergenerational communication is to maximize interactions between those in different generation classes (Ota, McCann, & Honeycutt, 2012).

Intrinsic Motivation: Ahn and Janke (2011) defined intrinsic motivation as action without external factors; action to “engage for fun and enjoyment” (p. 657). The objective of intrinsic motivation is link individuals and specific activities.

Knowledge transfer: Knowledge transfer can be difficult and may involve “an in-the-moment debriefing with the experts or a means of allowing the individuals to relive their experience” (Linderman et al., 2011). The objective of knowledge transfer was to maximize effectiveness; Lin, Kao, and Chang (2010) found knowledge transfer was strong when “knowledge to be transferred was organized, systematic, and clear” (p. 286).

Motivation: “Activation to action. Level of motivation is reflected in choice of courses of action, and in the intensity and persistence of effort.” (Bandura, 1994, p. 71). The objective of motivation is to separate reasons behind acting.

Older adult: An older adult is a person aged 60 or older (Tang, Copeland, &

Wexler, 2012). The objective of this term is to differentiate between adults who are older and still working, and retirees.

Peer Debriefers: This term is defined as “a colleague who examines the field notes and meets with the researcher on a regular basis, asking questions to help him or her re-examine assumptions and consider alternative ways of looking at the data” (Lodico et al., 2010, p. 274). The objective of peer debriefer is to minimize researcher bias.

Retiree: A person is retired “if (1) he reports not working for pay; and (2) he describes himself as retired” (Maestas, 2010, p. 720). The objective of defining a retiree is to establish the source of the intellectual capital transferred to others, and define the participant inclusion criteria for this project study.

Retirement: “An event such as the day when a person ceases a lifetime of paid employment and begins living on their pension” (Hodkinson, 2010, p. 95). The objective of defining retirement is to acknowledge that this event is “complex and that no one definition will satisfactorily represent all situations” (Denton & Spencer, 2009, p. 64).

Rich description: This term is defined as “the product of a qualitative inquiry is *richly descriptive*. Words and pictures rather than numbers are used to convey what the researcher has learned about a phenomenon. There are likely to be description of the context, the participants involved, and the activities of interest” (Merriam, 2009, p. 16). The objective of rich descriptions is to set parameters and characteristics by which the descriptions provided by retirees are categorized.

Rural areas: “Communities less than 10,000 that are not heavily influenced by

proximate urban areas” (Allan, Funk, Reid, & Cloutier-Fisher, 2011, p. 70). The objective of this definition is to link Powell River with rural area qualities.

Self-efficacy: “People’s beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives” (Bandura, 1994, p. 71). The objective of self-efficacy is to establish why people act, and how they are motivated, based on their own perception of value (Bandura, 1989a).

Thick description: This term is defined as “the complete, literal description of the incident or entity being investigated” (Merriam, 2009, p. 43). The objective of thick descriptions is to ensure the context of the research environment.

Triangulation: This term “refers to the incorporation of multiple kinds of data sources, multiple investigators, and multiple theoretical perspectives” (Glesne, 2011, p. 47). The objective of triangulation is to ensure the data collected is accurate by multiple collection methods and independent reviews other than by the researcher (Merriam, 2009; Patton, 2002).

Volunteer: “An individual who is willing to contribute to or devote him or herself to something” (Chang, Fang, Ling, & Tsai, 2011, p. 478). The British Columbia Retired Teachers’ Association (2011) further defined volunteering as “providing a service, without pay, to anyone not living in the same household, or the community or environment; and providing this service either directly, on one’s own, or indirectly, through a group or organization” (p. 6). The objective of this term is to delineate what a volunteering individual’s action includes.

Research Questions

The local Powell River problem required further exploration. This project study sought answers to the following research questions through qualitative methods.

1. What could rural retirees could pass down to younger generations outside the family in their community?
2. What motivates volunteering retirees to pass down their knowledge through nonfamily intergenerational communication within their rural community?
3. How does Powell River's environment influence intergenerational community between its retirees and nonfamily younger people?

The research supported the research questions, which were also found in the literature.

Critical Review of the Literature

There are many current, peer-reviewed studies on retirees and many have different theoretical bases. Determining which theory on which to base my exploration of the local problem involved a close analysis of the current research. The literature review included not just theoretical frameworks, but more specific search terms. To establish the project study's significance from a literature stand point, the researcher sought out studies conducted in the past 5 years regarding retirees, communication, and motivation, among other search terms.

Search Strategy

Several search terms were used to conduct this review of the literature, including *retirement, retirement communication, intergenerational communication,*

intergenerational conflict, intellectual capital, generation gap, tacit knowledge, baby boomer, older people, older adults, seniors, lost knowledge, older volunteers, adult communication, older people and identity, generation, family communication, identity gap, rural Canada, retiree migration, elderly migration, volunteer, motivation, pass down, intergenerational communication, volunteer, older adult, and knowledge transfer.

The researcher used Boolean operators, including “AND” and “OR,” to maximize the results of the search terms. These search terms, along with many variations, were entered into four databases on the guidance of the Walden University librarians: Communication and Mass Media Complete, Academic Search Complete, Education Research Complete, and ERIC.

Public Sources

Among relevant public data sources I used was the 2011 Canadian Census and its updated Powell River Community Profile (Powell River Regional Economic Development Society [PRREDS], 2011); it contains demographic information along with investment opportunities for Powell River development. Another public document was a report on the Powell River lifestyle, called Vital Signs (Powell River Community Foundation, 2011). While Vital Signs report is not an academic study, it provided local and current data points for the project study. Other public information was available, but all references—public and not—supported the framework for this research.

Supporting sources. The literature noted similar characteristics in retiree volunteers. Table 9 displays the features common to retirees who tend to volunteer. The

retirees studied in previous research who volunteered had several distinct general characteristics: gender, education level, and tendencies to volunteer. The current literature concluded that educated women were the most likely to volunteer. Parkinson et al. (2010) found that women were more likely to volunteer in rural areas, such as Powell River, BC, (PRREDS, 2011).

Table 9

Current Research of Common Characteristics of Retirees Who Tend to Volunteer

	Mostly female/ gender dependent	White	Unemployed	Highly Educated	Healthier/ Exercised More
Broese Van Groenou & Deeg (2010)	X			X	
Choi & Chou (2010)	X			X	
Einolf (2009)	X			X	
Einolf (2010)	X			X	
Haski-Leventhal (2009)	X		X		
Komp et al. (2012)			X		X
McBride, Gonzales, Morrow-Howell, & McCrary (2011)	X	X	X	X	
Morrow-Howell et al. (2009)	X	X	X	X	
Rozanova, Keating & Eales (2012)	X			X	X

Note. Powell River, BC, does not have data on volunteer characteristics.

Retired volunteers with higher education were more likely to mix paid work with their volunteering rather than no work (McBride, Gonzales, Morrow-Howell, & McCrary, 2011). Regardless whether the retirees are paid or not, current literature results confirm the contribution to the community provided a benefit. According to Bailey and

Ngwenyama (2010), volunteering was one way to include community members in enhancing the “participating generations” in community growth (p. 77). Van Ingen and Dekker (2011) found differences in volunteer tendencies-based on education was significant. Many retirees gained satisfaction in keeping themselves active through volunteering.

Retirees kept their minds active through volunteering, but also by supporting the growth of their community. There were many retirees involved in the community discussion about the new Powell River Library location (R. Cooper, personal communication, April 10, 2012). In planning communities, older residents noted the generational differences and the requirements for different age groups (Bailey & Ngwenyama, 2010). Past development actions in Powell River set a precedent for retirees acting in the community. For example, when the Powell River hockey arena was torn down after the building was condemned, retirees campaigned to keep it standing to preserve memories of past generations (J. Carlson, personal communication, November 10, 2011). Another example was the recent BC Ferries policy and rate changes, resulting in several community rallies (Walz, 2013). Leaving a legacy both in knowledge and community development is important to retirees (Bailey & Ngwenyama, 2010; Morrow-Hollow, 2010). The mental energy to volunteer and discussed indicates a passion for community in retirees. Several theories supported the high level of mental activity in retirees.

Retirees who focused on improving intergenerational communication not only

built up the knowledge of the community but improved the overall intellectual capital. According to Bussey and Bandura (1999), the first of three aspects of gender-based influences in social cognitive theory is *modeling*; modeling is when a person has high respect for someone, admires their characteristics, and may take action to try to acquire those respectable qualities. Most seniors have a role model who sets an example of how retiring success should look (Burr, Santo, & Pushkar, 2011). If the retiree's role model has made a positive effect on the community, the retiree may do the same. A social structure supporting intergenerational communication were perceived as a community asset (Bailey & Ngwenyama, 2010). In other words, retirees who communicated with others who were younger than them built community equity. This project study sought to pass down that community equity.

Self-efficacy. How retirees perceived themselves was a critical part of their motivation to act. According to the literature, retirees who identified themselves as retired people effected their actions—both positive and negative. Retirees who looked favorably on retirement status were more positive in life than those who did not (Michinov, Fouquereau, & Fernandez, 2008; Teuscher, 2010; Warren & Kelloway, 2010). Schau, Gilly and Wolfinbarger (2009) found transition from employment to retirement caused a significant amount of identity searching. Whether retirees viewed themselves as experienced people with value to share played a pivotal role in their motivations to act, also known as self-efficacy.

Retirees interacted with groups based on where they enjoyed interaction. As

retirees aligned themselves with one group or another in social or generational contexts, certain perceptions arose. Age was an insignificant indicator of volunteer tendencies (Komp et al., 2012). Chronological age, as shown in the literature, is an ineffective characteristic in volunteering predictions. Warren and Kelloway (2010) showed perceptions were not age specific, but revolved around feelings of control; as people felt more positive about their age, the more control people felt about their life. Volunteering, for many reasons, was another activity retirees believed they could control and identify with. The choice to volunteer or not was critical when the retirees volunteering felt they could contribute to the community with their existing skills (Kilpatrick et al., 2010). Retirees' contributing to their community — by volunteering, for example—influenced how they viewed themselves (Griffin & Hesketh, 2008; Kitchen, Williams, & Chowhan, 2012). External perspectives of retirees may have equated to volunteering, but internal relations may have dictated actions.

How a person perceived themselves may also have had an effect on volunteering tendencies. Howe, Matthews, and Heard (2010) concluded how a person perceived him or herself in various roles influenced their motivations for postretirement activities. Self-efficacy may impact retirees migration tendencies, their motivation to volunteer, and may be affected by their gender.

Migration of retirees to rural areas. As people approach retirement, they plan for many changes – one of the changes may include relocating (Plane & Jurjevich, 2009). The choice of locations to live in retirement varies, and includes natural amenities and

cultural attractions (Kitchen et al., 2012). Once people retire, they may be inclined to return to areas familiar to them. Migrations were most noticed in age groups 55 to 64 where the older adults were familiar with the destinations from childhood (Plane & Jurjevich, 2009). Returning to their rural roots, Jauhiainen (2009) concluded many elderly people concerned themselves with proximity of a metropolitan city, and did not want an active city life. Volunteering in rural areas was different from urban societies (Kilpatrick et al., 2010), but did not necessarily occur where a person was born (Jauhiainen, 2009). Retirees moving to the periphery of a large urban center allowed themselves to retain control and freedom (Jauhiainen, 2009; Kitchen et al., 2012). The retirees desiring control and contribution to the rural community, once they migrated, may open a variety of volunteer opportunities. Choosing volunteer activities was another area retirees could control.

Volunteering. According to the literature, those who volunteered have different methods of genre distinction: the timing of volunteering, the amount of volunteering, and the location of volunteering. Morrow-Howell (2010) posited that, “like other areas of aging research, the dynamics may be different for those volunteers who grow old versus older adults who become first-time volunteers” (p. 462). Whether a person volunteered their entire life or started in retirement, as a part of an organization or a casual role in helping a neighbor, the volunteering act was helpful to the volunteer’s positive outlook (Haski-Leventhal, 2009). The location of the volunteering – in rural areas versus urban centers – also plays a part in understanding volunteers (Kilpatrick et al., 2010). Parkinson

et al. (2010) found a link between individuals who volunteer and life satisfaction. Further, Bussey and Bandura (1999) concluded “effective efficacy builders do more than convey positive appraisals” (p. 692); many seek methods of success for activities. Activities after retirement may have included many community-based contributions. “Older adults who have numerous motives for volunteering, and who maximize the use of their social skills and prosocial attitudes, are more strongly attached to their host agency and experience higher levels of their volunteer role development” (Gillespie et al., 2011, p. 110). There are many factors influencing volunteer-based on both personal and environmental factors. The retirees volunteer—after migration and not—to maintain active control (Morrow-Hollow, 2010). However, there are factors of volunteering that retirees may not have control over; gender affects volunteer actions.

Gender. Many retirees’ volunteer actions were dependent on gender, usually female, and the different motivations for each retired gender were apparent. An individual’s personal living space, including home and community, influences a person’s development and differs by gender (Bussey & Bandura, 1999). How retirees have helped their communities in a voluntary organization may depend on individual defining characteristics, such their gender. Grace, Weaven, and Ross (2010) explored how the genders viewed retirement. Results illustrated women were more concerned about financial security in retirement while men viewed retirement “as simply another life phase” (Grace et al., 2010, p. 181). Gale-Ross, Baird, and Towson (2009) concluded gender roles were less defined for older adults. Buse’s (2009) study on leisure

perceptions of showed retiree's different actions based on age, technology, and gender; results showed men's views of work and leisure in retirement had a more definitive start date than women. Further, Parkinson, et al. (2010) found that women were more likely to volunteer in rural areas. Women were also found to link life satisfaction with family and social relations different than men (Oshio, 2012). Why retirees act or not, which factors were controllable and not, varied by research and perspective.

Contrasting views of the study. With evidence supporting the phenomenon miscommunication of different generations, volunteering patterns in retirees, and retiree migration, there were also contrasting views. Newbold and Meredith (2012) concluded migration of older Canadian adults did not have a significant effect on community demographics; however, because of Powell River's low population, migrating retirees may have a higher proportionate impact than other areas of Canada. The current study, as in academic circles, had contrasting views; however, several contrasting views of the current study are not considered current references. Windsor, Antsey, and Rodgers (2008) stated, "Among high-level volunteers, those with higher education levels were more likely to report negative affect relative to those with lower education" (p. 68). Because rural retiree volunteers were most likely educated females, it is unclear if Windsor et al. (2008) had a valid argument of the construct of Powell River. Another noncurrent reference, Kaskie, Imhof, Cavanaugh, and Culp (2008) concluded that volunteering alone was "no longer appropriate for retired adults" (p. 368). The retirees in Powell River, BC, reported volunteer activities. While these two sources are considered out of date, no

literature since 2009 had the same results. The literature indicated a gap in results which the project study results sought.

Literature gap. While there is a considerable volume of literature about retirees, the current literature pointed to areas needing additional research. Since past research on retiree volunteers did not examine volunteering with younger generations, this unexplored area became the subject of this project study. The literature indicated several aspects for future intergenerational research, which included: nonfamily-based intergenerational communication, retiree engagement, knowledge transfer, and interacting generations. Bailey and Ngwenyama (2010) noted a gap in nonfamily-based intergenerational research and exploration of “more community-based international interactions” (p. 63). The current project study revealed motivations for retirees to contribute to their community through volunteering and sharing their personal experiences. Choi and Chau (2010), Einolf (2010), and Hartenian and Lilly (2009) called for additional research to improve understanding retiree’s engagement in certain events and organizations. Other aspects for intergenerational communication pointed to aspects included in the project study.

Filling the gap in nonfamily-based intergenerational communication and understanding motives of retiree participation in such activities may improve knowledge transfer. Gururajan and Fink (2010) posited “further research can lead to a refinement of the role of attitudes in determining successful knowledge transfer in today’s competitive world” (p. 839). Additional research could better define the role of successful knowledge

transfer between generations. Previous studies called for greater research and understanding of how communities can benefit from generations interacting. This project study filled a gap in the literature as well as sought results to answer the research questions; the research design to find such answers required establishing a theoretical basis.

Theoretical Foundation

According to Merriam (2009), a theoretical framework is “the underlying structure, the scaffolding or frame of your study” (p. 66). When deciding upon a theoretical framework, the researcher must consider the literature’s view of the phenomenon in question, as well as the local practice of this phenomenon (Patton, 2002). Because the current study included a generational communication gap, the researcher included communication theories as possible frameworks. Further, because a group of people—in this case, retirees—who may or may not identify with the group, the researcher considered identity theories as possible theoretical frameworks also. A separate aspect of identity frameworks included motivations based on perceived self-worth; the researcher added a third option of motivation theories theoretical framework. The literature revealed each theoretical framework option as a fit for the project study. Table 10 provides an illustration of the communication theories the research considered. The ideal theoretical framework have included a combination between the several theories; other considerations are shown in Tables 11 and 12.

Table 10

Communication-Based Theoretical Frameworks Considered for Current Project Study

Theory name	Current literature supporting sources
Communication accommodation theory (CAT)	Giles et al. (2010)
	Imamura, Zhang, & Harwood (2011)
	Ota, et al. (2012)
	Soliz et al. (2009)
	Soliz et al. (2010)
	Williams & Garrett (2012)
Communication predicament of aging model (CPM)	Yamasaki (2009)
	Giles et al. (2012)
	Smith (2013)
	Zhang & Lin (2009)

Note. The theories proposed for the current research involve communication, identities, and other factors.

Communication theories. There were many communication theories associated with older people and information transfer. Communication accommodation theory (CAT) and the tangent communication predicament of aging model (Zhang & Lin, 2009) centered on older adults communicating with others. CAT states that people adjust the way they communicate and interact based on what group the person identifies with (Giles et al., 2010; Imamura et al., 2011; Ota et al. 2012; Soliz et al., 2010; Soliz et al., 2009; Williams & Garrett, 2012; Yamasaki, 2009). Further, the interaction adjustments, referred to as “accommodations,” appeared in multiple variations: under-accommodating, over-accommodating, and nonaccommodating (Soliz et al., 2009). Depending on how the person communicated with others in comparison to themselves (talking up, talking down, etc.) created a perceived accommodation. CAT was applicable to individual of all ages.

A model stemming from communication accommodations also includes older people with more experience. Grounded in the CAT, the communication predicament of aging model (CPM) presented a negative connotation to aging self-esteem combined with stereotypes of age-related factors (Smith, 2013). Both aspects of communication could have been used as theoretical frameworks to analyze the older generations of the rural community Powell River, BC, phenomenon. Because the local problem involved older people voluntarily sharing life experiences, perhaps a theoretical framework in identity was more suited for the current project study. Table 11 shows sources utilizing identity theoretical frameworks considered for the current research.

Table 11

Identity-Based Theoretical Frameworks Considered for Current Project Study

Theory name	Current literature supporting sources
Communication theory of identity (CTI)	Kam & Hecht (2009) Maeda & Hecht (2012) Urban & Orbe (2010)
Social identity theory (SIT)	Caricati & Monacelli (2010) Derks, Ellemers, van Laar, & de Groot (2011) Ghavami, Fingerhut, Peplau, Grant, & Witting (2011) Hensen & Olson (2010) Teuscher (2010) Williams & Garrett (2012)

Note. The theories proposed for the current research involve communication, identities, and other factors.

Identity theories. When reviewing the existing literature on identity theories, many emerge as possible frameworks. Among several identity theories, two stand out as

possible theoretical frameworks for involuntary retirees: social identity theory and communication theory of identity.

Social identity theory. Social identity theory (SIT) differs from self-determination in that there are three aspects in which a person defines themselves: cognitive, evaluative, and emotional identities (Ghavami et al., 2011; Hensen & Olson, 2010; Teuscher, 2010). The SIT includes a self-perceived value, which may be too heavily weighted on identity for a study interested in intergenerational communication. Williams and Garrett (2012) based their intergenerational study on both SIT and CAT. A further explanation of another potential theory—the communication theory of identity—is required to find a fit for this research.

Feldman and Beehr (2011) classified SIT that how a person views himself or herself is a large part based on social activities. Hensen & Olson (2010) explained SIT as a group concept in social areas rather than an individual aspect. SIT bases its realm on social methods rather than defined group structure (Ghavami et al., 2011). Teuscher (2010) concluded that retirees identified with their previous employment as part of their identity, based on SIT.

Communication theory of identity. Communication theory of identity (CTI), as presented by Hecht (1993), includes four perspectives of identity: personal, communal, enacted, and relational. Figure 1 illustrates how the four frames, which are defined individually, interact. The personal frame involved how a person views themselves; the enacted frame explained interactions with others via communication; how other people

viewed the persona is the relational frame; and a group identity defined the communal frame (Hecht, 1993). The interaction of each frame may shed light on why retirees communicate with younger generations. Between each frame creates an identity gap, causing conflict, particularly between the generations (Kam & Hecht, 2009). The conflicts, caused by identity gaps, may be why retirees seem reluctant to share their tacit knowledge. Identity gaps, like the CTI facets, also have a set definition (Kam & Hecht, 2009). The identity gaps between CTI frames may play as large a role in the understanding of the Powell River, BC, phenomenon than the CTI frames.

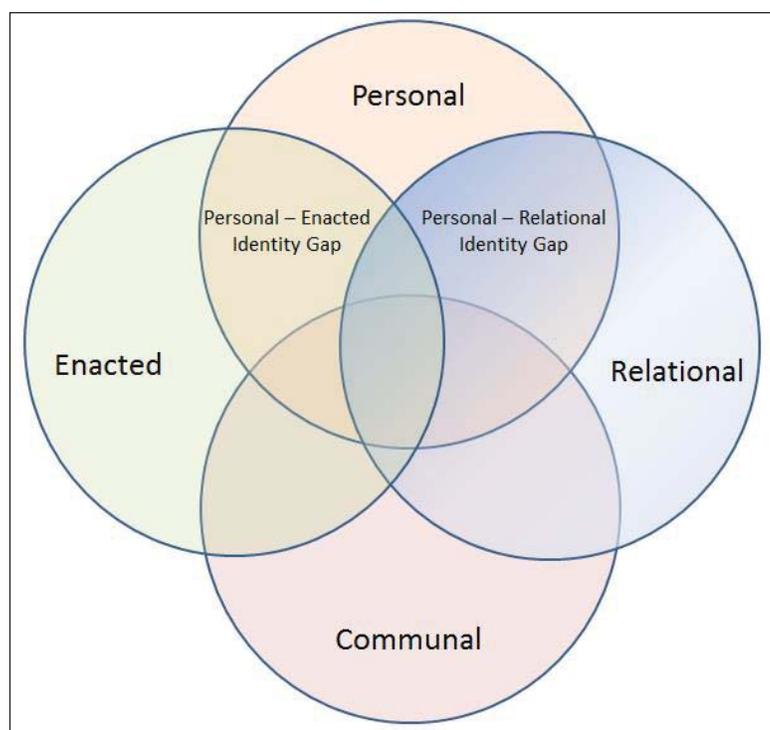


Figure 1. Communication theory of identity gap illustration, based on the text material from “2002 – a research odyssey: toward development of communication theory of identity” by M. L. Hecht, 1993, *Communication Monographs*, 60, p. 78.

Because the problem of the intergenerational communication may be caused by

miscommunication, the identity gaps between the CTI frames may play a part in the problem analysis. An identity gap is a mismatch in expectation and delivery in communication, either within a person or interacting with others (Jung, Hecht, & Wadsworth, 2007; Kam & Hecht, 2009; Maeda & Hecht, 2012; Urban & Orbe, 2010). As illustrated in Figure 1, the personal-enacted identity gap is the difference between how people view themselves and how they communicate with others (Drummond & Orbe, 2009; Kam & Hecht, 2009; Maeda & Hecht, 2012; Wadsworth, Hecht, & Jung, 2008). While other gaps in the CTI frames exist, the other identity gap studied was the personal-relational identity gap.

The gap between personal and relational is the difference between how a people see themselves and how others view them (Drummond & Orbe, 2009; Jung & Hecht, 2008; Jung et al., 2007; Kam & Hecht, 2009; Wadsworth et al., 2008; Urban & Orbe, 2010). Relating to the Powell River intergenerational communication phenomenon, the retirees may see themselves in a different light than the younger generations see them, creating an identity gap on each perspective. Both the personal-enacted and personal-relational gaps are based on communication (Drummond & Orbe, 2009; Urban & Orbe, 2010; Wadsworth et al., 2008); further, identity gaps appear when one party communicates with another. The CTI frames and identity gaps provide a literature-based platform to examine the communication problems of the retirees in Powell River. CTI is based on both communication and identity and thus is an ideal theory for the Powell River study. Because the phenomenon involves not just retiree identity, also motivations

to communicate, CTI is not ample on its own to answer the current project study research questions. Combining CTI with a motivational theory may provide a theoretical framework mix supporting the current research.

Motivation theories. Along with CTI, the researcher considered motivation theories for framework alignment. Communication involves a certain amount of motivation to act. The current research study sought improvement for retiree motivation to communication. The researcher considered two theories, self-determination and social cognitive theory, as frameworks addressing individual motivations for the Powell River problem. Table 12 illustrates current literature utilizing motivation theoretical frameworks considered for the Powell River study.

Self-determination theory (SDT) bases action on improving life around the communicator. The self-determination framework, as presented by Stephan et al. (2008), related how people identify themselves within a group to individual motivations, Cruz et al. (2009) found that the higher the intrinsic motivation a person has, the more likely they are to transfer knowledge. In other words, improving retiree motivation to communicate may lead to increased knowledge transfer. Current literature concluded SDT contributes three aspects for better motivation understanding: the theory meets social needs of motivation (Ahn & Janke, 2011), assumes people are naturally curious (Beachboard et al., 2011), and includes a negative satisfaction about some motivations in retirement (Bowman et al., 2010). SDT not only addresses the people's motivation, but also curiosity and morality.

Table 12

Motivation-Based Theoretical Frameworks Considered for Current Project Study

Theory name	Current literature supporting sources
Self-determination and motivation (SDT)	Ahn & Janke (2011)
	Beachboard, Beachboard, Li, & Adkison (2011)
	Bowman, Bandenberger, Lapsley, Hill, & Quaranto (2010)
	Comanaru & Noels (2009)
	Darner (2012)
	Jang, Kim, & Reeve (2012)
	Luyckx, Vansteenkiste, Goossens, & Dueiz (2009)
	Mouratidis et al. (2013)
	Ng & Sears (2010)
	Oliver, Markland, & Hardy (2010)
	Seo (2013)
Social cognitive theory (SCT)	Skinner et al. (2012)
	Sorebo & Haehre (2012)
	Taylor, Lokes, Gagnon, Kwan, & Koestner (2012)
	Boswell (2012)
	Castillo et al. (2011)
	Chu, et al. (2009)
	Erlich & Russ-Eft (2012)
	Feldt (2012)
	Filippova & Astington (2010)
	Gellert, Ziegelmann, & Schwarzer (2012)
	Hong, Hwang, Wong, Lin, & Yau (2012)
Kitchen, Williams, & Simone (2012)	
Matusitz & Breen (2011)	
Mazza, et al. (2010)	
Rhodes & Anastasi (2012)	
Soldner, Rowan-Kenyon, Inkelas, Garey, & Robbins, (2012)	

Note. The theories proposed for the current research involve communication, identities, and other factors.

SDT expresses motivation in one aspect, but research considered other motivational frameworks including social cognitive theory.

Social cognitive theory (SCT) involves four human tendencies which include

“intentionality, forethought, self-reactiveness, and self-reflectiveness” (Bandura & Locke, 2003, p. 97). People are not only motivated by their own actions, but by the actions of those around them. According to Bandura (2001) people tend to move when they see others’ success in an area of their interest, but retract when they see discouraging results. People seek activities that create satisfaction in their life, and give a sense of belonging, especially those activities morally in line with the person (Bandura, 2001, p. 274). One of the prime sources of action within SCT is self-efficacy.

Self-efficacy, as part of social cognitive theory, has several sources, including mastery experiences, vicarious experiences, social persuasion, and self-belief modification (Bandura, 1994). Bandura (1977) stated that self-efficacy levels included personal experiences as well as the environmental influences; Powell River retirees may have varying levels of self-efficacy based on their past as well as their everyday community, personal experiences. Vicarious experiences include those who are indirectly experienced by observation, but are less desirable than personal experiences (Bandura, 1994). Vicarious experiences are ones that the observer is at arm’s length. Further, vicarious experiences involve an individual’s perception which is less reliable compared to past personal achievements (Bandura, 1977). People’s past is not the only factor affecting motivation according to SCT; the person’s environment is also a factor impacting motivation.

As people are contributors and receivers in a social system (Bandura, 2002), the social persuasion of SCT does not necessarily change “an individualistic lifestyle,

identity, or morality” (p. 277). However, social systems introduce a questioning atmosphere of where peoples’ placement in the system is. Bandura (1977) argued confusion may arise when people are unsure of themselves and unsure of what is expected of them. This type of situation can arise easily with a life shift, such as retirement. However, the confusion may not just stem from the individual. In a community like Powell River, BC, people may result in “some problems stem from misreading the environment rather than misjudgment of self-efficacy” (Bandura & Locke, 2003, p. 97). When a misjudgment occurs – whether from a person’s experiences or in his or her environment – the person may accommodate his or her actions to fit the situation.

SCT’s self-belief modification tenet supported a person’s shift in beliefs – an internal motivation to act. Individuals act on things that bring them joy and avoid frustrations (Bandura & Locke, 2003). An aspect of the SCT function includes the decision-making during stressful situations. Bandura (1989a) concluded self-efficacy links to motivation of action as well as longevity in uneasy events. According to Bandura, Caprara, Barbaranelli, Pastorelli, and Regalia (2001), self-efficacy plays a powerful role in how people think, deal with stress, and “how well they motivate themselves and persevere in the face of adversities; their vulnerability to stress and depression” (p. 125). SCT’s self-efficacy is not just about endurance, it also shows personal motivation.

The stronger a person feels his or her experiences are valued, the greater his or her efforts to share those experiences, and the higher the motivation a person has to act

(Bandura, 1977, 1989a, 1989b, 2001, 2002). On the other hand, cultural stereotyping may lead to lower cognitive self-efficacy (Bandura, 1989b). At the same time, cultural values can affect motivation as well (Bandura, 2002). Because no one community social system can serve all purposes (Bandura, 2001), motivation levels in different communities may shift, depending on residents' needs. Because Powell River's retirees identify with a certain generation, a mix of motivational, communication, and identity theories will provide the soundest framework for the project study. Because the differences in motivation theories include different sources of motivation, the two motivation-based theories must be compared. SDT promotes motivation to enhance the person and those around them; social cognitive theory derives action from how the person views his or her experiences. Because Powell River retirees share their experiences based on their own feeling of value, social cognitive theory and its tenets may align more with to Powell River retirees. A combination of CTI and SCT will support the project study.

Retirees' affective identity was a predictor of retirement satisfaction, where cognitive identity was not (Michinov et al., 2008; Weiss & Land, 2012). This is further indication that theoretical frameworks utilizing communication, identities, and motivation will allow the greatest span of information on retiree communication in Powell River. Since there is a growing numbers of the retiree population within Powell River (Powell River Community Foundation, 2011), the location provides an ideal sample for studying this group. Because the retirees in the local population are numerous, there is an ample amount of experiences for younger generations to draw from (Cabello-Medina, Lopez-

Cabrales, & Valle-Cabrera, 2011; Yang & Lin, 2009). Combining theoretical theories involving identity, motivation, and communication, is a mix supporting the current research.

A theoretical combination. The proper theoretical framework for the current project study must include all aspects of the local problem. If one framework is not sufficient to address the entire problem, several frameworks must ensure the study has correct structure. The first aspect of the problem involves the Powell River retirees communicating with others, which includes identifying as a retiree and communicating with other members of the community. This aspect of the problem is addressed by CTI.

Another aspect of the Powell River retiree's passing down of knowledge to younger generations is more than the identification as a retiree and more than the act of communicating. If the retiree does not perceive their experiences as valuable, he or she may not feel motivated to share what they know (Bandura, 1977; Bandura, 1989a; Bandura, 1989b; Bandura, 2001; Bandura, 2002). The retiree who is motivated by their perceived self-efficacy, as noted by SCT, combined by perceived CTI identity gaps will adequately address the aspects of the Powell River phenomenon. To address the parts of the Powell River problem, the researcher combined two frameworks. How the theoretical combination is explored is the critical task of the problem examination. Figure 2 illustrates the proposal theoretical justification using CTI and SCT.

The Necessity of a Case Study

The literature regarding intergenerational communication and retiree motivations

pointed to several methodology design options. A qualitative design was appropriate as retiree motivation levels could not be measured. Qualitative supports research when “no acceptable, valid, or reliable measures exist” (Patton, 2002, p. 192). Because the Powell River phenomenon sought the retiree perspective, the researcher considered a phenomenological and a case study design; other study designs were not appropriate.

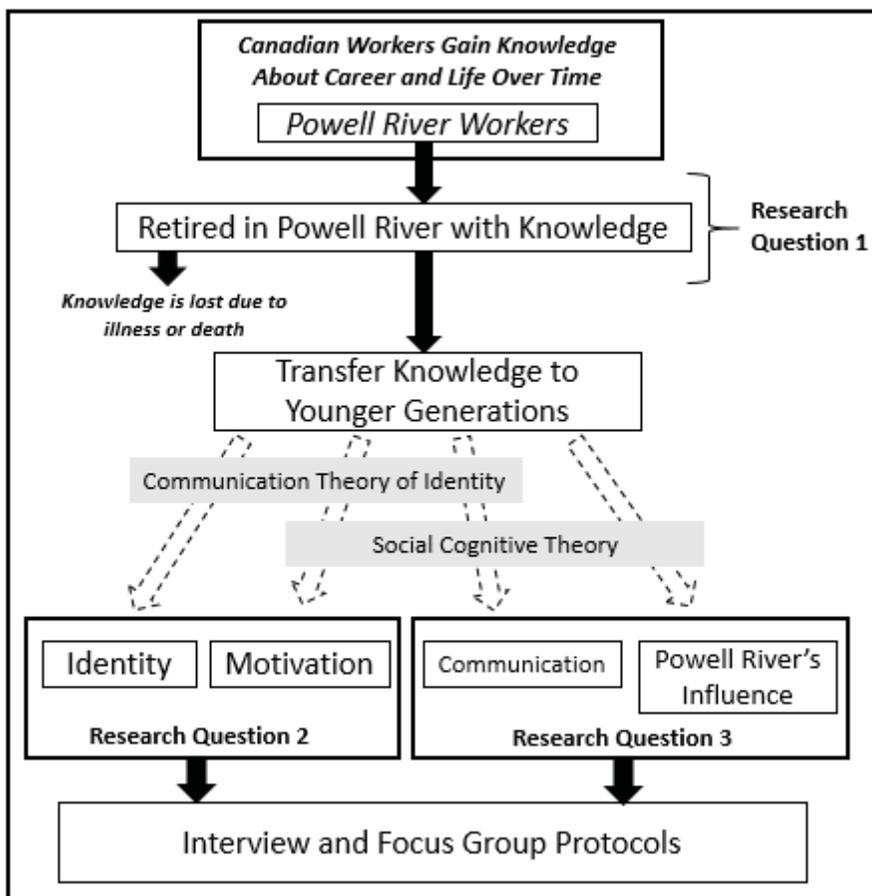


Figure 2. Proposal justification illustration; the figure illustrated the research proposal rationale from a theoretical and literature-based alignment.

Narrative, grounded theory, and ethnographic designs were not appropriate for the Powell River phenomenon. Narrative research focuses on the human element through capturing

stories (Hatch, 2002). The Powell River research focused on linking generations for communicating retiree experiences; the project study, however, was not a project focused on capturing the experiences. A narrative design was not appropriate for this phenomenon.

The Powell River phenomenon sought the retiree perspective of their experience value, and to understand what motivates retirees to communicate with younger generations. Rich descriptions are important to this aspect, which are not crucial in a grounded theory design (Merriam, 2009). Grounded theory design results in a “theory that emerges from the researcher’s observations and interviews out in the real world rather than in the laboratory” (Patton, 2002, p. 11). Because the Powell River phenomenon sought an understanding of how retirees can communicate more effectively, no theories were born from any data collected. Grounded theory was not an appropriate design for the Powell River phenomenon.

Ethnographic studies focus on a group, society, or culture to capture their beliefs and interactions (Hatch, 2002). While Powell River retirees can be grouped together (A. Raaen, personal communication, October 31, 2011), the current study pursued understanding between groups of generations. The final result of an ethnographic study is a better understanding of a culture by researcher immersion (Patton, 2002). The current project study pursued how to improve retiree motivations from the retiree’s perspective of value, which was not appropriate for an ethnographic study. While ethnography, narrative, and grounded theory were not appropriate design choices, the researcher also

considered a phenomenology design and case.

A phenomenological study focuses on a specific phenomenon, and capturing the perspective of individuals experiencing this phenomenon (Patton, 2002).

Phenomenological research focuses on “the experience itself” (Merriam, 2009, p. 24). In the Powell River phenomenon, a phenomenological perspective could focus on detailing retirees’ experience communicating; however, this would not address the communication gap between the generations. While the Powell River project study sought retiree perspectives, the aim is to increase understanding how to link retirees with younger generations; a phenomenological study would chronicle retirees’ perspectives but not seek solutions for the intergenerational communication gap. The current study focused more on the unit of analysis involving intergenerational communication.

A case study is often the preferred method for research involving a specific unit of analysis; a case study seeks understanding in a certain setting in depth (Yin, 2009). Hofland (2011) provided a “historical portrait” of the community college during a 10-year span of some changes, and also toyed between a phenomenological and case study design. A case study design has the advantage of a real-life situation, but a disadvantage due to the complexity to understand the problem sought (Marsick, 2004). In the current phenomenon, Powell River, BC, was bound geographically due to limited access by flights or ferries (J. Vader, personal communication, November 17, 2011), as well as with chronological age; the demographics of Powell River are aging, a common characteristic of a rural community (Jauhiainen, 2009). The bound system of this project was the retiree

(chronological boundary) in Powell River (geographical boundary). A case study design must be a bound system with a definite unit of analysis (Merriam, 2009). The unit of analysis in Powell River phenomenon was the Powell River retiree perspective on intergenerational communication, the perspective of the value of their own experiences, and what they felt they could share with younger generations. A case study design is appropriate for phenomena where variables cannot be separated from their context (Yin, 2009). A case study is the most appropriate choice for the current study.

Potential Barriers to Case Studies

Among the barriers to case studies were the researcher's involvement and the logistics of the case study design. Qualitative case studies "are limited by the sensitivity and integrity of the investigator" (Merriam, 2009, p. 52). The researcher must maintain confidentiality and adherence to the Institutional Review Board (IRB) requirements to fulfill the data collection properly. While qualitative case studies may be limited to the generalization to the greater public (Patton, 2002), it is the contexts, uniqueness, and relations that can be compared in a case study (Glesne, 2011). Because the Powell River case study was bound by geography and limited population, the unique Powell River characteristics may limit the problem scope to Powell River. In other words, aspects of the Powell River problem may apply to other communities but it was unlikely that all problem aspects would align with other communities in full. Any solutions arising from examining the Powell River problem may have parts applicable to other like communities, but the results may not be transferable in whole.

Another concern of case studies is the logistical frustrations in time, money, and paperwork (Yin, 2009). Case studies can take a long time and go beyond budgeted funds. The current research focused on the problem and pursued potential generation-linking solutions. Case studies have negative aspects also.

Pitfalls in the Absence of Case Studies

Case studies avoid certain problems of other research designs. However, the researcher used the case study design for the Powell River problem. Because the project study participants were retirees, a long-term longitudinal study was not feasible, nor desirable for the type of research. Had a longitudinal case study been chosen, some participants may have migrated away, or became ill or passed away over a long-term study. The researcher desired to create a simple examination and solution from the communication problem in Powell River. The case study design supported analysis for solving an aspect of the Powell River problem.

Potential Implications of the Study

The current case study could lead to improved intergenerational communication between retirees and younger generations in Powell River. One solution speculated by VIU Campus Principal in Powell River would be to extend Elder College courses for more interactions (A. Raaen, personal communication, October 31, 2011). Another idea posed by W. Behan was to expand existing volunteer venues in Powell River to include retirees pass down with those younger (personal communication, November 14, 2011). There may be several existing volunteer organizations that could enact any solutions

found from the current study analysis. If research, such as this project study, was not completed the knowledge loss of many retirees would be high (Linderman et al., 2011). Further, many implications of this research may occur but go unnoticed. This project study sought to bridge the communication gap between retirees and younger generations in whatever manner possible.

Summary

While the national average age of living Canadians increases from census to census (Statistics Canada, 2011), the intergenerational communication gap remains a growing problem (Giles et al., 2010; Giles et al., 2012; Hwang & Jeong, 2009; Kam & Hecht, 2009). Retirees, as part of the aging population, may communicate more as they volunteer in their respective communities. However, how much and what the retirees communicate may depend on how they view the value of the experiences they have to share. Some retirees exit the workforce within the community they worked in while others exit urban areas to retire in rural areas. Both groups of retirees interacting with younger generations may transfer knowledge to younger generations. Capturing the retirees' knowledge and improving their motivation to share their experiences is a key aspect to the design of the data collection process.

Section 2 of this project study explores the methodology behind the retiree communication case study.

Section 2: The Methodology

Introduction

This purpose of this project study was to explore retiree motivation to improve knowledge transfer to younger generations. Its design was a case study, and the goal was to help close the intergenerational communication gap.

Research Design and Approach

A qualitative case study of Powell River retirees, from a larger group of BC retirees, provided experience, perspective, and ideas to improve intergenerational communication. Qualitative research based on everyday life by “experiencing, enquiring, and examining” (Wolcott, 2009); it seeks the richness and complexity of a small number of people (Glesne, 2011). In this study, the qualitative approach was used to provide insight in how retiree identity and community value influence retirees’ exchange with younger generations (Lin & Zhang, 2008; Urban & Orbe, 2010). Capturing descriptions and comments from Powell River retirees with varying levels of volunteer activity and interactions with younger generations justified the research design.

Focus groups and interviews supported the research design, which ensured proper understanding and accuracy in findings (Rubin & Rubin, 2005). According to Merriam (2009), focus groups should have four to seven participants each. The researcher determined the exact number of participants when data began to repeat, and when themes among the participants’ input began to align in coding (Patton, 2002). The researcher facilitated both the interviews and the focus groups (Bogdan & Biklen, 2007). Data

collected in individual and group settings allowed maximum data collected.

Data collection events, including interviews and focus groups, included five steps (Hancock & Algozzine, 2006):

- Identified participants and placed them individually or in a focus group.
- Developed an interview protocol.
- Found an environment for the interviews.
- Developed a method for recording for interviews.
- Developed a legal and ethical manner for conducting the interviews.

The data collection instrument in a qualitative study was the interviewing protocol, or the main points of the interview question (Rubin & Rubin, 2005). The researcher facilitated the data collection, capturing data for rich, thick descriptions from which to derive answers to the research questions (Patton, 2002). The participant's descriptions were the raw data of the study; the coding was a way to analyze the data. Themes emerged from the participants' answers via coding. The data analysis guided answers to the research questions, as well as potential solutions to the problem.

Setting and Sample

The logistics of the current study includes two major aspects: the people involved in research and how they were treated.

Participants

In 2011, the residents of Powell River, BC, had an average age of 50.1 years (Statistics Canada, 2012). The population of Powell River was 19,599 in 2006 and 19,906

in 2011 (Statistics Canada, 2012). The average age of individuals living in Powell River increased since the 2006 census while the population remained steady. The participants involved in the Powell River phenomenon investigation were all retired and had experiences to share. However, finding the participants, finding an appropriate number of subjects, and establishing a researcher-participation relationship defined the study. Selecting the participants set the tone for the study.

Criteria for selecting participants. This study required a set of criteria for selecting participants. Eligible participants identified for the project study were living the majority of the time in Powell River, may have retired in or have migrated there after retirement, be retired from a career and received a corporate pension, may be a volunteer, of either gender. Participant criteria included people who were retired from a career, collecting a pension, engaged in volunteer activities, spoke fluent English, and lived in the Powell River region. Recruiting participants in Powell River included educating residents of the nature of the study and used marketing strategies specific to target older adults. Further, no one in the study sample knew the researcher on a personal basis.

Sampling. Purposeful sampling is most appropriate for case studies because this results in “information rich” data, with a focus on the phenomenon without generalization (Patton, 2002, p. 40). The Powell River participants were a part of a unique sample, which was based on individualized perceptions of the phenomenon (Merriam, 2009). Finding participants was through personal interactions at local Powell River eateries in the early mornings, advertising for participants in local print media, and posting flyers

educating potential participants about the study.

Justification for the number of participants. The number of participants depends on the methodology (Patton, 2002). To gain an understanding of the Powell River communication gap, the researcher conducted individual interviews and focus groups. Participants were either in an interview or a focus group, but not both. Aiming for 10 to 15 interviewees to reach saturation (Patton, 2002) and focus groups having four to seven participants in two focus groups (Merriam, 2009), the researcher sought an initial 18 to 29 participants. Other studies confirmed this approximate number of participants, as illustrated in Table 13.

Table 13

<i>Participants in Current Literature Conducting Interviews & Focus Groups</i>			
	Number of participants	Number of interviews	Number of focus groups
Balmer, D-Alessandro, Risko, Gusic (2011)	37	9	4
Jungers (2010)	14	10	1
Walsh & Callan (2011)	75	60	3
Williamson (2009)	43	13	5
Xie (2009)	20	14	1

Note. The studies referenced include those utilizing the same data collection method combination as the current research study.

The current project study allowed for additional people to volunteer as a participant; the researcher created an opportunity to maximize focus group sizes and have alternate participants. The interviews took place before the focus groups to adjust the number of participants involved in focus groups (Patton, 2002). The data collection groups depended on the access to the participants.

Procedures to gain access to participants. There was a two-pronged approach for participant contact: recommendations from community experts, and marketing to the public. With community expert recommendations, the researcher created a short list of potential participants as a part of a purposeful sample. A purposeful sample is one gathered with a set criteria or purpose (Merriam, 2009). I advertised by word of mouth and noncomputer-based advertising as needed to gain ample eligible participants. Technology free avenues, such as newspapers, flyers, television, and personal connection will increase the probability of communication with older adults (Erickson & Johnson, 2011; Walsh & Callan, 2011). The paper-based communication established the access for participant access. The goal of the participant access was to establish a personal connection and level of trust between the potential participant and researcher.

Marketing to potential participants. Accessing potential participants set the tone for the research. There were many different methods the researcher used to reach the potential participants; all of the methods used the most effective media to target older people – without technology.

The Powell River Peak and Powell River Living Magazine are the two published print form media in Powell River. I placed an ad in Powell River Living Magazine (2012) that read “Local Powell River student seeks retirees for study on communication with younger generations. Please contact (phone number).” This advertisement provided a method for retirees to contact the researcher via print ad and by phone. Further, an update to the Powell River City Council on October 4, 2012 resulted in an article in the Powell

River Peak (Walz, 2012). The researcher also posted flyers.

Powell River has many community bulletin boards. Creating and posting a flyer allowed potential participants to learn about the research. The posters were placed in high traffic areas such as the exit door of a prominent grocery store, the Powell River Public Library, and local book store. Personal connections also spread the word about the study.

According to SCT, the social aspect of a group is the most influential (Bussey & Bandura, 1999). Interacting with potential participants on a personal level in a social venue resulted in interest in the study. I visited local social arenas such as cafes and the library. The best time of the day to meet older residents is the early morning (D. Dyble, personal communication, October 12, 2011). Approaching potential participants, the researcher provided a flyer to potential participants and answered questions they had. The researcher also contacted volunteer organizations and provided a flyer. Efforts for finding participants included the researcher contacting local clubs, such as Rotary, and providing the criteria for study participants. Due to the response of potential participants, the researcher did not use all planned marketing ideas.

Many older adults use television for their source of information (Walsh & Callan, 2011); while television contact was planned originally, the positive response to the other marketing ads did not require TV advertisement. Focusing on the potential participants and creating the initial trust began with the researcher's initial contact.

Method establishing a researcher-participant working relationship. For the participants introduced through community expert recommendation, as well as for those

interested in participating through advertisements, the relationship establishment was the same:

- Collected name, phone number, and mailing address of potential participants who contact the researcher through marketing means.
- Evaluated potential participants by inclusion criteria.
- Contacted those met in person by phone to confirm initial interest, ensured they are volunteering to participate, and verified their corporate retirement.
- Randomly placed the participant in a focus group or interview
- Mailed a welcome letter with explanation of entire study, their role, the procedures, and community benefits of the research, including an informed consent form.
- Followed up with a phone call to the participant to answer any questions and scheduled the data collection event.

The most important aspect of the researcher-participant relationship was establishing respect and educating the participant. The different generations of the participants and researcher may result in some anxiety for one or both parties (Stark et al., 2012). However, in educating the participant, ethical considerations were strictly followed in the two venues for data collection: interviews and focus groups.

Participants contributed to research in an interview or focus group, but not both. The researcher randomly placed participants in an interview or focus group; the researcher placed a participant in an interview and then a focus group, and back-and-

forth. Table 14 includes the interview protocols for the first of the data collection events for the project study. The current study's overall guiding question is: What motivates volunteer retirees to pass down their knowledge through nonfamily intergenerational communication within their rural community? Three research questions sought answers to aspects of the guiding question; data collection events supported understanding potential answers to the supporting research questions. One of the data collection events was interviews; the ideal quantity of interview questions is four to five (Creswell, 2007). The current project study interview protocol included questions such as those in Table 14; the interview protocol included questions specific to the research questions.

The location of the interviews and focus group(s) should be a comfortable setting to all participants (Bogdan & Biklen, 2007). All but one data collection events were held at a local neutral board room as set by the interview protocol; one interview was conducted at the participant's personal residence to accommodate his or her role as a parent caregiver. An interview guide is an interaction plan between research and interviewee (Merriam, 2009; Patton, 2002). The researcher followed the interview protocol for both the interviews and focus groups. For reference, interview and focus group questions are in *Appendix A*.

Table 14

Current Study Interview Protocol

Interview protocol	Project study plan of action
Date and time, location, and researcher with participant(s)	Date and time depended on IRB approval timing; Location was a conference room at the Visitor's Centre; participants depended on marketing plan
Instructions for the person conducting the interview, so that same standard procedures are followed in all of the interviews	Instructions script at beginning of the event provided.
A set of four to five questions to start the interview, including elaborations	The questions for interviews were set below and approved by for IRB.
The elaborations of the questions	<ol style="list-style-type: none"> 1. How long have you been in Powell River? (What brought you to Powell River?) 2. What activities have you completed in your life and career that you feel might benefit younger people around you? 3. What kind of volunteering do you do outside of your family interactions? Why do you do this kind of volunteering? 4. What kind of interactions do you have with younger people (of all ages) outside of your family? During these interactions, do you pass down any of your beneficial experiences from your past? Why or why not? 5. Do you have anything else to add?
A thank you statement to acknowledge the participant(s)' time and input	The concluding comments script for the researcher provided.

Note. From *Qualitative Inquiry & Research: Choosing Among Five Approaches* by J. Creswell, 2nd edition, 2007, Columbus, OH, Pearson Education, Inc.

Table 15 details the focus group protocol focusing on the solution to the problem.

Table 15

Current Study Interview Protocol for Focus Groups

Interview protocol	Project study plan of action
Date and time, location, and researcher with participant(s)	Date and time depended on IRB approval timing; Location was a conference room at the Visitor's Centre; participants depended on marketing plan
Instructions for the person conducting the interview, so that same standard procedures are followed in all of the focus groups	Instructions script at beginning of the event provided.
A set of four to five questions to start the interview, including elaborations	The questions for focus groups were set below and approved by for IRB.
The elaborations of the questions	<ol style="list-style-type: none"> 1. How long have you been in Powell River? (What brought you to Powell River?) 2. What venues are available in Powell River for people – not just retirees – to volunteer, specifically outside of the family? 3. Where in Powell River do retirees interact with younger generations – not just youth – outside of the family? 4. How could Powell River organizations increase interactions between retirees and younger generations outside the family? 5. How can Powell River increase the pass down of knowledge between retirees and younger generations outside of the family?
A thank you statement to acknowledge the participant(s)' time and input	The concluding comments script for the researcher provided.

Note. From *Qualitative Inquiry & Research: Choosing Among Five Approaches* by J. Creswell, 2nd edition, 2007, Columbus, OH, Pearson Education, Inc.

Interviews. In a qualitative design, various data collection methods are available. This project study used in-depth interviews with detailed results, which is appropriate for a case study design (Glesne, 2011). One interview strength included “insight into participant perspectives” (Hatch, 2002, p. 97). The interviews took place in about one hour (Yin, 2009) and occurred in a neutral research setting (Hatch, 2002). Throughout the interviews and focus groups, the researcher ensured inclusion of all participants. During the interview, Hatch (2002) recommended “that the researcher bargain specific periodic checkpoints at which time the researcher and participant actively discuss how the participant perceives the research process” (p. 52). Because the researcher had interview experience, problems that arose were dealt in a diplomatic manner (Patton, 2002). As part of the interview protocol the researcher thanked each participant at the end of the interview (Merriam, 2009). The researcher employed all discussed strategies in the focus groups, following the interviews. Focus groups included a similar protocol as the interviews.

Focus groups. The focus groups included the same level of respect for the participants as in the interviews. Focus groups gained more detailed data from the interviews (Hatch, 2002). All of the focus groups took place at the same neutral location of the Visitor Centre Board Room. Focus groups can be used to compliment any qualitative design (Hatch, 2002). However, problems may arise in collecting data in a group setting. A group setting may deter participants from sharing personal matters in front of a group (Bogdan & Biklen, 2007). To combat participants’ individual sharing in

a group setting, the focus group protocol omitted personal questions and focused on intergenerational communication solutions. The researcher ensured all participants contributed to the discussion as the participants' desire. The protocol for the focus groups was similar to the interview protocol, but adapted for more brainstorming solution ideas instead of sharing personal history. The questions posed to the groups included those outlined in Table 15. While the interview questions were personal and provided information on what knowledge the retirees could offer to younger generations, the focus group questions were less personal and focused on potential solutions. In conducting both the interviews and focus groups, ethical considerations for the participants were paramount.

Ethical Consideration

Protecting participants is a concern with any human subjects' research (National Institutes of Health, n.d.). Research conducted in the past without ethical considerations or concern for human protection created ethical requirements for human participant involvement in research (National Institutes of Health, n.d.). As a result, participants are protected in various ways, for example, through careful controls and scrutinized research procedures. According to Lodico et al., (2010) there are three ethical considerations in qualitative research: confidentiality, informed consent, and protection from harm. The researcher included all three of these considerations in the current study. The IRB is a committee whose purpose is to review research proposals to ensure that participants consent to participate and to ensure their safety (Bogdan & Biklen, 2007). The Walden

University IRB reviewed and approved this study (Approval Number 09-07-12-0036413).

Confidentiality. Confidentiality is achieved through organization and detail of participant information (Lodico et al., 2010). In a small town, such as Powell River, confidentiality is crucial to ensuring privacy (Bogdan & Biklen, 2007). The interview questions differed from the focus group questions because of confidentiality; the interview questions were more personal while the focus group questions sought perspectives on potential solutions. Data collection events achieved confidentiality by close control of all electronic data, including transcriptions, and all paperwork, including field notes and consent forms. The researcher coded all transcripts using generic identifiers only; the researcher had a single page linking the identifiers to the participant names kept in a locked desk drawer. Electronic data access required a password; further, all paperwork included generic labels. Confidentiality was not the only participant concern, but ensuring the participant consents was another.

Informed consent. Informed consent is another aspect integral to ethical considerations for research. Informed consent includes providing the participants the plan of data collection, nature of the participant input, and the participant expectations (Lodico et al., 2010). Informed consent includes information to those eligible for research that:

1. Their participation is voluntary and includes no coercion;
2. Their involvement has a low potential for well-being disturbances; and
3. They may exit the research at any time (Glesne, 2011).

Informed consent for the Powell River retirees started with a phone conversation, educating them of the research itself. A letter mailed to their home further explained the research. Written consent, signed by the researcher and participant, approved by the IRB, allowed a final aspect of education of the study. While informed consent was a critical part of the study, it also details the participants' protection from any harm that may result from study involvement.

Protection from harm. Protection from harm has many facets. Harm from research can be physical or mental (Lodico et al., 2010). While the study involved no physical interactions, mental harm was a potential concern. Protecting the participants' identity was paramount, "so that the information collected does not embarrass or in other ways harm them" (Bogdan & Biklen, 2007, p. 50); maintaining confidentiality assisted in protecting the participants from mental harm. The researcher was aware of unintentional harm caused (Rubin & Rubin, 2005), particularly a delicate group such as retirees.

The educational institution IRB reviewed and approved the proposed research, which included ethical considerations. Maintaining ethical considerations are a crucial and necessary aspect of a successful research study (Hatch, 2002). In examining the Powell River phenomenon, it was crucial to seek understanding in a safe and appropriate manner for the study but most important for the participant.

Instrumentation and Materials

Research requiring data collection must include appropriate instruments and a plan of action for participant access and involvement. Once participants volunteered, the

researcher confirmed the participant met all inclusion criteria, and assigned the participant to a data collection event.

Data Collection

As the researcher collected data through interviews and focus groups; the data were transcribed as soon as possible after the collection. The researcher coded the entire mass of the data. From the coding, themes emerged in the coded data. Themes pointed to a better understanding of the guiding question.

Justification for the Choice of Data

The researcher set data collection protocols to answer the guiding question. While the researcher coded all data, all data fit into themes answering the research questions (Patton, 2002). The choice of data included data supporting codes, which supported thematic analysis. The original plan involved adding an outside theme to capture outlier data; the researcher included all data in the thematic analysis and an additional theme was not required.

Data Appropriateness

The gauge of data appropriateness began with the overall guiding question. Ensuring the participant criteria and all definitions supported the research question guided the route to appropriate data. Coding all data as soon as possible after the events supported the themes from the data best support the guiding question.

Data Collection Plan

The data collection plan began with IRB approval; this triggered marketing for

participants. The researcher screened interested respondents with the specified inclusion criteria. At random, the participants were placed in either interview or focus group involvement; the researcher explained the study in detail prior to scheduling each data collection event (Hatch, 2002). The researcher set the date, time, and location of the data collection event appropriate to each participant; the participants were notified of the event details by mail. Prior to the interview or focus group the researcher arranged two recording devices for the events. The researcher arranged the board room at the Visitor Center for each event.

At the start of the event, the researcher reminded the participants of the voluntary nature of the study. The researcher provided to participants, if not already signed, the informed consent form. The event concluded when the 60 minute limit ran out, when additional time was made available should the participant(s) wanted to go longer, or the participant was satisfied with their contribution. The data recorder and field notes did not stop until the participant(s) left the room.

Data recording. Data recorders assisted the researcher and participants in recollection of events during the data collection. Two data recorders captured conversations by audio recording while the researcher took field notes. Prior to starting the interviews and focus groups, as part of the introduction and informed consent form review, the researcher asked the participants if the conversation could be recorded (Bogdan & Biklen, 2007). The audio recording was necessary to transcribe all verbal communication. While two recorders were used, one focus group had both recorders

malfunction; the researcher's field notes captured the participant ideas, but not a verbatim conversation. I took field notes to record nonverbal information such as gestures and "sights, smells, impressions, and extra remarks said before and after the interview" (Bogdan & Biklen, 2007, p. 119). Field notes also included the physical environment, participant reaction, and unanticipated events during the interview (Bogdan & Biklen, 2007). The researcher referred to each participant by their actual name until transcription assigned a participant number.

Data generation. Patton (2002) left the exact number of interview participants open from 10 to 15, depending on data saturation. Data saturation "is the point of data collection where the information you get becomes redundant" (Bogdan & Biklen, 2007, p. 69). The data from transcribing interviews and focus groups, along with field notes confirmed data saturation.

Data tracking. The participants were assigned a participant number to ensure correct transcription. Assigned participant numbers allowed private data tracking in accordance with the qualitative sequence.

Role of the researcher. Because the current study context was intergenerational communication, it was important to note the differences in generation of the researcher and the participants. Studies have been unclear whether the researcher and participants in different generations impact research results (Grenier, 2007). The researcher's age was mid-thirties, and the participants were likely over age 50; according to Grenier (2007) the age difference was negligible during the interview process. Because qualitative research

is based on the “integrity of the researcher”, the role of the researcher is complex (Merriam, 2009, p. 52). Further, the researcher’s relationship with potential participants was complex.

As the location of the research, Powell River has a population of approximately 20,000 (Statistics Canada, 2012), there are many pre-existing professional relationships between potential participants and the researcher. The researcher remained at arm’s length to limit bias (Yin, 2009); researcher’s need to illustrate how any biases or assumptions were overcome during data collection (Merriam, 2009). The inclusion criteria for participation included no close, personal relationships with the researcher. Maintaining distance in receiving data from participants allowed the greatest amount of researcher integrity, which assisted in analyzing the data.

The role of the researcher was to do four things during interviews (Hancock & Algozzine, 2006): attain consent from the participants, review the purpose of the interview, the approximate time and how to receive the results, and the researcher should listen more than talk. The data collection revealed many findings through data analysis.

Data Analysis Plan

Data analysis began once the researcher completed collecting and transcribing data. The analysis consisted of a specific plan, ensured accuracy, and worked with any apparent discrepant cases.

Data analysis began when transcriptions of the recorded data were complete; all transcriptions occurred within 48 hours of the data collection event. The approach to data

analysis, according to Merriam (2009), must: be responsive to the purpose of the research, exhaustive, mutually exclusive coding, include the sense of the data coded, and must be conceptually congruent. The researcher coded all collected data by assigning letter acronyms for different genres of participant input; letters were assigned to interview participants while focus group transcriptions referenced by “FG1”. Further, every line of text was noted with a line number. Coding is adding “category names to data” (Merriam, 2009, p. 178). The data were coded without bias of the participant identity; further, the data coded included not just the transcribed recorded data, but also all field notes (Merriam, 2009). The researcher added in gestures and nonverbal actions captured in the event; the data outcomes reflect the field notes with items in parenthesis. As the researcher assigned codes to the data, similar codes created common themes. Themes emerged and pointed to potential answers or solutions to the research question; meta-themes expanded the detail of the coded data in supporting research questions.

Coding and thematic analysis was complex and many software options were available to help qualitative researchers (Patton, 2002). However, learning qualitative software at the same time of a project study may provide added learning curve and slow progress (T. Cavanaugh, personal communication, March 31, 2010). The researcher achieved coding and thematic analysis manually by entering transcribed data into a familiar computer program. With no-name identifiers and each line numbered, this allowed quick data sorting and supporting thematic analysis.

Accuracy of Findings' Measures

Due to the volume of the data transcribed and the noneducation experience of the researcher, two independent reviewers ensured accuracy. A peer reviewer from the local university and a local businessman reviewed the coding of the data.

Peer review. Two independent peer reviewers provided another level of data accuracy. Two peer reviewers provided their unique perspective to the coded data; one peer reviewer had an academic background, while the other had a business background similar to the researcher. The peer review is an independent data review to ensure the correct procedures have been adhered to during the data collection (Merriam, 2009).

Organized tracking not only ensured the data was accurately generated, but that triangulation occurred (Patton, 2002). The peer reviews sought independent verification of the researcher's efforts in data collection. Regardless of checking and efforts in research accuracy, there was data that did not fit specific codes; these are called discrepant cases.

Discrepant Cases

While all data were themed, there were items added in as additional codes. The data collected had no discrepant cases. Had there been discrepant cases, they would have been themed on its own, away from the guiding question answering data; however, all data were added in the data analysis.

Data Generation

Approved data collection events generated data for the research study. Data were

gathered through participant interviews and focus groups. However, participants for the research study were among many potential eligible respondents.

Potential Participant Response

The current research design required between 18 and 29 participants; almost 80 asked to participate. However, not all who approached the researcher were eligible.

Ineligible participants. Several potential participants approached the researcher from various approved marketing techniques including Powell River Living Magazine ad, article in Powell River Peak newspaper, the researcher approaching potential participants, and word of mouth. Not all potential participants who contacted the researcher were able a part of the study.

Many respondents were not eligible because they did not meet eligibility criteria. Respondents not chosen for the study sample were ineligible for many reasons including:

- Did not live in the Powell River Regional District (1 respondent)
- Retired from a career, but was not receiving a corporate pension (21 respondents)
- Knew the researcher too closely (1 respondent)
- Others heard of the study after the data collection events (6 respondents)

Potential participants contacted the researcher up to three months following the study.

Forty-seven eligible participants were available for data collection.

Eligible Participants. A total of 40 participants of the 47 eligible respondents contributed to the data. The seven eligible participants were not able to participate either

due to a schedule conflict or they requested an alternate position. Of the 40 participants, 26 were male and 14 were female; the participants were mixed in both data collection events.

Data Collection Events

The eligible participants were placed in an alternating manner in either an interview or focus group but not both.

Interviews. The researcher conducted 14 semi-structured interviews in Fall 2012 at the Powell River Visitor Centre board room; as one participant was not able to travel due to parental care requirements, one interview took place at the participant's home. While the researcher had up to 15 interviews for data collection, 14 confirmed data replication.

Focus groups. The researcher facilitated four focus groups for a total of 26 participants. IRB granted initial approval for up to three focus groups; IRB approved an additional request for one or two focus groups to ensure idea saturation and capture the overwhelming interest in the study. According to Rubin and Rubin (2005), approaching the point of saturation should add less and less data which the researcher already knows. The researcher used one additional focus group to confirm saturation; the data were collected with a total of 4 focus groups and 14 interviews. The researcher did not use the fifth available focus group because the ideas for intergenerational communication suggested solutions overlapped.

Field notes. The researcher took notes on nonverbal gestures or emotional

expression during all data collection events. Field notes items were added to the transcribed data using parenthesis for actions.

Recording Exceptions

Data were gathered by two independent battery-operated voice recorders as well as the researcher's field notes. One of the drawbacks to recording devices is malfunctioning recording equipment (Merriam, 2009). While the researcher utilized two recorders and field notes during the data collection events, one focus group had the simultaneous malfunction of both recorders. The recorder malfunction, along with the number of alternative eligible participants, justified the IRB request for additional focus group data. Despite the recorder malfunction, aspects from that focus group were captured and included in data analysis.

Data Analysis

The researcher transcribed data collection recordings immediately following the event.

Data Tracking Systems

The researcher transcribed verbatim the voice recordings, with field notes, input all data into Microsoft Excel. All data documents were password protected. The researcher assigned interview participants a letter, and focus groups a number; all lines were numbered individually for all events. A single hand-written sheet linked participant name to event identifiers; the researcher kept that sheet in the locked desk drawer. Once data were transcribed, the researcher added one to three codes per line within 48 hours of

the data collection event. Once data coding was completed, the data revealed answers to a question not originally included during research planning.

Additional research question. During the doctorate proposal phase, I only had two specific research questions; however, the participant data revealed a third question added to the problem argument. Both Patton (2002) and Bogdan and Bilken (2007) commented that arguments in research should be focused and meaningful. Previous arguments included retirees identifying themselves in their new retired identity, their motivations and communication tendencies; all of these aspects proved critical in seeking better understanding of retiree communication improvements. However, the impact of Powell River, BC, as a society influencing the retirees was not included. The research added a research question about the community influence of Powell River, which aligned the data with the framework. Incorporating all data and finding a project study from the data required a greater analysis.

Meta-theme analysis. Several themes emerged from the coded data. There were two over-arching themes, known as meta-themes. Qualitative research has evolved to include an addition to thematic analysis. Just as a meta-evaluation is an evaluation of an evaluation (Patton, 2002), a meta-theme is a theme of themes. Several studies in the current literature used meta-themes as illustrated in Table 16 below.

Table 16

Current Literature Utilizing Meta-Theme Analysis

	Number of meta-themes	Number of total themes
Current research study	2	5
Bee Berzins, Calam, Pryjmachuk & Abel (2013)	11	59
Chrisman, Sharma, Steier, & Chua (2013)	3	5
Delgado-Guerrero, Cherniack, & Gloria (2014)	4	11
Kilcommons, Withers, & Moreno-Lopez (2012)	6	11
Robinson, Demetre, & Corney (2011)	4	13
Verduyn, Delvaux, Van Coillie, Tuerlickx, & Van Mechelen (2009)	3	11
Yanchar, South, Williams, Allen, & Wilson (2010)	3	10

Note. The current research study with the meta-theme structure compared to current literature.

The meta-themes utilized by the current study are shown in Table 17.

Table 17

Current Research Study Meta-Theme Set Up

Research question number	Research question subject	Meta-theme	Compiled themes
1	Items Learned Before Retirement	None	Before retirement
2	Retiree Motivation	Retiree Motivation	Identification as a retiree Retiree Motivation
3	Community Influence on Communication	Community Influence	Communication as a Retiree Powell River's Influence

Note. The current research study utilized two meta-themes with a total of five themes.

Salient data. All outlying data was included or added to another theme to encompass all data; no outlier data was omitted. The use of meta-themes assisted in incorporating all data.

Evidence of quality. The researcher ensured data accuracy by several methods.

Triangulation ensures independent perspectives of the guiding question (Patton, 2002).

The current study reached triangulation by the use of interviews in data collection, focus groups for data collection, field notes in data collection, as well as peer debriefers review.

The multiple data collection methods and data review techniques ensured data triangulation.

Data Outcomes

Data outcomes supported the research questions.

Participant questions. Participants brought up several questions in the data including whether or not they were the “right” participants for the study, and one focus group challenged the researcher about the problem. Several participants commented they were not the right people for the research study stating: “so I might not be a suitable candidate”; “And perhaps you got the wrong people in here”; “but I you know, maybe you had the wrong people in here”. Once the researcher explained that they met the inclusion criteria, the participants continued providing data. One focus group, however, requested the researcher explain the perspective of what was intergenerational communication in Powell River: they did not agree there was a problem. One participant asked “is there a problem here?” Another requested: “I would like Jennifer to explain what she's been told is the problem.” Another asked “What is the purpose of Powell River trying to connect the retirees with whomever?” After a discussion with the retirees about the research conducted in the proposal, and whether or not they agreed with the

literature, they concluded that they did not think there was a communication problem in Powell River.

The discussion continued, which the participants concluded they did not see the problem, because “we get involved”; “the people who are the ones on the couch should be in here...”; “we're the extroverts....”; “we're the extroverts.” Participants continued “the people that you need wouldn't volunteer”; “the people that you don't get are the ones sitting at home”; “they are sitting at home (laughs).” The participants in the data collection events agreed that they were the ones eager to participate in a focus group on retiree communication, which likely made them the exception rather than the norm in Powell River. However, the other three focus groups had no argument to the problem as stated. This debate solidified the requirement for such a study on Powell River retirees.

Research questions. The research questions aligned the data analysis. The data analysis is based on the guiding questions. Below is a review of the research questions.

RQ1: What could Powell River retirees could pass down to younger generations outside the family?

RQ2: What motivates volunteering retirees to pass down their knowledge through nonfamily intergenerational communication within their rural community?

RQ3: How does Powell River’s physical and social environment influence intergenerational communication between its retirees and nonfamily younger people?

The coding and thematic analysis for each guiding question is below.

Data Analysis of Retiree Knowledge

The first of three research questions for the current research was:

RQ1: What could Powell River retirees could pass down to younger generations outside the family?

The themes supporting this research question include all data from retirees' past, and are shown in Table 18.

Table 18

Thematic Coding Before Participant Retirement

Code	Description
Powell River longevity	How long people have lived in Powell River
Gender influences	Gender differences
Family	Raising a family as a pass down and/or accomplishment
Education communication	Communication during education
Education activities	Anything regarding learning, in school previous or current
Workplace communications	Communications with co-workers and former employers
Career activities	Activities in career, before retirement
Planning	Retirement planning in all aspects

Note. The codes for items before retirement were from the data.

Before retirement. The first research question addresses the items Powell River retirees have done, completed, or learned during their life. The codes associated with this theme include subjects not covered by other research questions.

Powell River Longevity. Many Powell Riverites gauged each other by how long they have lived in Powell River. To understand motivations in items participants could pass down, the question “what brought you to Powell River, or how long have you been in Powell River” lead to quick answers; *Appendix A* lists all research interview and focus group questions. While many participants responded they were “born here”, their age was not directly queried. The four participants who were born in Powell River were retired; in Section 1, the calculated retirement age of Powell Riverites was 62.1 years. Two participants did not provide answers to this question; the remaining 38 participants provided data.

The average length of time study participants lived in Powell River was 34.3 years. This calculation illustrated that the majority of participants did not migrate to Powell River after retiring, but retired in Powell River. The lessons learned in life and in their career while employed included many items which retirees could pass down.

Gender. Participants commented on gender differences, which included Powell River women’s role in the church, and women’s role played during World War II, and how to properly walk by men. One participant explained “but, um, I’ve had some big fights in the church. One was over women.” The participant went on to explain how women’s role changed over time for the church, but changes were also in the mill. “I mean, when you think back about what they did, I mean, women ran the whole damn place during the war.” During World War II, women ran the paper mill, manufacturing gun packing instead of paper, and helping with airplane assembly for Boeing Canada

(Lambert, 2009; Lambert, 2012). Gender roles in Powell River have progressed over time; this history is one aspect participants stated that they could pass down. While gender roles were one characteristic that has changed in Powell River, so too has the role of retiree families.

Family. Retirees shared many lessons they could share with younger generations. Whether it was career lessons, educational perspectives, or family skills, the collective experiences from retirees provided knowledge. Participants in the research study spoke of skills to pass down, how they balanced life while raising a family, and gave feedback on raising kids in Powell River now.

Many participants mentioned they raised children. Several made comments on their experiences. “It was like I had three children in the house - toilet training, house training.” One participant posited about an electrical can opener “and I used it for about a year and then I gave it away because I didn't want my children to know to not know how to use a hand can opener.” Another commented how he showed his son how to buy tools: “buy the best tools you can.” The participants were proud of their accomplishments in raising a family, but also explained how they maintained balance in their life: “I was a teacher, and the school principal, but I never allowed that to be who I was totally. I was also a parent and I was also a musician.” The participant continued, explaining how his father also played multiple roles: “and so I had that example of this person who didn't allow his job to be all he was.” One participant noted they taught

school, but quit to raise children. While some participants noted the example set by their parents, others utilized activities with their own families.

For some of the participants, the balance in life included sports activities for their children. Among the sports participants mentioned their children were involved in included: hockey, baseball, gymnastics, soccer, swimming, and cycling. Others noted their children were active in music lessons. Another participant explained their involvement with their home-schooled children: “I did a lot of going to schools and going there and helping with reading skills in primary grades, or math skills or helping with whatever track and field day, or whatever.” One participant explained her experience as a registered nurse for 46 years, in addition to her experience as a mother and grandmother gave her experiences to pass down. Care of family was also noted as lessons learned to pass down.

Participants often mentioned family relationships. One participant explained the bond between her grandson and her husband: “So it’s been a whole blossoming thing for him and my husband is blood grandfather.” Others revealed that they experienced life taking care of family members “I’m going on Wednesday with the class to Olive Devaud.” Two participants revealed they were caring for their parents daily. Another participant explained her outreach to connect with family out of Powell River. “I have um, I have five great nieces and nephews in Ontario. Uh, I am been trying to write them stories at intervals and send them out in the mail.” Raising and caring for a family was

one shared aspect, but participants explained amenities in Powell River that helped them raise their families.

Participants explained what Powell River had to offer families. Table 19 expands comments on raising a family in Powell River.

Table 19

Participant Comments about Raising a Family in Powell River

Summary	Participant comment
Good place to raise a family	“Powell River is a good place to bring up families, if you are going to do that.” “But it was a good place to raise a family.” “Kids were you know, raised here, and it’s been a good place for kids.”
Outdoor activities	“I mean there is a lot of outdoor activities you can do.” “Oh there's so much to do and so much to see, and you know, when you're young you bring up a family.”
Family events	“And of course, there are a lot of community puts on lots of things like Blackberry Festival and Sea Fair too, so it’s a lot of stuff going on.”
Children accommodation	“I have a kid who has a learning disability who lives here in town and who does quite well.”
Lifestyle	“That was another reason for lifestyle for my grandson.”

Note. The participants shared positive aspects of raising a family in Powell River.

While some participants maintain Powell River is a good place to raise kids, others had advice for parents: “It's very important for the parents to remain the parents”. Another explained how healthy it was for open communication between parents and children, stating “a lot of adults, uh, now a days, are afraid to admit to their children and to their younger people that they are wrong”. Other retirees offered some general advice

including: “less is sometimes better than more”; “patience is a virtue”; “it is not easy raising children”; “consumption isn't necessarily the way to go”; and “competition with the current perceived lifestyle isn't necessarily the way to go”. One participant was adamant: “don't waste food.” Participants experienced in raising families in Powell River offered advice to parents in Powell River; they also explained their experiences in education that could be part of the Powell River’s intellectual capital.

Educational activities. Participants revealed many items from their past which included time in school, time out of school, as well as learning multiple jobs inside the mill.

Some retiree participants were blatant about what they did and did not like in school: “And, uh, I loved science, geology, in particular.” One participant commented “I did not like English.” Another explained how he/she endured school: “basically I did that until I was 20 in the summers and then I graduated and took off. Because I had just finished failing school.” Participants noted the schools they attended including Simon Fraser University, Boarding School, Nursing School, Business School, Night School, and Seminary.

Several participants explained their education in gerontology, child care, industrial, and other areas. Further, one participant commented about the learning curve while in school: “That's why, to me post-secondary education was so important, and so valuable the experience of those 3 or 4 years is quite profound because you are under tremendous stress.” Another participant explained her frustration in transferring nursing

education to Canada: “Does that mean that people in Alberta have babies in different ways than people in the United Kingdom?” The education activities the participants spoke of included many perspectives; not all of them were from attending school.

Some explained things they had learned while travelling. Comments gathered included “and, you know, well one, there were a lot of perks, really, because, um, I could at the drop of the hat, I could fly away and do a 3 weeks course here and do all that sort of stuff you know.” Another comment about learned items in travel: “and then the wall that was built to keep the English out of Scotland, not the other way around.” A participant explained that learning to drive in Powell River was very different than in Vancouver: “I definitely learned to drive, I have only driven twice in Vancouver.” Because Powell River had the mill, and the research study included participants formerly employed by the mill, it was not surprising that educational activities included skills learned at the Powell River Mill.

A number of participants shared their spark for learning during their employment. One participant explained the joy he felt working and learning at the mill:

And I loved it. And then I ended up in the pulp machine for 30 days and then I stayed with that for 19 years and then I said I got to get out of here or I'm going to go nuts. After 19 years I worked on the pulp machine, I moved over to lubrication and spent another 20 years there, or whatever it was.

Another participant retired from the Powell River mill recounted: “I took a steam ticket for example. Fourth class steam ticket, which is a real challenge, not for me, but for

others, because of my experience.” Not all participants were employed at the mill; participants gained career knowledge in other areas.

One participant share with the researcher how a manometer works:

They are just two pieces of glass and they take it off the gas tank, and as that swirls around the bubbles, because there are just little bubbles in there, come up to this tube and pushes on one side of the other tube. (Explained with pointed index fingers, going up and the other down.)

Educational activities of all kinds – not just from school – were some of the things retirees could pass down to younger generations. Life skills, skills raising a family, and items learned during employment were also shared during data collection events, as knowledge available to pass down. The workplace generated knowledge transfer through communication.

Workplace communications. The Powell River Mill presented a unique aspect of communication and experiences for the study participants. Some of the participant experiences were positive while others were not. Several retirees explained the mill was a gathering place. One former mill employee stated “things that you learned in the workplace I can take McMillan Blodel for instance, it was not a thing in that sense, it was an assemblance of people.” Another added “it was no discrimination between people and the country. I mean we grew up with the Netherlands, the Italians, the Germans, and the English, and uh, a couple of the French, French people.” One summarized the exchange of knowledge by “a wonderful, positive energy of the whole works.” Another former

mill worker added “I got more knowledge than you could ever imagine. I knew what went on.” But not all comments about working in the mill were positive.

While the Powell River Mill provided knowledge and social atmosphere, not all participants viewed their experience as all positive. One recalled “not everybody in the workplace can sort of get to the top of the Maslov's triangle, you know.” Several participants commented that the mill was “their life”. One comment included: “Of course while I was working all of my interactions were the mill people because of that demand of the job for the whole 7 24 because that's what we usually had - interactions with mill people”. Another person explained their dislike for their work: “I didn't particularly like my job, and during that period of time I was there we were building this craft mill area and stuff like that”. One comment revealed the enormity of the mill as a place of employment: “your job, your vocation, your career is your social life, it's your financial life and it's really a lot of your time”. Another participant stated “I didn't know them outside of the workplace. And outside of the workplace, you know, I hardly knew the next door neighbors.” While the data included positive and negative comments about former employment, the data also revealed the mill influence while not at work.

Another participant explained about the Men's Choir at the time of their employment: “Initially it was open to uh, ex-mill workers, that was guys that had retired from the mill and they soon found that that was too restrictive you know, so they, you know.” The Powell River Men's Choir opened to the general public shortly after it began (Powell River Academy of Music, personal communication, May 6, 2014). Another

recalled his migration to Powell River to work at the mill: “So they are very good jobs, not the type of work that I wanted to do when I got here.” Participants explained several perspectives of working at the mill; many participants retired from other employment.

One participant recalled her nonmill experience:

Because I remember years and years ago, one nurse was leaving. She says (participant name), I am leaving and she said oh, she was a nurse and had gotten all her things lined for up her income. And as an active person, she didn't quite get it. You have to put out yourself before people come to you as well.

Participants from all backgrounds provided perspectives on their education throughout their career, communications during employment, as well as what they did during their career.

Career activities. Career activities were broken into several parts. Aspects included what the participant did for employment, life skills and experiences, and their preparation for retirement while employed. Table 20 shows the variety of employment the study participants retired from. Each of these careers could have items which the retirees could pass down to younger people around them.

The participants’ experience brought a wealth of knowledge learned during their employment. Some of the skills learned during their careers included clerical skills, time and money management, and event planning. One participant commented “you've actually got all these skills that you can use and all sort of interesting ways to make a

difference, and that just revolutionized my thinking.” Participants learned skills on and off the job.

Table 20

Participant Career Activities

Employment mill/nonmill-based	Employment source	Number of participants
Mill-based employment	Mechanic	3
	Supervisor	2
	Painter	1
	Millwright	1
	Carpenter	1
	Other or Not Stated	10
Nonmill-based employment	Nurse	4
	Teacher	4
	Entrepreneur	4
	Animal Care/Husbandry	2
	RCMP	2
	Social Work	2
	Commercial Fisherman	1
	Electrician	1
	Road Construction	1
	Government Service	1
	Pilot	1
	Financial Services	1
	Paramedic	1

Note. Some participants noted multiple jobs which accounts for results exceeding sample size.

Some of the skills learned outside of work are summarized in Table 21 along with an excerpt of the participant comments.

Table 21

Participant Life Skills Learned During Career

Life skill	Participant comment
Banking skills	“Life skills and banking skills is always, um, something that young people don't seem to know much about. They don't plan for it, they don't use any kind of thought process around banking.”
Cooking skills	“I am a cook book freak.” “We have to show them how to cook basic foods because they have no idea, you know.”
Geology	“And, uh, I loved science, geology, in particular.” “Geology, I mean, but, my fact retention of these subject is way back in the mists of history, you know.” “Well I have a huge background of information on a number of topics. One of them is geology. “
Theology	“or theology”
Farming skills	“Everything comes from the supermarket and they have no idea.” “Well we weren't off grid, it was more it was back to the land.” “Also, I have a lot of information background in horticulture, so gardening and farming and that sort of stuff, so I can do that as well. Like our WOOFERS that come and uh, stay on the farm, I am always giving them information.” “A lot of the people that we are at home with the woofers.”
Self-reliance/basic skills	“You can't be calling an electrician every time something breaks down or a plumber.”
Writing	“Mostly what I've written is letters.”
Mental math	“Another interest of mine I guess is math, especially mental math. You could guesstimate an answer before anybody else whipped out their calculator and did something.”
History	“History - okay.” “My take on it is very ancient, prehistoric garbage dump.”
Knitting	“Knitting.”
Christianity	“Christianity I guess, whenever I get the chance.”
Amateur recording	“I've done a little bit of amateur recording and I know how anything something sound are even magnified.”

(table continues)

Life Skill	Participant Comment
Sports coaching	“I see that in building trails.” “We were aquatic directors and life guards.” “I really enjoyed my coaching years, I really did.”
Business coaching	“So, we do, I vet people's concept and ideas.”

Note. As many participants contributed multiple ideas, the quantity of comments does not reflect the entire sample; some participants did not contribute in this area.

Many life skills emerged from participant careers. Geology was a particular topic which ignited passion in three different participants. One participant shared:

I can drive with someone as a passenger and give them kind of a geological timeframe story as we're driving along. Oh look here and look there. And if we are outside hiking around I could point out things that have been, uh, you know, cataclysmic things happen and huge geologic phenomena that have occurred that I would not have wanted to have been here when that was happening.

Because Powell River has many natural amenities, the data included participant interest about rocks and rock formations.

During the life skills explanations, many participant shared nuggets of life's lessons with the researcher. Some of the participants' comments about life in general. One participant added “I've always believed from a long way back that, you know, you're contentment is in direct proportion to your service.” Another stated: “It's hard to learn when you're older.” “Never taken anything for granted” said one participant to the researcher; the participant added: “maybe think twice.” While some comments were general, participants expressed genuine concern about young people and money.

Data included guidance for young peoples' career choices. One retiree

recommended “to get into something like a trade or a medical profession or something like that that's going to be there.” Another added that young people should seek “preferably something with a pension.” Participants provided advice from their career perspective, which could be passed down to younger generations.

Planning for retirement. Retiree subjects explained several events leading up to retirement as well as the event itself. Planning items included money and preparation for family care – either children or parental care – while the event of retirement itself caused elements of shock, as well as aging denial.

Financial planning was most prominent in participant explanations including money as a significant motivating factor. One participant commented “lots on the internet, or everybody written in the last 20 years has given us lots of skills and lots of advice on how to plan for retirement, financially.” However, another remarked “the baby boomers aren't retiring as quickly as they might have if their finances were more secure.” Upon retirement another participant talked about how friends bought big ticket items. One bought a boat; another bought a fifth wheel. Further, the participant explained:

The other one from Courtenay, they bought um, one of those huge fifth wheels and did you did, when their friends had retired three years before they got this big fifth wheel and this big huge thing and went down to Arizona and were parked there an after the first week they went okay what are we supposed to do now.

While money was one consideration in retirement planning, family care was also a factor in the data.

Several participants talked about how they had to plan to care for their parents in their retirement planning. One commented “I got very involved in care facilities, long term care facilities, and that was looking after my mother and my parents.” Another shared “this is all born out of listening to multiple customers tell me that they can't leave Vancouver to look after their parents here because they can't afford to leave their jobs. Etcetera, but their parents are going to town every day shopping.” Care was not the only retirement planning consideration, but the well-being of the participants’ parents: “[Participant’s parents] cupboards are full. They're not eating it and they're concerned about how to bring this kind of thing under control.” Leading up to retirement, planning of money and family care may result in a form of shock after leaving employment.

Participants explained various forms of retirement shock. “Like I said you got to plan for it. If you're going to retire you got to plan for it.” One participant illustrated his friend’s form of shock which resulted in her return to work: “She says she was so stressed out because you know, all that, type A personality, and what the hell's she going to do now?” Another retiree participant included another perspective on retirement planning:

Its (exhales) you (exhales) you got to plan for it so that things aren't going to suddenly change when you retire at 65. They’re not. They’re not going to change. Your lifestyle is not going to change. So what you should do is keep busy as much as you can with other interests like hobbies, or doing things, or travelling or whatever before you retire, because it’s not going to change.

One participant explained how his mind continued to think as if he was at work:

I think it takes you at least 2 years after the retirement until you get into that mindset. Because you think oh, 7 o'clock, they're just finishing daily reports. And once you retire you become separate. And it's just that the groups, you are not in isolation.

Participants explained retirement planning in many ways. The data revealed many complex aspects of retirement planning.

Another act of retirement shock could lead to what one participant coined as a “denial of aging”. One participant explained this phenomenon:

The one problem I have with, with the organization here is that it's a human tendency to deny the aging process. People are so unprepared to have something happen that could happen. Suddenly, you got an aneurism, or you've got a problem, or something changes your entire life.

Participants included death preparation in their retirement planning; however, participants noted “people are not prepared, it is similar to their wills. They don't want to talk about their wills because it might be bad luck, or they'll die because their will is made.”

Younger generations could benefit from the experience of retirement planning.

Retirement planning knowledge, along with a variety of career and education experiences, indicated a large amount of intellectual capital in the study participants.

Data Analysis for Retiree Motivations

The second research question focused on retiree motivation to transfer their

knowledge in Powell River.

RQ2: What motivates volunteering retirees to pass down their knowledge through nonfamily intergenerational communication within their rural community?

Not only did this research question bring out motivation themes, but identity as a retiree as well as elements of communication. Because this research question involved a complex meta-theme, each sub-theme had its own data analysis; the sub-themes for this research question included identity and motivation of retirees.

Identity as a retiree in Powell River. Table 22 illustrates the thematic coding for those who identify themselves as retirees in Powell River.

Identity. Participants identified themselves as retirees through labels and generational indicators. Comments made by participants identifying them as young retirees included: “I’m just pre-baby boomer”; “But I’m a young retiree”; “We are still vital enough to do it”; “Well I’d sure like to see some young 55-year-olds.” Some participants commented with pride about their retired status. “Like I said, its, retiring is, uh, when I was growing up, it was always the thing that you always look forward to because it is going to be fine.” One participant remarked about people delay working and avoid retirement: “I have seen it so much with people in terms of working with people in organizations and it’s because they want to hold on.” Another posited “retirement is almost a second run at life.” A retired mill worker shared with pride that he “didn’t take one of those packages or anything they were - I went on my own accord.”

Table 22

Thematic Coding for Self-Identified Retirees in Powell River

Code	Description
Identity	Identifying as a retiree
Language	Anything language and/or prejudice with speaking
Age	Age of the retiree or the people around them
Health	Anything regarding health
Memory	Anything about remembering, forgetting or events around memory
Integrity	Anything regarding integrity or doing the right thing
Parental Memories	Memories and/or influence of parents or family members
Trauma	Recounting any event in the participant felt trauma in any form
Dying	Talking about death, dying assistance and/or prepre for own death
Freedom	Freedom with retirement, or before retirement
Time	Time as a retiree

Note. The codes used as identifiers by retirees were from the data.

While some participants explained their position as a retiree, others used labels as identifiers.

One participant referred to himself as “a cranky old man (smiles).” Another said he and his wife were “senior citizens.” One retiree added that in his group, “I’m the old fart of the bunch”; another argued that he was “just an old fart anyway.” While participants included themselves in certain older adult genres, others used their retirement date as a definitive event of when they became a retiree.

Some retiree participants characterized themselves by either their retirement or their spouse's employment exit. One subject comment included: "how long ago did I retire? Ballpark? Nearly 23 years ago. Doesn't seem that long." Another stated "my wife is still working and I'm retired, and I've been retired for about 5 years now from the mill." One participant explained the evolution of life in her retirement: "I'm going to be 71, you start thinking as you get older, I think as my friends um, actually her husband died 3 years ago." One participant identified himself as a retiree stating: "Being retired is all I can afford is a couple of bucks." A retiree included in his activities: "I also uh, kind of always volunteered with the seniors. Before I became one"; other commented similarly "I still, I still like being around seniors. Now that I am one." Participants used labels identifying themselves as retirees or older adults. However, the sample included their interest around the government's perspective of seniors in Canada.

Participants noted their concern about government developments around retirees and older adults:

I am um, a little bit concerned with what the government's doing and what's happening concerning senior people. It seems the ones that get it all free, and they all come from out of the country. I'm thinking of maybe moving out and coming in again.

Others talked about life in Powell River as an older person: "Uh, I mean we're here because we don't have a job, we don't need a job because we have a pension. And that

makes a world of difference, and that's why the retirement can go on.” Another spoke of the difference between able retirees and not physically capable persons:

Yeah, I guess I mean, I suppose, you know it's a hard call when you talk about senior citizens, because there are so many senior citizens in different avenues and different levels. I mean they are senior citizens because they have their faculties, but if they haven't got their faculties.

Participants used many different identifiers to note their retirement or age status. They also used other identifying characteristics including language, age, health, and memory.

Language. One Powell River retiree commented on language through both environmental and personal experiences. One environmental observation included how cultural groups are buying blocks of real estate in nearby Vancouver:

I mean, what's happening now in some of these communities in Vancouver, I mean they're coming in from all these different countries and they are grouping together and they making whole blocks and then two blocks and three blocks and they're all East Indian and all Chinese, and I mean, there's nothing wrong with that, but now they don't speak English because they have the whole country sitting right in front of them, so they can go and now they want to get their rights and we want this and what we do with our children, and our load.

Another experience involving language was in the Powell River Mill. The participant explained: “I mean I never heard another foreign language down there when I was working because everyone was English.” One participant learned English as a second

language and had several experiences of prejudice because of his or her accent. Another participant explained geographic regions in Canada equating to different language perspectives. Language was one identifying characteristic for participants; age was another.

Age. The interview protocols did not include asking the participants their age. However, many retirees offered perspectives of their age in the data. Some outright said their age, others implied their age, and still others offered retorts regarding age.

Six retirees revealed their chronological ages: 83, 68, 71, 99, 65, and 67. While six of the 40 participants is not a significant result to estimate the entire sample, those who revealed their true age, along with those who implied their age, helped identify themselves as retirees and older adults.

Participants also offered strategies and questions about age. The data included a variety of comments regarding age. One participant asked: “Retirees motivations? What age bracket?” Another stated “life doesn't end at 60.” One participant explained why younger people do not volunteer more: “They can't do that until they're in their mid to late 40s or 50s when their kids are up and old enough that they can get up and go to school and they don't need a babysitter.” One strategy for those aging was to “stay young is to be with people who are young (pointing to the researcher).” Age was one of many identifying factors for retired participants. Another factor included aspects regarding health, particularly indicators of declining health.

Health. The data revealed many comments and actions regarding health.

Participants described their physical limitations, bad lifestyle habits, past health events, and their health now; current health considerations included changes participants had made for their current health. Participants explained physical health aspects involving their eyes, as well as mental health including a pet.

Multiple participants noted their health status, including physical limitations. One participant noted that his wife was waiting to pick him up: "I'm not driving right now." Another remarked on a recent injury: "I'm just glad it didn't happen 15 year from now." Data revealed a difference in perspective between retirees who are physically able and those who are not: "A retiree I can be a retiree at 90 and I'm not capable, not be physically capable of carrying on." Another remarked about a reduction in house work: "I mean, all they want to do is get away from the vacuuming and cleaning and they want to get away from cleaning the walls and can't do that and can't paint. And you don't realize how much stuff they can't do anymore." Some participants revealed they were physically healthy and others stated they were not.

Some participants explained bad lifestyle habits they had. One subject explained how he reached physical burnout in his job: "And with family, death, and friends' deaths, and things like this, I basically recognized that I wasn't well." Another participant revealed his love for carbonated drinks, and explained "I used to tell (spouse) I should been advertising Pepsi-Cola, because that was one of the first things I drank when I got to Winnipeg eh?" The same participant explained his love for smoking at a young age: "I rolled Gold, Camel cigarettes, and we'd snatch a package here, a package here and light

them in the barn.” Another participant had recently stopped smoking due to the cost; he/she stated “I enjoyed smoking.” Some participants doted on their bad lifestyles; others shared their past health events.

Participants shared their past health events that either they had endured or that someone around them went through. Table 23 summarizes the comments made by participants based on their health history.

Participants explained the changes in their current health, which included diet choice, exercise, perspective of germs, and physical choices based on capabilities. One participant commented about her diet: “... Of looking at the chocolate cake saying I'd love to but I can't.” Another spoke of the annual ALS walk they do in Okeover, a rural part of the Powell River region.

Many participants shared their perspective about remaining physically capable as they aged; some health identifiers extended into the data collection events. One participant stated: “you know we've finished our working careers, we are still vital enough to do it.” Another commented: “If I see a need, if I am able to help, I will help.” Another agreed stating: “if I am able to do it, I intend on doing it.” One participant warned the researcher that they “may have to get up and walk around during the interview”; the researcher had to provide a pillow for the chair to avoid pain for another participant. Another commented after the data collection event that “I have just about exhausted my voice.” While participants included their physical capabilities both in and out of the research, other health aspects emerged in the data.

Table 23

Past Health Events Regarding Participants or Those Around the Participants

Person affected	Description	Participant comment
Participant	Heart problems	“Yes, I don’t know and I had bypass surgery and I've had that end of it too, that hit me quite accidentally.” “I ended up getting blood clots in both my lungs and almost died.” “When I got results back again I found out that I had five blockages - I had 100% blockage, 100% blockage, 80% blockage, 70 and 50% on the other.”
	Medical	“We've unfortunately have some experience with the medical system in the last few months.”
	Work helper	One participant directed a helper during the data collection event.
	Physiotherapy	One participant received a phone call regarding his or her physiotherapy appointment during the data collection event.
	Flu	“Oh for a couple of days, I get this cold so seldom and I forget how bad.”
	Cancer	“The reason I got it I got cancer on my ear, and I had to get a different type of hat from a cap, so I got a Fedora hat.”
	Stroke	“I had a stroke on the 23 rd of June.”
Non participant	Knee replacement	“(They) ended up having a knee replacement last year and they were are physio all the time.”
	Broken hip	“The garden club is amazing how every month somebody else has fallen and broken an arm or a hip.”
	Cancer	“My cousin, she uh, died I think she had, female organs, cancer or something, uterus or something.”

Note. Participant events are health trauma which occurred to the participant; nonparticipant events happened to someone around the participant.

The data included several comments about germs and hand sanitizer usage. “For instance I'm very much against this, business of hand sanitizers all over the place” remarked on participant. Another concluded “but you know, um, your immune system

were good.” One recalled the change in perspective regarding germs since he was a child, remarking “you were allowed play in the dirt and the mud and the puddles.” One retiree recounted “when I was a kid, and even, we never had a lot of infections that they've got now a days.” Another participant began talking about the recent report about Powell River’s Vital Signs (Powell River Community Foundation, 2011), and commented “this is not a terribly healthy community.” Additional health items included ocular health.

Data about eye health participants included reading, the use of glasses, and eye conditions. One participant asked about needing glasses for the data collection event: “Except, I hope I don't have to read anything”; he/she continued stating “I was thinking should I go to the pharmacy and get a pair.” Another participant, while wiping his or her eyes, said “I got dry, wet eyes, if you know the condition.” Another health identifier did not involve the participant; the study participants made many comments about their pets.

Participants doted about their pets in the data collection events. Participants explained their pets were an integral part of their mental health, and influenced their decisions as companions. One participant explained that his pet was included in his retirement planning. Activities with pets were also included in the data. One participant brought their pet into a focus group, and was kept under the table upon the agreement of the other participants. Two others included their pets were in their vehicles waiting during the research events.

A discussion with a participant about what happens to a pet upon a health incident: “She's taken in and she has a dog. Who's more important to her than anything. Well the dog doesn't fit in the ambulance.” Further, the participant noted the relationships with their pet was one of the most important in their lives: “But that's okay, and they got their ‘pussy....’ (made quote marks in air with fingers).” Another participant included how older adults see “their pet is their next thing to them. They've lost their spouse and they've got this pussy cat or little dog, and the whole world revolves around that animal.” Another person marked their retirement with pets, and said “Well I have since I retired, I have got myself two cats, which they were only meant to have an overnight stay as a favor to (name).” Participants included their pets in their life planning, both short-term and long-term.

Many retirees commented they were more active because of their pets. One person stated “I'm actually getting shortly. I have to walk the dog.” Another added “you know I walk my dog through the streets and past the lineup of the kids who are on their way to the stop for school.” One participant, who was new to Powell River, stated “when I got here, I, one of the first things I did was get a dog, and I live right down the street from Henderson Park and I go out there and I meet dog owners.” Another mentioned how their dog creates a social atmosphere for them.

So I met a lot of my neighbors as they were walking their dogs and stuff like that, but most of the time I am in the house watching TV and seeing them walk by and never knowing who's going by unless my dogs start barking at them.

While participants explained both physical and mental health as an indicator of old age, they also included memory as an identifying factor.

Memory. Memory failure was one of many characteristics of retirees in the study sample; participants had mixed feelings about their memory. While memory was not a direct question, the topic came up in different ways in the data collection events. The participants revealed different aspects of memory – both good and bad – which added to the data identifying the participants.

Some participants remembered their Informed Consent Form for the event: “I already dropped mine off here, so I would not forget, because otherwise it gets misplaced.” Another made a similar comment, stating “that's why I dropped mine off here, so I wouldn't have to think about it.” However, several participants forgot the data collection events and had to reschedule with the researcher; another went to the wrong location and arrived to the event late.

Several participant comments about memory involved the researcher. “Again, Jennifer, you have to get my juices flowing and give me some ideas and let me think about it.” One participant added “I mean, I just say that I have forgotten more than you (pointed to the researcher) know and leave it at that.” Another remark added “I am just down the road and wondering what would (name) would have to say about that, and that's if I remember your name....” Memory was an indirect identifier for retirees in the research study; integrity was another significant identifier participants mentioned.

Integrity. Retirees involved in current project study mentioned integrity as an integral part of their lives. Retirees explained that if they had integrity, people could trust them. Many of the retiree participants held integrity, or that “their word” was one of the most important aspects of their lives. One study retiree added “I think that uh telling the truth as you see it is important at work. And that's the truth.” Further, when one participant made a commitment, they enjoyed people relying on them. “I said hey, I am going to be there for these kids every single Sunday morning, unless I am ill or if I have to be away or something.” Retirees in the study illustrated that having integrity emerged in ethical actions.

Some ethical actions included integrity in business. “So integrity is high, number one in, in this organization.” One participant explained how integrity was a pillar in one business model: “bound by their integrity, they would available, they know what they're doing.” The business model also included “the vendors’ interest to be able to tap into this organization due to go through the interview process and be able to prove with reference etcetera that they are an organization with integrity.” Another participant explained his frustration and struggle with doing the right thing, adding “its bloody frustrating because you have done the right thing and yet you get all these accusations.” However, one participant commented on a document created during his or her career “and there were lots of pages that they could just copy and use, (laughs), and break the copyright...” The data included many comments about integrity and trust.

Some of the items retirees included was loss of trust when someone let them down. One participant stated “I could do that, or I'll do this and I'll do that, and they don't come through. But sometime when volunteers, people don't show up when they say they're going to show up, you know.” Participants were particularly frustrated about unreliable volunteers; one added “if you're not going to show up or if you missed a few, if we can't count on you, then we just move on.” Another participant paid for a service and found:

I went over and I talked to him and I wanted him to know how I do things, and I said trust me. I am well monitored and I know exactly where I am, so don't play around with me and I want to know the truth.

The participant continued:

A week going through his place and I was going there twice a week so you know that I knew where it was at. I spent \$15,000 to get this here done and uh, I found out that he was just a nut bar rip off.

There were also data about wealth by ethical means, as well as the search for truth.

One participant brought up the example older people are setting for younger people regarding wealth: “well it's a little bit scary because the question then becomes well if what we say is true, that these people have come by their wealth and status honestly, then maybe these people should be advised of that.” Another participant posited “but that's why I like a search for truth, empirical evidence, and what are the facts.” Participants were passionate about integrity, as well as loss of integrity; the

importance of integrity was another item retirees regarded as an identifying characteristic. Other identifiers included past events, like memories of their parents and growing up, along with traumatic life points.

Parental memories. Parental memories emerged in the research as a source of history, respect, pride, and sometimes grief. Participants explained memories of their past, remembered what their parents taught them, and some recalled their parents' passing. Memories of parents were an influence on participants when mentioning passing down knowledge. The memories participants shared included their parents, growing up with their family and siblings, as well as memories of food.

Most participant memories began with where their parents came from or how long they had been in Canada. Data included "mom and dad were here I think (exhale) in the early 20s" and "my dad came from France" among similar remarks. While history of parents' roots emerged, so too did experiences of growing up. Several participants spoke of where they grew up; some were from the United States, Saskatchewan, Edmonton, AB, Southern Ontario, and "the country". One retiree recalled the area where they grew up: "I grew up in an era where you know, you know southern Ontario there weren't any homeless people because they built public housing by the tens of thousands of units all across the province." Other participants had different experiences growing up.

Some study subjects grew up on farms or small detached homes and described the scenery of their childhood homes: "And uh, I, I grew up with hills and mountains and rocks and trees, lots of trees, lots of rocks, and I never really got used to Edmonton."

Other participants spoke about their siblings: “Well I was raised on a farm in Saskatchewan. I often think about our leaving the farm. All 15 of us.” One participant stated “there was 10 of us at home, 10 of us at home when my dad passed away.” Another reminisced: “Things were better in the ‘old days’ kind of thing.” “I know when I was a kid, and my dad's generation, the people I knew anyway, didn't exercise” stated a participant, noting that young people now have to exercise. One participant included a comment about her mother cooking: “My mom was a very good cook. I didn't cook at home. She didn't let me.” Another retiree spoke of trouble he his siblings go into growing up, as they smoked cigarettes in a hay-filled barn.

Some participants recalled memories of food, in particular around World War II. Participants remembered: “So I went, and I (gestures picking berries) and I pulled down the berries and stuffed them into my mouth just like a little kid.” Another included: “And food... I mean I was born in 1945, uh, no 1942. So, I was still born during the war, and we didn't waste food.” One participant shared how they passed down to their children about food: “I told them that I was brought up on food rationing, we had one egg a week.” Others recalled food memories: “They used to use, I think it was parsnips, and they would boil them up and then put on molasses and pass them off as bananas.” One participant found their food growing up: “interesting enough, when we got apples and oranges in, they came from Canada.” Many participants reminisced in their past while creating a knowledge bank to pass down; they also recalled what their parents taught them.

One participant shared his dad gave him a choice to attend school or not. His father told him “your choice is either to on to university or carry one of these around every day and he'd put his lunch box on the table.” Another doted on the skills her parents “well, I had two very good parents, who were very good parents.” One remarked “I didn't have, we didn't have a vacuum cleaner until I was 10.” Another commented about his parents: “I mean they drove not with an iron rod but with an iron will, I guess you would say.” One memory in particular included the Powell River hockey arena. The arena was built in central Powell River, and when it was condemned and scheduled for destruction, there was great public protest in Powell River over it (Mason J. , 2005). One participant recalled:

I mean, look at that arena that was built by volunteers, I mean it was just sort of (pause). That was people just expected to do that. That was just sort of what was expected. Like, we're not asking you to volunteer, this is what has to be done. And I think that people just thought that was what had to done, their duty was to pull together to. I think it was a part of the old farm thing too. I mean you get tougher and you put up a barn, and, you know the barn raising.

Powell River had a great sense of pride, according to the participant retirees; they also noted how their parents taught them to live.

Many participants shared with the researcher about how their parents died. One participant regretted not learning more about her family history:

And I asked my mother before she died about her family. There are so many things that I think about as I grow older than I should have asked her before she died, about when she was younger. But always, you should get family histories. Historical memories was one aspect passed down from parents to the participants; participants recalled advice their parents gave them.

Participants remembered various memories of their parents, and included advice passed down to them. One participant recalled parental advice from his or her parents: “But it’s also you know, it's like, they say you're never gonna be.... Your children are never gonna be readers if you don't read to them.” Another recounted a saying from his father.

My dad used to have a saying. He says, when you reach a certain age when you get into teenage years, your brains fall out one ear and it goes for a loop and your brains leave your head. It may take 20 years for that brains to come back in the other ear and all of a sudden you start knowing something (making a motion around the back of his head in a circle as if a halo was around his head, made the gesture with a pointed finger).

Another added “you don't have to worry about things you have no control over”. While the majority of memories involved parents, participants included other family members as well; one participant added “learning from family is not just your parents.”

Participants spoke of their other family member involvement in their lives. One participant enjoyed photography and credited to his family: “My grandmother had a

camera around 1900.” Another liked writing: “What got me into memoirs, I read a journal that my aunt had written.” A participant explained a portrait in his home “and hanging on my wall at home is a picture of, uh, I’ve forgotten whether its three greats or four greats of my grandfather on my mother’s side.” Another participant remarked “I never had any interaction with my grandparents really.” One retiree identified his entire family as retired in a memory linking to present: “Yeah, I mean we were very fortunate when we grew up, we had we were, we had a whole bunch of us now that are retired, but we were just one big family.” Retiree participants remembered their family, and identified themselves as retirees and older adults. While parents taught the participants many things, the retirees shared traumatic life events with the researcher.

Trauma. Several participants shared traumatic events in their life. Some recalled the death of immediate family members, while others talked of natural disasters and pending nuclear doom. All of these memories included the pain and the participants’ ability to adapt to their traumatic experiences.

There were many recollections about immediate family members passing away or enduring tragic events. Two participants recalled their brothers’ deaths: “that was about the 15th of May or there about and uh, you know, on the 10th or 15th of June he got killed on the job”; another commented “and uh, it was huh, unfortunate because my oldest brother had passed away.” The data included traumatic events regarding participant spouses.

Participants shared the loss of their spouse: “In, 1994 my (spouse name) passed

away very suddenly she had a stroke.” Another shared: “We ended up building a home and, and my husband died 6 years ago.” Another explained a near fatal-injury “So on the 6th of August (spouse) fell off a mountain.” Traumatic events were not only in the form of pain and loss, but also in the form of fear.

One participant explained the fear he/she felt from an earthquake in Powell River. Another recalled when her house flooded and she grabbed her family photo albums: “People if they set afire will take their albums out and, if my house God forbid, ever went afire the first thing I would take is my pictures.” One participant illustrated their fear of nuclear doom:

Because that to her [Powell River] offered some way out, some escape if... If our systems stopped. And, I remember when I finished my graduate work in the early 70s I remember one of the professors who was a young person, probably in his early 30s was bound and determined that we was not going to have children because it was simply too dangerous.

Another agreed stating they bought land in Powell River for security and safety: “remember, the context of the 80s was impending nuclear doom.” The researcher included the pain and fears they felt transferred in tacit ways in the field notes. The participant memories helped solidify their past influence, creating their present retired identity. Many retiree participants spoke of the remainder of their lives through additional identifiers.

Freedom. Many retirees associate retirement with freedom and free time to do all they want. While some participants felt this way, others felt they had less time in retirement than while employed. Participants noted freedom in past memories, not just in retirement. One retiree explained he “couldn't handle the freedom of the university.” He continued “I have friends that were brilliant, but like me they could not handle the freedom of university. They were brilliant.” Freedom – for some study retirees – started when they retired.

Some participants explained that they had more free time from retirement; others noted how they have never been busier. Several participants revealed their retirement freedom. One participant stated: “One of the things I found with one of the people that just retired is that they now have about half of their time is free where before it was tied up in the job.” Another remarked: “You can do what you want and you don't have to worry about anything. And you have all this freedom.” Not all participants were excited about the freedom retirement brought them, and asked “well you have all this freedom, but is that an asset or a liability?” Several retirees had schedule conflicts with potential data collection events due to their busy schedules.

Many retiree participants explained time constraints brought on by retirement. One participant stated:

Part of the problem that I find and I don't know if the rest of you find this too, but one of the things that have keep me away from volunteering is the fact that we get into something and pretty soon you are totally consumed by it.

Another mentioned “Yeah, I, I am busier now than I ever have been in my lifetime than now.” One added while laughing: “I was busy like 24 hours a day when, before I retired. And now I'm busy 30 hours a day.” Several participants identified themselves as retirees by their freedom; other by their lack of time.

One participant remarked their longevity in an organization during his or her retirement: “I am a strong person, and I have my ways of what I think should be happening and then we lock horns on occasion after about 6 or 7 years I took a break.” Participants related to the freedom retirement provided, or took away, through the data; all of the concerns centered on the concept of time.

Time. Several retirees in the study noted their concern about time in general; many remarked about the time left in life as a retiree. One participant commented “retirement is almost a second run at life.” Another remarked “it deepens on how you look at it. But the one thing that you really should emphasize though that retirement isn't much time. It might be 5 to 10% or even less of your lifetime.” Two participants disagreed; one stated “people are retiring younger” while the other stated “you have 20 or 30 years of retirement.” Data revealed participants were aware of time in many formats.

Several others mentioned there is not much time in retirement. One participant included: “you get one kick at the can.” Another said “life doesn't end at 60.” There was some disagreement in the data on whether or not Powell River gave retirees freedom or not. One participant commented about the intimate City of Powell River: “I think that here we have the luxury of time.” Another participant concluded that the City of Powell

River was the reason retirees are so busy: “If you don't spend an hour and a half getting to work and an hour and a half getting home you have more time in the day.” While participants identified with the freedom retirement gave them, many others expressed awareness of their approach to death.

Dying. Sample participants spoke of dying in a few ways: preparation for their own death – either in talk or by words – supporting others in dying, and subject avoidance.

Several participants took action about death preparation; some talked and others indicated their actions. Conversations around the topic of death varied. One participant commented: “the other important major things is to ensure that the vulnerable are protected, because seniors are protected.” Another stated to the researcher: “Once you get to a certain age, Jennifer, you can say well this is the near the end, and living as best as we can, given the circumstances, and dropping dead, right?” As Stubberfield referred to a Powell River Funeral Parlour, one former school board member explained:

I didn't put my neck out because uh, you know I had a theory, like when I left the school board, like you know, I don't want to be carried out of here by Stubberfield, you know, I am going to retire from the school board. And uh, so that was that.

Another participant commented that Americans will “have Medicare until they die.” The participants noted their actions regarding death.

Some actions around passing away involved the actual event, while others involved activities they wanted to accomplish before they died. One participant commented “we have our bucket list so we thought it would be, if we could put some money in the bank we could travel a bit more.” Others shared their relief in death preparation. A participant explained “I have already paid for my funeral, pre-paid.” Another expressed the freedom in embracing death, stating: “Stubberfield had a seminar last week and I went to it, just to fine tune some of the things I was unsure about.” One participant commented “I am just as happy to be buried here.” Some participants noted their peers avoid the subject of death altogether.

There were varying participant perspectives about death avoidance. A participant recalled how his or her hospital handled death:

Death and dying was never acknowledged. They would move a patient, and now I am talking about the wards in the nightingale wards, and you had beds open on either side, and you had beds, actually if your bed was towards the doors that was bad sign that meant that you were very ill and you were quick out the door. But you know if a patient died during the night, the body would be removed to the morgue, but the person in the next bed would ask, what happened to so and so? But it was never discussed or spoken about.

Participants also noted how others avoid the subject all together: “They don't want to talk about their wills because it might be bad luck, or they'll die because their will is made.”

Another stated “the one problem I have with, with the organization here is that it's a

human tendency to deny the aging process.” The data revealed several instances where participants assisted others in dying.

Several participants involved themselves with Powell River’s hospice program and assisted people of all ages in passing away. One participant listened to a very ill teenager, and recalled: “Yeah, and this is it. You're just there to talk to them and let them talk, and if they got anything they want to say or anything on your mind let me know.” Another relayed instructions from Hospice: “And then they said to not get involved, but participate, validate what they're thinking.” A participant explained one downside to working with Hospice in Powell River General’s Room 414: “And you get to meet somebody, and you work with them for a while, and the next thing you know they're gone.” One participant, who was not involved with Hospice, voiced his or her concern of their involvement: “But I am sure if the good Lord called me to start doing hospice stuff I would have to be really aware of how suited I was to it. You learn a lot about yourself.” Participant retirees seemed aware of life’s inevitable end; some of them shared coping with those around them passing away.

Retirees who participated in the current research study examined the role death plays in their lives; some acted and others did not. The data captured many perspectives on not just death, but life as a retiree. Identification factors, including past influences, and self-label characteristics, support a retirees’ perspective as a retiree. Seeking better understanding in what motivated Powell River retirees, the researcher examined the data

for identity as well as motivation factors. The next section compiles data supporting retiree motivations.

Retiree motivations. As retirees identify themselves as retirees, their motivations may alter to do certain activities. Table 24 illustrates the motivation themes revealed from Powell River retiree participants.

Table 24

Thematic Coding Regarding Retiree Motivation in Powell River

Code	Description
Role model	People the retiree admired, admires, and/or emulates
Migration factors	Factors which brought retirees to Powell River
Retiring factors	Factors of retirees retiring
Motivations to pass down	Retiree motivations to pass down what they know
Volunteering activities	Activities people volunteer for, in retirement and before
Moments of enlightenment	Moment where the participant realized something new
Spouse	Anything about long term life partner
Money	Anything having to do with money, banking, or financial planning

Note. The codes for retiree motivation were from the data.

Role Model. Participants shared many aspects of what motivated them in life. Several participants explained how they respected others around them; some admired the different achievements of people they considered role models. One participant admired Bill Bennet for getting BC Ferries started; another respected a mentor in the hospice program who had put on courses for many years. One participant liked John A. McDonald's efforts. Many participants admired those in their immediate influence

including a father figure, a friend, a teacher, and a colleague. Role models provided an ideal characteristic, achievement, or created appreciation for many participants in the study; such feelings towards the role model figures may have motivated the retiree participants. For example, retirees may have been motivated to migrate to Powell River because of a role model.

Migration Factors. Participant retirees explained their motivations for moving to or from Powell River over their life. Some retirees came to Powell River for their job; five participants commented they moved for mill employment. Many others moved for employment not associated with the mill. Moving to Powell River was not the only move the retirees noted; they also commented on people leaving Powell River.

Participants were vocal in the outmigration of Powell River's young people. Participants included several remarks including: "young families are leaving"; "because the mill's downsized there's very little for young people so young people leave town for work"; and "at least the direction seems to be more urban orientated or where big money is a potential." While moving in or out of Powell River may have motivated participants to act, they also noted the act of retirement as a motivator.

Retiring factors. Participants expressed many considerations of why they retired. Data included personal acts of retiring, as well as what Powell River had to offer them as retirees. Several participants explained they were separated and outcast once they retired. One participant explained the negativity in retiring: "And [when they] retired, and just kind of going to cut themselves off." Another commented "once you retire you become

separate.” Other participants explained they wanted to retire: “Then retired at 59 ‘cause I could”; another stated “I planned on retiring, well, when I was about 25 I started planning my retirement then.” Participants also revealed their motivation to retire.

Other retirees in the research commented on Powell River’s quality of life offerings to retirees. One participant included: “Ten minutes to work, 10 minutes home; 10 minutes shopping, 10 minutes home.” Another remarked about his motivation to stay in Powell River as a retiree: “but as we got close to retirement stuff, we talked many times about moving to the island because it is very, very diverse over there.” Participants revealed Powell River was a good place to retire or to migrate to in retirement. Retiree participants communicated they were motivated by retirement; some retiree motivation included passing down information to younger generations.

Motivation to pass down. The current study sought understanding of why retirees communicated and how to improve communication to younger generations. Participants in the study made comments in general about their motivations to pass down. Nine of the 40 participants stated they had nothing to pass down; one comment was “I’m not sure we have much to teach them.” Another participant asked “what is it we would attempt to communicate to the younger generations?” One comment revealed the confusion on what the retirees would teach: “I’m hard pressed to come up with things that I would other than platitudes, things that I would teach, I would try to pass on to either my son or daughter and they are both in their late 20s.” While the participants as a whole had many

experiences to pass down, several indicated they did not think they had anything to offer younger people.

Others thought themselves as contributors with pass down motivation. One participant added “I figured, you know, if I'm living here, I'm a contributor.” Another stated “you always have to have a leader.” One participant liked to share their opinion: “I must admit I like giving um...I guess my two cents worth and a penny's worth of my life. I am not always asked to give it, but I like to give them.” Further, the data showed why participants passed information down. Table 25 illustrates the aspects of motivation for some study participants.

One participant indicated motivations were spontaneous: “It seems that uh, that with volunteering and passing down, it sort of like spur of the moment.” Understanding retiree motivations was a critical part to this study; finding ways to improve intergenerational communication was one of the study's goals. Retiree participants explained their motivations in volunteer roles.

Volunteering activities. Powell River study participants were eager to share their activities as a retiree. One participant started sharing before he even said hello to the researcher. Many participants volunteered in some form; several were involved with organized groups while others volunteered without an organized structure.

Many participants explained the benefit for their volunteering in Powell River.

Table 25

Participant Aspects for Motivation

Motivation	Participant comment
Legacy	“So I have that intergenerational thing and I got the feeling of passing on information and it’s a part of my legacy I guess that my knowledge will go forward, right? And I think that’s a basic primal need in all of us.”
Help	“When I see people doing it wrong and am so pleased then I see people doing it right.” “My philosophy is I will help wherever I can.”
Think	“You’ve actually got all these skills that you can use and all sort of interesting ways to make a difference, and that just revolutionized my thinking.”
Connect	“So we’ve got this special connection. “
Contribute	Very often and frequently I am a guest speaker at garden “clubs.”
	“I had a friend of mine who said to me how did you get in on her study? And she said come up and asked me! Oh man, he says, I would love to be in that!”
	“But there has to be a way that we can ... the mistakes that we’ve made as retirees, that some of...there must be a way of getting that information to the next group, to...”
Attract	“And there are actually several people who attract when they want to do things, and see other things.”

Note. Participants shared their motivations in various statements.

One participant stated “I think it’s a great thing personally, but for also the community side.” Another added “and for all the work that you’re doing, it’s sort of volunteering but they are sort of compensating you for your time so it sort of balances.”

One participant included the importance of generational pass down: “But I think there is uh a need for to, for volunteering on a level where uh, an adult can be with kids and uh, reflect some of the things that they have done in their lives to enrich children.”

Another added that sharing could be for others: “And not, just children, but younger

people.” One participant remarked passing down experience “is camaraderie, and work, and it just pays off.” Study participants included their volunteer motivations.

Table 26 illustrates involvement of both of formal participant volunteering.

Table 26

Participant Formal Volunteer Activities

Member/Nonprofit supporter	Number of participants involved
Hospital auxiliary	3
Academy of Music	3
School Board	3
Hospice	2
Forest Wardens	2
Friends of the Library	2
Jump Radio	1
Powell River Dollars	1
Curling Club	1
Rotary	1
Lion's Club	1
PRACL	1
RCMP Victim Services	1
Salvation Army	1
Powell River Literacy Groups	1
Salmon Society	1
Canadian Cancer Society	1
Powell River Compassion Network	1
Scouting	1
Henderson House	1
Therapeutic Riding	1

Note. Powell River Association for Community Living (PRACL) has been renamed Inclusion Powell River (Bolster, 2014).

Several participants noted their involvement with several boards for which they received either payment or a stipend; these activities are not included in Table 26.

Table 27 includes informal volunteering activities noted by the participants.

Table 27

Participant Informal Volunteer Activities

School-based	Nonschool-based
Drama Groups	Trail Building
Curling Lessons	Folk Music
Dragon Boat	Kitchen-Based
Student Volunteering	Church
Interact	Kiwanis Manor
Exchange Student Support	Teaching
	Volunteering with Seniors
	Cycling
	Vacation Bible School
	Build a Boat
	Golf Course
	Quadding
	Church Pasta Dinners
	Teaching Art

Note. As participants named multiple events, the sum of formal and informal activities may not add up to the total sample.

Through an array of participant volunteer involvement, the participants had perspectives on the Powell River volunteering problems. The data also included many barriers that deterred the act of volunteering and items that prevented participants from approaching volunteering.

Participants explained there were problems with volunteering Powell River; some of the problems involved the act of volunteering and others did not. One of the problems,

volunteer burnout, was mentioned many times in the data, but not all participants felt burnout was a problem. Table 28 incorporates all comments on burnout perspective.

Table 28

Participant Comments Regarding Volunteer Burnout

Type of comment	Participant comment
Burnout	“I've been doing volunteer work for 30 years now, and I'm getting near the limit of what I'm going to be doing after a while, just, you know, just I am capable of doing it...”
	“One of the things that have keep me away from volunteering is the fact that we get into something and pretty soon you are totally consumed by it. And uh, you don't have, you don't have any free time left.”
	“I've done, I've done, I've done my share.”
	“As far as secondary problems with volunteers is burn out.”
	“You end up doing the same thing over and over.”
	“So, um, it burned me out.”
	“Well with that one there was kind of an emotional burn “out as well.”
Counter-Burnout	“I don't think there is so much burn out.”
	“I'm sorry, it is not so much burn out.”
	“This I my volunteer job and I'm going to do it.”

Note. As participants named multiple events, the sum of formal and informal activities may not add up to the total sample.

While many participants agreed volunteer burnout was a problem in Powell River, others felt burnout was not a problem. Participants mentioned another problem regarding Powell River volunteer activities: over control. One participant explained over control occurred when a person gets into a situation and feels “I am going to do it and I'm not going to share it with anybody else.” Another participant felt “there's always one person

in there that becomes 'God' and starts directing people here and there and everywhere.”

Another problem with volunteer activities was volunteer reliability.

An overall frustration from participants was volunteer unreliability. Several participants remarked that volunteers keeping their word was frustrating for bringing in new volunteers. One participant comment regarding volunteer reliability included: “But sometime when volunteers, people don't show up when they say they're going to show up, you know.” Another stated “I mean that is a problem with volunteers and that I think that is why sometimes groups get a little bit possibly exclusive.” Participants revealed their motivations for volunteering.

One participant moved to Powell River and “started volunteering at the school right away.” However, he/she found a deterrent during his or her volunteering time: “You couldn't step on any toes of any union position um, you know, so basically, if you volunteer in the school, um, you sat in a chair and listen to some kid read to you.” While some participants explained problems while volunteering, others expressed frustration because of volunteer avoidance.

Many Powell River sports teams rely heavily on volunteers, including parents of participating children, to conduct the team activities. Several participants noted concern with lack of volunteer participation supporting the teams, which jeopardized the sport occurring: “I mean, I saw one coach out there trying to get everything set up and run the team, and nobody's helping”; “I mean even for (name)'s baseball in the summer. I mean they need volunteers to run all the teams”; “Soccer they couldn't get coaches”; “I was

working on the concession for the ball park, and for the baseball, and I mean, now they're doing, we're gonna charge you \$50, and if you volunteer you get your money back. And if you don't, you've paid your \$50"; "People would rather pay their \$50"; "Or do you say, no volunteers, no ball?" Participants voiced concerns about Powell River residents expecting activities and events, but avoiding their own involvement.

Participants noted that time constraints for younger generations prevented them from volunteering. Many of the participant comments involved perceptions of younger generations – as in parents with young children – and the barriers to volunteering. One participant included: "parents come home from work and they now have family duties to do so they don't get involved the same way." Another stated "It's hard work to get younger men and women into these groups." One grandmother commented "and so, they're doing their volunteer work with their own kids, right?" Participants expressed concern about Powell River sports and lack of volunteer support: "they're family, like there's organized sports"; "wouldn't work if they didn't have parents volunteering"; and "like he's off, he's got a daughter who's in competitive soccer." One participant explained a scenario of a young family constrained by life:

It's a very busy thing for a young person or a young family to go out and volunteer, especially if they're in a lower paying job. The husband is working, the wife is working. I suppose it's.....Now they got kids, now they've got to farm them out and find babysitters, and all this sort of stuff. And their timeline is very short, so how do they volunteer?

One of the participants related the communication problem to time constraints of younger generations.

Some people have you know, have families and they don't have time. I mean they're busy running and chauffeuring but they're just um, you know, it would be interesting to know from the volunteer agency, how many of the volunteers are young people?

Another remarked that some young people have no desire to volunteer: “And I know she has I mean, she has time, but that uh, that's uh... they don't see the value.” Participants explained this and other Powell River volunteer problems; however, others noted a communication gap between potential volunteers and Powell River volunteer opportunities.

Participants detailed several problems which did not include volunteering acts, but items which prevented volunteers from participating in the first place. One participant noted: “but so often, these barriers, like you can't do it unless you're this, or you can't do it unless you're prepared to do that, or there's too many barriers.” Some of these preventative problems included criminal record checks, knowledge of volunteer opportunities, funding for volunteer programs, and time constraints for younger generations. Participants named criminal record checks as a primary volunteer deterrent.

Obtaining a criminal record check in Powell River costs \$30 for nonvolunteer-based check, \$10 for a volunteer-based check, and no charge for an indigent person (City of Powell River, 2013). The RCMP offers free checks to registered volunteer

organizations (Criminal Records Review Program, 2014); however, none of the participants mentioned the cost of the criminal record checks as a problem. Lack of marketing for Powell River volunteer opportunities emerged from the participants.

Many participants explained frustrations because they were not aware of volunteer opportunities they were interested in; most volunteers found out about the opportunity after the event occurred or position filled. One participant commented: “But somehow I suppose you've got to get that word out there kind of into the fabric in society that are these opportunities that you want to be on board.” Another participant found volunteer opportunities through articles in the paper. Another participant remarked: “I think there is a need for a way for people to find out opportunities.” Many participants agreed marketing for Powell River volunteers was a problem: “I think one of the problems is outreach to the people who would volunteer” and “knowing what there is that might be interesting to them.” Participants explained a communication gap between Powell River volunteer organizations and potential volunteers.

One participant explained how someone from a volunteer organization approached him/her for a list of the organization volunteer names. He/she responded: “I just couldn't say, here's 20 guys that volunteer for me. Here's the names. I wouldn't get any volunteers to help me do anything after that.” Another barrier participants noted was funding for Powell River volunteer programs. Some comments from participants included: “that was the volunteer center, but I think their grant ran out”; “And they get a

grant, and they start it”; “That's why it died”; and “my impression was it was costing somebody money.” Other volunteer deterrents in the data did not include money.

Retirees commented on volunteer activities, along with motivations to volunteers and barriers stopping them from volunteering. Retiree volunteering activities and information from their past helped expand understanding in the current study. Participants explained their motivation by other factors than volunteering; some explained moments in their life where they figured something out. Participants recalled such moments of enlightenment throughout their life; some moments occurred during the data collection events.

Moments of enlightenment. Moments of enlightenment came in several forms in this research, both during the event and participant reminiscing. Many moments of enlightenment occurred while discussing how to interact with younger people. Researcher field notes captured stunned looks and brightened eyes during those moments. Some participants realized: “Or they're trying to talk to us and we're not listening. (Wide Eyes)”; “And I think that when we accept them as okay, then they can see us as okay. (Brightened Face)”; and “I haven't really, I haven't uh, I haven't asked. (Stunned Look).” One participant explained how he/she had been involved as a board of directors; he/she detailed how they were frustrated and lost their temper. The moment of enlightenment came when coaching efforts to dampen his or her temper worked:

And then one of the directors told me the other day he says (name) don't lose your temper, just leave it. Just let them have their say, you know, don't debate with

them, and just tell them what the rules are, the regulations are, and be done with it. (Face lit up). He's right. So, I had a meeting yesterday and it was quite good actually.

Coming to new conclusions during the events was one avenue of enlightenment; participants also recalled moments in their past which motivated them.

Two participants explained how they had been enlightened in the past. Their comments: "I was left there, and I had to cancel my contract with (Company) and um, at my father's funeral, I saw the light"; and "You know what? I had an epiphany yesterday and it was really great." Both recollections ignited the participants' faces. Sharing was not limited to moments of enlightenment, but also to lessons learned in life and in their career; participant comments included those which seemed to impact the participant on a deeper level than just recalling memories. Another motivator for participants involved their spouse.

Spouse. Several retiree participants spoke of their spouse as a motivator in their lives; their reliance on their spouse, control their spouse had on them, activities with their spouse, and relationship quality were all aspects participants revealed in the study.

Participants relied on their spouse with comments such as "have to ask (spouse) - (they) know", "I asked my (spouse) to verify the address" and "she is uh, a very bright woman." Others remarked with humor about their spouse having control over them "(They) do have a certain amount of control on my life, that's for sure" while another participant stated "that's another thing, tell your (spouse) to never volunteer you for

anything.” Another doted about how handy her husband was “He fixed it. Now it would just get tossed, you know?” Involvement with spouses extended into advice regarding relationships.

The participants provided relationship advice to the researcher. This insight included items during the retirement transition and adapting to new nonemployment activities. Several participants stressed how important their spousal relationship was to them: “the over-arching thing, I guess, is being happily married”; and “there's another thing you should look at that's the relationship between you and your partner, because that can be very stressful.” A retiree participant noted during the retirement transition maintaining the relationship balance: “I mean the (spouse)'s at home, particularly if he/she doesn't work, and doing stuff around the house. And all of a sudden the (spouse)'s there in her space.” Not only was the participant spouse a motivator in the retiree’s lives, but also the most frequent mentioned motivator: money.

Money. Money was often mentioned in both participant interviews and focus groups. Money in retirement, fundraising in Powell River, education about money, real estate in Powell River, and debt-to-income concerns for youth were some of the areas of money retiree participants revealed in the data.

Most of the comments about retirement planning involved money. Several participants brought up how their employer and the community prepared them financially for retirement. Several comments included: “we all got financial retirement planning”; “You know, it wasn't that when I went to retirement planning session where they talked

about the money and stuff they start talking about what are you gonna do”; “The baby boomers aren't retiring as quickly as they might have if their finances were more secure”; “I mean we're here because don't have a job, we don't need a job because we have a pension. And that makes a world of difference, and that's why the retirement can go on”; “Your living expenses... You got to look at your living expenses when you retire”; and “Because, if you get into business for yourself, you got to be careful when you retire, you won't be getting a pension.” Participants explained their concern about friends who have not prepared for retirement as well as lessons learned in the approach to workforce exit. Participants who prepared financially for retirement explained the freedom it gave them.

The data captured participant comments regarding retirement freedoms. Some of the freedom participants shared included offering money options to family: “I have told them to my daughters that I will personally buy the kids their passport when they are old enough because then they have the option to live and work in two countries.” Other freedoms included travel. One participant shared “we have our bucket list so we thought it would be, if we could put some money in the bank we could travel a bit more and we could.” However, one participant reflected on how financial aspects of life are different now: “When you are spending 75 % of your earnings on your mortgage you have a little bit more flexibility to do things for your family.” The participants seemed very money conscious, even informally around data collection.

Some participants joked about how little they could afford: “Being retired is all I can afford is a couple of bucks”; “Five bucks, five bucks, five bucks”; “I got it at the

Dollar Store”; “Anything to make a buck.” Another participant commented about a strategy for money in retirement:

And certainly over age, and one of the benefits to that is that it will reduce your income even if you are not making any money, it will reduce you enough to come under the amount that they require Pharmacare in order to give you a reduced uh, qualification.

The retiree participants spoke of not just their own money, but fundraising efforts for Powell River organizations and events.

At first glance, fundraising may seem a simple topic; however, the study participants had several perspectives on the subject. Participants detailed their own efforts in helping fundraise: “It was amazing a \$500,000 medical center. We raised all the money”; “Always fundraising. Always fundraising, yeah.”; “So we thought you know, what would be a good idea might be uh, raise some money for the um, the ALS organization in BC”; and “I am a director of fund raising and foundation with (name). We are raising money. Have you bought a ticket yet?” (After the data collection event, the participant sold the researcher a ticket for a local fundraiser). While several participants shared their involvement with local fund raising, not all participants viewed the efforts as positive.

One participant explained the inefficiencies he/she saw in fundraising; for example, he/she mentioned if you get 50 people to bring in \$50 for a community run:

If you measured how much energy those people created in that distance, that's wasted and gone, and all you got is they brought a sponsor that they paid \$50 in order to run. To me, there should be a more constructive way to have those 50 people do something.

Another participant commented “the poor businesses in town. They’re hit so many times from so many clubs. And there's no wonder they can’t afford it.” While one participant added “there is a lot of hard work raising money, and for good causes in the community,” another remarked about extending fundraising into grant support.

The only thing uh, the only thing that keeps these literacy groups going, well there's two things, one is the grant which pays for staff. If it wasn't for the grant, those groups would not exist.

The perspective participants had on money extended into concerns about education about money.

Some participants mentioned that other retirees needed to learn about money.

One participant explained his or her strategy for money, not just in retirement:

I never had a credit card until I came to Canada. I never had a check book. I never had debt, and I don't have debt. I used my credit cards and when the bill comes in I pay it in full on the due date. I don't pay it weeks before. I don't give them money before the time. Um, never had a check book and I have you know, the usual, hydro, gas, phone. I don't have debt. I don't owe money.

Another detailed his or her strategy on tax payments:

You know, the amount of tax, because you're getting a tax break early when you are getting a big income and then you got to pay tax on that when your income is way down, and then you get into RRSPs. But he didn't see it that way because with his pension, he says, you're not going to pay tax on this.

Another money comment from the data: “they are running after the money as opposed to, uh, letting the money work for them.” One participant included concern for growing debt: “Listen to the news, all you hear in the news about how much Canadians are in debt and stuff.” Other concerns participants brought up included young people working today: “So they're left in a very awkward situation as I described at the beginning with huge debts and not much in the way of job opportunities”; “And then they wonder why they end up going into bankruptcy, and wonder why because you know, that place has been going for a long time and I just don't understand why you know, everything is shut down”; “I mean some people are in a rat race, you know, and they got to live.” Some spoke of the need for additional education about money.

Participants suggested adding money to the curriculum for Powell River students. Some of the suggestions included: “Life skills and banking skills is always, um, something that young people don't seem to know much about. They don't plan for it, they don't use any kind of thought process around banking”; “they should, one of the biggest faults of our education system, system is the children are not taught about money”; “they are not taught how to save, how to use it, how to invest it.” Participants commented further on education concerning tax payments. Participants remarked about needed tax

education: “We've gotten this notion that paying taxes is not a desirable thing to do”; and “I mean, our taxes, don't spread this around, but I only pay (amount) per year for taxes. So that's after tax dollars you're paying for that, it's after tax dollars you are using for that.” Participant comments about money included education to a variety of recipients.

Retirees noted about opportunities open for younger people to make money. One suggestion revealed retirees as a new niche for businesses:

Yes, we have more and more people come here to retire, but as more and more jobs open up I mean take a look at the Peak about doing lawns and cutting hedges and cutting trees down I mean, there's a lot of money made with retired people.

Participants' money concerns included Powell River's real estate affecting retiree affordability.

Powell River offers a variety of amenities to those who reside in or visit the region. Participants noted real estate prices as a reason for coming to Powell River. Buying land appealed to many participants with comments such as: “I got into real estate and rental property in particular. I mean you get rental property and someone else is paying for it. You're not paying for it”; “Price point was a huge issue here as for as Oceanside property or ocean front property”; and “[Price] was a big factor in our decision.” Powell River's affordable real estate was a motivating factor for some participants.

Participants voiced Powell River's isolation may influence not only real estate prices, but also ability to sell businesses: “businesses can't find people to sell their

enterprises to because there aren't the people that want to take them over and go through the struggle and presumably hope to get the business going"; and "I mean normally a healthy business shouldn't be hard to pass on." Study participants expressed concern regarding farming and farm land in Powell River's quest to become self-reliant. One participant explained:

If, and as I said if there's land available, where are these young people going to get money? I'd be happy to let somebody work an acre of our rural property there for nothing, for a dollar a year if somebody wanted to do it.

Another remarked: "He left the farm with the same money 9 years later with the same money that he put into it." Another land owner added: "He was struggling to find a way to make a living by growing something on his property." Several participants were alarmed about the costs of living now compared to when they were younger.

With high student loans and challenging job market, study retirees explained how some graduates are not set for success, and sometimes forced into an ethical – and perhaps legal – dilemma. One commented: "As soon as they get out of school if they can't get a job (snaps fingers) tomorrow, then they are off to further their education themselves outside of Powell River or they are looking for better employment where they can make big money." Another participant included: "You tell them to go to university and they may come out with a huge debt, and no job at the end of it and if they do get a job, they're on short term contracts or part time." Another remarked about illegal industries in and around Powell River:

I don't know how much you know about the pot industry around here, but I would suggest that um, a vast proportion work decidedly of young men in this community, under the age of 35 or 40, are making their living growing pot or in some aspect related to it, trimming or whatever there's a rumor, well not a rumor, it's a well-known local fact that people in lousy paying service jobs will take their vacation during the harvest period.

More advice from participants included leaving Powell River. One retiree subject remarked:

I guess a couple of examples would be well if you are going to hang around here, and you are going to want to make a future for yourself and your family, if you ever want to have a family, you better get a trade or something and bear down.

Another stated "I always think that one of the greatest messages you could say to any of the young people is get the hell out of here." The data revealed advice to young people about Powell River and making money.

Retired participants were not just concerned about youth and money, their worries extended over a variety of subjects regarding money. Money was a motivating factor for the participants, but if it motivated participants to communicate was questionable.

Data Analysis of Powell River's Influence on Communication

A third research question offers understanding of Powell River's role in retiree communication. While the first two research questions focused on the retirees' contribution, the third research question sought understanding of how Powell River's role

in the retiree's life impacts their communication.

RQ3: How does Powell River's physical and social environment influence intergenerational communication between its retirees and nonfamily younger people?

The two sub-themes for this research question include Powell River influences and communication.

Powell River influences. Powell River offers residents many amenities and activities. The sample of Powell River retirees in the research reported several aspects specific to Powell River. Table 29 illustrates items about Powell River's characteristics according to retiree participants.

Table 29

Thematic Coding Regarding Powell River Influences as a Community

Code	Description
Amenities	Powell River's amenities
BC Ferries	Anything with BC Ferries in or out of Powell River.
Amount of retirees	Perspectives of the number of retirees in Powell River.
Powell River education	Perception of the education Powell River students are getting.
Retiree activities	Activities the retirees are involved with
House activities	Activities at the retirees' houses
Church	Church Activities
Member	Activities the retiree is a member or participant in, not a volunteer
Retirees continue working	Retirees who return to employment

Note. Powell River's environment may influence participant in different ways.

Powell River amenities. Participants listed numerous amenities in Powell River

which drew them to Powell River or kept them in Powell River. Table 30 illustrates Powell River's valuable amenities according to the participants.

Table 30

Participant Perspectives on Powell River's Amenities

Amenity	Number of participant comments	Participant comments
Good place to live	31	<p>"It's a good place to live." "And this was a good location to come to and retire in." "But this is a very nice environment." "Everything we want to do." "Uh... Who would want to live anywhere else?"</p>
Small town	17	<p>"Of course, love the people and the small town. City with a small town feel." "Grew up in the country, but I like small town."</p>
Isolated	15	<p>"I can hear a bird fly. I can hear a fish jump." "Shopping isn't great. It's an excuse to travel." "and uh, while it was isolated, uh, that didn't, that didn't matter, it wasn't a deterrent."</p>
Near coast/ocean	14	<p>"I have always had an attraction of being close to the water." "Because we have 200 feet of absolutely gorgeous waterfront."</p>
Health	6	<p>"We've unfortunately have some experience with the medical system in the last few months, and it couldn't be better." "And then of course Powell River has the mill and the hospital."</p>
Affordable real estate	6	<p>"The houses were affordable" "real estate was affordable"</p>
Safe	6	<p>"Uh, I mean, I don't, I'm not as fearful as I was then." "It was time to get my mother to a place that was safe."</p>

(table continues)

Amenity	Number of participant comments	Sample participant comments
Recreation	5	“And recreation is great.” “And I was living in Victoria and uh, getting tired of the traffic and tourists in the summer and looking for a little more access to the back country and mountains.”
Cultural events	2	“here for Kathaumixw” “Sliammon First Nations”
Weather	2	“People, the weather, and the scenery, and it's just a lovely place to live.” “And it was colder down in Arizona than it was up here.”
No regional building permits	1	“if I want to put an addition on my house I can do it”

Note. Many participants noted multiple aspects of Powell River’s amenities; comment total exceeds sample size.

The participants included many comments about Powell River’s amenities. The amenities may be a reason why 31 of the 40 participants noted Powell River was a “good place to live”. Participants mentioned other Powell River amenities.

Unique cultural events are also a draw for Powell River residents and visitors. Kathaumixw is a First Nations word meaning “many nations coming together” and is an international choir festival bi-annually in Powell River since 1984; the event includes local residents billeting almost 1,200 international singers for the event (Kathaumixw Defined, 2014). Table 31 includes books written about the Powell River and surrounding areas; some of these resources include the Sliammon First Nations band native to Powell River.

Table 31

Books about Powell River Amenities

Author	Writing Genre
Alsgard (1960)	Powell River History
Barker (2005)	Sunshine Coast Artwork
Barman (2008)	First Nations History
Gaetway Rassmussen (2013)	Lund's 125 th Anniversary Cook Book
Harbord (2007; 2011)	Desolation Sound & Texada Island History
James & Marc (2002)	Sunshine Coast Shipwrecks
Keller & Leslie (1996)	Sunshine Coast History
Kennedy (1992)	History of Savary Island
Kennedy & Bouchard (1983)	Sliammon First Nations History
Lambert (2002; 2006)	Powell River History
Larocque (2006; 2011)	Sunshine Coast Trail
Lawrence (2010)	Stories of Desolation Sound
Lorbach (2012)	Powell River Senior Stories
Lutz (2005; 2006; 2008a; 2008b; 2012)	Powell River and BC Coastal Stories
Mason (1976)	Lasqueti Island History
Paul, Raibmon, & Johnson (2014)	Sliammon First Nations History
Schofield (2010)	History of Regional Airlines
Southern (2013)	Powell River History
Southern & Bird (1988)	Powell River History
Thompson (1997)	Texada Island History
Tonn (2014)	Memoirs of Powell River's Seniors
Walz (2007; 2013)	Stories of the Sunshine Coast Trail

Note. Powell River is part of a larger area of BC's west coast known as the "Sunshine Coast". Powell River Regional District includes Texada, Lasqueti, and Savary Islands (Powell River Regional District, n.d.). There are other resources about larger BC areas, which include the Powell River region, not included in this table. The researcher apologizes in advance for any omissions for additional resources not included in this table.

Besides cultural events, participants also mentioned security as an attractive Powell River amenity. Hayman (2011) stated though older adults are one of the most

protected generations in Canada, fear of crime and victimization is highest in older adults; the safety of Powell River was another amenity attractive to participants. Not all of the comments about Powell River were positive.

Other comments about Powell River's characteristics included the outmigration of Powell River's young people. Participants remarked about the greater number of opportunities outside of Powell River: "I just think there's more opportunity out there, if they should stay away"; "but don't languish here"; "but, uh, I always think that one of the greatest messages you could say to any of the young people is get the hell out of here and go where there are opportunities"; "I don't like much of what I see in as the environment for young people"; "for years there's been this adage that Powell River exports paper products and young people"; "but the best and the brightest leave"; and "they go off to university and they don't come back." Another participant commented "whenever you see closed down hotels still standing and closed shops." While Powell River had many amenities, participants included the downside of Powell River as well; frequent data comments involved BC Ferries.

BC Ferries. Retiree participants included comments about BC Ferries. Some comments were about the cost of the ferries, while others included the ferries affecting Powell River. In November 2013, BC Ferries announced a raising in ferry prices and decreased services; BC Ferries planned to discontinue discounted fares during the week for seniors (Walz, 2013). The retirees involved in the study noted "we pay for our ferries" but participants explained Powell River isolation seemed worse "because of the ferries."

Supporting sports teams traveling to points outside of Powell River incited comments from participants: “If you want to be competitive you have to travel”; and “If you want to be competitive unfortunately you have to travel and you have hotels and ferries, so fundraising is huge here.” Almost all BC Ferries routes require payment for one way; travel to or from Powell River, a rider must pay both ways (BC Ferries, 2014).

One participant explained how others are encouraging people to not come to Powell River because of the double charge:

What they're doing now is they are telling when they are coming across, they're telling their buddy, oh you come on the ferry and oh there's lot of stuff you can go to Gibsons where they used to do the movies years ago and Sechelt, which is a wonderful little place, shopping all that, and then you can go up to Desolation Sound, Skookumchuk Rapids. You can do all this, and you know what, if you don't go across that next ferry, you can go back home again free.

The study participants included the ferries as a drawback to Powell River's amenities. Participant comments about BC Ferries included: “The only thing that beats us is the ferry system”; “That's one of the biggest problem we have”; “Except for the ferries”; “But Powell River is a very nice, except with the ferries”; “The only drawback is the ferries”; and “I mean we're isolated but they really don't give a darn.” Examining Powell River's influence on intergenerational communication included not just the positive aspects, but also the negative; participants voiced the negativity of BC Ferries. In order to

better understand the communication potential and improvements, the participants included the population of retirees in Powell River.

Amount of retirees. While not a direct question during data collection events, participants included their perception of the retiree population in Powell River. All participant comments about retirees in Powell River eluded that the size was large. Powell River's influence on intergenerational communication included its physical amenities, limitations, and amount of retirees; the participants added it also included what Powell River students are learning.

Powell River education. Participants added remarks about Powell River's education; some included faults and others included suggestions. Some comments about Powell River's education faults: "I think, I fault our education system very seriously"; "And they're not taught spelling like spelling bees, and drilling and writing"; "They don't give the kids a sense of history"; and "but the kids should know more about what happened before." One participant included a positive response: "Um, they're being taught at a higher level of education than we were." Participants provided suggestions for improvements to Powell River's education system including: "They should be reading all kinds of, they should be reading children versions people like Joe Garner on the island who's a far better when his parents came from the American south"; "They ought to teach the children how to cipher in their heads"; and "there ought to be more concentration on grammar." While many participants faulted Powell River's education

and addressed what they viewed as deficiencies, participants found positive aspects as well.

Powell River's education system intrigued several participants to comment on volunteering in the school. One participant noted:

There is a great need at the school to keep that going but if there's another need where, you know, its hockey or sports, or big brother, or something where there's a need, I definitely would volunteer.

Another participant commented about teachers volunteering their time already: "Some teachers, sometime, teachers volunteer their time, I do know there are some teachers who uh, after school homework group." A participant brought up how many different programs were available in Powell River Schools:

Same thing with the music teacher and the art teachers and they have that wonderful culinary program at the high school now, so they are bringing in people who and really show the younger people you know how to. I think that's bought in a lot more uh, people who want to perform within the high school.

Other comments about the variety of education programs included: "they have done a lot of good for the industrial teaching" and "welding, carpentry, and hair dressing."

Participants noted not just about school-based education opportunities in Powell River, but also educational needs in general.

Several participants inquired about how Powell River could expand its education to help life experiences. Participants remarked: "And there's something that can be done

about teaching people to be better parents”; and “one of the items that impressed me that I was reading a while back is that they are doing a program now on um, environmental awareness.” A participant recalled some teaching he/she had done in the past, and recommended the school system resurrect it. He/she explained they would “bring some lenses, hand lenses and some rock hammers I had and plastic bags and put it in their pack sack and we would go on this sort of a mining, geological tour, you know.” While items about Powell River’s environment, population, and educational system all were a part of Powell River’s influence on intergenerational communication, the activities available to the retiree participants also influenced their communication tendencies.

Retiree activities. Retiree participants in the study involved themselves in a variety of activities. Whether participants were happy at home, supported their church activities, or joined organizations, they indicated they were busy. The activities participants were busy with created an atmosphere in which retirees communicated with others; some people the participants interacts with were younger than them. Activities retiree participants detailed included events at home, social activities, community service, and memberships.

Several participants found joy in retirement working in and around their home. One participant stated: “I quite enjoy staying at home. I love, I love um, home reno's. We're trying to do some landscaping at our house which we have never done.” Another commented: “done some stuff on the house.” Another participant noted she and her spouse “came to renovate a little mobile home that we purchased.” Others enjoyed

working on their property: “Our house is just raw, bare, nothing land. There's never been anything there. So, um, doing grunt work as far as landscaping has kept me quite satisfied for the last little while.” Another participant commented “Oh, because, um, I got, well of course I got a small farm, so there is always something to do there, develop it or whatever.” Many participants remarked their retirement life included more time with their spouse.

Participants explained activities involving their spouses that ranged from active outdoor activities to those in the home. One participant remarked “my husband used to climb mountains, he did it for years.” Several other participants shared their spousal influences in the home: “Because my husband, when he was alive, he wasn't a cat lover so I never had cats. Well they never left the house except to get their shots and their ears tattooed”; “If (spouse) would get it off the sports channel once in a while (laughs)”; and “I mean my wife does a lot of canning of fruits and we have every kind of fruit canned and/or in the freezer.” Participants explained activities with their spouse.

Ten participants also noted their travel since they retired; one comment was “(Spouse) and I do quite a bit of travelling and I love the place of action.” One participant explained their activities, but added they hired a person to assist: “And it's to our benefit, uh, on several levels. One is we are getting the physical help that we need for you know, chores, and projects I have on the go.” While some participants explained their activities with their spouse, others noted the joy of reading.

Eight participants commented on their joy of reading. One participant

commented: “That's how I ended up here was an article in the paper”; another remarked “but I read a lot of books”; and “I said to my wife and I am finding this book very interesting, don't read it you'd hate it.” One participant explained some of his or her reading of one author:

He systematically identified the behaviour in sexual behaviour um, marriage rates, income, employment, church attendance, this that and the other thing of the upper class versus the lower class. And these societies that functioned 30 years as solid working class societies are disintegrating. In terms of in terms of just uh, social conditions in the home uh, employment or not, income levels, uh, crime rates. And one phrase that he used I thought was very interesting that he wished that the upper class uh, talked the way it walked.

One participant detailed their usage of the Powell River Library in their retirement:

So, it's perfect and you don't have to bring them back and you don't have to pay for it. I do enjoy their magazines. I will borrow their magazines and I will borrow their videos. Sometimes there are good things, for instance, gardening. I might borrow something on gardening, or if I am painting something, and I want to do something furniture treatment, I will use their reference for more nonfiction sections to figure out something like that. Couple weeks ago I went in and gone some books on fishing because we started doing more fishing this summer. We borrowed an old boat, and we went out fishing. It was kind of like I am the one that does not believe exactly what someone, the old farts say, from years ago. I

will go to the library and get an expert to tell me, you know, what lure do you use?

Another had read about the Occupy Movement, reported by the Powell River Peak (Wells, 2011) and other media which occurred in Fall 2011:

I was really hoping that uh the occupy movement would achieve something.

Although I was really really skeptical at the beginning because I was afraid that they had no particular leadership and they had no particular clear objectives. And my understanding of the way our culture works at least, my life experiences, is that we exercise our rights at the ballot box.

While many participants explained their retirement activities at home, others involved different environments.

Some participants included activities in church, membership-based activities, social engagements in general, and cared for family members. Several participants were active in religious-based activities, many of them were at their church. Some events required participants to pack or prepare food: “It was um, and they would unpack and distribute the food at one of the churches at the university.” Several participants explained the role they played in their church. One explained: “The church. And at the church, same thing.” Another stated “through the church, I’ve been extremely involved in church work for many, many years.” Another participant detailed their involvement in a Church event called Alpha.

I mean, Alpha's a bit different. It's not indoctrination, it's an opportunity for people to ask whatever. I mean that's the main objective: it's a safe place where nobody is going to say 'that's a stupid answer, here's the truth'. Alpha's not the format for that.

Helping with donations was one activity a participant spoke about: "and then I do the same thing at Seven Day Adventist on Wednesdays." However, not all retirees commented on their positive perspective about church involvement.

Some participants expressed their thoughts against church because of personal beliefs and health reasons. One participant explained his or her reservations in a family member attending a religious-based school: "I am not religious. But I was dead against it because I didn't want the religious aspect to be part of his schooling." Another commented on churches putting up hand sanitizers: "For instance I'm very much against this, business of hand sanitizers all over the place. They've even got it at communion at church." Some participants noted they belonged to a church or religious faction in some sense. Participants also noted their belonging through membership in other groups.

Membership-based retiree activities. Retirees contributing to study data seemed to split their membership ideas into those involving fitness or sports and activities not involved with physical exertion.

Several retirees explained their involvement in Powell River groups; some participants sought a group atmosphere to explore Powell River's natural amenities. One participant remarked "I belong to hiking group." Others explained they liked to exercise

in various ways: “I Bollywood”; “I do other exercise classes”; and “I do a lot of exercising.” Another participant was a member of the Powell River Curling Club. While several participants expressed their physical memberships, others joined nonfitness-based groups.

A common nonphysical group for retiree participants was the Powell River garden club. Participants stated “I am in the garden club”; “And, um, the garden club I just joined when I retired”; and “I’m in the garden club and there’s a lot of things that we like you know like the Lang Creek Gardens.” There were other groups participants joined including quilters group, a choir, the Storytellers Club, a Powell River women’s writing group called Sassy Scribes, and one participant was a member of a pool playing league. One of the participants commented about retirement activities in general, including:

And you know it’s said, and you’re in the curling and you’re in the garden club and I already know that (name) does everything under the sun and (name) is involved in the quadding.

Participants explained their involvement in retirement activities through various memberships. However, the data revealed the participants sometimes just had fun with friends.

Powell River retirees supporting the study engaged in many different social activities. The participants explained several events in which they interacted with friends. Some activities the participants explained occurred on a regular basis. One participant

added: “We have a breakfast once a month at the Anglican Church, the men.” Another explained: “I go down to the local coffee shop, wherever it might be, at 6:30 in the morning and sit around and tell lies with everybody else and then I go home and do something else.” Other participants explained events special to them that were not scheduled. One participant explained a surprise birthday party planned for her: “She arranged an afternoon tea and there was about 20 ladies there and we had our tea and a cake and at the end of the afternoon. I opened all the nice presents.” The participant continued “and I drink coffee when I am out of doors because Canadians don't make good tea.” Another study retiree spoke of activity balance and added “but hey, sitting at home alone by myself all the time isn't a good thing either.” In addition to general social engagements, two participants mentioned they cared for their parents, which took up a lot of their time.

Retiree participants included general activities they involved themselves with. Some of the comments from retirees were general: “Yeah, I just find interesting things to do.” Others involved physical actions while others engaged participants’ mental stamina. Some of the nonmembership-based physical activities included: “We're going to (Name) Street and pick a couple 100 pounds of grapes for my wine”; “I've been able to go golfing again”; “He's building stuff like a remote controlled lawn mower with a web cam on it”; and “I like to do a fair bit of wood working, photography.” While some participants involved themselves in physical activities, others noted Powell River sites they enjoy: “we do a lot of hiking.” Another participant expressed guilt in not partaking in one of

Powell River's sites: "No, to my shame I have never been into the museum." Participants explained their joy in physical challenges in their retirement; they also explained mental challenges.

While retiree in the study explained how they kept busy with memberships and physical actions, the participants also noted their mental engagement. Many participants were challenged by writing. One remarked "it does seem to me that um I've been trying to get going on a project where I write little stories." Another recalled:

And I'm having a good time rewriting it. Is not the easiest because when I write, I don't feel anyway, I write technical reports because that was my life was, was technical reports. So to take it from a statement of fact to something a little more flowery is a stretch. Not that I write flowery stuff because I don't, but more just descriptive.

Several participants expressed success in a recent memoir course offered by the Powell River Library: "I took the library offered a course on memoir writing"; "I took the memoir class given by (name) at the library"; "I went to the memoir group." Learning was a common theme in the data.

Another participant explained he/she took online courses "just for fun." One participant found joy in challenging someone with an electronic device against his or her quick thinking:

Another interest of mine I guess is math, especially mental math. Because they don't have much opportunity to use it, but when I was working of course you

would do lot of things. You could guesstimate an answer before anybody else whipped out their calculator and did something.

Another participant commented on the Cranberry Senior Centre, and how engaged the attendees were: “They got crib playing and all kinds of things going on up there keep them active and keep them you know, busy, too, which I can understand why.” Many participants explained instances of their own mental engagement through their activities. However, other Powell River-based engagements were possible.

One participant detailed a project he/she had been thinking on for some time which involved the Sliammon First Nations. As the participant told the story, he/she began to speak faster and faster as their excitement grew. The mental achievement of figuring out a plan for the well-being of Powell River engaged this participant. The story they told:

It would be a show piece so we can have this interaction with Sliammon. It would bring them into the fold and rather than keeping them outside as a watchdog that their park, and we're not destroying any of our cultural artifacts and middans. We would bring them in a worked with us. And maybe there is some federal money that we could put into play too to help build something you know, like this uh, this gathering structure. Because we are going to have a uh, uh, uh, building made with no walls, just posts, you know, to have a barbecue and to have where you could have picnics out of the weather.

One participant summed the activities in his or her life as “I have fun, you know. I enjoy life.” While participant retirees explained their various activities, they also noted some retirees return to work.

Retirees return to work. Retirees returning to work is not just a Powell River occurrence; current literature included many studies on the health of retirees returning to work after exiting employment. Participants spoke of their own return to work; one participant got a phone call from “his boss” in the middle of a data collection event. However, many participants expressed frustration with retirees returning to work with tenure, taking Powell River’s teaching jobs away from new graduates: “You know, to take whenever there's a sub job, I guess it's by seniority”; “They come back on the sub list, or come back and because they have seniority they get all the jobs”; “And so the younger people are scrambling every year for jobs”; “Yeah, because they're bored or they want extra money for trips”; “They don't really need to”; “And, just leave the paid jobs for the younger people”; and “they could feel useful volunteering, you know with all the skills they have from their work?” One participant felt retirees returning to work was doing “huge damage.” While retirees in the study explained their various activities, they also detailed their interactions with younger generations. As the research study sought greater understanding of how to improve communication across the generations, retirees participating explained their interactions with younger people.

Communication. Retiree participant communication pointed to many different perspectives and groups of people retirees interact with. Communication in the data

occurred on a generational basis: individual, family, older adults, and younger adults. Other communication happened in Powell River neighborhoods. Participants included thoughts on how technology affected communication with younger generations also. Table 32 illustrates the codes supporting retiree communication in Powell River.

Table 32

Thematic Coding Regarding Retiree Communication

Code	Description
Individual	Powell River communication is closed in circles and openly social in others
Family	Family communications based on whether family is in Powell River or not
Neighborhood	Neighborhood interactions
Generational	Interactions with older adults and younger generations, including how participants viewed younger generations' reception of them
Perceptions of technology	Retiree perception of technology in communication

Note. Coding of participant input regarding communication involved relationships around participants.

On an individual level, retiree participants indicated social circle involvement was a personal choice.

Powell River social circles. Many participants who contributed to the current study commented on how friendly Powell River is; many others spoke of how Powell River circles were closed, particularly to new comers. Comments about the exclusive social circles in Powell River included: “So truly are ‘new comers’ I mean unless you are intergenerational for about three generations”; “I mean, as I say I'm still a new comer here at 41 years”; “It takes about 40 years to fit in here”; and “Because, I believe that the

generational thing here, it's very hard to break into that. You are not really a 'true' Powell Riverite." One long time Powell Riverite participant added they were selective on who they included as volunteers in their circles: "So there's some of that, but it takes a while to work your way into a community, I find, you know, it's definitely, I noticed it's this year, it's a little better." *Appendix B* compares the participant comments of Powell River's friendliness and those indicating closed tendencies.

Participants in the research study expressed several aspects of Powell River as an open society. One participant commented: "But I think there are some people who just think they can... feel like they can make a difference and they start doing things." Participants indicated they interacted with individuals in a variety of ways.

Several participants explained how they would invite others to join them in Powell River activities; some invitations occurred during the data collection events. Participants invited other participants: "Why don't you come up and have coffee with us?"; one participant stated "You guys are invited." Participants also realized they needed to extend invitations to others around them: "And maybe to some degree it's up to us to be the kind of people we are to just you know, look at who's around us and invite somebody"; "Lure them in"; "Say hey why 'don't you come to the such and such meeting, you might like to join me'"; "Some people need that push. Some people like to be asked"; "Well, it's so big and most of the time people, a lot of people don't think, they just follow what together people say"; and "I think in some respects um, as I get older, there is something about that I get more assertive." One person added: "Sometimes we

feel a little awkward to come out and say hey do you need help?" Another participant included:

And there are, if we've got a lot of skills to pass on, if we come from that sort of background I think we can be valuable to kind of the organizers or the catalysts that draw other people in to help them find their place because there are lot of people who don't want to leaders they want to be followers.

A participant realized his or her efforts to gain a place in Powell River social structure:

But, but, you know, so, so you had to make the effort, you know, and, um, I wasn't sure I wanted to get another doing at that point, a and I realised, you know I am never going to meet anybody if I am not out there walking my dog and staying busy and uh, I found something that really contributed to getting to know people in Powell River.

One participant explained:

I always and when I was in the mill, I always walking by people, I always used to say 'hi' and all that, and then I found out that one guy couldn't speak English and I had been saying hi for years.

Another participant shared how Powell River welcomed her and her family in:

My brother's mother in law come over from England because my brother in law lives just outside York um, and they took us around Powell River and said this is your heritage. We went around doing building tour and I said not mine, perhaps my grandchildren.

Another participant explained how the social circles of Powell River expand:

You know at first people don't know who you are, and they've got their friends and their groups but this year and after (name) had his birthday party, those parents now will chat with me in the hall or phone me about (name).

Two participants interacted and figured out that even though they were both involved, they did not revolve in the same social circles:

Participant A: "I hardly see anybody in the morning club and the evening club."

Participant B: "You're in the morning club, no I'm in the evening club."

Participant A: "She's in Lions."

Participant B: "No, I don't know her."

Some participants realized they needed to invite people to their activities; others explained how they were treated in situations where Powell Riverites were not welcoming.

While many participants noted how inviting Powell River residents are, others indicated the social circles in Powell River were tight. One participant commented "nobody ever talked to me the whole time. Nobody ever talked to me." Another added "they don't think of the implications and they don't think of the implications of the implications." Retiree participants supported the study by realizing their actions – both positive and negative – but added that residents must also make the social effort.

Some participants took responsibility for inviting people around them to events; others involved themselves in other ways. One participant explained he read on a

scheduled basis at a Powell River independent living center: “She thought I had a good reading voice, so I thought that's kind of interesting, I'll give it a try.” Another participant noted “I'm also looking to make my own opportunities.” There were several participant comments about how residents needed to make the effort to get into Powell River's social arena: “You have to go out and about. You have to make the effort”; “You have to make your opportunities and if you don't make your opportunities then you miss out”; “So you have to make the effort and I found that when I moved here they are very friendly, um, you know, I see some of the same people every day, which is really very nice to see that”; “Yep, people don't come knocking on your door. You have to go out and get involved”; “You have to put out yourself before people come to you as well”; and “I don't know, maybe I was becoming ‘Powell Riverized’, but perfect strangers you know, you feel, you feel comfortable just passing them time of day with them.” Participants included varying individual perspectives of how welcoming Powell River residents were. Some participants realized they needed to act, while others felt those who excluded themselves needed to get involved. According to participants, the family unit was another aspect of communication.

Family communication. When asked in data collection events, participants included the family unit when talking about communication. Some participants indicated whether their family was in Powell River or not: ten participants said their children were not in Powell River; eight participants mentioned their family was not in Powell River; and 10 participants noted their family had been in Powell River for a “long time.” In

addition, four participants included their children left Powell River due to work or school. While proximity of family to the participants may have motivated retirees to migrate to Powell River, family communication was without bounds.

The study focused on nonfamily communication between generations, but participants' revealed communication inside their family during data collection events.

Table 33 compiles the strong family communication from the participants.

Table 33

Participants' Strong Family Communication Comments

Subject	Participant comments
Family history	<p>"I tell my daughter some pretty specific things, out of the gate."</p> <p>"And, even our own parents and get you know, some of that knowledge passed down."</p> <p>"The things that I teach her are pretty general."</p>
Tools	<p>"And in a way we were kind of responsible I guess because over years and years, I have been showing my son um, like, if you're gonna buy tools, buy the best tools you can."</p> <p>"But, the outcome was that with all the things that we've helped them, well (name) anyway, over the years, with what you buy, and what you shouldn't buy and the way you should look and what you should get."</p>
Education	<p>"So I'll tell my granddaughter to make sure she works hard in school because an education is important."</p>
Bond	<p>"And they said dad you don't know what you are talking about... And I didn't."</p> <p>"Learning from family is not just your parents."</p> <p>"Because its' a second marriage, but they just have bonded so well and he's, he just uh, it's been a wonderful for him to have that man in his life."</p>

Note. Participant comments about family did not indicate physical proximity of family to the retiree.

Participants shared their strong family communication, along with weaker examples. Some comments from retirees supporting the study included evidence of a communication gap in the family: “My granddaughter, for example, is so into ‘what can I buy, what can I wear? What can I do?’ Where seniors are more interested in people”; “I sort of being young and restless, and my daughter is still trying to find out, I never told her”; and “I’m coercing him. What they say to him is gospel and what I say to him, you know is always wrong.” Communication within the family was one interaction participants explained; they also shared their Powell River neighborhood dynamics.

Neighborhood interactions. Like other rural areas, Powell River has unique areas where neighbors are familiar with neighbors. Data included participants’ neighbor communications. Some comments included neighborhood demographics, which revealed the absence of many young people: “I don’t have many, well there’s no young friends around our neighborhood”; “Because there’s no young people living in our neighborhood, well two doors down there’s one couple and they’ve got you know a teenage some and daughter”; and “Because even our neighbors he ones right beside us are the same age as me.” Participants commented on the demographics of their neighborhood; some participants mentioned how they interact with their neighbors.

The retirees supporting the study noted their involvement in their neighborhoods; some participants did not interact often with neighbors, others helped their neighbors on many items. Comments from participants included lack of neighborhood interactions:

“But I didn't know them outside of the workplace. And outside of the workplace, you know, I hardly knew the next door neighbors”; “Well if she has neighbors, then the neighbors could but she hasn't communicated with the neighbors at this point”; “But what I found very interesting, like in the neighborhood, you hardly see your neighbors anymore, they are not out”; and “So I met a lot of my neighbors as they were walking their dogs and stuff like that, but most of the time I am in the house watching TV and seeing them walk by and never knowing who's going by unless my dogs start barking at them.” While several participants shared their perspective of few neighborhood encounters, others indicated they assist their neighbors often.

One participant remarked that helping neighbors was “all spontaneous”; another added helping neighbors was “the sort of nonprofessional volunteer part.” One participant noted the increase of interactions when he redid his front lawn:

And I spent the whole month in my front yard, I was doing my front lawn. The people walking by and all of a sudden I met all these people because they would stop and say wow that's a tough job and then the grass is growing, and how isn't that lovely, and then they would stop doing it.

Other participants commented about helping neighbors: “And just helping other people around the neighborhood”; “We all happen to be around, so that's a good thing”; “You know, from cutting firewood, from cleaning their chimneys to fixing their plumbing, there's always stuff to do”; and “Like, um, neighbor today needed her irrigation system blown out before it freezes this weekend.” One participant explained “there's a girl I

know that has a handful of kids and the dogs got loose and show as late for work and she was trying to take the kids to school.” The participant went on to assist the neighbor. Another participant noted “it’s such a rural area and there isn’t an organization.” Some participant neighbors helped those around them while others did not. Powell River retirees supporting the study indicated that communication between people outside their family and their neighborhood revealed a much different perspective of communication.

Older adults’ interactions. Participants explained their involvement of intergenerational communication; many included their joyful interactions with people older than themselves. Participant retirees commented on the easy communication with older people in Powell River: “And it is mostly people my age. It is mostly, I should not say there aren’t younger people, but for the most part it is mostly older people. There are mostly women, some men. More the second half of their life”; “So the people who are left on (location) to interact with are more senior”; “Well I guess most of my, most of what I do these days is uh, with people my age or older.” Some participants interacted with older adults often while others did not.

One participant commented on the low number of older adults in Powell River: “We didn’t talk about working with old people though. There are no older people.” Not only did participants share their thoughts on the volume of older people in Powell River, they expressed the gender of the older adults they tended to interact with: “Well the garden club, if you have never been there, are mostly old ladies”; “Some of them are old

enough to be my mother”; and “It’s mainly older women.” Another participant shared joining a quilter’s group, which tends to be a woman’s group.

One participant spoke of involvement in Powell River’s “men’s clubs”, stating: “now they’re old men’s clubs.” Participants noted the demographics of the older adults they interacted with in Powell River. One remarked “as I got older, I worked with older people.” Another noticed Powell River’s older adults’ lack of interactions with other older people: “as opposed to connected with them, each other, which they barely do.” Participants commented on their communication with older generations; they also noted how much they enjoyed the interaction with older adults.

One study participant included “I know I like doing things for older people.” Another remarked “I still like being around seniors.” Another participant added “It’s just, I really liked it.” One example a participant included was different generations at the Powell River Curling Club: “Well at the curling club we end up with a senior group that’s older than I am. I will hit 70 and I still won’t curl with the seniors because they are 75 to 80.” One retiree contributing to the study added his or her involvement in transitioning older people from their home: “I’ve also talked to retired people that its time they get out of the house because they can’t look after it so, that’s the next move.” Participants explained the type of older adults they see in Powell River, as well as the joy they had in communicating with them. Interactions with younger generations, from the perspective of the participants, was very different.

Younger people interactions. One of the questions posed to the participants was

about their interactions with young people outside of their family. Table 34 illustrates the comments with some explanation of nonfamily contact.

Table 34

Participant Nonfamily Younger Generation Interactions

Description	Number of interactions	Arena of intergenerational nonfamily contact
Few or no young people interactions	16	No or Little Contact
Interactions at school or organization office	12	On boards
		Friends
		Job Based
		Weddings
General retiree activities	11	Farming help
		Curling Club
		Hospice
		Sports Coach
		Belly Dance
		Pool League
		Neighbor
Volunteer activities	9	Quadding
		Kathaumiux billets
		Henderson House Helpers
		Men's Group
		Neighbor
		Vacation Bible School
Church		
		Church Dinners

Note. Interaction numbers may not add up to the sample size because participants named multiple interaction activities.

The data revealed that 16 of the 40 participants had no or almost no interactions with younger generations outside their family. While this result incorporated almost half

of the participants, the retirees explained a variety of other interactions. One interaction with a nonfamily younger person was a surprise.

Interactions with the researcher – as I am in a different generation – counted in the intergenerational interactions, according to several participants. I asked the participants, who included their interactions with me as intergenerational communication, what I had to offer them. They responded with: “Some technical knowledge that you're not talking about; we know you've got some good technical background that could be useful to us.” Another participant responded: “That's one reason we love you so much (gesturing to the researcher).” In one interaction, the researcher asked: “Like what. What could I offer you guys as retirees?” The participant responded: “Well, enthusiasm.” While 40% of the participants said they had little or no interactions with young people, some pointed to technology as one potential reason.

Younger generation reception. Retiree participants had numerous comments about younger generations. Some participants commented on how society has become disposable and lethargic; others explained how young people, from both their family and not, treated them in a negative light. The participants also offered some strategies to approach young people for communication.

One contributing factor to the problem – the participants revealed – could be what one coined as the “lethargy of Powell River”. Another agreed: “And the other thing is your facing a problem in Powell River is the lethargy that is in this town.” A participant inquired on how to combat Powell River’s lethargy to promote communication: “So

getting them interested in passing information to the next group. How you would do it?”

Several participants explained the mindset many have in Powell River that they are “never in a hurry and never work hard.” One explained as he/she looked at various places in the room as he/she spoke: “time flies... everybody's late... things take a long time... I was gonna do that... let's have lunch.” Many participants agreed the lethargy extended into all generations in Powell River, contributing to the communication gap. Another aspect of the communication problem extended into society’s growing comfort with throwing things away.

Participants noted how disposing of things has crept into Powell River. Many participants remarked about the disposal mindset: “To me, a lot of things I find now a days are a disposable society”; “People are no longer um, do repair work. They'll throw something away before they will repair it, you know?” One participant added how her husband would repair items: “He fixed it. Now it would just get tossed, you know?” One participant expanded: “That concept of the disposal society really intrigues me. I have heard about that before but I never thought that people and knowledge of the older people was a part of that.” Retirees supporting data collection for the study expressed frustration in communicating with younger generations; some named the culprit Powell River’s “lethargy” while others talked of society’s notion of “disposal”. In Powell River, retirees expanded on their frustrations within the family unit.

Some of the participants had family in Powell River while others did not. Retirees in the sample explained the younger people in their family did not seem to listen. One

participant explained: “I am thinking of younger as in my nieces and nephews. They, they wouldn't want to hear what I would have to say about (laughs) good decisions, bad decisions.” Another participant included: “I don't think they would. I don't think they would listen.” A participant added a long thought process:

I just think that I do have a lot of, (partner) and I both, have a lot of profound things we've done in our lives and things have not been good, things have been good, and if they were to listen to us, they, they wouldn't have to do the same things.

Several participants agreed that younger people within their family would not listen “because they're not there yet”. Further, one participant felt as if his family was always thinking “What have you got that you could give me?” Another noted his son felt “like there's an ulterior motive.” Some participants agreed communication within the family was more difficult than with younger people outside of the family.

Participants made comments about the ease of communicating to other children over their own. One participant remarked “But this is outside the family. This is more valuable to them.” Another stated: “nonfamily communication I find more attentive. They want to learn.” However, not all participants felt nonfamily communication was easier; others felt younger generation communications were no easier in or outside of the family.

Data revealed many retiree comments about younger generations were negative. One comment included the researcher as a part of the younger generation: “I mean most

people are not like you (pointing to the researcher) and open it all up and they are not interested in what I used to do.” One participant questioned: “Are you assuming that younger generations want to be passed information?” Another added: “I guess what you're suggesting that there's benefit of retirees working with younger people.” Some data included assumptions about what younger people perceive; others commented on what members of younger generations thought.

Another remarked that young people do not see the older people as aged young people: “That younger people look at older people thinking that they've never been anywhere, done anything, they've been in love, they've never had sex, or...” A participant stated, “and I think there's a big, not huge, percentage of younger people think that they're just old folk, and they think that they've never been anywhere or done anything.” While some participants made assumptions, some expressed interest to interact with younger people. One participant was willing to interact with younger people:

Well, you know if they come forward, then yes. I mean I have nothing to hold back on nothing, I mean I'm just an old fart anyway, so that's okay, I can handle that. You know? But yeah, I know that if they are at all interested, and I have had lots of them come up to me.

While one participant interacted with younger people, others recalled younger people had made fun of them or failed to connect. One participant included: “there's such disconnect you know, me, I would say my generation, but lots in my generation are into it too.”

Another comment from a retiree participant: “Yeah, we were invisible almost.” Others expressed frustrations with the intergenerational interactions: “yeah, they made fun of me calling me the old guy and stuff like that, eh” and “they look at us as being dinosaurs, and ancient, and stuff like that.” Several participants felt they could not communicate with younger people because of technology.

Participants spoke of technology as a communication barrier with younger generations. Table 35 summarizes the comments made by participants about technology and generational interactions. Participants explained that they did not want to talk to young people because their input would not be received. One participant included his or her perspective about the uncertainty regarding the Powell River Mill:

I think the younger generation is wondering what's out there for them in the sense that we are no longer in equilibrium with the mill. In other words, years ago, when I first got here, grads could either go on to more education or they could go into the mill and everything was in balance. Grads can't even go to the mill anymore, so there must be um, I would imagine young people are under some tension as to what they are going to do. Because we live in a society where you are supposed to have everything.

Another participant remarked: “Yes, there's an inherent understanding that knowledge comes with age, or wisdom comes with age.” Participants seemed frustrated that younger generations wanted something the retirees either could not or did not want to provide. Several ideas emerged as talking points to help improve the generation connections.

Table 35

Participant Perspectives of Technology Affecting Intergenerational Communication

Interactions	Participant comments
Younger people interacting with other young people	“It's difficult because I feel they actually tune us out with all their new modern devices.”
	“They sit there. There'll be five or six of them on the bus because you couldn't walk anywhere on the site, you had to take the bus to the worksite.”
	“And they'd be sitting there, three or four of them sitting there together, and not one word would be said.”
	“But I discovered like he was saying the electronics, they don't even talk to each other, let alone talk to the older guess.”
Not able to communicate with younger people due to technology	“I cannot believe these young kids and their friggin head phones and their electronic devices.”
	“One year I said no electronics and no junk food. Well they pretty near threw me overboard.”
	“It would be much better if it could be without the electronics.”
	“You know, that communication is very frustrating for us.”
	“Because today's communications with that age group is very difficult.”
	“But when I bring in anything in modern, I am sorry to say that they have way over me.”
General	“How we get the next generation to be aware... It's totally, just, totally different.”
	“A part of technology which they can hide out in.”
	“Use your hands? Man, you push a button, you know, or you play with a screen.”
	“So now the young people live in a technological world that I'm barely able to understand let alone use.”
	“You know all the electronic gadgetry.”

Note. Retiree participants viewed technology as a intergenerational communication barrier.

Some ideas the participants came up with included simple acts of asking for inclusion in more complex programs. Participants came up with three strategies in

improving intergenerational communication: asking younger people what they want, listening to what the younger people say, and using a catalyst to connect the generations. One participant noted that younger generations “don't have closed minds. Their minds are still open, they are still open to things.” Many retirees reflected in the data collection event about asking younger people what they want and then retirees listening to them, as illustrated in Table 36.

Table 36

Participant Retirees Asking and Listening to Improve Intergenerational Communication

Interactions	Participant comments
Asking younger generations	“So are they just not interested in the stuff, you know, that we were interested in anymore?”
	“I don't know what they think of it.”
	“Um, I want to find out from the young adults what they want from us, and how they can communicate better with us.”
Retirees listening	“But, we have to come to the realization and the fact like he's saying, that um, maybe we need to sit back and listen to them tell us what is right and what is wrong to some degree.”
	“You know? Maybe we're so busy, we've been so busy talking that they don't want to talk to us?”
	“Or they're trying to talk to us and we're not listening.”
	“Let them tell us. Turn it backwards to them.”
	“I agree. I think it's really important to have a mindset about listening to them.”

Note. Participant actions included both asking and then listening to younger generations.

Several of the participants had an epiphany during the event stating they had not realized that was not just the younger people; perhaps they were part of the problem. Participants concluded that they needed to change how they thought. Comments about

this conclusion included: “About accepting the fact that they different and they do things differently”; “And there's so many things that we would prefer are different than they are”; “And we need to have a mindset to accept that yes, things are different”; and “Yes, because we have to work with them.” One participant explained how he/she viewed all people around as “gold mines”:

And we have a lot of, I always look at everybody around me as a gold mine.

You're a gold mine (pointing to the researcher), he's a gold mine (pointing to another participant), and she's a gold mine (points). And my job if I want to be good at my job, I've got to find out what it's that gold mine, or what's in that gold mine.

In order to approach the problem, participants used a catalyst to create communication with younger generations.

There were several instances in the data where participants connected with younger generations with the use of an object, project, or a distraction. Participants explained the use of a catalyst for intergenerational communication as “not intentional, but it's shared interest.” Through the use of a catalyst, participants remarked “a lot of it is shared knowledge rather than intention.” Further, participants felt “if you get into the same interests, you get respect no matter what age they are.” One participant concluded: “There's a new way that we need to figure out to get along with them.” Another added “You're coming up with the concept with them connective with them on another element.” A participant explained that catalysts were effective in communicating:

“Whether you're gonna sit down with them, or eat together with them to build a boat, or get together with them to go hiking, or show them how to survive in the woods, or even show them your trade?” Table 37 details the catalysts the participants mentioned during data collection events along with their comments.

Table 37

Participants Utilizing Catalysts to Improve Intergenerational Communication

Catalyst	Participant comments
Fedora hat	“She came up and after we were finished, we were putting away our sticks and she came up to me and she said ‘I love your Fedora hat’.”
Dog	“You know I walk my dog through the streets and past the lineup of the kids who are on their way to the stop for school.” “When I got here, one of the first things I did was get a dog.”
Boat building	“The uh, important part of the boat building is not the building, not having the boat. The important part is the building of the boat. Doesn't matter if you get the boat finished or not. It's the fact that you're working with somebody and you're coming head to head solving problems.”
Curling	“We volunteer our time there working and teaching kids how to curl.”
Dirt Bikes	“Kids that are jumping 40 foot cliffs on dirt bikes respect an old guy on a quad.”
Baptism	“The senior pastor at our church has introduced a program here whether the young or old get baptised, they have a mentor now.”
Church	“I just facilitated a men's group and we've got kids from young men that will show up you know, under 20 to old dudes my age.” “I volunteer at the pasta dinners and that's where I see some of the young people.”

Note. The catalysts the participants noted did not include technology.

Another participant added “if I don’t find a way to communicate with them, they’re is no way to go with them next time.” While participants strategized about communicating using catalysts, they realized the communication hinged on respect.

Some of the participant comments revealed the respect they could give as well as receive from younger generations. The retiree subjects commented on bridging the communication gap by gaining respect by giving respect first. Comments regarding respect included: “But what I find is that you have to give them respect, because particularly in the industry that I'm in, I will go in hands on and know what I'm doing there”; “But in my job, during the day, I absolutely have to give them the respect because the ones that want to learn have learned it”; “Same respecting”; “It’s all about respect”; “The fact that she dresses differently and all this weird stuff and now it’s okay. It's okay. She's an okay person”; and “I think that when we accept them as okay, then they can see us as okay. It works both ways.” Many participants agreed; reciprocated respect would assist in closing the intergenerational communication gap.

One participant commented about the investment an intergenerational relationship takes: “I mentioned that it takes a long time sometimes to build up that sense that you're an okay person.” The perception of younger generations receiving the knowledge of retirees boiled down to respect. Participants discussed their reaction to disrespect and some provided ways to improve communication. Many participants maintained, however, that technology remained a barrier in communication.

Perception of technology. Televisions, computers, the Internet, phones, iPods,

and many other technology-based gadgets exhumed passion in some study participants. Comments about technology centered on life with computers, TVs, phones, and electronics in general.

According to the participants, computers have changed how people communicate in Powell River; they explained that younger people rely on computers. Many participants remarked they dislike computers altogether. *Appendix C* reveals participant comments about the differences in computer via the participant perspective.

While participants voiced many perspectives on computer usage, participant retirees also have opinions about the television. Few participants mentioned they watched TV on a regular basis, but several voiced their dislike or nonuse of televisions. While many participants voiced their negative perspective on televisions, others joked about watching television: “Where's the remote?” One participant noted he/she watched TV:

So I met a lot of my neighbors as they were walking their dogs and stuff like that, but most of the time I am in the house watching TV and seeing them walk by and never knowing who's going by unless my dogs start barking at them.

Another participant included “my sisters who are all older than I, are mostly into TV and reading too.” Participants noted a polarity in television preferences; however, the television was not the only gadget participants commented on.

Cell phones also produced participant comments. Most statements about phones involved youth texting and the lack of verbal communication. Data included:

But it was never discussed or spoken about, but I think it's all to do with communication because I have noticed that when I am down in Vancouver my daughter and I go for lunch and I see young couples sitting across from each other (makes a motion in the air with fingers as if texting on a phone).

Many other participant comments about younger people using cell phones included participants gesturing as if texting. One participant explained: "I went to visit my daughter and my grandkids were playing in the class, and the room went dead quiet and there's he in his corner with his iPhone and there's her in her corner with her iPhone." Data included very few positive comments about cell phones.

Not all comments about cell phones were about young people; several participants spoke about their own cell phone usage. One participant remarked "my concession to modern life I have a cell phone for the simple reason if the car breaks down or if the ferry runs late" and "too many phone calls, I shouldn't carry a phone". Another participant shared that he/she did not like phones, but later explained the phone usage to time walking at the Powell River track:

I thought uh, I can do it in 30 minutes. 32 minutes, eight rings, I can do it in 4 minutes per ring walking. Nice. And then when I first started I through I would use my phone because it tells you the exact times so I can time myself so I can find the exact time.

Other participants revealed they do not have a cell phone. Electronics in general seemed to be a question for some participants.

Participants indicated new technology gadgets were not a motivator for them. During the data collection events, I used two digital, battery operated recorders. One participant asked “So your assumption is that I would recognize that's what it is? (Points to the recorders).” One participant remarked: “I think that electronics is creating a breakdown in communication actually sit and talk face to face.” Another stated “because they are so electronically complicated, I mean there are people who do it and there's stuff you can do.” Further, the data showed “a contradiction in that in many ways because of the electronic age uh, it's harder than ever before.” Most comments regarding technology gadgets were negative.

While most statements about technology were negative, some included how participants used gadgets; many retirees in the study concluded that technology was one cause of a generational communication gap. Both the physical and social atmosphere of Powell River along with interactions in Powell River circles, supported understanding on how Powell River's environment influences intergenerational communication. These data, among others, supported the data findings.

Data Findings

Data findings included many answers to the research questions utilizing the research design.

Design Support of Data Findings

Because a case study is a bound system with a unit of analysis (Merriam, 2009), the data findings should support the research design. The units of analysis were retiree

perspective of intergenerational communication, perspective of their own experiences, and what they felt they could share with younger generations. The data findings, which answer the research questions, support each unit of analysis. The first research question centered on what retirees could pass down to younger generations.

Retiree Experiences Data Findings

Participant inclusion criteria in Section 2 defined retirement as “retired from a career and collecting a corporate pension.” Data findings revealed most participants worked and retired in Powell River, and provided a wide variety of experiences to pass down from careers, raising children, and traumas. Both participants and current literature researchers concluded retirement planning was complex and took longer than they anticipated. Retiree participants expressed their intellectual capital available for intergenerational communication in many areas. The first research question asked what could retirees’ pass down to younger generations? The answer from the data: a wide variety of experiences. The data findings extended into the second and third research questions.

Data Findings for Retiree Motivations

The second research question included retiree identification labels as well as indicators of motivations. The data findings for each part of research question two shed light on retiree motivations to communicate in Powell River.

Retiree identity data findings. Participants varied the labels they called themselves, and the references they used regarding their generation. Participants used

identifiers such as traits in themselves, their awareness of time, and influences.

Participants explained several traits that made them retirees or older adults; some of these traits included physical capabilities, memory, and integrity. Data revealed a line between physical and not physically capable retirees. Further, participants referred to themselves as “young” retirees or older adults; many cited health in both past and present terms. The participants had greater evidence of bad memory traits than of good traits; however, whenever participants detailed traumatic events or parental memories, their memory seemed clearer. Integrity was a significant characteristic for participants, both in a personal manner and for those around the participant. Sample retirees included certain traits along with other implied identifiers in the data.

Participants were very aware of time on a personal and daily basis. While not a label, participants noted time left in life. Further, many participants did not reveal their chronological age but used generational labels instead. Dying was a subject participants either planned for, acknowledged for others, or avoided. Parents of sample retirees influenced them; participants expressed respect for their parents and others around them. While participants revealed identity characteristics of their retirement, participant motivations was the second part of the second research question.

Retiree motivation data findings. Motivations in the data came in several formats, including employment, communication, volunteering, and money. Participants noted their motivation to move to Powell River for employment. Initial participant movements to Powell River included both mill and nonmill career moves; more

participants moved to Powell River for nonmill jobs than for mill work. Participants indicated various motivations to retire. While participants revealed they had a high quantity of intellectual capital on a variety of subjects, nearly 25% felt they had nothing to pass down to younger generations; other participants considered themselves community contributors. Participants volunteered in a wide variety of activities, both organized or not; many volunteer activities did not include interactions or communication with younger people. Participants explained extensive problems with advertising for volunteer opportunities, barriers in becoming a volunteer, and unclear volunteer expectations were a part of Powell River's complex volunteer web. The data revealed barriers interacting with younger generations in volunteering, which participants felt was a contributor to a communication gap.

Participants mentioned perceived volunteer barriers that were not true. Several perceived volunteer deterrents included: criminal record checks for volunteering in Canadian organizations are free (Criminal Records Review Program, 2014); Volunteer Powell River (VPR) advertises volunteer opportunities each week in the Powell River Peak (D. Lawson, personal communication, April 28, 2014); and there are periodic written stories about Powell River seniors (McKenzie, 2014). Participants indicated money motivated in a variety of ways including personal, organizational, and community; participants expressed concerns of money in education. The second research question included retiree motivation and identification factors; data findings for the third research question included Powell River's influence on communication.

Data Findings for Powell River's Communication Influence

The third research question included Powell River's influences and retiree communication; the data findings for the third research are below.

Data findings on Powell River's influence. Participants indicated Powell River had many traits influencing communication. Over 75% of participants noted Powell River was a "good place to live." Almost one quarter of participants commented about the high quantity of retirees in Powell River. Participants had mixed feelings about Powell River's education with both suggestions and praises. Data showed a variety of participant activities in Powell River.

Retirement activities for participants included a wide variety of activities at home, in church, and other organizations; participants included reading and writing as favorite activities. Other participants had club memberships or worked out at fitness centers; physical ability was a contributing factor to participants' decision for activities. Some participants returned to work after retirement; this may widen the intergeneration communication gap in Powell River due to younger people trying to earn a living competing with retirees with tenure working for enjoyment. Data revealed Powell River's closed social circles were the least attractive part of the community, with BC Ferries as a noted negative community aspect. Many participants had little or no interaction with younger people outside of their family. Participants remarked how long it took for people to become a "Powell Riverite." Almost half of participants had no children or family in Powell River; one quarter of participants were a part of long-time Powell River families.

While the data revealed Powell River's environmental aspects, they also showed the resulting communication from Powell River's influence.

Data findings on communication in Powell River. The second part of research question three involved participant communication in Powell River. Some shared they invited others to do activities with them; other participants realized their role in initiating future invitations. Several participants noted communication with younger people they were not related to was easier than communication with their own children. Participants were mixed in neighborhood interactions; participant residents in more rural Powell River areas indicated increased neighbor reliance while participants residing in central and more populated Powell River were less inclined to know their neighbors.

Participants interacted with older people the same amount as younger people; participants noted joy in helping people older than themselves. Forty percent of participants had little or no contact with younger people in Powell River. Participants included the researcher in younger generation interactions, and agreed that reciprocated respect with younger generations may help close the communication gap. Participants felt younger generations – both in and out of the family – received them in a negative light. Data revealed participants viewed younger generations contributing to Powell River's lethargy, part of a disposable society, and distracted by technology. Several study subjects expressed willingness to connect with younger people, if the younger generation expressed interest; other participants were interested in asking younger generations, as well as listening to younger generations expressions of what they want to learn.

Data revealed all forms of technology were a major deterrent for intergenerational communication between retirees and younger generations; participants noted the successful use of nontechnology-based catalysts to promote intergenerational communication with younger people. Many participants felt they were not the correct participants for the study; they expressed the people who needed to contribute were “sitting on their couch.” Data revealed Powell River’s influence on communication answered research question three; all participant data supported the three research questions. The data confirmed Powell River retiree participants were under-utilized and reluctant to communicate their experiences for a variety of reasons. The data findings support the theoretical frameworks for the research.

Data Findings Supporting Theoretical Frameworks

CTI and SIT were the supporting theoretical frameworks for the data collection. Data findings aligned with the theoretical frameworks.

Data findings supporting communication theory of identity. Communication theory of identity included four perspectives of identity influencing communication and the gaps in between each aspect (Hecht, 1993; Kam & Hecht, 2009). Personal-enacted identity gap is the act of communicating or other actions based on how a person views themselves (Drummond & Orbe, 2009; Kam & Hecht, 2009; Maeda & Hecht, 2012). Data revealed participants had high intellectual capital, but the data revealed many participants felt they had little or nothing to offer younger generations; combined with little or no interactions with younger people, the findings confirmed a personal-enacted

identity gap in Powell River. Further, the data revealed a difference between how participants saw themselves versus how they perceived younger generations seeing them confirmed a personal-relational gap in the sample (Drummond & Orbe, 2009; Kam & Hecht, 2009; Urban & Orbe, 2010). As personal-enacted and personal-relational gaps are based on communication (Drummond & Orbe, 2009; Urban & Orbe, 2010), closing these gaps could lead to more effective communication. According to CTI, assisting in retiree shift in identity may assist in personal improvements, which could increase Powell River's intergenerational communication. Data findings supported CTI but also SCT, the second theoretical framework.

Data findings supporting social cognitive theory. Study participants revealed several perspectives of motivation and communication based on environments and self-efficacy. Powell River's volunteer programs may be a larger deterrent than participants revealed; one aspect of SCT included peoples' tendencies for motivation in areas they see others' success and avoid areas of discouraging results (Bandura, 2001). Participants' negative perceptions of younger generations towards them and the avoidance through technology distraction may be evidence of another aspect of SCT. Bandura and Locke (2003) noted problems with environment perceptions may be incorrectly equated to self-efficacy. The participants' input regarding Powell River's social circles may not only decrease motivation for retirees to get involved in the community, but also decrease the way participants see themselves. This may be one reason why participants who detailed high collective intellectual capital, yet some felt they had nothing to pass down to

younger generations.

The data revealed two major negative aspects of Powell River's influence on communication: changes in BC Ferries costs and convenience affecting travel to and from Powell River, and Powell River's closed social circles. One negative aspect affects generations as a whole, including cutting seniors' discount fares on BC Ferries; closed Powell River social circles was described by participants as more negative as an individual. Bandura (1977) stated that both personal and environmental influence self-efficacy levels; closed social circles and BC Ferries may equate to low self-efficacy in Powell River. However, BC Ferries fare increase is a vicarious experience, as defined by Bandura (1994), it becomes a personal experience when a Powell Riverite pays for a fare or when friends or family have limited travel due to increased fares. Powell River's closed social circles, considered a personal experience, may have a more profound individual impact than BC Ferries' negative aspect. The resulting low self-efficacy may be one of the reasons participants – with vast amounts of experiences to share – stated they have little or nothing to share with younger generations. Both theoretical frameworks included communication as illustrated in Figure 2; however, the participants' frequent mention of identifying factors along with the transition planning into retirement supported the project study.

Project study options. Participants offered 80 different suggestions to improve communication between retirees and younger generations. The ideas from study participants lead to the narrowing of the data into five potential project study ideas as

shown in Table 38. Table 38 consolidates the number of ideas, including supporting ideas, and problems that could be improved as a part of the potential solutions from the data.

Table 38

Participant Ideas Compilation

Participant idea	Number of suggestions for idea	Participant description
Foster grandparent program/greater involvement	9	Foster Grandparent Program Greater Involvement of Seniors in Schools and other programs
Mentorship	10	Formal and Informal Mentoring Education about money Parent coaching Life skills instruction
Volunteer marketing barriers	9	Marketing in a Central Place Perceptions and Problems with Volunteers
Support social transition of retirement/identity transfer	9	Shift in thinking from employment to nonemployment in an effective social manner
Storytelling groups	9	Senior involvement in story telling Periodic stories in the Powell River Peak Newspaper written by and/or about older adults
Get involved in community in general	34	(See Table 39 for detailed list of these suggestions)

Note. There were participant comments for and against a mentoring program in Powell River.

Table 39 details the ideas participants suggested for retirees to “get involved” in Powell River.

Table 39

Participant Ideas for Retirees to “Get Involved”

Number of comments	Overall idea description	Idea detail
5	General comments to “get involved”	General comments for retirees to “get involved”
4	Ask and listen to younger people	Ask younger people what they want, and listen to answer
4	Invite someone	Invite someone to attend an activity
4	Increase family events	Increase events like wedding dances, softball games, and family picnics
4	Use a catalyst to talk to younger people	Use a shared interest to connect with younger people so talking with them is not so intimidating
3	Connect with younger people	Open minds to different ways younger people think
2	Get involved with church	Multiple generations in church with many activities
2	Set the example	Whatever retirees are doing someone is watching
1	Mix neighborhoods	Retirees should meet their neighbors
1	Assist in healthcare	Able retirees could help with others who need help
1	Continue physical activity “until you can’t”	Involve yourself until you are not physically able
1	Resource Center support	Volunteer or assist in Resource Center
1	Youth Center support	Volunteer or assist in Youth Center
1	Help neighbor	Retirees could assist a neighbor in need

Note. The data summarized in the table is provided throughout data analysis.

I have included the top five project study ideas based on the frequency of the participant comments. Table 40 summarizes the ideas, the comments, and supporting and nonsupporting factors for each idea.

Table 40

Potential Project Study Ideas in Comparison

Study idea	Consideration factors in potential project study ideas	
	Supporting factors	Unsupported factors
Mentoring program	<ul style="list-style-type: none"> • A lot of supporting literature for current mentoring including informally • Several spective to choose from for this project including practical skills 	<ul style="list-style-type: none"> • Data from participants both for and against a mentoring program • Several local mentoring programs are already starting
Storytelling program	<ul style="list-style-type: none"> • Local storytellers are eager to assist in doctorate application 	<ul style="list-style-type: none"> • Few current literature sources for this type of intergenerational communication • Many literature sources are articles
Foster grandparent program	<ul style="list-style-type: none"> • This project study idea would help many geographically isolated grandparents and grandchildren 	<ul style="list-style-type: none"> • Many sources for this type of program are old – 2006 • Many sources from literature are articles, not studies
Marketing strategy for Powell River volunteering	<ul style="list-style-type: none"> • Help organizations and volunteers connect, not just retirees 	<ul style="list-style-type: none"> • Already many ways for volunteer opportunities in Powell River media • Few resources in literature specifically for marketing for volunteers
Retirement transition social workshop	<ul style="list-style-type: none"> • Immediately applicable to local community • Much current literature on the subject • Matches theoretical framework alignment of identity and communication 	<ul style="list-style-type: none"> • None noted.

Note. Participant's five most mentioned ideas to improve Powell River's intergenerational communication reveal a variety of project study approaches.

Based on Table 40's factors, the literature review for each idea and participant

comments from the data, the project study is not just one participant-recommended event. The project study was a combination of all ideas: a retirement social transition workshop that included the retiree activities supporting mentorship, storytelling, improvement in volunteer marketing, and foster grandparent program. Other participant ideas for retirees to “get involved” as shown in Table 39 would be incorporated in the social transition workshop. Section 3 details the theoretical framework and content of the project.

Section 3: Project Study

The current research resulted in a project study of a retiree transition workshop.

Description

The data showed many deficiencies in Powell River's retiree transition from employment to retirement. A workshop may assist the identity shift from corporate contributor to community asset.

Project Study Goals

The project study goals included:

- Improvement in social preparedness of Powell River employees approaching retirement;
- Education of pre-retirees and retirees of their social curiosity and options to expand social circles;
- Better prepare pre-retirees for retirement with a higher probability of identity transfer into the "third age";
- Increase intergenerational communication in Powell River;
- Increase knowledge transfer of retirees before loss due to illness or death; and,
- Increase social network of others retirees during research study.

The workshop goals may improve knowledge pass down from Powell River retirees to younger generations.

Rationale Addressing the Problem

The problem involved a communication gap between Powell River retirees ad

those younger than them not in their family. Figure 3 illustrates the alignment from the data utilizing theoretical basis, supporting the project study. The project study involved the first part of Figure 3 with theoretical support.

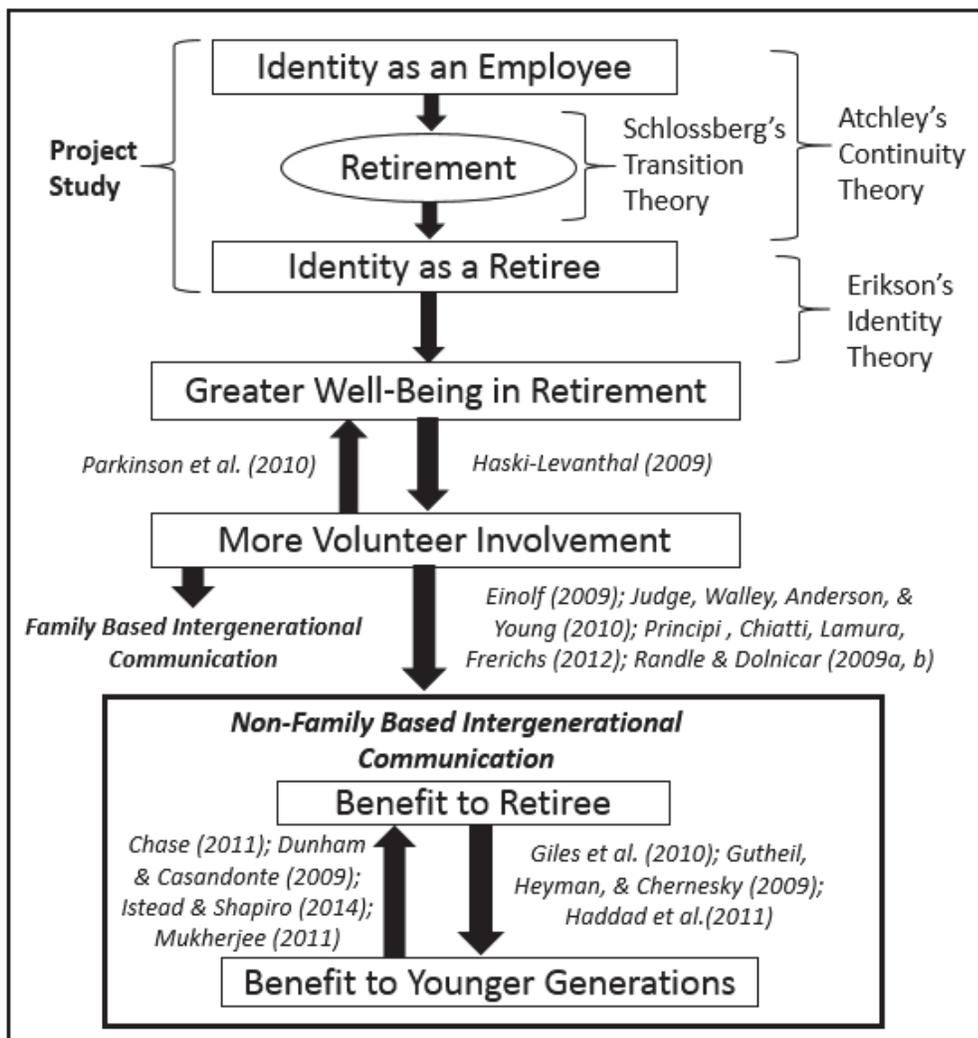


Figure 3. Project study justification illustration; the figure illustrated the project study rationale from a theoretical and literature-based alignment.

Rationale based on findings. Participants in the current research commented many times that there was a difference between retirees who remained physically active

and those who were no longer physically capable. Current literature pointed to active and product adults as the “third age” (Formosa, 2012; Hussein & Manthorpe, 2011; Kautonen, Tornikoski, & Kibler, 2011; Komp et al., 2012; Lear, 2011; Luppi, 2010; Ramer-Biel & First, 2011; Swindell, Vassella, Morgan, & Sayer, 2011; Villar & Celdran, 2012). However, the term “third age” was first coined by Laslett (1989), who noted the start of the “third age” was retirement; other current studies support this timing (Carr, 2009; Geboy, Moore, & Smith, 2012; Jonsson, 2011). The addition of defining a “fourth age”, that is older adults who are less physically or mentally capable than their former third age self, is also in current literature (Adams, Roberts, & Cole, 2011; Gilleard & Higgs, 2010). The current literature examined the third age in a number of ways, as shown in Table 41.

Powell River’s local VIU campus would be considered by current literature as a U3A. Further, VIU offers an Elder College program designed for older students. Villar and Celdran (2012) noted U3A typical entrance requirements are a minimum age and a desire for knowledge. VIU has opened Elder College courses to any age, but offers a discount to members, who are ages 50 and over (VIU, 2014). Gergokova (2009) noted people preparing for retirement attend psychology and philosophy events for successful transition to the third age; the project study was such an event recommended by current literature for successful transition. Learning is not the only activity people in the third age take part in. Current literature suggests members of the third age are ideal volunteers.

Table 41

Current Literature on the “Third Age”

Source	Health-based	Housing-based	Learning-based	Entrepreneur	Transition
Adams et al. (2011)	X				
Carr (2009)	X				
Cole (2011)	X				
Formosa (2012)			X		
Geboy et al. (2012)		X			
Gergokova (2009)			X		
Gilleard & Higgs (2010)	X				
Hussein & Manthorpe (2011)	X				
Jonsson (2011)					X
Kautonen et al. (2011)				X	
Komp et al. (2012)	X				
Lear (2011)	X				
Luppi (2010)			X		
Ramer-Biel & First (2011)		X			
Swindell et al. (2011)	X		X	X	
Villar & Celdran (2012)			X		

Note. Third Age Learning is noted in current literature as “Universities of the Third Age” or U3A; Formosa (2012) defined U3A as a place where older people acquire, validate, and share knowledge.

Studies explored the third age as a generation of volunteers. Swindell et al. (2011) concluded societies should provide meaningful outlets for third age volunteers to maximize the benefit to both parties. One idea for third age volunteers included social care (Hussein & Manthorpe, 2011); another activity was civic engagement (Gergokova, 2009). While there are several recommendations specific for third age volunteers, there is a disagreement on exact classification of third age distinction. Komp et al. (2012) noted

the careful distinction with the third age as a generation and not an age group; Adams et al. (2011) identified third age adults with age 64 to 79. Because retirement is not a uniform event (Pinquart & Schindler, 2009), the current project study will use the third age concept as an unbounded generation rather than a defined chronology set. The literature supports the project study alignment and content.

Review of the Literature

Because the data showed five different ideas contributed to the project study, the researcher examined the five most mentioned ideas in current literature. To ensure the project study fits the ideas from the data, the researcher conducted an analysis of three theoretical frameworks to support the social transition workshop. Current literature aligned the theoretical frameworks with the project study.

Theoretical Project Alignment

As participant data revealed the project study was a retiree social transition workshop, three supporting frameworks emerged from the literature to support: Schlossberg's transition theory, Atchley's continuity theory, and Erikson's identity theory. Each theoretical framework, detailed below, aligned the current research result.

Transition theory. Schlossberg's (2011) transition theory supports general life transitions of all kinds by: understanding of the types of life transitions, handling life progression events, and relating identity to the transitions. This theoretical framework supports one of many transitions - the act of retiring – as shown in Figure 3. Several studies in current literature have used transition theory as a framework; Table 42 includes

current literature using transition theory.

Table 42

Current Literature Utilizing Transition Theory

Source	Study perspective
Costantino (2010)	Assisting parents with disabled children transition through child growth
Kortegast & Hamrick (2009)	University staff voluntary leaving employment
Ryan, Carlstrom, Hughey, & Harris (2011)	American veterans transitioning out of the military
Schaefer (2010)	Helping baby boomers transition back into education

Note. The current literature did not include studies on retirement transition.

Transition theory may assist pre-retirees in handling the approach to retirement and, along with the other two theoretical frameworks, supported the project study. While transition theory supported generic life transitions, continuity theory supported retirement specifically.

Continuity theory. As shown in Figure 3, continuity theory linked identity before and after retiring. Because the project study involved a transition from one identity to another for retirees, continuity theory supported alignment to the guiding question. Several current studies utilized continuity theory in their research around retirement as shown in Table 43.

Atchley's (1989) continuity theory posited retiree identity and self-concept maintained over the retirement transition, linking before, and after the event; this theory supports the quest for meaning in older age (Boswell & Boswell-Ford, 2010).

Table 43

Current Literature Utilizing Continuity Theory

Source	Study Perspective
Boswell & Boswell-Ford (2010)	Examined older adults' secular transition vs. spirituality
Feldman & Beehr (2011)	Proposed three phase retirement decision model
Gobeski & Beehr (2009)	Explored predictors of post-retirement
Palsdottir (2012)	Sought understanding of older adults in maintaining residence in their home
Van Bonsdorff, Shultz, Leskinen, & Tansky (2009)	Explored retiree choices between bridge employment or not

Note. Boswell and Boswell-Ford (2010) utilized Atchley's Continuity Theory of Spiritual Self.

As the project study emerged as a transition event, Atchley's (1989) continuity theory aligned to the research question. Further, the concept of continuity points what people have done in the past predicts, to some degree, what they will do in the future (Osborne, 2009). However, the project study identifying with the retiree label involved an additional supporting framework.

Erikson's identity theory. Erikson offered many aspects of identity and how it evolved over a person's lifetime. There are many current studies that utilized Erikson's theory of identity; see Table 44 for the list of current sources.

Erikson (1959) explained the term identity "connotes both a persistent sameness within oneself (selfsameness) and a persistent sharing of some kind of essential character with others" (p. 109). Erikson's theory of identity provided a framework for understanding how identity evolves as one ages (Osborne, 2012); further Osborne (2009) explained his usage of Erikson's theory of identity in retiree social transition workshops,

which was the project study for the current research.

Table 44

Current Literature Utilizing Erikson's Identity Theory

Source	Study Perspective
Capps (2009)	Reviewed Erikson's previous analysis of a theological student
Capps (2011)	Explored Erikson's psychoanalytical tool of verbal portraits
Cole Jr. (2009)	Examined the theory of male melancholia including identity loss
Kramp (2013)	Compared Erikson to Ralph Waldo Emerson in psychology development
Osborne (2009)	Detailed a retiree social transition workshop based on Erikson's identity theory
Osborne (2012)	Examined retirement transition psychological effects
Schwartz, Zamboanga, Meca, & Ritchie (2012)	Showcased identity in different countries
Serafini & Maitland (2013)	Validated identity scale function
Whitbourne, Sneed, & Sayer (2009)	Examined psychosocial development from young adult to adult

Note. Current literature utilizing Erikson's identity theory varies in application.

Workshop Content Literature Review

Because the retiree social transition workshop included the five most mentioned ideas in the data – mentoring, foster grand parenting, storytelling, marketing volunteering opportunities, and social transition support – the researcher explored the literature perspectives for all five ideas.

Mentorship. Current literature showed formal mentoring associated with two areas: professional development and student-faculty relationships. Table 45 shows the mentorship connection dynamics in current literature including mentoring environments

and relationships.

Table 45

Mentorship Connection Dynamics in Current Literature

Source	Mentor Environments		Mentor Relationships		
	Professional Development	Teacher-Student	Formal	Informal	Peer-to-Peer
Ahrens, DuBois, Lozano, & Richardson (2010)		X	X		
Balmer et al. (2011)		X	X	X	
Chao (2009)	X	X	X	X	
Choi (2009)		X		X	X
Cokely & Thibodeau (2011)		X	X		
Elliott, et al., (2009)		X	X		
Erickson, McDonald, & Elder (2009)		X		X	
Fiske, Zimmerman, & Scogin (2011)	X		X		
Giordana & Wedin (2010)		X	X		X
Hall & Jaugietis (2011)					X
Henwood, Bartlett, & Carroll (2011)	X		X		
Herrbach, Mignonac, & Richebe (2011)	X		X	X	
Hoiggard & Mathisen (2009)	X		X		
Hurd & Zimmerman (2010)				X	
Iancu-Haddad & Oplatka (2009)	X		X		
Jones (2012)	X		X		
Kay & Wallace (2010)	X		X		
Kogan & Brody (2010)				X	
Lin et al. (2010)	X		X		
Lipscomb, Martin, & Peay (2009)	X		X		

(table continues)

Source	Mentor Environments		Mentor Relationships		
	Professional Development	Teacher-Student	Formal	Informal	Peer-to-Peer
Liu, Liu, Kwan, & Mao (2009)	X		X		
Liu, Xu, & Weitz (2011)	X		X		
O'Brien, Biga, Kessler, & Allen (2010)	X		X		
Ramaswami, Dreher, Bretz, & Wiethoff (2010)	X		X		
Ryan, Goldberg, & Evans (2009)	X		X		
Strayhorn & Saddler (2009)		X	X	X	
Terrion & Leonard (2010)		X	X	X	X
Thompson, Jeffries, & Topping (2010)		X	X		
Wasson Barrowclough & White (2011)			X		
Zuccherro (2011)		X		X	

Note. Mentorship is a widely studied topic in current literature.

Formal mentoring can support professional development (Henwood et al., 2011). Kay and Wallace (2010) found professionals with multiple mentors achieved maximum benefits. Some studies have researched the impact of gender differences between mentors and mentees. A meta-analysis conducted on the subject found there was no significant impact on mentorship relationships with mentors and mentees of different genders (O'Brien et al., 2010); however, Ramaswami et al. (2010) concluded the greatest career progress was in a male-dominated business, with females mentored by males. Different results emerged when shifting to a student-faculty mentorship arrangement. Youths with many opportunities and support are more likely to include a mentor in their support; youths with few opportunities and support are more responsive with a mentor, particularly a teacher (Erickson et al., 2009). Hurd and Zimmerman (2010) found

informal mentors may deter youth from certain negative life choices. According to the literature, formal mentor programs may have desired outcomes, but along the way, mentors and mentees learned both positive and negative lessons learned.

Some of the lessons learned created room for improvement. Chao (2009) study results concluded individuals coerced into formal mentoring relationships do not endure long term; further, e-mentoring is possible, but has problems as well (Thompson et al., 2010). Current literature also noted positive outcomes from mentoring programs. Liu, Xu, and Weitz (2011) found there was emotional sharing for both mentor and mentee in a mentorship dyad. Other researchers concluded how the mentors and mentees viewed each other was a positive aspect. Wasson Barrowclough and White (2011) found the mentor-mentee relationship made the two “friends” but not equals; according to Zuccherro (2011), students admired their mentors.

Other lessons learned involved older adults’ involvement as mentors. Choi (2009) found older adult mentors on a quest to stay busy, while Terrion and Leonard (2010) concluded money was not the prime motivator for stipended mentors. When seeking guidance of a mentoring program for Powell River retirees, the lesson learned should be considered. Many participants mentioned connecting with those younger than them using a catalyst to connect. One study found the mentor relationship was significant when tacit knowledge with an explanation transferred (Lin et al., 2010). Participants mentioned they used catalysts such as boat building, golf, learning to sail, and walking their dogs as communication starters in the data. Another idea participants included was storytelling.

Storytelling. The current literature had few sources analyzing storytelling as a knowledge transfer method. Table 46 illustrates the variety of current literature including storytelling, with some references to intergenerational communication.

Table 46

Storytelling in the Current Literature

Source	Storytelling Perspective
Lee-Shoy & Dreher (2009)	Digital media
McLeod & Ricketts (2013)	Art with a story
Ruggiano (2010)	Multi-generational environments may promote story sharing
Wright, Capilouto, Srinivasan, & Fergadiotis (2011)	Generational differences in story processing
Yamasaki (2009)	Storytelling for both listeners and tellers

Note. These studies noted “storytelling” as a key word; other studies in communication using stories are also included.

Lee-Shoy and Dreher (2009) found the message of digital storytelling was a significant communication method; the media creation also had learning elements for those involved. While digital storytelling has been used in the past, Powell River revived one digital storytelling program in 2014 for those aged 55 or older (Southcott, 2014). Powell River’s Storytelling group began in approximately 2009, and continues at present (I. Southcott, personal communication, May 5, 2014); the Whoop-di-do story events have attracted listeners of all ages since 2009 (Powell River Library, n.d.). Storytelling is already involved in Powell River through writing books. Powell River has many authors – both published and not – who have written books on a variety of subjects from business coaching to Canadian travel to relational care. Powell River residents include not only

authors but poets as well. Participants spoke of storytelling, and wondered how to involve older adults in schools. Foster grandparents and involving seniors in more was another idea from the data.

Foster Grandparent Program. There is almost no current literature on foster grandparent programs. The literature present was from 2006 and included only reports on proposed programs. I contacted other researchers of the proposed studies with one response; the author confirmed the proposed foster grandparent program did not occur due to budget cuts, and was not aware of any further research in this area. While this idea may have been presented by the study participants, academic circles have omitted this topic from research. However, the literature revealed the importance of grandparents in family influences.

Doyle et al. (2010) found the extended family – including grandparents – were a critical part of family support networks. Further, two studies equated the proximity of grandparents and their frequency of contact played a varied supporting role in family life. Dykstra & Fokkema (2011) classified proximities of grandparents in three genres: live nearby with frequent contact, not live nearby with frequent contact, and not live nearby without contact. Guo, Chi, & Silverstein (2012) created five classifications:

- Tight-knit
- Nearby but discordant
- Distant and discordant
- Distant and reciprocal

- Distant and ascending.

There is agreement in the literature that distance and involvement of the grandparents was a factor in family-based intergenerational communication. Within the isolated community of Powell River, some families had grandparents close by and others did not. A foster grandparent program may have an effect on intergenerational communication of Powell River retirees, but the extent of the influence for nonfamily interaction was not supported by the literature. One idea that the literature did support was increased marketing for Powell River volunteer opportunities.

Marketing to Powell River volunteers. Volunteering in retirement was one way retirees contributed to society and created a new identity for themselves. Over the next decade, the volume of elderly volunteers will likely increase (Einolf, 2009). However, study participants revealed they were not aware of many volunteering opportunities in Powell River. Volunteer Powell River (VPR) is a not-for-profit society that offers organization's volunteer postings. VPR has a weekly posting in the Powell River Peak showcasing all of the current volunteer opportunities, which are also posted online, and outside of their office in hard copy (D. Lawson, personal communication, April 28, 2014).

While VPR markets volunteer opportunities in Powell River in different media, there are other limitations participants did not mention during data collection. Some of the Powell River volunteer barriers not in the data included: (a) advertising costs \$50 per year per organization, (b) VPR only advertises organizational opportunities, (c) liability

concerns in recommending volunteers for other organizations, (d) barriers in technology with posting opportunities online, and (e) a problem with language for potential volunteers where English was a second language (D. Lawson, personal communication, April 28, 2014). However, educating participants and other Powell River residents about VPR's opportunities and other informal opportunities may be something to consider in the future; organizations should also consider a central location for all Powell River's volunteer opportunities.

Current literature illustrated several perspectives in marketing to older adult volunteers including the use of incentives, removing barriers, as well as marketing strategies for organizations seeking volunteers. Incentives such as paying for meals, gasoline, or stipends increased the benefits for older adults volunteering (Hong & Morrow-Howell, 2013; McBride et al., 2011; McBride, Greenfield, Morrow-Howell, Lee, & McCrary, 2012). Perception of barriers in volunteering may deter older adults from providing assistance. Removing barriers, such as burnout, may increase both formal and informal volunteering (Martinez, Frick, Kim, & Fried, 2010). When marketing for older adult volunteers, Hustinx and Handy (2009) found specific and meaningful positions rather than a general mission statement was most effective. A recent VIU case study involving Powell River elder volunteers pointed to several strategies in recruiting local volunteers found results similar to current literature (Kei, 2014). Pope, Isely, and Asamoah-Tut (2009) found not-for-profit volunteer recruiting strategies should be straight forward, easy to implement, and have a measurable outcome; further, nonprofit

organizations should vary their marketing styles volunteers in a multi-culture society (Randle & Dolnicar, 2009b). The literature noted marketing volunteering opportunities was not just associated with association postures.

Current literature pointed to finding the ideal volunteer. Randle and Dolnicar (2009b) categorized “high contribution volunteers” as people with unique socio-demographic characteristics, have multiple motivations for volunteering, and begin their volunteering in different ways than do lower-contributing volunteers (p. 271). Other literature suggested additional characteristics created the ideal volunteer. Principi et al., (2012) characterized ideal volunteers: in good health, physically able, high education status, and high socio economic status. Many Powell River retirees would be considered by current literature as ideal volunteers; Powell River volunteer organizations could improve marketing efforts. Another source found a volunteer’s social network size correlated to hours and money donated during volunteering (Choi & Chou, 2010). Increasing Powell River retirees’ social network size may increase benefits organizations may receive from volunteers. Supporting retirees’ social transition may benefit not only the organizations but the individuals as well.

Retiree social transition support. Current literature explored the social transition of retirement, also factors affecting retirement in general, corporate influence on retirement, and the individuals’ traits affecting retirement.

Transition to retirement. Literature on retirement transition focused on financial preparedness; the literature explored many factors in retirement planning, aspects of life

leading to retirement, well-being factors, as well as gender differences in the retirement transition.

The data showed planning for retirement was a critical part of the life event. Christman (2010) found 73 percent of retirees wish they had started planning for retirement ten years earlier. The planning for retirement was not only financial, however. Luhmann, Hofmann, Eid, and Lucas (2012) and Pinguart and Schindler (2009) concluded that retirement transition was not the same for everyone; those near retirement should seek unique planning for their situation. For some retirees, the shift to retirement was a negative experience (Heo, Lee, Pedersen, & McCormick, 2010). To mitigate an abrupt transition, employers may offer a gradual reduction in hours to assist in the individual exit from the workforce, but also to help the corporation adjust to the retiree's absence. Employers will need to create creative ways for the retiree to successfully transition to unemployment (Pengcharoen & Schultz, 2010; Vigoda-Gadot, Baruch, & Grimland, 2010). The literature also pointed to bridge employment as a source to better mental health in retirement (Zhan, Wang, Liu, & Schultz, 2009). Current research results indicated corporate support was one of many factors retirees consider approaching unemployment.

Factors affecting retirement. The literature revealed several perspectives of a person approaching retirement. Among these perspectives were existing employer support, marriage or partnership status, and health status.

As retirees near unemployment by choice, the company they leave behind may

affect the retiree's view of the event. Employers may entice retirees with financial rewards to help in knowledge transfer (Hallberg & Eklof, 2010); however, Cruz et al. (2009) revealed knowledge transfer was not influenced by money or other extrinsic motivators. Other studies concluded in four main factors influencing retirement: financial security, caring responsibilities, social networks, and choice control (Flynn, 2010). Yao and Park (2012) found a direct correlation between stock market performance and retirement probability; the higher the stock market went the more likely an employee was to retire. Data suggested money was an influence in retirement; MacDonald, Andrews, and Brown (2010) concluded additional income sources, such as a pension, was needed to fill the gap between Canada's Old Age Pension for basic elder costs of needs.

Employers can also help with additional funds before retirement, but too much pressure from an employer has a negative effect on the retiree (Potocnik, Tordera, & Peiro, 2010). The employer helped establish a worker's identity through employment; assisting in transferring the identity from the company to retirement was a retiree expectation in one study (Brougham & Walsh, 2009). However, not all retirees expect support in transitioning, as they may not want to exit the workforce. With the abolishment of Canada's mandatory retirement age, workers choose when they want to exit; Zhang and Zhang (2009) found the longer people live, the longer they want to delay retirement. While employers can influence retirees in a positive or negative way, other literature factors affecting retirement approach were more personal.

As a worker nears retirement, the notion of not having somewhere to go each day may be scary. If a married retired person spends more time doing leisure activities, the quality of a partner relationship may influence the retirement decision. Henkens and Leenders (2010) found the better one's marriage was, the faster a worker sought retirement; this was true not just in marriages, but in cohabitations (Brown, Bulanda, & Lee, 2012). The value of a spousal-relationship was not the only quality-of-life factor influencing retirement in the literature. Kubicek, Korunka, Hoonakker, and Raymo (2010) concluded job satisfaction and health, in addition to marital satisfaction, affected retirement timing. A person's health was a significant predictor of retirement in the current literature.

The literature found health, access to health care, and health care coverage were supporting factors in retirement decision. Table 47 summarizes the current literature on health affecting retirement. While one study (Patten, et al., 2009) concluded retirement did not cause depression, other studies found health factors involving depression influenced retirement. Several studies also examined gender differences in retirement.

The current literature examined retirement factors for each sex. Retired women had a structured perception of life and included specific parts: maintaining health, keeping control of daily life choices, and performing daily life tasks (Elgan, Axelsson, & Fidlund, 2009). Osborne (2009) and (2012) noted women retirees who experienced loss of children from home coupled with job loss may have a difficult time adjusting to retirement. However, gender differences were most notable in retirement planning.

Table 47

Current Literature on Health Factors Influencing Retirement

Source	Study Findings
Diener & Chan (2011)	Positive feelings influenced longevity and health over negative feelings; extreme feelings such as panic or over-arousal may be detrimental.
Karakus & Okunade (2012)	Obesity and depression linked to early retirement.
Patten, et al., (2009)	Retirement did not contribute to major depression during transition.
Robinson & Clark (2010)	Those who retired with health care benefits have a 21% greater probability of retiring compared to those who do not.
Schirle (2010)	Employees in poor health nearing retirement were 25% more likely to retire early.

Note. Retirement factors included several health aspects.

Olesen, Butterworth, and Rodgers (2012) concluded men had a higher rate of poor mental health upon exiting the workforce than women. The approach to retirement, particularly after age 50, had significant differences along gender lines. Warner, Hayward, and Hardy (2010) posited that at age 50, men expected to maintain employment half of their remaining life, while women expected to work one-third of life remainder. Retirement predictors for women included financial security, health, openness to change, and higher social involvement than men (Burr et al., 2011). Varying levels of money, health status, and differences in gender predicted social engagement (Roanova et al., 2012); current study results opined lower income older women were most prone to difficulty in retirement. The current literature provided many aspects of the retirement decision; the current literature also illustrated factors of life happiness and well-being

once retired.

Well-being factors in retirement. Many results in current studies revealed the necessity of retirees to transfer their identity from working to unemployment status. One of the factors influencing retirees in well-being was social circles. However, other factors in retirement center on the retiree identifying themselves as a retiree.

Current literature noted many aspects of retiree identity. Schau et al. (2009) concluded retirement can be a “time of extensive identity work” (p. 255). Korte, Bohlmeijer, Westerhof, and Pot (2011) classified retirement as a critical life event, which aligned with identity and solution seeking behavior in retirement. Another study noted positive aspects of the identity transfer. Retired people who self-identified as retired were more sure of their identity than those who had not yet retired (Teuscher, 2010). However, retirees’ expect automatic transition of their life from work to retirement; Brougham and Walsh (2009) found retirees expect identity, growth, and connections to transfer when they leave the workforce. One study related well-being with memory loss. Jetten, Haslam, Pugliese, Tonks, and Haslam (2010) associated the key to older adults’ well-being with identity loss, as they lost their memory. Unconventional identity acceptance has a more positive outcome on life happiness, and greater willingness to cure the resulting identity gaps (Maeda & Hecht, 2012). Further, the literature associated well-being in retirement when retirees related to a generation label (i.e. “baby boomer”) rather than an age-group (Kornadt & Rothermund, 2012). According to the literature, assisting Powell River retirees in transfer of identity from employment to a member of retirement

group may improve life happiness and well-being in retirees.

Osborne (2009) utilized Erikson's theory of identity for successful retiree transition workshops. The current literature placed leisure and fun in retirement as a critical identity building aspect. Humor and social leisure results had a significant positive impact on retiree transition coping. Wazner, Sparks, and Faymier (2009) related humor and life satisfaction; social leisure had a significant positive effect on life well-being. Identification did not only include physical aspects, but mental ones as well.

Continuing lifelong learning and maintaining a mental challenge was a critical aspect to well-being in older age (Robinson et al., 2011). Hodkinson (2010) posited both tacit and formal learning was another critical part in transition to retirement. Powell River's satellite campus of VIU offers different courses each semester, in different types of media. Shehabat et al. (2009) concluded online learning transferred users' intellectual capital. VIU also offers an Elder College designed for attendees age 50 and older; the program has since been opened to all ages. Cruce and Hillman (2012) concluded that higher education institutions must adapt to emerging older student market. Older people, particularly in a remote area, should maintain access to both formal and informal continuing education (Ellis, 2013).

There are many avenues retirees can replace their work-based relationships with new ones. Retiree counselors often encourage retirees to volunteer in their community to recreate a more positive late-life experience (Wazner, Sparks, & Frymier, 2009). Often retirees think they will start volunteering after they retire, but Olesen and Berry (2011)

found this was not the case. However, Parkinson et al. (2010) concluded volunteering correlated with increased quality of life and social support; further, they found women in more rural areas had a higher probability of volunteering over time. Volunteering was not the only recommendation from the current literature to assist in retirement transition.

Memberships and participation may increase social circles for retirees; some memberships may be fitness-based while others may not. With the advance of technology, Powell River retirees may extend their social networks with an online presence. Buse (2009) found that how people defined leisure changes as they aged, especially when technology was involved; further, the older a person was the less likely they were to use a gadget to communicate. Studies in current literature focused on older adults and well-being. Table 48 showcases current literature and their aspect involving technology with older adults.

Whether retirees utilize volunteering, memberships, or a technology-based platform, exchanging social networks from employment to retirement circles was a critical step in successful retirement transition. While identity transition was a part of retiree's exit from the workforce, the literature indicated society has a role in the retirement transfer also.

Table 48

Current Literature on Older Adults Using Technology

Source	Social-based	Health-based	Communication-based
Ancu (2012)	X		
Chu et al. (2009)		X	
Greenhow & Robelia (2009)	X		
Harley & Fitzpatrick (2009)	X		
Harrod (2011)		X	
Hilsen & Ennals (2009)			X
Hogeboom, McDermott, Perrin, Osman, & Bell-Ellison (2010)	X		
Kim & Merriam (2010)	X		
Lee-Shoy & Dreher (2009)	X		
Lin, Neafsey, & Strickler (2009)		X	
Mukherjee (2011)	X		
Neider, et al. (2011)		X	
Pfeil, Svangstu, Ang, & Zaphiris (2011)	X		
Ransdell et al. (2011)	X		
Shehabat et al. (2009)			X
Thompson, Jeffries, & Topping (2010)			X
Voorveld & Van Der Groot (2013)			X
Walsh & Callan (2011)	X		
Woodward, et al. (2011)	X		
Xie (2009)		X	

Note. Current literature involving older adults includes a variety of technology aspects.

Powell River offered positive and negative factors influencing well-being for retired residents. Several perspectives on societies affecting life happiness are in Table 49.

Table 49

Current Literature on Society Influencing Retiree Well-Being

Perspective	Source	Study Findings
Positive	Becchetti, Ricca, & Pelloni (2012)	Social leisure has a significant positive effect on life happiness.
	Henry, von Hippel, & Baynes (2009)	Both social and cognitive aspects are significant in age-related behaviors.
	Hester (2009)	Social communication skills correlated with healthy aging
	Raina, et.al. (2009)	Complex relations between biological, physical, psychosocial, and societal factors.
Negative	Ferguson & Goodwin (2010)	Perceived social support was critical in subjective well-being, but not psychosocial well-being.
	Ram (2010)	Social capital, including community trust, is extremely fragile but insignificant in happiness generation.

Note. Retiree well-being societal influences in current literature are both positive and negative.

There were positive and negative societal influences regarding retiree's well-being.

Applying the studies to Powell River is a critical piece to the project study.

Powell River's societal influence. Powell River, BC, is a geographically isolated location on the coast of Western British Columbia. While the ocean front and close proximity to outdoor activities brings people to Powell River, the city's isolation had a significant effect on senior residents. Kobayashi, Cloutier-Fisher, and Roth (2009) found 17% of BC residents sampled 65 or older considered themselves socially isolated; strong characteristics of social isolation included income, gender, marital status, health, length of time in community, and home ownership (Kobayashi et al., 2009). Powell River's societal effects may also include some of the historical documents and current authors in

the region. The data revealed participants liked to read and write; Powell River has many authors contributing to the history of the area as well as the intellectual capital of the community.

Because Powell River's closed social circles were a negative aspect of living in such a "good place" as described by participants, the retiree workshop included suggestions, one of which included to invite other people to attend the workshop.

Project Study Content

Utilizing Erikson's (1950) identity theory, Schlossberg's (2011) transition theory, and Atchley's (1989) continuity theory, the participants yielded many ideas to improve Powell River's intergenerational communication. The workshop content has two parts: the retirement transition, and the identity transition from employee to retiree. The other prevalent ideas from the research data folded into the workshop content. Figure 3 illustrates the project study content supported by three theoretical frameworks.

Workshop part one. The first part of the workshop is from Schlossberg's (2011) transition theory. Transition theory focuses on general life transitions, which includes retirement. Transition theory had three parts: recognizing the transition, handling the transition, and applying the transitions to real life (Schlossberg, 2011). Each part was included in the workshop content.

Transition Recognition. Because retirement is usually planned for, it is what Schlossberg defined as an "anticipated" event (2011, p. 159). Further, Schlossberg (2011) noted that for retirement, the shift in relationships, roles, and interactions all change, and

how much these change may affect the retiring employee differently. Handling the transition may take an unequal time for one retiree compared to another.

Transition Handling. Schlossberg (2009) included the four Ss system for transition coping. The four Ss are: situation, self, support, and strategies.

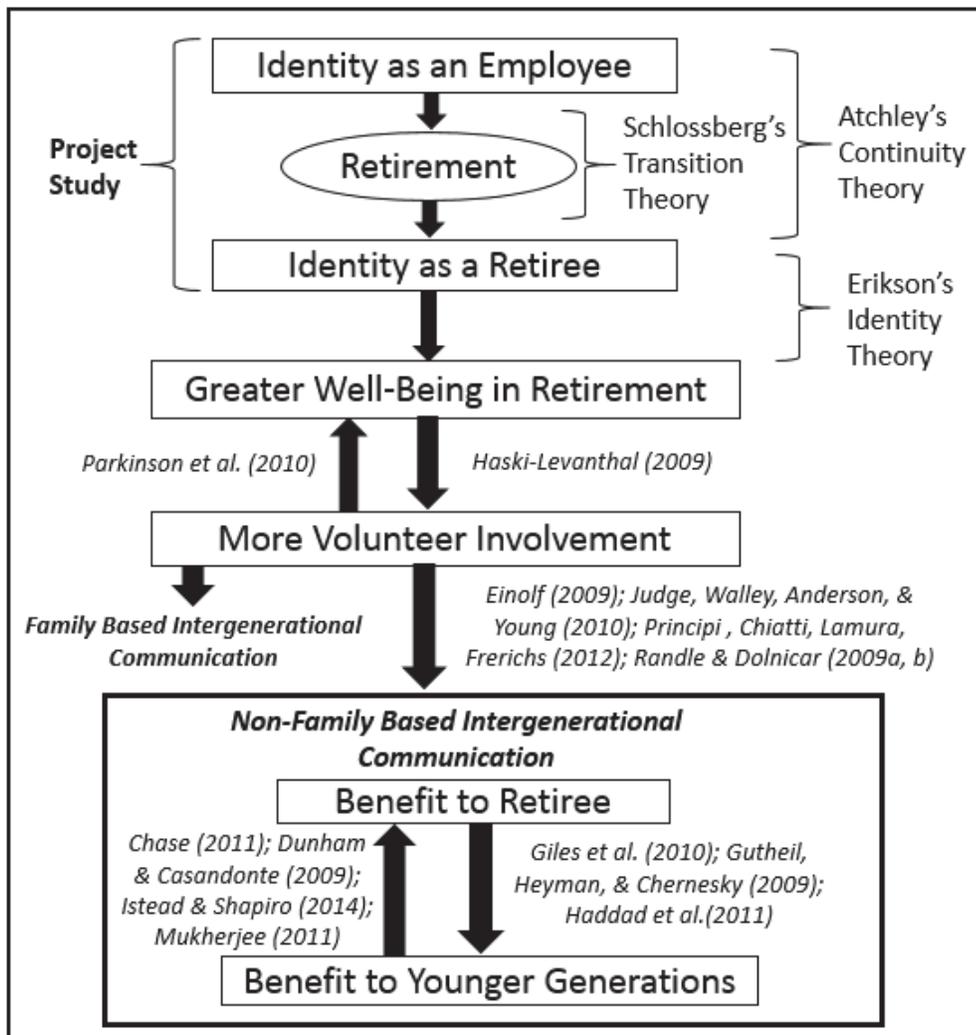


Figure 3. Project study justification illustration; the figure illustrated the project study rationale from a theoretical and literature-based alignment.

Table 50 includes how the four Ss are included in the project study presentation.

Table 50

Project Study Transition Theory Four Ss Inclusion

Schlossberg's (2011) Four Ss	Presentation content
Situation	What are the stresses anticipated during retirement (include employee role, personal, and others)?
Self	How well do you cope with stress? Are you an optimistic person?
Supports	What social, family, and community supports do you have during this transition?
Strategies	Which strategy will you follow? <ol style="list-style-type: none"> 1. Changing the problem (which could include returning to work) 2. Changing the meaning of the problem (help mentor someone in your former field) 3. Help manage stress (fitness, church events).

Note. The inclusion of the Four Ss in workshop part one specifically supports pre-retiree attendees. Adapted from *Revitalizing Retirement: Reshaping Your Identity, Relationships, and Purpose*, by N. K. Schlossberg, 2009, by the American Psychological Association.

Transition application. Schlossberg (2009) added an individual involved in a transition should clearly note where they are in the event; project study content includes a question to attendees asking where they are in the retirement process. Attendee's answers may vary from planning, in process, or long ago retired; acknowledging where the attendee is in retirement transition may help in identity transfer from employee to retiree.

Workshop part two. The second part of the project study includes identity transition leading to life happiness and higher self-efficacy as a retiree. The project study is a framework Osborne (2012) created from Atchley's (1989) continuity theory combined with Osborne's (2009) results, which was based on Erikson's (1959) identity theory; the ideas from the data align the project study with the theoretical frameworks.

Table 51 details the project study alignment and content.

Table 51

Project Study Theoretical and Content Alignment

Atchley's (1989) continuity theory	Erikson's (1963) identity theory	Project study aligned content
Diminished Self-trust	Stage 1: Trust vs. Mistrust	Decision delay? Financial security in retirement?
Post retirement void	Stage 2: Autonomy vs. Shame and Doubt	List of everything you learned in life. List what you want to do now.
Search for meaningful engagement in society	Stage 3: Initiative vs. Guilt	Rediscover play. Consider volunteering.
Self-actualization	Stage 4: Industry vs. Inferiority	What are you able to contribute physically and mentally to society?
Partial identity disruption	Stage 5: Identity vs. Role Confusion	Readjust your life. Consider storytelling. Interact with others using catalysts where you can. What catalysts do you have now?
Focus on social relationships	Stage 6: Intimacy vs. Isolation	Replace your former colleagues with new networks. What interests you? Consider foster grand parenting.
Anxiety Stagnation	Stage 7: Generativity vs. Stagnation	Continue lifelong learning, including education about death and money at VIU's Elder College and others. How do you contribute?

Note. Part two of the project study incorporates Erikson's identity theory and Atchley's continuity theory to support retirement transition.

The project study presentation is in *Appendix D*, along with the supporting attendee handouts. The researcher confirmed project study alignment with literature saturation.

Project Study Research Saturation

Several search terms were used to conduct the project study review of the

literature. Some of these search terms included *retirement transition, transition, third age, identity transfer, informal transfer, gender retirement, social transition, social retiree transition, retirement transition, baby boomer transition, older adult transition, third age, lifelong learning, university of third age, volunteer, volunteer marketing, volunteer older adult, volunteer retiree, and retiree workshop*. Boolean operations, including “AND” and “OR” were also used to maximize the results of the search terms. These terms were entered into four EBSCO databases: Communication and Mass Media Complete, Academic Search Complete, Education Research Complete, and ERIC. Google scholar pointed the researcher to sources if not found in the above databases; additional references were sought in direct searches through Walden University Library and VIU Library.

Project Study in Action

The project study implementation includes an evaluation of resources, existing supports, potential barriers, a timeline, defined roles of all involves, as well as a marketing strategy to ideal attendees.

Needed Resources

To implement the project study the researcher needs many resources. Table 52 sums the resources and preparation for Powell River’s retiree social transition workshop. Resources sought were as inexpensive as possible to limit costs to the researcher. However, existing supports provided several options in presenting the workshop to Powell River retirees and pre-retirees.

Table 52

Project Study Implementation Resources Needed

Needed resource	Resource use in project study
Venue	Gathering room with screen and projector Must be able to adjust the room size based on the enrollment volume Should be a learning place for older adults
Projector	Power Point presentation of project study content as shown in <i>Appendix D</i>
Help in marketing	Need assistance in implementing the marketing strategy for marketing the workshop

Note. Due to unexpected high interest in study participation, attendance to the workshops may be high. The venue must be able to accommodate a potential large group.

Existing sources. VIU’s Powell River campus includes a component called the “Elder College”. The Elder College is “an opportunity for people 50+ to engage in classes for self-development and fun” (Elder College, n.d.). VIU offered a venue and projector – free of charge to the researcher –as a part of the Elder College program. Further, the Elder College included the workshop in their marketing material both online and in print form. VIU had several classrooms of varying sizes which accommodated large quantity of attendees.

Ideal attendees. Pinquart and Schindler (2009) concluded retirement life satisfaction beings four years before actual retirement; another study found 73% of retirees wished they had planned for retirement 10 years prior (Christman, 2010). Employees nearing retirement up to 10 years before their anticipated retirement date were the ideal attendees attending the project study workshop. Further, people who were in retirement sought other ideas to increase their social involvement.

Workshop marketing strategies. In addition to VIU's Elder College course marketing, the researcher put up flyers on prominent bulletin boards in Powell River, along with an ad in Powell River Living Magazine. Further, the researcher posted on Facebook marketing pages to Powell River employers that employees nearing retirement should consider attending. The researcher presented the study results to the Powell River City Council in August 2014 and to the public in September 2014.

Potential barriers. Potential barriers to project study implementation included time and money. Because data and current literature illustrated retirees are often busy, two sessions dates reduced the number of schedule conflicts; several eligible participants were not able to support the study due to schedule conflicts with data collection events. The original request to VIU for scheduling included one workshop during the week at night and a second workshop on the weekend during the day; the Elder College does not support weekend work. The Elder College supported two workshops during the week. Many of Powell River's retirees are "snow birds," meaning they go south to the US for the winter. To offer attendance to as many retirees as possible, scheduling options included early in the Fall, or as late in the Spring as possible. As ideal attendees for the project study included retirees as well as those approaching retirement. The workshop marketing strategy included pre-retirees still employed in Powell.

The other potential barrier to the workshop event was cost. VIU's Elder College requires a fee to attend the workshop. The workshop fee may have deterred some potential attendees from enrolling.

Proposal for Implementation

The researcher spoke to VIU's Elder College coordinator. The coordinator added the workshop to the Fall 2014 Elder College course catalogue. The bi-annual magazine included Elder College courses distributed starting July 2014. The workshops occurred on September 25 and October 7, 2014. The implementation timeline for the workshop is shown in Table 53.

Table 53

Project Study Implementation Timeline

Timeline	Event Supporting Project Study
July 2014	Elder College course list including workshop distributed in VIU's Fall 2014 course catalogue
August 2014	The Researcher will update City of Powell River about community/stakeholder briefing and Elder College Course Schedule Post flyers for public briefing about doctorate results Send invitations to participants for public briefing Conduct a presentation to Powell River's business community regarding mentorship literature review
Early September 2014	Conduct public brief to community as a part of degree requirement Post flyers about Elder College workshops
September/October 2014	Conduct retiree social transition workshop as a part of VIU's Elder College Conduct a presentation to Powell River's organizations seeking volunteers on marketing to volunteers literature review.

Note. While some dates have been set, others are fluid, and will shift due to many variables.

The implementation plan involved many personnel; defining their roles and responsibilities was critical in successful implementation.

Roles and Responsibilities

Powell River's retiree social transition workshop required specific

accomplishments of certain people including VIU, Powell River employers, interested attendees, and the researcher.

Vancouver Island University. VIU's Elder College played the role of Powell River's University of the Third Age or "U3A", and promoted social knowledge gathering of the attendees. VIU provided the venue, which was scalable to accommodate enrollment; VIU also provided the projector and screen. VIU provided the venue free of charge to the researcher, who also did not pay for any of the materials; the Elder College supported the workshop arena. The initial marketing of the social transition workshop started with VIU's Elder College Fall 2014 listing.

Powell River employers. The data showed most participants retired in place in the study, which means most people who retired in Powell River stayed in Powell River. While the results were not indicative of all Powell River employees retiring in Powell River, employers may have encouraged employees nearing retirement to attend. The current research findings concluded assisting employees' transition from employment to retirement increases well-being later in life; Powell River could be instrumental in the successful transition of retiring employees.

Interested attendees. Powell River retirees and pre-retirees enrolled at VIU through the Elder College, and paid the required fee. Further, interested attendees were encouraged – through flyers and word of mouth – to invite a friend to attend with them.

Researcher. The researcher was the workshop facilitator in both sessions, and marketed the workshop beyond the Elder College marketing. The researcher brought the

workshop on Power Point and conducted the workshop as per the project study content. Based on enrollment just prior to each of the workshops, the researcher worked with VIU for the classroom size adequate for the quantity of attendees enrolled. While the implementation plan for the workshop was crucial in the project study, the workshop evaluation plan was just as critical.

Project Study Evaluation Plan

The result of the current research was a retiree social transition workshop; the researcher conducted the workshop twice. The workshop evaluation plan involved a formative, goal-free method of feedback. However, the attendee feedback on the workshop helped formulate ideas for a potential regular VIU course offering. The researcher captured workshop attendee feedback at the end of the event, before the attendee left. Workshop participants answered questions following the workshop as shown in *Appendix E*.

Evaluation Type

Formative evaluation included ongoing program involvement using participant feedback (Bogdan & Biklen, 2007). The feedback following the workshop contributed to the formative workshop results; such results were helpful to the researcher and to VIU on workshop additions and improvements. As the workshop affected attendees in different ways, there was no measure to invoke workshop success; the workshop utilized the goal-free approach.

The events offered many avenues for social engagement, volunteer opportunities,

as well as ways to increase their intergenerational communication; the goals for this workshop could not be “tightly packaged” (Lodico, et.al., 2010, p. 326). A goal-free evaluation was appropriate because it captured the participant’s individual program experience (Patton, 2002). However, the number of attendees enrolled for each session provided a quantifiable result for workshop interest. Combining qualitative feedback, along with the number of pre-retirees and retired attendees, the researcher and VIU will be able to adjust the content, timing, and format based on the workshop evaluation.

Evaluation Goals

Using both qualitative and quantitative input from the retiree social transition workshop, evaluation goals created broad understanding of the workshop impact. Some of the evaluation goals include:

- Better social networking of the attendees
- Increased social preparedness of attendees approaching retirement
- Increased feeling of self-worth
- Education of Powell River’s volunteer opportunities
- Increased intergenerational communication outside the family
- Increased awareness and inclusion of Powell River’s newcomers

Many of these goals were difficult to capture.

Stakeholder Roles in Evaluation

The Powell River community and VIU were among the study’s stakeholders. Their roles were pivotal in adjusting the workshop to fit their needs. Powell River’s

awareness of the generational communication gap, as well as a generation's anxiety of approaching retirement, played a part in the project study evaluation. VIU and the researcher received feedback from the attendees about the successes and suggested improvements for the workshop; the researcher anticipated requests from employers to conduct the workshop at the worksite. The roles in the community and VIU required open communication about the needs of the pre-retirees and retirees in Powell River.

Project Study Implications

The implications of the retiree social transition workshop included possible social changes, as well as importance on different levels of society.

Possible Social Changes

The collected data revealed over 80 ideas from Powell River retiree participants; each one had the potential to impact the community in some way. Addressing the research questions, the project study had possible social changes including:

- Powell River organizations incorporating one or more of the participant ideas into their programs, or utilizing aspects of the idea;
- More retirees seeing the value in their career work;
- More retirees volunteering in Powell River; and
- Powell River volunteer organizations connecting with ideal volunteers;
- Ideal Powell River volunteers and organizations achieving mutual satisfaction;
- Greater intergenerational communication between retirees and younger generations in Powell River.

Some of the social implications from the workshop could include more Powell River resident social inclusion, which may result in greater self-efficacy. With an improved involvement in the community, increased volunteering and higher probability of intergenerational communication may result.

Societal Importance

Possible social changes had varying importance to the different levels of society.

Local community. The project study importance in Powell River took many forms including:

- More benefit of lessons learned from retirees, history of Powell River;
- Increased respect between younger generations and retirees in Powell River;
- Powell River retirees meaningful contribution to community before lost to death or illness;
- More effective marketing for Powell River volunteers; and
- Happier retired residents.

The importance of the project study on Powell River may have been different in other communities in BC.

British Columbia. The importance of the project study extended outside the Powell River region into British Columbia. Member of Legislative Assembly (MLA) Larsen, British Columbia's Parliamentary Secretary for Seniors under the Ministry of Health, took an interest in the study results. This study added to the collective knowledge of BC older adult literature. The project study may influence policy on retiring seniors

and successful identity transfer methods.

Though the qualitative results limited the generalization to the greater population, other communities with a similar intergenerational communication problem may take interest in the project study. Further, VIU has three other campus locations (Nanaimo, BC, Parksville, BC, and Cowichan, BC); the other locations may consider adapting the project study for the local community needs.

Canada. The project study added to the literature on retiring Canadians. As the Canadian population ages, so too must the understanding of how to support these aging people. There are many other isolated communities with similar characteristics as Powell River who may benefit from this research and project study. While British Columbia has many other communities far away from metropolitan areas, isolated by land or by water, the Yukon and other northern areas of Canada may benefit from the workshop. The project study may add to the global concern about volume of retiring people.

Global. The intergenerational communication gap has been a growing global problem; the project study offered several potential solutions to close the gap. Different cultures, countries, and perspectives may view this gap differently. However, this research offers one possible solution to increase knowledge transfer between retirees and younger generations.

Section 4: Reflections

A study is not just the results, but includes the journey to the results. Reflecting on the study's results as well as my role as the researcher, is a critical part of the study.

Project Study Addressing the Problem

The problem in this study was Powell River's intergenerational gap between retirees and younger nonfamilial generations. The resulting retiree social transition workshop incorporated many ideas to improve intergenerational communication in Powell River. The following paragraphs discuss the strength and weaknesses of the study as well as other ways the problem could have been addressed.

Strengths

Many strengths aligned the project study to answer the research study's overall question. Some of the study strengths included the approach to address the problem as well as the data results.

The study design supported Powell River's geographic isolation in a natural bound system. The overarching study question sparked interest in the local community; the unanticipated response in study participation showed the local interest in retiree communication. The use of multiple sources of data collection methods provided strong triangulation of study results; the use of two different peer debriefers supported the researcher's business background. The study results were a strength in the research also.

As study the revealed, there are limited studies conducted on Powell River residents and social aspects. The project study provided specific ideas to improve

communication between generations by identity transfer. The research also raised awareness of potential pitfalls Powell River organizations and residents need to overcome in order to successfully create more and better generational interactions. Further, the project study created a tool for Powell River employers to provide to employees near retirement. As the researcher was in a younger generation, the data collection events and project study itself supported intergenerational communication.

Limitations

Some of the limitations linking the project study to the problem were design-based, while others were generation-based. Because the current study was qualitative, generalized results to the greater population are limited (Bogdan & Biklen, 2007; Lodico, et.al., 2010; Patton, 2002). Another design limitation included data captured at one time; the project study may require updating to keep relevant as perspectives change. An additional limitation was the study captured only one side of the generation conversation, which included many assumptions of younger generations which may be untrue. Lodico et al. (2010) noted study results may be limited by the response rate; only retirees who responded to the study marketing input data for the study. The study could have increased the response rate with a larger budget with more interviews, focus groups, and researcher support.

Another limitation of the project study addressing the problem: the perceived out-migration of Powell River's youth. Many retirees noted they did not have anyone to pass down knowledge to. Further, retirees attending the workshop may improve their

communication motivations; however, there are likely less and less younger generations to interact with, depending on generation. This problem could be addressed and different manners highlighting the strengths and incorporating the weaknesses.

Different Ways to Address the Problem

The problem could have been addressed in many different ways; each aspect of the qualitative study in a rural community with retiree participants are some of the variables that could have been changed to understand the problem.

Design change. One way the problem could have been addressed was through a different methodology design. A quantitative study would have utilized a greater number of Powell River residents, which would allow generalization to the Powell River population. A mixed method design could have also been utilized for problem exploration. Lodico, et.al. (2010) defined an exploratory study as a qualitative start and a quantitative follow up. If an exploratory design continued, based on qualitative data, a quantitative instrument could have expanded on the initial comments; this study design could have been a mixed method design with an additional survey or questionnaire to a greater sample. An exploratory design would have sought retiree perspectives generalizable to the greater population; following would have been a qualitative event to explain the initial quantitative results.

Another study design could incorporate a study conducted overtime; a longitudinal study, for example, would examine the same group of participants over time where other types utilize different samples over time in the greater population (Patton,

2002). Further, as technology was a deterrent in Powell River's intergenerational communication, changing the media for data capture – such as online surveys – may address the problem differently. Another way to seek problem understanding was to shift the participant involvement.

Participant involvement. Many initial study respondents were ineligible due to the definition of “retirement”; this study defined retirement as “retired from a corporate job and collecting a corporate pension”. Changing the participant inclusion criteria, including a different retirement definition, may bring a different set of perspectives from Powell River retirees. Shifting the inclusion criteria to seek First Nations participants may have also changed the problem approach.

Each aspect of the inclusion criteria could be altered to change the sample composition. While the problem sought understanding of the retiree perspective of Powell River's intergenerational communication problem, shifting the perspective from younger generations may add to better understanding. VIU's Groundswell event in January 2014 indicated there is interest in learning from the older Powell River residents; I am a part of the committee for the 2015 Groundswell Planning Committee. Shifting the problem scope, participant involvement, or design, may have provided different ways to address the problem. Exploration of Powell River's intergenerational problem has led to lessons learned in many forms.

Lessons Learned

There were many learned experiences through my journey of this project. The

lessons learned included aspects of scholarship, project development and evaluation, and leadership and change.

Educational Perspective

The current literature included more studies on various aspects of older people including health, housing, and well-being. Like other doctoral candidates, I am new to research; in fact, the term “current literature” was very confusing for me. However, I conquered several of my confusions, and learned more. As the baby boomers age, the population of older ages will grow over the next decades (Einolf, 2009). The topics, scope, location, samples, and comparisons of current research of older adults – including the third age – may no doubt expand into an ever-growing bulk of literature on the subject. Examination of the literature supported the current study’s project development and evaluation.

Project Development and Evaluation

I learned that project development from data is quite complex. As an untraditional educator, I struggled to create an effective project study evaluation plan. As many times in this journey, I turned to the literature and theoretical sources; developing the project study and evaluation plan was no exception. I have a better understanding of how difficult creating formal and informal programs – not just on communication but in many subjects – and effectively evaluating their application with continued relevancy. Like the problem, I found the evaluation was critical in specific parameters and lead to the same question: what do you want to know? A final aspect of the project provided lessons.

Leadership and Change

This journey as enlightened me about how unique I am. I was floored by the interest and immediate response for participation in my study; I had the required number of participants approach me in three days. In contrast, some of my colleagues fretted about their lack of participation in three months of searching for a handful of needed participants. I continue to be surprised when I take the initiative and speak to older people. Older people – not just in Powell River – are not familiar with younger people, like me, valuing their perspectives and asking for this input. While the lessons learned of the doctoral journey were powerful, my personal lessons were just as powerful and more numerous.

Learned of Self

I learned many lessons throughout this journey. My lessons included me as a scholar, a business strategist, as a contributor to society, and as a citizen.

Scholar Lessons of Self

On the advice of an instructor at Walden University's Advanced Ed. D. Residency, I wrote my entire research journey in a journal. Throughout my doctorate progression, I have listened and purposely engaged those who advised me. At the required three-day residency, I considered attending the optional Advanced Residency. It was my attendance to the second residency that I solidified my supporter classmates who have encouraged me all along. I was able to see how to start the proposal, the required benchmarks, and what to expect. As a scholar, I challenged myself in intriguing new

ways. I found difficulty in the one year delay due to work in 2013; I had to re-research almost my entire proposal. However, as I had already conducted the literature review once, I updated the proposal sources at the same time I was researching sources for the project study justification. I was challenged to utilize the University's tools such as the Writing Center, contacting the Library, and understanding the Career Center's role; this project forced me to get out of my comfort zone and ask for help. I have repeated this in local circles.

Because of my U. S. military background, I am comfortable reading long manuals written in passive voice. I struggled during this entire journey to seek out the different parts of the sentence and make sure the verb was with the subject, not the object. I still struggle with passive voice.

On a more mechanical level, this journey presented several dilemmas: do I transcribe or hire a transcriber? Do I include member checks or are they needed? I transcribed my data collection events, but with my aggressive schedule, I conducted all of the data collection events in a three-week time period. Each day I would have at least one event and that night I would input the recordings into the computer. If I was to repeat the process again, I would space out the data collection schedule. Further, a great deal of discipline, family support, and creativity supported me in finishing this project. As I am not in academic circles outside of this project – at least for now – my lessons learned extend into my professional world as well.

Business Strategist Lessons Learned

Balancing work and school created a huge time management challenge. To support both, for months, I woke up at 4:30am to work on schoolwork in the dark and quiet office. As a practitioner of communication, my doctoral work impacted my life as a business strategist. I interact with older people on a daily basis. Around the board table, interacting in Powell River's business community, my support network, or helping entrepreneurs – many of which were older than me – my understanding of communication and identity from this project has elevated my patience level. I have had several people approach me for various reasons and I find myself understanding their motivations and perhaps their identity in their approach. Further, because of this project, I seek out others who have experience in my industry to learn their lessons, explore how they think, and compare their experiences to my own; I seek many mentors older than me for as many perspectives as possible. Kay and Wallace (2010) concluded the ideal mix for mentoring is multiple mentors for a single mentee; as such, I have multiple mentors who coach me on different aspects of my life. All of these factors have improved my professional communication strategy and none were anticipated.

I have had people ask me what I am going to do with my doctorate when I am done. If I was in medical school approaching graduation, the natural progression may include opening a clinic and practicing medicine; for a business strategist gaining a Doctorate in Education, it is not so obvious. The short answer is: I could do anything. Because this degree is a contribution to my understanding of communication and social

well-being, I could do anything from here. I am writing a book on how to navigate the uncertain business world; I anticipate working with Oprah Winfrey in the future as “Dr. Jen”, the small business doctor. The world is my playground, and all of these lessons learn are my toys.

Project Developer Lessons Learned

My role as a contributing member of society influenced lessons learned as a project developer. As I analyzed the data, it was clear that support for social transfer of identity was the project study. However, I toiled with not using the other top ideas from the data, as they were all relevant also. I had a huge moment of enlightenment when I incorporated all of the participant ideas into the one project study. My lessons learned expanded further into my role in Powell River and beyond.

Lessons Learned as a Citizen

The most powerful lessons learned impacted me as a citizen. I live in a small, rural, isolated town of retired mill workers and their families. I sought better understanding as a community problem and in the process came to a better understanding of my role in Powell River. As a young adult in the US Navy, I moved 11 times in 10 years; I never had a place that felt like “home”. This study has allowed me to weave my attributes and identity into Powell River, BC as my home.

I learned about Powell River’s past from many different avenues: books, stories, the Powell River Museum, and from participants. My doctoral work became the unsuspecting catalyst for me to create my own intergenerational communication. I

understand now that it is my duty – as part of the younger generation – to do many things: ask others to join me in my community development, maintain the connections made with retirees from the study, the workshops, data collection events, and public briefings, and to continue to seek mentorship from older adults to continue my lifelong learning.

Overall Lessons Learned

I have a clear understanding of the work I have done on me and greater community. I am in my 30s while many of the participants were over 60; this study was for me. I am the younger generation I sought understanding for. As the current study concluded, I realized the numerous ways the problems could have been addressed, how other aspects could have been compared or contrasted, and how much more complex this problem was than I originally intended. I could spend a lifetime exploring this one problem and one town. Because of my research, I have been asked by several Powell River organizations to share different aspects of my findings with their boards and/or membership. There is no limit to the ways the intergenerational communication gap could be analyzed. Future research could help me, and other researchers, continue seeking solutions to the problem.

Future Research

This section explores implications, applications, and directions for future research in intergenerational communication.

Implications

In future intergenerational communication research, technology may become a bigger factor than the present study. Whether older people avoid it, younger generations rely on it, or the greater population learns more about it, technology may play a bigger role in future communication. With more and more of the third age generation seeking social support and information on the Internet, research into technology linking inter- or intra-generations could be beneficial. However, with many budget cuts at institutions and limited funds, for and not-for-profit organizations may have to prioritize research.

Applications

This study produced dozens of ideas from retirees on improving intergenerational communication; each topic could be an individual study. Further, the growing volume of retirees and the ever-quickenning pace of technology may change the results of this exact study if replicated in the future. While this study examined the third age, more work needs explored in the transition of the growing generation that will ultimately transfer into the fourth age.

Directions

The researcher has been approached to continue pursuing communication solutions. One municipality in British Columbia's interior was interested in a comparison of coastal retirees to inland retirees; another asked if the study could be applied to the burrows of Vancouver, BC. The study itself could be replicated in other locations, as well as compared with other variables including: rural versus urban, Canada versus another

country or countries, family versus nonfamily communication, employee approaching retirement versus retirees. A literature gap in how the volume of retirees will affect social identity and intergenerational communication in the next few decades is another area available for study.

References

- Adams, K. B., Roberts, A. R., & Cole, M. B. (2011). Changes in activity and interest in the third age and fourth age: associations with health, functioning and depressive symptoms. *Occupational Therapy International*, *18*, 4-17. doi:10.1002/oti.304
- Ahn, Y., & Janke, M. C. (2011). Motivations and benefits of the travel experiences of older adults. *Educational Gerontology*, *37*(8), 653-673.
doi:10.1080/03601271003716010
- Ahrens, K., DuBois, D. L., Lozano, P., & Richardson, L. P. (2010). Naturally acquired mentoring relationships and young adult outcomes among adolescents with learning disabilities. *Learning Disabilities Research & Practice*, *25*(4), 207-216.
doi:10.1111/j.1540-5826.2010.00318.x
- Allan, D. E., Funk, L. M., Reid, R. C., & Cloutier-Fisher, D. (2011). Exploring the influence of income and geography on access to services for older adults in British Columbia: A multivariate analysis using the Canadian Community Health Survey (Cycle 3.1). *Canadian Journal on Aging*, *30*(1), 69-82.
doi:10.1177/S071498
- Alsgard, A. H. (Ed.). (1960). *Powell River History: Powell River's First 50 Years*. Powell River, BC: The Powell River News Ltd.
- Ancu, M. (2012). Older adults on facebook: a survey examination of motives and use of social networking by people 50 and older. *The Florida Communication Journal*,

40(2), 1-12. Retrieved from Communication & Mass Media Complete.

Antonucci, T. C., Jackson, J. S., & Biggs, S. (2007). Intergenerational relations: theory, research, and policy. *Journal of Social Issues, 63*(4), 679-693.

doi:10.1111/j.1540-4560.2007.00530.x

Atchley, R. C. (1989). A continuity theory of normal aging. *The Gerontologist, 29*(2), 183-190. Retrieved from <http://gerontologist.oxfordjournals.org>

Bailey, A., & Ngwenyama, O. (2010). Bridging the generation gap in ICT use: interrogating identity, technology, and interactions in community telecenters. *Information Technology for Development, 16*(1), 62-82.

doi:10.1080/02681100903566156

Balmer, D., D-Alessandro, D., Risko, W., & Gusic, M. E. (2011). How mentoring relationships evolve: a longitudinal study of academic pediatricians in a physician education faculty development program. *Journal of Continuing Education in the Health Professions, 31*(2), 81-86. doi:10.1002/chp.20110

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84*(2), 191-215. Retrieved from PsycARTICLES.

Bandura, A. (1989a). Human agency in social cognitive theory. *American Psychologist, 44*(9), 1175-1184. Retrieved from PsycARTICLES.

Bandura, A. (1989b). Regulation of cognitive processes through perceived self-efficacy. *Developmental Psychology, 25*(5), 729-735. Retrieved from PsycARTICLES.

Bandura, A. (1994). Self-efficacy. In V. S. (Ed.), *Encyclopedia of human behavior* (pp.

71-81). New York, NY: Academic Press.

Bandura, A. (2001). Social cognitive theory of mass communication. *Mediapsychology*, 3(3), 265-299. Retrieved from PsychINFO.

Bandura, A. (2002). Social cognitive theory in cultural context. *Applies Psychology: An International Review.*, 51(2), 269-290. Retrieved from Academic Research Complete.

Bandura, A., & Locke, E. A. (2003). Negative self-efficacy and goal effects revisited. *Journal of Applied Psychology*, 88(1), 87-99. doi:10.1037/0027-9010.88.1.87

Bandura, A., Caprara, G. V., Barbaranelli, C., Pastorelli, C., & Regalia, C. (2001). Sociocognitive self-regulatory mechanisms governing transgressive behavior. *Journal of personality and social psychology*, 80(1), 125-135. doi:10.1037//0022-3514.80.1.125

Barker, T. (2005). *Last of the Sunshine Sketches: A Final Collection of Drawing and Stories About BC's Beautiful Sunshine Coast*. Sechelt, BC: Trail Bay Printers.

Barman, J. (2008). *British Columbia: Spirit of the People*. Madeira Park, BC: Harbour Publishing.

Barnett, M. A., Scaramella, L. V., Neppl, T. K., Ontai, L., & Conger, R. D. (2010). Intergenerational relationship quality, gender, and grandparent involvement. *Interdisciplinary Journal of Applied Family Studies*, 59(1), 28-44. doi:10.1111/j.1741-3729.2009.00584.x

BC Ferries. (2014). *BC Ferries Fare Index Version #14-01*. Retrieved from BC Ferries:

www.bcferries.com

- Beachboard, M. R., Beachboard, J. C., Li, W., & Adkison, S. R. (2011). Cohorts and relatedness: self-determination theory as an explanation of how learning communities affect educational outcomes. *Research in Higher Education, 52*(8), 853-874. doi:10.1007/s11162-011-9221-8
- Beale, C. L. (2011). Migration of retirement-age blacks to nonmetropolitan areas in the 1990s. *Rural Sociology, 76*, 31-43. doi:10.1111/j.1549-0831.2010.00037.x
- Becchetti, L., Ricca, E. G., & Pelloni, A. (2012). The relationship between social leisure and life satisfaction: causality and policy implications. *Social Indicators Research, 108*(3), 453-490. doi:10.1007/s11205-011-9887-5
- Bee, P., Berzins, K., Calam, R., Prymachuk, S., & Abel, K. M. (2013). Defining quality of life in the children of parents with severe mental illness: a preliminary stakeholder-led model. *PLoS ONE, 8*(9), e73739. doi:10.1371/journal.pone.0073739
- Benson, J., & Brown, M. (2011). Generations at work: are there differences and do they matter? *The International Journal of Human Resource Management, 22*(9), 1843-1865. doi:10.1080/09585192.2011.573966
- Biggs, S. (2007). Thinking about generations: conceptual positions and policy implications. *Journal of Social Issues, 63*(4), 695-711. doi:10.1111/j.1540-4560.2007.00531.x
- Boechler, P. M., Foth, D., & Watchorn, R. (2007). Educational technology research with

older adults: adjustments in protocol, materials, and procedures. *Educational Gerontology*, 33, 221-235. doi:10.1080/03601270600894089

- Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods*. (5th ed.). San Francisco, CA: Pearson Education, Inc.
- Bolster, C. (2014, February 19). Agency updates name of advocacy group: change considered less confusing and better reflects mandate. *Powell River Peak*. Retrieved from <http://www.prpeak.com>
- Bontis, N. (2002). Managing Organizational Knowledge by Diagnosing Intellectual Capital: Framing and Advancing the State of the Field. In C. W. Choo, & N. Bontis (Eds.), *The Strategic Management of Intellectual Capital and Organizational Knowledge* (pp. 621-644). New York, NY: Oxford University Press.
- Boswell, G. E., & Boswell-Ford, K. C. (2010). Testing a SEM Model of two religious concepts and experiential spirituality. *Journal of Religious Health*, 49, 200-211. doi:10.1007/s10943-009-9254-x
- Boswell, S. S. (2012). "Old people are cranky": helping professional trainees' knowledge, attitudes, aging anxiety, and interest in working with older adults. *Educational Gerontology*, 38(7), 465-472. doi:10.1080/03601277.2011.559864
- Bowman, N., Bandenberger, J., Lapsley, D., Hill, P., & Quaranto, J. (2010). Serving in college, flourishing in adulthood: does community engagement during the college

years predict adult well-being? *Applied Psychology: Health and Well-Being*, 2(1), 14-34. doi:10.1111/j.1758-0854.2009.01020.x

British Columbia Retired Teachers' Association. (2011). The volunteer work of retired educators: Social and economic contributions to communities in British Columbia. Retrieved from <http://www.brcta.edu>

Broese Van Gorenou, M., & Deeg, D. J. (2010). Formal and informal social participation of the 'young-old' in The Netherlands in 1992 and 2002. *Ageing and Society*, 30, 445-465. doi:10.1017/S0144686X09990638

Brougham, R. R., & Walsh, D. A. (2009). Early and late retirement exits. *International Journal on Aging and Human Development*, 69(4), 267-286.

doi:10.2190/AG.69.4.b

Brown, S. L., Bulanda, J. R., & Lee, G. R. (2012). Transitions into and out of cohabitation in later life. *Journal of Marriage and Family*, 74(4), 774-793.

doi:10.1111/j.1741-3737.2012.00994.x

Burr, A., Santo, J. B., & Pushkar, D. (2011). Affective well-being in retirement: the influence of values, money, and health across three years. *Journal of Happiness Studies*, 12(1), 17-40. doi:10.1007/s10902-009-9173-2

doi:10.1007/s10902-009-9173-2

Buse, C. E. (2009). When you retire, does everything become leisure? Information and communication technology use and the work/leisure boundary in retirement. *New Media & Society*, 11(7), 1143-1161. doi:10.1177/1461444809342052

doi:10.1177/1461444809342052

Bussey, K., & Bandura, A. (1999). Social cognitive theory of gender development and

differentiation. 676-713. Retrieved from PsycARTICLES.

- Cabello-Medina, C., Lopez-Cabrales, A., & Valle-Cabrera, R. (2011). Leveraging the innovative performance of human capital through HRM and social capital in Spanish firms. *The International Journal of Human Resource Management*, 22(4), 807-822. doi:10.1080/09585192.2011.555125
- Calo, T. J. (2008). Talent management in the era of the aging workforce: the critical role of knowledge transfer. *Public Personnel Management*, 37(4), 403-416. Retrieved from Education Research Complete.
- Capps, D. (2009). Erikson's case of the theological student. *Pastoral Psychology*, 58(4), 325-335. doi:10.1007/s11089-008-0185-3
- Capps, D. (2011). The verbal portrait: Erik H. Erikson's contribution to psychoanalytic discourse. *Journal of Religion Health*, 50(4), 880-898. doi:10.1007/s10943-01-9515-3
- Caricati, L., & Monacelli, N. (2010). Social hierarchies and intergroup discrimination: the case of the intermediate status group. *British Journal of Social Psychology*, 49(3), 637-646. doi:10.1348/014466610X489876
- Carman, J. G., Leland, S. M., & Wilson, A. J. (2010). Crisis in leadership or failure to plan? Insights from Charlotte, North Carolina. *Nonprofit Management and Leadership*, 21(1), 235-262. doi:10.1002/nml.20014
- Carpenter, B. C., & Mulligan, E. A. (2009). Family, know thyself: a workbook-based intergenerational intervention to improve parent care coordination. *Clinical*

Gerontologist, 32, 147-163. doi:10.1080/07317710802676825

Carr, D. (2009). Aging in America: the link between productivity and resources in the

third age. *Ageing International*, 34(3), 154-171. doi:10.1007/s12126-009-9041-8

Castillo, J. A., Camara, C. P., & Eguizabal, A. J. (2011). Prejudice reduction in university programs for older adults. *Educational Gerontology*, 37, 164-190.

doi:10.1080/03601271003608811

CBC News. (2012, May 11). BC Seniors' population to double by 2030. Retrieved from

<http://news.ca.msn.com/>

Chan, K. H. (2009). Impact of intellectual capital on organizational performance: an

empirical study of companies in the Hang Seng index (Part 1). *The Learning*

Organization, 16(1), 4-21. doi:10.1108/09696470910927641

Chang, S., Fang, C., Ling, Y., & Tsai, B. (2011). Effects of socioeconomic status on

leisure volunteering constraint: A structural equation model. *Social Behavior and*

Personality, 39(4), 477-490. doi:10.2224/sbp.2011.39.4.477

Chao, G. T. (2009). Formal mentoring: lessons learned from past practice. *Professional*

Psychology: Research and Practice, 40(3), 314-320. doi:10.1037/a0012658

Chase, C. A. (2011). An intergenerational e-mail pal project on attitudes of college

students toward older adults. *Educational Gerontology*, 37(1), 27-37.

doi:10.1080/03601270903534804

Choi, I. (2009). The meaning of older adults' peer teaching: a phenomenological study.

Educational Gerontology, 35(9), 831-852. doi:10.1080/03601270902973573

- Choi, N. G., & Chou, R. J. (2010). Time and money volunteering among older adults: the relationship between past and current volunteering and correlates of change and stability. *Ageing and Society, 30*, 559-581. doi:10.1017/S0144686X0999064X
- Chrisman, J. J., Sharma, P., Steier, L. P., & Chua, J. H. (2013). The influence of family goals, governance, and resources on firm outcomes. *Entrepreneurship: Theory & Practice, 37*(6), 1249-1261. doi:10.1111/etap.12064
- Christman, B. G. (2010). The next retirement hurdle: why today's employees need more than a savings plan. *Benefits Quarterly, 26*(2), 30-35. Retrieved from Academic Search Complete.
- Chu, A., Huber, J., Mastel-Smith, B., & Cesario, S. (2009). "Partnering with seniors for better health": computer use and internet health information retrieval among older adults in a low socioeconomic community. *Journal of the Medical Library Association, 97*, 11-19. doi:10.3163-1536-505.97.1.003
- Chung, J. (2009). An intergenerational reminiscence programme for older adults with early dementia and youth volunteers: values and challenges. *Scandinavian Journal of Caring Sciences, 23*, 259-264. doi:10.1111/j.1471-6712.2008.00615.x
- City of Powell River. (2013). *City of Powell River Fee Bylaw 2092, 2005*. Powell River, BC: City of Powell River. Retrieved from <http://www.powellriver.ca>
- City of Powell River. (Winter/Spring 2014). Community Directory. *Leisure Guide, 34-35*. Retrieved from <http://www.powellriver.ca>
- Cogin, J. (2012). Are generational differences in work values fact or fiction? Multi-

- country evidence and implications. *The International Journal of Human Resource Management*, 23(11), 2268-2294. doi:10.1080/09585192.2011.61967
- Cokely, C. G., & Thoibodeau, L. M. (2011). Service learning in auditory rehabilitation courses: The University of Texas at Dallas. *American Journal of Audiology*, 20, S233-240. doi:10.1044/1059-0889
- Cole, Jr., A. H. (2009). Male melancholia, identity-loss, and religion. *Pastoral Psychology*, 58(5-6), 531-549. doi:10.1007/s11089-009-0248-0
- Cole, M. B. (Ed.). (2011). Special issue on occupational therapy in the third age. *Occupational Therapy International*, 18, pp. 1-3. doi:10.1002/oti.314
- Comanaru, R., & Noels, K. A. (2009). Self-determination, motivation, and the learning of Chinese as a heritage language. *The Canadian Modern Language Review*, 66(1), 131-158. doi:10.3138/cmlr.66.1.131
- Costantino, M. (2010). Parenting children with disabilities: navigating through the storms. *Journal of Creativity in Mental Health*, 5(1), 87-92. doi:10.1080/15401381003627335
- Costanzo, P. R., & Hoy, M. B. (2007). Intergenerational relations: themes, prospects, and possibilities. *Journal of Social Issues*, 63(4), 885-902. doi:10.1111/j.1540-4560.2007.00542.x
- Creswell, J. (2007). *Qualitative inquiry & research: Choosing among five approaches*. (2nd ed.). Los Angeles, CA: Sage Publishing.
- Creswell, J. (2008). *Educational research: Planning, conducting, and evaluating*

quantitative and qualitative research. (3rd ed.). Columbus, OH: Pearson Education Inc.

Criminal Records Review Program. (2014, April 1). Retrieved from BC Minister of Justice: <http://www.pssg.gov.bc.ca>

Cruce, T. M., & Hillman, N. W. (2012). Preparing for the silver tsunami: the demand for higher education among older adults. *Research in Higher Education*, 53(6), 593-613. doi:10.1007/s11162-011-9249-9

Cruz, N. M., Perez, V. M., & Cantero, C. T. (2009). The influence of employee motivation on knowledge transfer. *Journal of Knowledge Management*, 13(6), 478-490. doi:10.1108/13673270910997132

Darner, R. (2012). An empirical test of self-determination theory as a guide to fostering environmental motivation. *Environmental Education Research*, 18(4), 463-472. doi:10.1080/13504622.2011.638739

Darvish, H., Mohammadi, M., & Afsharpour, P. (2012). Studying the knowledge management – effect of promoting the four balanced scorecard perspectives: a case study at SAIPA automobile manufacturing. *Economic Insights – Trends and Challenges*, 64(1), 9-23. doi:Business Source Complete.

Delgado-Guerrero, M., Cherniack, M. A., & Gloria, A. M. (2014). Family away from home: factors influencing undergraduate women of color's decisions to join a cultural-specific sorority. *Journal of Diversity in Higher Education*, 7(1), 45-57. doi:10.1037/a0036070

- Denton, F. T., & Spencer, B. G. (2009). What is retirement? A review and assessment of alternative concepts and measures. *Canadian Journal on Aging, 28*(1), 63-76.
doi:10.1017/S0714980809090047
- Derks, B., Ellemers, N., van Laar, C., & de Groot, K. (2011). Do sexist organizational cultures create the Queen Bee? *British Journal of Social Psychology, 50*(3), 519-535. doi:10.1348/014466610X525280
- Desmette, D., & Gaillard, M. (2008). When a “worker” becomes an “older worker”. *Career Development International, 13*(2), 168-185.
doi:10.1108/13620430810860567
- Diener, E., & Chan, M. Y. (2011). Happy people live longer: subjective well-being contributes to health and longevity. *Applied Psychology: Health and Well-Being, 3*(1), 1-43. doi:10.1111/j.1758-0854.2010.01045.x
- Doyle, C., Timms, C. D., & Sheehan, E. (2010). Potential sources of support for children who have been emotionally abused by parents. *Vulnerable Children and Youth Studies, 5*(3), 230-243. doi:10.1080/17450128.2010.487122
- Drummond, D. K., & Orbe, M. P. (2009). “Who are you trying to be?”: Identity gaps within interracial encounters. *Qualitative Research Reports in Communication, 10*(1), 81-87. doi:10.1080/17459430903236098
- Dun, T. (2010). Turning points in parent-grandparent relationships during the start of a new generation. *Journal of Family Communication, 10*, 194-210.
doi:10.1080/15267431.2010.189218

- Duncan, L. E. (2010). Women's relationship to feminism: effects of generation and feminist self-labeling. *Psychology of Women Quarterly, 34*(4), 498-507.
doi:10.1111/j.1471-6402.2010.01599.x
- Dunham, C. C., & Casadonte, D. (2009). Children's attitudes and classroom interaction in an intergenerational education program. *Educational Gerontology, 35*, 453-464. doi:10.1080/03601270802605473
- Dykstra, P. A., & Fokkema, T. (2011). Relationships between parents and their adult children: a West European typology of late-life families. *Ageing & Society, 31*, 545-569. doi:10.1017/S0144686X10001108
- Einolf, C. J. (2009). Will the Boomers volunteer during retirement? Comparing the baby boom, silent, and long civic cohorts. *Nonprofit and Voluntary Sector Quarterly, 38*(2), 181-199. doi:10.1177/0899764008315182
- Einolf, C. J. (2010). Gender differences in the correlates of volunteering and charitable giving. *Nonprofit and Voluntary Sector Quarterly, 40*(6), 1092-1112.
doi:10.1177/0899764010385949
- Elder College*. (n.d.). Retrieved from Vancouver Island University - Powell River Campus: <http://www.viu.ca>
- Elgan, C., Axelsson, A., & Fidlund, B. (2009). Being in charge of life: perceptions of lifestyle among women of retirement age. *Scandinavian Journal of Caring Sciences, 23*(4), 730-735. doi:10.1111/j.1471-6712.2008.00671.x
- Elliott, D. D., May, W., Shaff, P. B., Nyquist, J. G., Trial, J., Reilly, J. M., & Lattore, P.

- (2009). Shaping professionalism in pre-clinical medical students: professionalism and the practice of medicine. *Medical Teacher, 31*, e295-e302.
doi:10.1080/01421590902803088
- Ellis, B. J. (2013). 55 (at least) and not out of the learning game: older regional students. *Australian and International Journal of Rural Education, 23*(3), 57-69. Retrieved from Education Research Complete.
- Erickson, J., & Johnson, G. M. (2011). Internet use and psychological wellness during late adulthood. *Canadian Journal on Aging, 30*(2), 197-209.
doi:10.1017/S0714980811000109
- Erickson, L. D., McDonald, S., & Elder, G. H. (2009). Informal mentors and education: complementary or compensatory resources? *Sociology of Education, 82*(4), 344-367. doi:10.1177/003804070908200403
- Erikson, E. H. (1950). *Childhood and Society*. New York, NY: W. W. Norton Company.
- Erikson, E. H. (1959). *Identity and the life cycle*. New York, NY: W. W. Norton & Company.
- Erlich, R. J., & Russ-Eft, D. (2012). Assessing academic advising outcomes using social cognitive theory: a validity and reliability study. *NACADA Journal, 32*(2), 68-84. Retrieved from Education Research Complete.
- Farquhar, L. (2010). Wisdom in a learning in retirement institute. *Educational Gerontology, 36*, 641-653. doi:10.1080/03601277.2010.480875
- Feldman, D. C., & Beehr, T. A. (2011). A three-phase model of retirement decision

- making. *American Psychologist*, *66*(3), 193-203. doi:10.1037/a0022153
- Feldt, R. C. (2012). Social cognitive model of college satisfaction: a test of measurement and path models. *College Student Journal*, *46*(12), 812-822. Retrieved from Academic Search Complete.
- Ferguson, S. J., & Goodwin, A. D. (2010). Optimism and well-being in older adults: the mediating role of social support and perceived control. *International Journal of Aging and Human Development*, *71*(1), 43-68. doi:10.2190/AG.71.1.c
- Filippova, E., & Astington, J. W. (2010). Children's understanding of social-cognitive and social-communicative aspects of discourse irony. *Child Development*, *81*(3), 913-928. doi:10.1111/j.1467-8624.2010.01442.x
- Fiske, A., Zimmerman, J. A., & Scogin, F. (2011). Geropsychology mentoring: a survey of current practices and perceived needs. *Educational Gerontology*, *37*(5), 370-377. doi:10.1080/03601277.2011.553558
- Flynn, M. (2010). Who would delay retirement? Typologies of older workers. *Personnel Review*, *39*(3), 308-324. doi:10.110800483481011030511
- Formosa, M. (2012). Education and older adults at the University of the Third Age. *Educational Gerontology*, *38*, 114-126. doi:10.1080/03601277.2010.515910
- Fraser, J., Clayton, S., Sickler, J., & Taylor, A. (2009). Belonging at the zoo: retired volunteers, conservation activism and collective identity. *Ageing and Society*, *29*, 351-368. doi:10.1017/S0144686X08007915
- Gale-Ross, R., Baird, A., & Towson, S. (2009). Gender role, life satisfaction, and

- wellness: Andogyny in a southwestern Ontario sample. *Canadian Journal on Aging*, 28(2), 135-146. doi:10.107/S0714980809090187
- Gasiorek, J., & Giles, H. (2012). Effects of inferred motive on evaluations of nonaccommodative communication. *Human Communication Research*, 38, 309-331. doi:10.1111/j.1468-2958.2012.01426.x
- Gateway Rasmussen. (2013). *Lund Then and Now with Recipes: Celebrating 125 Years of Lund BC 1889 - 2014*. Canada: Author.
- Gatto, S. L., & Tak, S. H. (2008). Computer, internet, and e-mail use among older adults: benefits and barriers. *Educational Gerontology*, 34, 800-811. doi:10.1080/03601270802243697
- Geboy, L., Moore, M. H., & Smith, E. K. (2012). Environmental gerontology for the future: community-based living for the third age. *Journal of Housing for the Elderly*, 26, 44-61. doi:10.1080/02763893.2012.651375
- Gellert, P., Ziegelmann, J. P., & Schwarzer, R. (2012). Affective and health-related outcome expectancies for physical activity in older adults. *Psychology and Health*, 27(7), 816-828. doi:10.1080/08870446.2011.607236
- Gendron, B. (2011). Older workers and active ageing in France: the changing early retirement and company approach. *The International Journal of Human Resource Management*, 22(6), 1221-1231. doi:10.1080/09585192.2011.559095
- Gergokova, Z. H. (2009). The education of people of the "third age". *Russian Education and Society*, 51(5), 81-94. doi:10.2753/RES1060-9393510505

- Ghavami, N., Fingerhut, A., Peplau, L. A., Grant, S. K., & Witting, M. A. (2011). Testing a model of minority identity achievement, identity affirmation, and psychological well-being among ethnic minority and sexual minority individuals. *Cultural Diversity and Ethnic Minority Psychology, 17*(1), 79-88. doi:10.1037/a0022532
- Giles, H., Dailey, R. M., Sarkar, J. M., & Makoni, S. (2007). Intergenerational communication beliefs across the lifespan: comparative data from India. *Communication Reports, 20*(2), 75-89. doi:10.1080/08934210701643701
- Giles, H., Hajek, C., Stoitsove, T., & Choi, C. W. (2010). Intergenerational communication satisfaction and age boundaries in Bulgaria and the United States. *Journal of Cross Cultural Gerontology, 25*, 133-147. doi:10.1007/s10823-010-9114-x
- Giles, H., Khajavy, G., & Choi, G. (2012). Intergenerational communication satisfaction and age boundaries: comparative middle eastern data. *Journal of Cross-Cultural Gerontology, 27*, 357-371. doi:10.1007/s10823-012-9179-9
- Giles, H., Ryan, E. B., & Anas, A. P. (2008). Perceptions of intergenerational communication by young, middle-aged, and older-Canadians. *Canadian Journal of Behavioural Science, 40*(1), 21-30. doi:10.1037/0008-400x.40.1.21
- Gilleard, C., & Higgs, P. (2010). Aging without agency: theorizing the fourth age. *Aging & Mental Health, 14*(2), 121-128. doi:10.1080/13607860903228762
- Gillespie, A. A., Gottlieb, B. H., & Maitland, S. B. (2011). Goals and personal resources that contribute to the development and agency attachment of older adult

volunteers. *Canadian Journal on Aging*, 30(1), 101-111.

doi:10.1108/14691931111154698

Giordana, S., & Wedin, B. (2010). Peer mentoring for multiple levels of nursing students. *Nursing Education Perspectives*, 31(6), 394-396. Retrieved from Academic Search Complete.

Glesne, C. (2011). *Becoming qualitative researchers: an introduction*. (4th ed.). San Francisco, CA: Pearson Education, Inc.

Gobeski, K., & Beehr, T. A. (2009). How retirees work: predictors of different types of bridge employment. *Journal of Organizational Behavior*, 30, 401-425.
doi:10.1002/job.547

Grace, D., Weaven, S., & Ross, M. (2010). Consumer retirement planning: an exploratory study of gender differences. *Qualitative Market Research: An International Journal*, 13(2), 174-188. doi:10.1108/13522751011032601

Grano, C., Lucidi, F., Zelli, A., & Violani, C. (2008). Motives and determinants of volunteering in older adults: An integrated model. *International Journal of Aging and Human Development*, 67(4), 305-326. doi:10.2190/AG.67.4.b

Greenhow, C., & Robelia, B. (2009). Old communication, new literacies: social network sites as social learning resources. *Journal of Computer-Mediated Communication*, 14, 1130-1161. doi:10.1111/j.1083-6101.2009.01484.x

Grenier, A. M. (2007). Crossing age and generational boundaries: exploring intergenerational research encounters. *Journal of Social Issues*, 63(4), 713-727.

doi:10.1111/j.1540-4560.2007.00532.x

Griffin, B., & Hesketh, B. (2008). Post-retirement work: The individual determinants of paid and volunteer work. *Journal of Occupational and Organizational*

Psychology, 81, 101-201. doi:10.1348/09631797X202518

Groundswell 2014. (2014). *Groundswell 2014: Post-Conference Summary Report March 15, 2014*. Powell River, BC: Vancouver Island University.

Guo, M., Chi, I., & Silverstein, M. (2012). The structure of intergenerational relations in rural China: a latent class analysis. *Journal of Marriage and Family, 74*(5), 1114-1128. doi:10.1111/j.1741-3737.2012.01014.x

Gururajan, V., & Fink, D. (2010). Attitudes towards knowledge transfer in an environment to perform. *Journal of Knowledge Management, 14*(6), 828-840.

doi:10.1108/13673271011084880

Gutheil, I. A., Heyman, J. C., & Chernesky, R. H. (2009). Graduate social work students' interest in working with older adults. *Social Work Education, 28*(1), 54-64.

doi:10.1080/02615470802028116

Haddad, E., Chen, C., & Greenberger, E. (2011). The role of important non-parental adults (VIPs) in the lives of older adolescents: a comparison of three ethnic groups. *Journal of Youth Adolescence, 40*(3), 310-319. doi:10.1007/s10964-010-9543-4

Hall, R., & Jaugietis, Z. (2011). Developing peer mentoring through evaluation.

Innovations in Higher Education, 36(1), 41-52. doi:10.1007/s10755-010-9156-6

- Hallberg, D., & Eklof, M. (2010). Do buy-outs of older workers matter. *International Journal of Manpower*, 31(3), 337-359. doi:10.1108/01437721011050611
- Hancock, D. R., & Algozzine, B. (2006). *Doing case study research*. New York, NY: Teachers College Press.
- Harbord, H. (2007). *Desolation Sound: A History*. Madeira Park, BC: Harbour Publishing Co. Ltd.
- Harbord, H. (2011). *Texada Tapestry: A History*. Madeira Park, BC: Harbour Publishing.
- Harley, D., & Fitzpatrick, G. (2009). YouTube and intergenerational communication: the case of Geriatric1927. *Universal Access in the Information Society*, 8, 5-20. doi:10.1007/s10209-008-0127-y
- Harrod, M. (2011). "I have to keep going": why some older adults are using the internet for health information. *Ageing International*, 36(2), 283-294. doi:10.1007/s12126-010-9090-z
- Hartenian, L. S., & Lilly, B. (2009). Egoism and commitment: a multidimensional approach to understanding sustained volunteering. *Journal of Managerial Issues*, 21(1), 97-118. Retrieved from Business Source Complete.
- Hartman, K. A. (2009). Retaining intellectual capital: retired faculty and academic libraries. *References & User Services Quarterly*, 48(4), 384-390. Retrieved from Education Research Complete.
- Haski-Leventhal, D. (2009). Elderly volunteering and well-being: a cross-European comparison based on SHARE data. *Voluntas*, 20, 388-404. doi:10.1007/s11266-

009-9096-x

- Hatch, J. A. (2002). *Doing qualitative research in education settings*. Albany, NY: State University of New York Press.
- Hayman, S. (2011). Older people in Canada: their victimization and fear of crime. *Canadian Journal on Aging, 30*(3), 423-436. doi:10.1017/S0714980811000225
- Hebblethwaite, S., & Norris, S. (2011). Expressions of generativity through family leisure: experiences of grandparents and adult grandchildren. *Family Relations, 60*, 121-133. doi:10.1111/j.1741-3729.2010.00637.x
- Hecht, M. L. (1993). 2002 – a research odyssey: toward the development of a communication theory of identity. *Communication Monographs, 60*(1), 76-82. Retrieved from Communication & Mass Media Complete.
- Henkens, K., & Leenders, M. (2010). Burnout of older workers' intentions to retire. *International Journal of Manpower, 31*(3), 306-321. doi:10.1108/01437721011050594
- Henry, J. D., von Hippel, W., & Baynes, K. (2009). Social inappropriateness, executive control, and aging. *Psychology and Aging, 24*(1), 239-244. doi:10.1037/a0013423
- Hensen, J. R., & Olson, L. N. (2010). The monster within: how male serial killers discursively manage their stigmatized identities. *Communication Quarterly, 58*(3), 341-364. doi:10.1080/01463373.2010.503176
- Henwood, T., Bartlett, H., & Carroll, M. (2011). Mentoring Australian emerging researchers in aging: evaluation of a pilot mentoring scheme. *Educational*

Gerontology, 37(8), 703-714. doi:10.1080/03601271003723594

- Heo, J., Lee, Y., Pedersen, P. M., & McCormick, B. P. (2010). Flow experience in the daily lives of older adults: An analysis of the interaction between flow, individual differences, serious leisure, location and social context. *Canadian Journal on Aging*, 29(3), 411-423. doi:10.1017/S07149808100000395
- Herrbach, O., Mignonac, K., & Richebe, N. (2011). Undesired side effect? The promotion of non-commitment in formal vs. informal mentorships. *The International Journal of Human Resource Management*, 22(7), 1554-1569. doi:10.1080/09585192.2011.561965
- Hester, E. J. (2009). An investigation of the relationship between health literacy and social communication skills in older adults. *Communication Disorders Quarterly*, 30(2), 112-119. doi:10.1177/1525740108324040
- Hewitt, S. (2008). Defusing the demographic time-bomb. *Human Resource Management International Digest*, 16(7), 3-5. doi:10.1108/09670730810911305
- Hilsen, A. I., & Ennals, R. (2009). Virtual Links: intergenerational learning and experience sharing across age divides and distances. *AI & Society*, 23(1), 33-40. doi:10.1007/s00146-007-0166-6
- Hodkinson, H. (2010). Learning to work no longer: exploring "retirement". *Journal of Workplace Learning*, 22(1/2), 94-103. doi:10.1108/13665621011012889
- Hofland, B. (2011). A case study of the community college baccalaureate: what happened in ten years? (*Doctoral dissertation*). Retrieved from ProQuest Digital

Dissertations database. (AAT 3466789)

- Hogeboom, D. L., McDermott, R. J., Perrin, K. M., Osman, H., & Bell-Ellison, B. A. (2010). Internet use and social networking among middle aged and older adults. *Educational Gerontology, 36*(2), 93-111. doi:10.1080/03601270903058507
- Hoigaard, R., & Mathisen, P. (2009). Benefits of formal mentoring for female leaders. *International Journal of Evidence Based Coaching and Mentoring, 7*(2), 64-70. Retrieved from Business Source Complete.
- Hong, J., Hwang, M., Wong, W., Lin, H., & Yau, C. (2012). Gender differences in social cognitive learning at a technological project design. *International Journal of Technology and Design Education, 22*(4), 451-472. doi:10.1007/s10798-011-9152-x
- Hong, S., & Morrow-Howell, N. (2013). Increasing older adults' benefits from institutional capacity of volunteer programs. *Social Work Research, 37*(2), 99-108. doi:10.1093/swr/svs028
- Howe, C., Matthews, L. R., & Heard, R. (2010). Work to retirement: a snapshot of psychological health in a multicultural Australian population. *Work, 36*(2), 119-127. doi:10.3233/WOR-2010-1014
- Hurd, N. M., & Zimmerman, M. A. (2010). Natural mentoring relationships among adolescent mothers: a study of resilience. *Journal of Research on Adolescence, 20*(3), 789-809. doi:10.1111/j.1532-7795.2010.00660.x
- Hussein, S., & Manthorpe, J. (2011). 'Third-age' workers caring for adults and older

people in England: findings from secondary analysis of the National Minimum Data Set for Social Care. *Diversity in Health Care*, 8, 103-113. Retrieved from SocINDEX with full text.

Hustinx, L., & Handy, F. (2009). Where do I belong? Volunteer attachment in a complex organization. *Administration in Social Work*, 33(2), 202-220.

doi:10.1080/03643100902769129

Hwang, Y., & Jeong, S. (2009). Revisiting the knowledge gap hypothesis: A meta-analysis of thirty-five years of research. *Journalism & Mass Communication Quarterly*, 86(3), 513-532. Retrieved from <http://www.aejmc.com>

Iancu-Haddad, D., & Oplatka, I. (2009). Mentoring novice teachers: motives, process, and outcomes from the mentors point of view. *The New Educator*, 5, 45-65.

Retrieved from Education Source Complete.

Imamura, M., Zhang, Y. B., & Harwood, J. (2011). Japanese sojourners' attitudes toward Americans: exploring the influences of communication accommodation, linguistic competence, and relational solidarity in intergroup contact. *Journal of Asian Pacific Communication*, 21(1), 115-132. doi:10.1075/japc

Istead, L., & Shapiro, B. (2014). Recognizing the child as knowledgeable other: intergenerational learning research to consider child-to-adult influence on parent and family eco-knowledge. *Journal of Research in Childhood Education*, 28(1), 115-127. doi:10.1080/02568543.2013.851751

Jackson, P. (2010). Capturing, structuring and maintaining knowledge: a social software

approach. *Industrial Management & Data Systems*, 110(6), 908-929.

doi:10.1108/02635571011055117

James, R., & Marc, J. (2002). *Historic Shipwrecks of the Sunshine Coast*. Vancouver, BC: Underwater Archaeological Society of BC.

Jang, H., Kim, E. J., & Reeve, J. (2012). Longitudinal test of self-determination theory's motivation mediation model in a naturally occurring classroom context. *Journal of Educational Psychology*, 104(4), 1175-1188. doi:10.1037/a0028089

Jauhiainen, J. S. (2009). Will the retiring baby boomers return to rural periphery? *Journal of Rural Studies*, 25, 25-34. doi:10.1016/j.jrurstud.2008.05.001

Jensen, T., & Deller, S. (2007). Spatial modeling of the migration of older people with a focus on amenities. *The Review of Regional Studies*, 37(3), 303-343. Retrieved from <http://www.economy.okstate.edu/rrs/>

Jetten, J., Haslam, C., Pugliese, C., Tonks, J., & Haslam, S. A. (2010). Declining autobiographical memory and the loss of identity: effects on well-being. *Journal of Clinical and Experimental Neuropsychology*, 32(4), 408-416. doi:10.1080/13803390903140603

Jones, J. (2012). An analysis of learning outcomes within formal mentoring relationships. *International Journal of Evidence Based Coaching and Mentoring*, 10(1), 57-72. doi:Business Source Complete.

Jonsson, H. (2011). The first steps into the third age: the retirement process from a Swedish perspective. *Occupational Therapy International*, 18, 32-38.

doi:10.1002/oti.311

Judge, J., Walley, R., Anderson, B., & Young, R. (2010). Activity, aging, and retirement: the views of a group of Scottish people with intellectual disabilities. *Journal of Policy and Practice in Intellectual Disabilities, 7*(4), 295-301.

doi:10.1111/j.1741-1130.2010.00279.x

Jung, E., & Hecht, M. L. (2008). Identity gaps and level of depression among Korean Immigrants. *Health Communication, 23*, 313-325.

doi:10.1080/10410230802229688

Jung, E., Hecht, M. L., & Wadsworth, B. C. (2007). The role of identity in international students' psychological well-being in the United States: A model of depression level, identity gaps, discrimination, and acculturation. *International Journal of Intercultural Relations, 31*, 604-624. doi:10.1016/j.ijintrel.2007.04.001

Jungers, C. M. (2010). Leaving home: an examination of late-life relocation among older adults. *Journal of Counseling & Development, 88*(4), 416-423. Retrieved from Academic Search Complete.

Kam, J. A., & Hecht, M. L. (2009). Investigating the role of identity gaps among communicative and relational outcomes within the grandparent-grandchild relationship: the young-adult grandchildren's perspective. *Western Journal of Communication, 73*(4), 456-480. doi:10.1080/10570310903279067

Karakus, M. C., & Okunade, A. A. (2012). Obesity, depression, and employment related outcomes among workers near retirement. *Ageing International, 37*(2), 238-253.

doi:10.1007/s12126-010-9107-7

Kaskie, B., Imhof, S., Cavanaugh, J., & Culp, K. (2008). Civic engagement as a retirement role for aging Americans. *The Gerontologist*, 48(3), 368-377.

Retrieved from Education Research Complete.

Kathaumixw Defined. (2014, May 6). Retrieved from Kathaumixw:

<http://www.kathaumixw.org>

Kautonen, T., Tornikoski, E. T., & Kibler, E. (2011). Entrepreneurial intentions in the third age: the impact of perceived age norms. *Small Business Economics*, 37, 219-234. doi:10.1007/s11189-009-9238-y

Kay, F. M., & Wallace, J. E. (2010). Is more truly merrier?: Mentoring and the practices of law. *Canadian Review of Sociology*, 47(1), 1-26. doi:10.1111/j.1755-618X.2010.01220.x

Kei, Y. M. (2014). Engaging the Elderly in Volunteerism. In N. L. Vaugeois (Ed.), *Sustainability Case Studies in the Sunshine Coast: Insights from students in the Masters of Arts in Sustainable Leisure Management Program* (pp. 98-108). Nanaimo, BC: Vancouver Island University.

Keller, B., & Leslie, R. (1996). *Bright Seas, Pioneer Spirits: A History of the Sunshine Coast*. Toronto, ON: Touch Wood Editions.

Kennedy, D., & Bouchard, R. (1983). *Sliammon Life, Sliammon Lands*. Vancouver, BC: Talonbooks.

Kennedy, J. (1992). *Sunny Sandy Savary: A History of Savary Island 1792-1992*.

Vancouver, BC: Kennell Publishing.

- Kilcommons, A. M., Withers, P., & Moreno-Lopez, A. (2012). Do service users with intellectual disabilities want to be involved in the risk management process? A thematic analysis. *Journal of Applied Research in Intellectual Disabilities, 25*, 433-444. doi:10.1111/j.1468-3148.2012.00684.x
- Kilpatrick, S., Stirling, C., & Orpin, P. (2010). Skill development for volunteering in rural communities. *Journal of Vocational Education and Training, 62*(2), 195-207. doi:10.1080/13636820.2010.486929
- Kim, Y. S., & Merriam, S. B. (2010). Situated learning and identity development in a Korean older adults' computer classroom. *Adult Education Quarterly, 60*(5), 438-455. doi:10.1177/0741713610363019
- Kitchen, P., Williams, A., & Chowhan, J. (2012). Sense of community belonging and health in Canada: a regional analysis. *Social Indicators Research, 107*, 103-126. doi:10.1007/s11205-011-9830-9
- Kitchen, P., Williams, A., & Simone, D. (2012). Measuring social capital in Hamilton, Ontario. *Social Indicators Research, 108*(2), 215-238. doi:10.1007/s11205-012-0063-3
- Klassen, T. R. (2013). *Retirement in Canada: How retirement is changing for individuals, families, employers, and Canadian society as the baby boom generation ages.* . Don Mills, ON: Oxford University Press.
- Kobayashi, K. M., Cloutier-Fisher, D., & Roth, M. (2009). Making meaningful

connections: a profile of social isolation and health among older adults in a small town and small city, British Columbia. *Journal of Aging and Health*, 21(2), 374-397. doi:10.1177/0898264308329002

Kogan, S. M., & Brody, G. H. (2010). Linking parenting and informal mentor processes to depressive symptoms among rural African American young adult men. *Cultural Diversity and Ethnic Minority Psychology*, 16(3), 299-306. doi:10.1037/a0018672

Komp, K., van Tilbury, T., & van Groenou, M. B. (2012). Age, retirement, and health factors as volunteering in later life. *Nonprofit and Voluntary Sector Quarterly*, 41, 280-299. doi:10.1177/0899764011402697

Kornadt, A. E., & Rothermund, K. (2012). Internalization of age stereotypes into the self-concept via future self-views: a general model and domain-specific differences. *Psychology and Aging*, 27(1), 164-172. doi:10.1037/a0025110

Korte, J., Bohlmeijer, E. T., Westerhof, G. J., & Pot, A. M. (2011). Reminiscence and adaptation to critical life events in older adults with mild to moderate depressive symptoms. *Aging & Mental Health*, 15(5), 638-646. doi:10.1080/13607863.2010.551338

Kortegast, C. A., & Hamrick, F. A. (2009). Moving on: voluntary staff departures at small colleges and universities. *National Association of Student Personnel Administrators, Inc. [NASPA] Journal*, 46(2), 183-207. Retrieved from Education Research Complete

- Krah, M. J., Idlout, L., Minore, J. B., Dyck, R. J., & Kirmayer, L. J. (2011). Unikkaaruit: meanings of well-being, unhappiness, health, and community change among Inuit in Nunavut, Canada. *American Journal of Community Psychology, 48*, 426-438. doi:10.1007/s10464-011-9431-4
- Kramp, J. M. (2013). From Emerson to Erikson: methodological reflections on a common, anti-American approach to biography. *The Journal of Psychohistory, 41*(1), 44-51. Retrieved from Academic Search Complete.
- Kubicek, B., Korunka, C., Hoonakker, P., & Raymo, J. M. (2010). Work and family characteristics as predictors of early retirement in married men and women. *Research on Aging, 32*(4), 467-498. doi:10.1177/0164027501364120
- Lambert, A. (2002). *Rusty Nails & Ration Books: Great Depression and WW2 Memories 1929-1945*. Victoria, BC: Trafford Publishing.
- Lambert, B. A. (Ed.). (2006). *Old-Time Stories: Billy Goat Smith, Powell River Co. Xmas, Mr. Dippie, & Others*. Victoria, BC: Trafford Publishing.
- Lambert, B. A. (Ed.). (2009). *Powell River 100: The Largest Single Newsprint Manufacturer in the World*. Bloomington, IL: Trafford Publishing.
- Lambert, B. A. (2012). *War Brides and Rosies: Powell River and Stillwater, BC*. Bloomington, IL: Trafford Publishing.
- Lambert, D. M., Clark, C. D., Wilcox, M. D., & Park, W. M. (2007). Do migrating seniors affect business establishment and job growth? An empirical look at southeastern nonmetropolitan counties, 2000-2004. *The Review of Regional*

- Studies*, 37(2), 251-278. Retrieved from <http://www.economy.okstate.edu/rrs/>
- Larocque, E. L. (2006). *Off the Beaten Path: Discovering Powell River and the Upper Sunshine Coast*. Powell River, BC: Tidal Pool Publishing.
- Larocque, E. L. (2011). *A Dream of Giants: The Story of the Sunshine Coast Trail*. Powell River, BC: Tidal Pool Publishing.
- Laslett, P. (1989). *A Fresh Map of Life: The Emergence of the Third Age*. Cambridge, MA: Harvard University Press.
- Lau, D. T., Machizawa, S., & Doi, M. (2012). Informal and formal support among community-dwelling Japanese American elders living alone in Chicagoland: an in-depth qualitative study. *Journal of Cross Cultural Gerontology*, 27, 149-161. doi:10.1007/s10823-012-9166-1
- Lawrence, G. (2010). *Adventures in Solitude*. Madeira Park, BC: Harbour Publishing.
- Lear, G. (2011). The learning projects of rural third age women: enriching a valuable community resource. *Australian Journal of Adult Learning*, 51, 170-179. Retrieved from ERIC.
- Ledbetter, A. M. (2010). Family communication patterns and communication competence as predictors of online communication attitude: evaluating a dual pathway model. *Journal of Family Communication*, 10(2), 99-115. doi:10.1080/15267431003595462
- Lee-Shoy, T., & Dreher, T. (2009). Creating listening spaces for the intergenerational communication – Tiffany Lee-Shoy in conversation with Tanja Dreher.

Continuum: Journal of Media & Cultural Studies, 23(4), 573-577.

doi:10.1080/10304310903078694

Lin, C. A., Neafsey, P. J., & Strickler, Z. (2009). Usability testing by older adults of a computer-mediated health communication program. *Journal of Health*

Communication, 14(2), 102-118. doi:10.1080/10810730802659095

Lin, C., Kao, M., & Chang, K. (2010). Is more similar better? Interacting effect of the cognitive-style congruency and tacitness of knowledge on knowledge transfer in the mentor-protégé dyad. *Asian Journal of Social Psychology*, 13, 286-292.

doi:10.1111/j.1467-839X.2010.01325.x

Lin, M., & Zhang, Y. B. (2008). Taiwanese older adults' perceptions of aging and communication with peers and young adults. *Journal of Asian Pacific*

Communication, 18(2), 135-156. doi:10.1075/japc.18.2.02lin

Linderman, A., Baker, J., & Bosacker, S. C. (2011). Surfacing and transferring expert knowledge: the sense-making interview. *Human Resource Development*

International, 14, 353-362. doi:10.1080/13678868.2011.585071

Lipscomb, C. E., Martin, E. R., & Peay, W. J. (2009). Building the next generation of leaders: The NLM/AAHSL leadership fellows program. *Journal of Library*

Administration, 49, 847-867. doi:10.1080/01930820903396970

Liu, D., Liu, J., Kwan, H. K., & Mao, Y. (2009). What can I gain as a mentor? The effect of mentoring on the job performance and social status of mentors in China. *British*

Psychological Society, 82, 871-895. doi:10.1348/096317908X380664

- Liu, Y., Xu, J., & Weitz, B. A. (2011). The role of emotional expression and mentoring in internship learning. *Academy of Management Learning & Education, 10*(1), 94-110. doi:10.5465/AMLE.2011.59513275
- Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). *Methods in educational research: From theory to practice*. San Francisco, CA: Jossey-Bass.
- Lorbach, J. (Ed.). (2012). *Not All Paved Roads*. Powell River, BC: City of Powell River.
- Luhmann, M., Hofmann, W., Eid, M., & Lucas, R. E. (2012). Subjective well-being and adaptation to life events: a meta-analysis. *Personality Processes and Individual Differences, 102*, 592-615. doi:10.1037/a0025948
- Luppi, E. (2010). Autonomy and citizenship in the late third age. *Educational Gerontology, 36*, 872-892. doi:10.1080/03601271003715921
- Lutz, W. J. (*****). *Up the Lake: Coastal BC Stories*. Powell River, BC: Powell River Books.
- Lutz, W. J. (2005). *Up the Lake: Coastal British Columbia Stories*. Victoria, BC: Powell River Books.
- Lutz, W. J. (2006). *Up the Winter Trail: Coastal BC Stories*. Powell River, BC: Powell River Books.
- Lutz, W. J. (2008a). *Farther Up the Lake: Coastal BC Stories*. Powell River, BC: Powell River Books.
- Lutz, W. J. (2008b). *Up the Airway: Coastal BC Stories*. Powell River, BC: Powell River Books.

- Lutz, W. J. (2012). *Off the Grid: Coastal BC Stories*. Powell River, BC: Powell River Books.
- Luyckx, K., Vansteenkiste, M., Goossens, L., & Dueiz, B. (2009). Basic need satisfaction and identity formation: bridging self-determination theory and process-oriented identity research. *Journal of Counseling Psychology, 56*(2), 276-288.
doi:10.1037/a0015349
- MacDonald, B., Andrews, D., & Brown, R. L. (2010). The Canadian elder standard – pricing the basic needs for the Canadian elderly. *Canadian Journal on Aging, 29*(1), 39-56. doi:10.1017/S071498080990432
- Maeda, E., & Hecht, M. L. (2012). Identity search: interpersonal relationships and relational identities of always-single Japanese women over time. *Western Journal of Communication, 76*(1), 44-64. doi:10.1080/10570314.2012.637539
- Maestas, N. (2010). Back to work: expectation and realizations of work after retirement. *The Journal of Human Resources, 45*(3), 718-748. Retrieved from Education Research Complete.
- Mansson, D. H., Myers, S. A., & Turner, L. H. (2010). Relational maintenance behaviors in the grandchild-grandparent relationship. *Communication Research Reports, 27*(1), 68-79. doi:10.1080/08824090903526521
- Marsick, V. (2004). Case Study. In M. W. Galbraith (Ed.), *Adult Learning Methods: A Guide for Effective Instruction* (3 ed., pp. 383-404). Malabar, FL: Krieger Publishing Company.

- Martinez, I. L., Crooks, D., Kim, K. S., & Tanner, E. (2011). Invisible civic engagement among older adults: valuing the contributions of informal volunteering. *Journal of Cross Cultural Gerontology, 26*(1), 23-37. doi:10.1007/s10823-011-9137-y
- Martinez, I. L., Frick, K. D., Kim, K. S., & Fried, L. P. (2010). Older adults and retired teachers address teacher retention in urban schools. *Educational Gerontology, 36*(4), 263-280. doi:10.1080/03601270903212302
- Mason, E. C. (1976). *Lasqueti Island, History and Memory*. Victoria, BC: Author.
- Mason, J. (2005, June 8). Past holds lessons for today's project. *Powell River Peak*. Retrieved from <http://www.prpeak.com>
- Matthews, M. (2012, April 10). How we ended up retiring in rural British Columbia. The Globe and Mail. Retrieved from <http://www.theglobeandmail.com>
- Matusitz, J., & Breen, G. (2011). An examination of the social, behavioral, and cognitive influences of infamous individuals on media consumers. *Social Work in Public Health, 26*(5), 542-554. doi:10.1080/19371918.2011.543000
- Mazza, M., Lucci, G., Pacitti, F., Pino, M. C., Mariano, M., Casacchia, M., & Roncone, R. (2010). Could schizophrenic subjects improve their social cognition abilities only with observation and imitation of social situations? *Neuropsychological Rehabilitation, 20*(5), 675-703. doi:10.1080/09602011.2010.486284
- McBride, A. M., Gonazales, E., Morrow-Howell, N., & McCrary, S. (2011). Stipends in volunteer civic service: inclusion, retention, and volunteer benefits. *Public Administration Review, 71*(6), 850-858. doi:10.1111/j.1540-6210.2011.02419.x

- McBride, A. M., Greenfield, J. C., Morrow-Howell, N., Lee, Y. S., & McCrary, S. (2012). Engaging older adult volunteers in national service. *Social Work Research, 36*(2), 101-112. doi:10.1093/swr/svs017
- McKenzie, A. (2014, April). Seniors Corner. *The Hulk, 2*(5), p. 10.
- McLeod, H., & Ricketts, K. (2013). 'In between the fireflies': community art with senior women of Chinese heritage around issues of culture, language and storytelling. *Internal Journal of Education Through Art, 9*(1), 23-39. doi:10.1386/eta.9.1.23_1
- McQuade, E., Sjoer, E., Fabian, P., Nascimento, J. C., & Schroeder, S. (2007). Will you miss me when I'm gone? A study of the potential loss of company knowledge and expertise as employees retire. *Journal of European Industrial Training, 31*(9), 758-768. doi:10.1108/03090590710846701
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: John Wiley & Sons, Inc.
- Michinov, E., Fouquereau, E., & Fernandez, A. (2008). Retirees' social identity and satisfaction with retirement. *International Journal of Aging and Human Development, 66*(3), 175-194. doi:10.2190/AG.66.3.a
- Moore, T. J. (2009). College seniors to senior citizens: harnessing the e-connection. *Gerontology & Geriatrics Education, 30*, 254-266. doi:10.1080/02701960903133547
- Morrow-Hollow, N. (2010). Volunteering in later life: research frontiers. *Journal of Gerontology: Social Sciences, 65B*(4), 461-469.

doi:10.1093/geronb/gbq024

Morrow-Howell, N., Hong, S., & Tang, F. (2009). Who benefits from volunteering? Variations in perceived benefits. *The Gerontologist, 48*(1), 91-102.

doi:10.1093/geront/gnp007

Mouratidis, A., Vansteenkiste, M., Lens, W., Michou, A., & Soenens, B. (2013). Within-person configurations and temporal relations of personal and perceived parent-promoted aspirations to school correlates among adolescents. *Journal of Educational Psychology, 105*(3), 895-910. doi:10.1037/a0032838

Mukherjee, D. (2011). Participation of older adults in virtual volunteering: a qualitative analysis. *Ageing International, 36*(2), 253-266. doi:10.1007/s12126-010-9088-6

Murray, S. R., & Peyrefitte, J. (2007). Knowledge type and communication media choice in the knowledge transfer process. *Journal of Managerial Issues, 19*(1), 111-133. Retrieved from ProQuest.

National Institutes of Health. (n.d.). Retrieved from <http://www.nih.gov>

Neider, M. B., Gaspar, J. G., McCarley, J. S., Crowell, J. A., Kaczmarek, H., & Kramer, A. F. (2011). Walking and talking: dual-task effects on street crossing behavior in older adults. *Psychology and Aging, 26*(2), 260-268. doi:10.1037/a0021566

Newbold, B., & Meredith, T. (2012). Where will you retire? Seniors' migration within Canada and implications for policy. *Institute for Research on Public Policy, 36*, 1-32. Retrieved from www.irpp.org

Newbury, J. (2013). *Contextualizing Care: Relational Engagement within Human Service*

Practices. Chagrin Falls, OH: Taos Institute Publications/World Share Books.

Ng, E. S., & Sears, G. J. (2010). What women and ethnic minorities want. Work values and labor market confidence: a self-determination perspective. *The International Journal of Human Resource Management*, 21(5), 676-698.

doi:10.1080/09585191003658847

O'Brien, K. E., Biga, A., Kessler, S. R., & Allen, T. D. (2010).). A meta-analytic investigation of gender differences in mentoring. *Journal of Management*, 36(2), 537-554. doi:10.1177/0149206308318619

Olesen, S. C., & Berry, H. L. (2011). Community participation and mental health during retirement in community sample of Australians. *Aging & Mental Health*, 15, 186-197. doi:10.1080/13607863.2010.501053

Olesen, S. C., Butterworth, P., & Rodgers, B. (2012). Is poor mental health a risk factor for retirement? Findings from a longitudinal population survey. *Social Psychiatry & Psychiatry Epidemiology*, 47(5), 735-744. doi:10.1007/s00127-011-0375-7

Oliver, E. J., Markland, D., & Hardy, J. (2010). Interpretation of self-talk and post-lecture affective states of higher education students: a self-determination theory perspective. *British Journal of Educational Psychology*, 80(2), 307-323.

doi:10.1348/000709909X477215

Osborne, J. (2009). Commentary on retirement, identity, and Erikson's Developmental Stage Model. *Canadian Journal on Aging*, 28(4), 295-301.

doi:10.1017/S0714980809990237

- Osborne, J. (2012). Psychological effects of the transition to retirement. *Canadian Journal of Counselling and Psychotherapy*, 46(1), 45-58. Retrieved from Education Research Complete.
- Oshio, T. (2012). Gender differences in the associations of life satisfaction with family and social relations among the Japanese elderly. *Journal of Cross Cultural Gerontology*, 27(3), 259-274. doi:10.1007/s10823-012-9169-y
- Ota, H., McCann, R. M., & Honeycutt, J. M. (2012). Inter-asian variability in intergenerational communication. *Human Communication Research*, 38, 172-199. doi:10.1111/j.1468-2958.2011.01422.x
- Palsdottir, A. (2012). Elderly peoples' information behavior: accepting support from relatives. *International Journal of Libraries & Information Services*, 62(2), 135-144. doi:10.1515/libri-2012-0010
- Parkinson, L., Warburton, J., Sibbritt, D., & Byles, J. (2010). Volunteering and older women: psychosocial and health predictors of participation. *Aging & Mental Health*, 14(8), 917-927. doi:10.1080/13607861003801045
- Parks, R., Evans, B., & Getch, Y. (2013). Motivations and enculturation of older students returning to a traditional university. *New Horizons in Adult Education & Human Resource Development*, 25, 62-75. doi:10.1002/nha3.20031
- Patten, S. B., Wang, J. L., Williams, J. V., Lavorato, D. H., Bulloch, A., & Eliasziw, M. (2009). Prospective evaluation of the effect of major depression on working status in a population sample. *The Canadian Journal of Psychiatry*, 54(12), 841-845.

Retrieved from Academic Search Complete.

- Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). Los Angeles, CA: Sage Publications, Inc.
- Paul, E., Raibmon, P., & Johnson, H. (2014). *Written As I Remember It: Teachings from the Life of a Sliammon Elder*. Toronto, ON: University of Toronto Press.
- Pema, E. (2010). The effect of age discrimination laws on age-earnings profiles of post secondary faculty. *Atlantic Economic Journal*, 38(1), 65-80. doi:10.1007/s11293-009-9201-y
- Pengcharoen, C., & Schultz, K. S. (2010). The influences on bridge employment decisions. *International Journal of Manpower*, 31(3), 322-336. doi:10.1108/01437721011050602
- Pfeil, U., Svangstu, K., Ang, C. S., & Zaphiris, P. (2011). Social roles in an online support community for older people. *International Journal of Human-Computer Interaction*, 27(4), 323-347. doi:10.1080/10447318.2011.540490
- Pinquart, M., & Schindler, I. (2009). Change of leisure satisfaction in the transition to retirement: a latent-class analysis. *Leisure Sciences*, 31(4), 311-329. doi:10.1080/01490400902988275
- Plane, D. A., & Jurjevich, J. R. (2009). Ties that no longer bind? The patterns and repercussions of age-articulated migration. *The Professional Geographer*, 61(1), 4-20. Retrieved from <http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291467-9272>

- Pope, J. A., Isely, E. S., & Asamoah-Tut, F. (2009). Developing a marketing strategy for nonprofit organizations: an exploratory study. *Journal of Nonprofit & Public Sector Marketing*, 21(2), 184-201. doi:10.1080/10495140802529532
- Potocnik, K., Tordera, N., & Peiro, J. M. (2010). The influence of the early retirement process on satisfaction with early retirement and psychological well-being. *International Journal on Aging and Human Development*, 70(3), 251-273. doi:10.2190/AG.70.3.e
- Powell River Community Foundation. (2011). *Powell River's Vital Signs*. Powell River, BC: Author.
- Powell River Library. (n.d.). *Events*. Retrieved from Powell River Library: <http://www.powellriverlibrary.ca>
- Powell River Living Magazine. (2012, October). 7(9). (I. Southcott, Ed.) Powell River, BC. Retrieved from <http://www.prliving.ca>
- Powell River Regional District. (n.d.). *Inside the PRRD*. Retrieved from Powell River Regional District: <http://www.powellriverrd.bc.ca>
- Powell River Regional Economic Development Society [PRREDS]. (2011). *Community Profile and Site Selector Database*. Powell River, British Columbia. Retrieved from <http://www.prreds.com>
- Principi, A., Chiatti, C., Lamura, G., & Frerichs, F. (2012). The engagement of older people in civil society organizations. *Educational Gerontology*, 38(2), 83-106. doi:10.1080/03601277.2010.515898

- Raina, P. S., & et. al. (2009). The Canadian Longitudinal Study on Aging (CLSA). *Canadian Journal on Aging, 28*(3), 221-229. doi:10.1017/S0714980809990055
- Ram, R. (2010). Social capital and happiness: additional cross-country evidence. *Journal of Happiness Studies, 11*, 409-418. doi:10.1007/s10902-009-9148-3
- Ramaswami, A., Dreher, G. F., Bretz, R., & Wiethoff, C. (2010). Gender, monitoring, and career success: the importance of organizational context. *Personnel Psychology, 63*(2), 385-405. doi:10.1111/j.1744-6570.2010.01174.x
- Ramer-Biel, S., & First, A. (2011). "No home away from home": the discourse of home in ads for third-age housing. *Popular Communication, 9*, 181-195. doi:10.1080/15405702.2011.584459
- Randle, M., & Dolnicar, S. (2009a). Does cultural background affect volunteering behavior? *Journal of Nonprofit & Public Sector Marketing, 21*(2), 225-247. doi:10.1080/10495140802529649
- Randle, M., & Dolnicar, S. (2009b). Not just any volunteers: segmenting the market to attract the high contributors. *Journal of Nonprofit & Public Sector Marketing, 21*(3), 271-282. doi:10.1080/10495140802644513
- Ransdell, S., Kent, B., Gaillard-Kenney, S., & Long, J. (2011). Digital immigrants fare better than digital natives due to social reliance. *British Journal of Educational Technology, 42*(6), 931-938. doi:10.1111/j.1467-8535.2010.01137.x
- Rees, B. (2009a). *RV Canada on a Dime and a Dream: Have Fun on Your Working Holiday*. Victoria, BC: LoveToGo Writing.

- Rees, B. (2012). *RV Canada and the Polar Bear Dream: Adventures in Western Canada*. Victoria, BC: LoveToGo Writing.
- Rees, B. (RV Canada with Boo the Menopausal Van: Have Fun Working Vacation). *2009b* (2nd ed.). Victoria, BC: LoveToGo Writing.
- Rhodes, M. G., & Anastasi, J. S. (2012). The own-age bias in face-recognition: a meta-analytic and theoretical review. *Psychological Bulletin, 138*(1), 146-174.
doi:10.1037/a0025750
- Robinson, C., & Clark, R. (2010). Retiree health insurance and disengagement from a career job. *Journal of Labour Resources, 31*(3), 247-262. doi:10.1007/s12122-010-9091-4
- Robinson, O. C., Demetre, J. D., & Corney, R. H. (2011). Personality and retirement: exploring the links between the big five personality traits, reasons for retirement, and the experience of being retired. *Personality and Individual Differences, 48*, 239-258. doi:10.1016/j.pad.2010.01.014
- Rozanova, J., Keating, N., & Eales, J. (2012). Unequal social engagement for older adults: constraints on choice. *Canadian Journal on Aging, 31*(1), 25-36.
doi:10.1017/S0714980811000675
- Rubin, H. J., & Rubin, I. S. (2005). *Qualitative interviewing: The art of hearing data*. (2nd ed.). Los Angeles, CA: Sage Publications, Inc.
- Ruggiano, N. (2010). Grant and contract management within and intergenerational shared-site organization: a case study. *Journal of Applied Gerontology, 29*(4),

455-474. doi:10.1177/0733464809343430

Ruta, C. D. (2009). HR portal alignment for the creation and development of intellectual capital. *The International Journal of Human Resource Management*, 20, 562-577.

doi:10.1080/09585190802907318

Ryan, A., Goldberg, L., & Evans, J. (2009). Wise women: mentoring as relational learning in perinatal nursing practice. *Journal of Clinical Nursing*, 19(1/2), 183-191. doi:10.1111/j.1365-2702.2009.02852.x

Ryan, S. W., Carlstrom, A. H., Hughey, K. F., & Harris, B. S. (2011). From boots to books: applying Schlossberg's model to transitioning American veterans.

NACADA Journal, 31(1), 55-63. Retrieved from Education Research Complete

Schaefer, J. L. (2010). Voices of older baby boomer students: supporting their transitions back into college. *Educational Gerontology*, 36(1), 67-90.

doi:10.1080/17419160903057967

Schaefer, J. L. (2010). Voices of older baby boomer students: supporting their transitions back into college. *Educational Gerontology*, 36, 67-90.

doi:10.1080/17419160903057967

Schau, H. J., Gilly, M. C., & Wolfenbarger, M. (2009). Consumer identity renaissance: the resurgence of identity-inspired consumption in retirement. *Journal of*

Consumer Research, 36(2), 255-276. doi:10.1086/597162

Schirle, T. (2010). Health, pensions, and the retirement decision: evidence from Canada.

Canadian Journal on Aging, 29(4), 519-527. doi:10.1017/S0714980810000541

- Schlossberg, N. K. (2009). *Revitalizing Retirement: Reshaping Your Identity, Relationships, and Purpose*. Washington D.C.: American Psychological Association.
- Schlossberg, N. K. (2011). The challenge of change: the transition model and its applications. *Journal of Employment Counseling, 58*(4), 159-162. Retrieved from Academic Search Complete
- Schofield, J. (2010). *A Pilot's Journey Log: Daryl Smith and Pacific Coastal Airlines*. Mayne Island, BC: CoastDog Press.
- Schwartz, S. J., Zamboanga, B. L., Meca, L., & Ritchie, R. A. (2012). Identity around the world: an overview. In S. J. Schwartz (Ed.), *Identity Around the World. New Directions for Child and Adolescent Development* (Vol. 138, pp. 1-18). doi:10.1002/cad.20019
- Seo, E. H. (2013). A comparison of active and passive procrastination in relation to academic motivation. *Social Behavior and Personality, 41*(5), 777-786. doi:10.2224/sbp.2013.41.5.777
- Serafina, T. E., & Maitland, S. B. (2013). Validating the functions of identity scale: addressing methodological and conceptual matters. *Psychological Reports: Measures & Statistics, 112*(1), 160-183. doi:10.2466/03.07.20.PR0.112.1.160-183
- Sharma, A. (2011). Selective out-migration from Florida. *Population Research and Policy Review, 30*, 817-838. doi:10.1007/s11113-011-9212-7
- Shaw, A., & Hurst, J. A. (2009). 'I don't see any point in telling them': attitudes to

sharing genetic information in the family and carrier testing of relatives among British Pakistani adults referred to a genetics clinic. *Ethnicity & Health*, 14(2), 205-224. doi:10.1080/135578508020

Shehabat, I., Mahdi, S. A., & Khoualdi, K. (2009). E-learning as a knowledge management approach for intellectual capital utilization. *Turkish Online Journal of Distance Education*, 10(1), 159-170. Retrieved from Education Research Complete.

Simpkins, S. D., Vest, A. E., & Price, C. D. (2011). Intergenerational continuity and discontinuity in Mexican-origin youths' participation in organized activities: insights from mixed-methods. *Journal of Family Psychology*, 25(6), 814-824. doi:10.1037/a0025853

Skinner, E. A., Chi, U., & The Learning-Gardens Educational Assessment Group . (2012). Intrinsic motivation and engagement as “active ingredients” in garden-based education: examining models and measures derived from self-determination theory. *The Journal of Environmental Education*, 43(1), 16-36. doi:10.1080/00958964.2011.596856

Smith, D. L. (2013). The relationship of age and satisfaction with physician-patient communication from the 2009 Medical Expenditure Panel Survey (MEPS). *Journal of Communication in Healthcare*, 6(1), 44-60. doi:10.1179/1753807612Y.0000000025

Soldner, M., Rowan-Kenyon, H., Inkelas, K. K., Garey, J., & Robbins, C. (2012).

- Supporting students' intentions to persist in STEM disciplines: the role of living-learning programs among other social-cognitive factors. *The Journal of Higher Education*, 83(3), 311-336. Retrieved from Academic Search Complete.
- Soliz, J., Ribarsky, E., Harrigan, M. M., & Tye-Williams, S. (2010). Perceptions of communication with gay and lesbian family members: predictors of relational satisfaction and implications for outgroup attitudes. *Communication Quarterly*, 58(1), 77-95. doi:10.1080/01463370903538622
- Soliz, J., Thorson, A. R., & Rittenour, C. E. (2009). Communicative correlates of satisfaction, family identity, and group salience in multiracial/ethnic families. *Journal of Marriage and Family*, 71(4), 819-832. doi:10.1111/j.1741-3737.2009.00637.x
- Sorebo, O., & Haehre, R. (2012). Investigating students' perceived discipline relevance subsequent to playing educational computer games: a personal interest and self-determination theory approach. *Scandinavian Journal of Education Research*, 56(4), 345-362. doi:10.1080/00313831.2011.
- Southcott, I. (Ed.). (2014, April). Digital Storytelling. *Powell River Living Magazine*, 9(3), p. 33.
- Southern, K. (2013). *House histories and heritage: Volume I - The Vanishing Buildings*. Powell River, BC: Townsite Heritage Society of Powell River.
- Southern, K., & Bird, P. (1988). *Pulp, Paper, and People: 75 Years of Powell River*. Powell River, BC: Freisen Printers.

- Spira, M., & Wall, J. (2009). Cultural and intergenerational narratives: understanding responses to elderly family members in declining health. *Journal of Gerontology Social Work, 52*, 105-123. doi:10.1080/01634370802561893
- Stark, M. D., Kirk, A. M., & Bruhn, R. (2012). Generational differences as a determinant of women's perspectives on commitment. *AdultSpan Journal, 11*(2), 112-122. Retrieved from Academic Search Complete.
- Statistics Canada. (2010a). *Statistics Canada Table 282-0051 – Labor force survey estimates, retirement age by class of worker and sex, annual report*. Retrieved from <http://www5.statcan.gc.ca>
- Statistics Canada. (2010b). *Healthy aging indicators, by age group and sex, household population aged 45 and over, Canada and provinces*.
- Statistics Canada. (2012). *Powell River, British Columbia. 2011 Community Data. 2011 Census. Statistics Canada Catalogue no. 98-316-XWE*. Ottawa, ON. Retrieved from <http://www12.statcan.ca/english>
- Statistics Canada. (2013). *National Household Survey (NHS) Profile of Powell River, British Columbia. Statistics Canada Catalogue no. 99-004-XWE*. Ottawa, ON. Retrieved from <http://www12.statcan.gc.ca>
- Stephan, Y., Fouquereau, E., & Fernandez, A. (2008). The relation between self-determination and retirement satisfaction among active retired individuals. *International Journal on Aging and Human Development, 66*(4), 329-345. doi:10.2190/AG.66.4.d

- Strayhorn, T. L., & Saddler, T. N. (2009). Gender differences in the influence of faculty-student mentoring relationships on satisfaction with college among African-Americans. *Journal of African-American Studies*, 13(4), 476-493.
doi:10.1007/s12111-008-9082-1
- Sum, S., Mathews, M. R., Pourghasem, M., & Hughes, I. (2008). Internet technology and social capital: how the internet affects seniors' social capital and wellbeing. *Journal of Computer-Mediated Communication*, 14, 202-220.
doi:10.1111/j.1083-6101.2008.01437.x
- Swindell, R., Vassella, K., Morgan, L., & Sayer, T. (2011). University of the third age in Australia and New Zealand: capitalizing on the cognitive resources of older volunteers. *Australian Journal of Ageing*, 30(4), 196-201. doi:10.1111/j.1741-6612.2010.00476.x
- Tamborini, C. R., & Iams, H. M. (2011). Are generation X'ers different than late boomers? Family and earning trends among recent cohorts of women at young adulthood. *Population Research and Policy Review*, 30(1), 59-79.
doi:10.1007/s11113-010-9178-x
- Tan, E. J., Tanner, E. K., Seeman, T. E., Xue, Q., Rebok, G. W., Frick, K. D., & Fried, L. P. (2010). Marking public health through older adult volunteering: experience corps as a social marketing intervention. *American Journal of Public Health*, 100(4), 727-734. doi:10.2105/AJPH.2009.169151
- Tang, F., Copeland, V. C., & Wexler, S. (2012). Racial differences in volunteer

- engagement by older adults: an empowerment perspective. *Social Work Research*, 36(2), 89-100. doi:10.1093/swr/svs009
- Tang, F., Cunningham, P. H., Frauman, E., Ivy, M. I., & Perry, T. L. (2012). Attitudes and occupational commitment among public personnel: differences between baby boomers and gen-Xers. *Public Personnel Management*, 41(2), 327-360. doi:Business Source Complete.
- Tang, F., Morrow-Howell, N., & Hong, S. (2008). Institutional facilitation in sustained volunteering among older adult volunteers. *Career Development Journal*, 33(3), 172-182. Retrieved from <http://www.naswpress.org/publications/journals/swr.html>
- Taylor, G., Lokes, N., Gagnon, H., Kwan, L., & Koestner, R. (2012). Need satisfaction, work-school interference and school dropout: an application of self-determination theory. *British Journal of Educational Psychology*, 82(4), 622-646. doi:10.1111/j.2044-8279.2011.02050.x
- Templer, A., Armstrong-Stassen, M., & Cattaneo, J. (2010). Antecedents of older workers' motives for continuing to work. *Career Development International*, 15(5), 1362-0436. doi:10.1108/13620431011075349
- Terrion, J. L., & Leonard, D. (2010). Motivation of paid peer mentors and unpaid peer helpers in higher education. *International Journal of Evidence Based Coaching and Mentoring*, 8(1), 85-103. Retrieved from Business Source Complete.
- Teuscher, U. (2010). Change and persistence of personal identities after the transition to

- retirement. *International Journal on Aging and Human Development*, 70(1), 89-106. doi:10.2190/AG.70.1.d
- Thompson, B. (1997). *Texada Island*. Powell River, BC: Freisen Printers.
- Thompson, B., Kellas, J. K., Soliz, J., Thompson, J., Epp, A., & Schrodt, P. (2009). Family legacies: construction individual and family identity through intergenerational storytelling. *Narrative Inquiry*, 19(1), 106-134. doi:10.1075/ni.19.1.07tho
- Thompson, L., Jeffries, M., & Topping, K. (2010). E-mentoring for e-learning development. *Innovations in Education and Teaching International*, 47(2), 305-315. doi:10.1080/14703297.2010.498182
- Tonn, S. (2014). *Slices: A Memoir Anthology*. Powell River, BC: Powell River Public Library.
- Twenge, J. M., Campbell, W. K., & Freeman, E. C. (2012). Generational differences in young adults' life goals, concern for others, and civic orientation, 1966-2009. *Personality Processes and Individual Differences*, 102, 1045-1062. doi:10.1037/a0027408
- Urban, E. L., & Orbe, M. P. (2010). Identity gaps of contemporary U. S. immigrants: acknowledging divergent communicative experiences. *Communication Studies*, 61(3), 304-320. doi:10.1080/10510971003757147
- Vaccaro, A. (2009). Intergenerational perceptions, similarities and differences: a comparative analysis of lesbian, gay, and bisexual millennial youth with

generation X and baby boomers. *Journal of LGBT Youth*, 6(2-3), 113-134.

doi:10.1080/19361650902899124

- Van Bonsdorff, M. E., Shultz, K. S., Leskinen, E., & Tansky, J. (2009). The choice between retirement and bridge employment: a continuity theory and life course perspective. *International Journal on Aging and Human Development*, 69(2), 79-100. doi:10.2190/AG.69.2.a
- Van Dyke, M. A., Haynes, C., & Ferguson-Mitchell, J. (2007). Bridging the divide: A public relations perspective on intergenerational communication. *Public Relations Quarterly*, 52(4), 19-23. Retrieved from Communication & Mass Media Complete.
- Van Ingen, E., & Dekker, P. (2011). Changes in the determinants of volunteering: participation and time investment between 1975 and 2005 in the Netherlands. *Nonprofit and Voluntary Sector Quarterly*, 40(4), 682-702. doi:10.1177/0899764010363324
- Verduyn, P., Delvaux, E., Van Coillie, H., Tuerlickx, F., & Van Mechelen, I. (2009). Predicting the duration of emotional experience: two experience sampling studies. *Emotion*, 9(1), 83-91. doi:10.1037/a0014610
- Vigoda-Gadot, E., Baruch, Y., & Grimland, S. (2010). Career transitions: an empirical examination of second career of military retirees. *Public Personnel Management*, 39(4), 379-404. Retrieved from Business Search Complete.
- Villar, F., & Celdran, M. (2012). Generativity in old age: a challenge for universities of

the third age (U3A). *Educational Gerontology*, 38, 666-677.

doi:10.1080/03601277.2011.595347

VIU. (2014). Spring & Summer Course Calendar. *Continuing Education & Elder College*. Retrieved from <http://www.viu.ca>

Voorveld, H. A., & van der Goot, M. (2013). Age differences in media multitasking: a diary study. *Journal of Broadcasting & Electronic Media*, 57(3), 392-408.

doi:10.1080/08838151.2013.816709

Wadsworth, B. C., Hecht, M. L., & Jung, E. (2008). The role of identity gaps, discrimination and acculturation in international students' educational satisfaction in American classrooms. *Communication Education*, 57(1), 64-87.

doi:10.1080/03634520701668407

Walsh, K., & Callan, A. (2011). Perceptions, preferences, and acceptance of information and communication technologies in older-adult community care settings in Ireland: a case-study and ranked-care program analysis. *Ageing International*, 36, 102-122. doi:10.1007/s12126-010-9075-y

Walz, L. (2012, October 11). Student seeks retirees for doctoral research: Jennifer Salisbury is studying communications between generations. *Powell River Peak*. Powell River, BC. Retrieved from <http://www.prpeak.com>

Walz, L. (2013, November 19). BC slashes ferry sailings: round trips cancelled on all Powell River routes. *Powell River Peak*. Retrieved from <http://www.prpeak.com>

Walz, L. (2013, November 19). BC slashes ferry sailings: round trips cancelled on all

- Powell River routes. *Powell River Peak*. Retrieved from <http://www.prpeak.com>
- Walz, R. E. (2007). *Along the Edge of the Salish Sea: Hiking on the Upper Sunshine Coast*. Powell River, BC: End of the Road Press.
- Walz, R. E. (2013). *The Sunshine Coast Trail: Hut-to-Hut Hiking* (4th ed.). Powell River, BC: End of the Road Press.
- Warner, D. F., Hayward, M. D., & Hardy, M. A. (2010). The retirement life course in American at the dawn of the twenty-first century. *Population Research Policy Review*, 29(6), 893-919. doi:10.1007/s11113-009-9173-2
- Warren, A. M., & Kelloway, E. K. (2010). Retirement decisions in the context of the abolishment of mandatory retirement. *International Journal of Manpower*, 31(3), 286-305. doi:10.1108/01437721011050585
- Wasson Barrowclough, K., & White, C. H. (2011). Negotiating relational boundaries in adult-adolescent mentoring relationships. *Southern Communication Journal*, 76(2), 137-154. doi:10.1080/10417940903552142
- Wazner, M. B., Sparks, L., & Frymier, A. B. (2009). Humorous communication within the lives of older adults: the relationships among humor, coping efficacy, age, and life satisfaction. *Health Communication*, 24, 128-136. doi:10.1080/10410230802676482
- Wegner, L. (2012). *3D Success: Changing Careers In Mid Life*. Winnipeg, MB: Word Alive Press.
- Weiss, G., & Land, F. R. (2012). The two faces of age identity. *Gerontology Psychology*,

25(1), 5-14. doi:10.1024/1662-9647/a000050

- Wells, K. (2011, October 19). Occupy Vancouver draws rural attention: movement expresses discontent with financial system. *Powell River Peak*. Retrieved from <http://www.prpeak.com>
- Whitbourne, S. K., Sneed, J. R., & Sayer, A. (2009). Psychosocial development from college through midlife: a 34-year sequential study. *Developmental Psychology*, 45(5), 1328-1340. doi:10.1037/a0016550
- Williams, A., & Garrett, P. (2012). Teenagers' perceptions of communication and 'good communication' with peers, young adults, and older adults. *Language Awareness*, 21, 267-278. doi:10.1080/09658416.2011.604422
- Williamson, K. (2009). Creating the new village green: The impact of the retirement of the baby boomers on the public library. *Australasian Public Libraries and Information Services*, 22(2), 83-88. Retrieved from Education Research Complete.
- Windsor, T. D., Antsey, K. J., & Rodgers, B. (2008). Volunteering and psychological well-being among young-old adults: How much is too much? *The Gerontologist*, 48(1), 59-70. Retrieved from <http://gerontologist.oxfordjournals.org/>
- Wolcott, H. F. (2009). *Writing up qualitative research* (3rd ed.). Los Angeles, CA: Sage Publishing.
- Woodward, A. T., Freddolino, P. P., Blasche-Thompson, C. M., Wishart, D. J., Bakk, L., Kobayashi, R., & Tupper, C. (2011). Technology and aging project: training

outcomes and efficacy from a randomized field trial. *Ageing International*, 36, 46-65. doi:10.1007/s12126-010-9074-z

Wright, H. H., Capilouto, G. J., Srinivasan, C., & Fergadiotis, G. (2011). Story processing ability in cognitively healthy younger and older adults. *Journal of Speech, Language, and Hearing Research*, 54, 900-917. doi:10.1044/1092-4338(2010/09-0253)

Xie, B. (2009). Older adults' health information wants in the internet age: implications for patient-provider relationships. *Journal of Health Communication*, 14(6), 510-524. doi:10.1080/10810730903089614

Yamasaki, J. (2009). Though much is taken, much abides: the storied world of aging in a fictionalized retirement home. *Health Communication*, 24, 588-596. doi:10.1080/10410230903242192

Yanchar, S. C., South, J. B., Williams, D. D., Allen, S., & Wilson, B. G. (2010). Struggling with theory? A qualitative investigation of conceptual tool use in instructional design. *Education Technology Research Development*, 58, 39-60. doi:10.1007/s11423-009-9129-6

Yang, C., & Lin, C. Y. (2009). Does intellectual capital mediate the relationship between HRM and organizational performance? Perspective of a healthcare industry in Taiwan. *The International Journal of Human Resource Management*, 20, 1965-1984. doi:10.1080/09585190903142415

Yao, R., & Park, E. (2012). Market performance and the timing of retirement. *Journal of*

Personal Finance, 11(1), 10-48. Retrieved from Business Source Complete.

Yin, R. K. (2009). *Case study research: Design and methods*. (4th ed.). Los Angeles, CA: Sage Publications, Inc.

Zhan, Y., Wang, M., Liu, S., & Schultz, K. S. (2009). Bridge employment and retiree's health: a longitudinal investigation. *Journal of Occupational Health Psychology*, 14(4), 374-389. doi:10.1037/a0015285

Zhang, J., & Zhang, J. (2009). Longevity, retirement, and capital accumulation in a recursive model with an application to mandatory retirement. *Macroeconomic Dynamics*, 13, 327-348. doi:10.1017/S1365100508080073

Zhang, Y. B., & Lin, M. (2009). Conflict-initiating factors in intergenerational relationships. *Journal of Language and Social Psychology*, 28(4), 343-363. doi:10.1177/0261927X09341836

Zuccherro, R. A. (2011). A co-mentoring project: an intergenerational service-learning experience. *Educational Gerontology*, 37, 687-702. doi:10.1080/03601271003723487

Appendix A: Interview and Focus Group Questions to Participants

The researcher asked the following questions during individual interviews and focus group data collection events:

Individual interview questions:

1. How long have you been in Powell River? (What brought you to Powell River?)
2. What activities have you completed in your life and career that you feel might benefit younger people around you?
3. What kind of volunteering do you do outside of your family interactions? Why do you do this kind of volunteering?
4. What kind of interactions do you have with younger people (of all ages) outside of your family? During these interactions, do you pass down any of your beneficial experiences from your past? Why or why not?
5. Do you have anything else to add?

Focus group questions:

1. How long have you been in Powell River? (What brought you to Powell River?)
2. What venues are available in Powell River for people – not just retirees – to volunteer, specifically outside of the family?
3. Where in Powell River do retirees interact with younger generations – not just youth – outside of the family?
4. How could Powell River organizations increase interactions between retirees and younger generations outside the family?

5. How can Powell River increase the pass down of knowledge between retirees and younger generations outside of the family?

Appendix B: Participant Comments on Powell River's Social Openness and Closed Tendencies

Participants made many comments on both the positive and negative aspects of Powell River's social circles. Table B1 captured both types of comments.

Table B1

Participant Comments on Powell River's Social Openness and Closed Tendencies

Powell River Friendliness Comments	Powell River Closed Comments
"That they're very friendly, yes."	"But it's very hard to break in."
"God, everybody's so friendly, they talk to you."	"Very hard to, you have to earn your place in the little town."
"Well I tell you, I always greet people publicly if I recognize them from anywhere."	"All of a sudden we'll get a push back. It's territorial."
"The camaraderie is the best thing going."	"Because they come and ask or they have to find a way...."
"it seems to be highly welcoming and very friendly"	"You have to be invited."
"almost too much for me because I'm used to the big city, right."	"You have to be invited to come in."
"In the city they won't talk to you in the crosswalk because they don't know you."	"There's eight volunteers in my groups. And uh, and we're dam picky about who we wanted."
	"But (name) you know, what you're just saying, it really leads to many cases to people being shut out to people who shouldn't be shut out."
	"how many times people are shut out"
	"It's wide open, but I mean, there are closed circles."
	"And, I think that the circles are just really, really closed."

(table continues)

Powell River Friendliness
Comments

Powell River Closed Comments

	“I mean that is a problem with volunteers and that I think that is why sometimes groups get a little bit possibly exclusive.”
	“And there's too much circles in Powell River are very closed.”
	“And I also find that there's barriers, for volunteers.”
	“They never give it to you.”
	“I ...they were not particularly friendly.”

Note. Participants provided over double the negative comments over the positive regarding Powell River social circle openness.

Appendix C: Participant Comments Usage Perspective

Data revealed participant comments about technology in Table C1.

Table C1

Participant Computer Usage Perspective

Perspectives	Participant comments
How the participants see young people viewing computers	<p>“Both of them, especially now days with the computer, they swear by the computer, that is the gospel.”</p> <p>“They'll see something on the computer and they'll say that is what its' like.”</p> <p>“A lot of young people, um, basically are illiterate because they have never learned to read, they have never learned to write, they can't count, and if they don't have a cash register that tells the exact change to be given to them, they can't work in their heads.”</p> <p>“They go to the computer and then they don't think because they have bookies and people that do it for them.”</p> <p>“And one of his friends who hasn't even finished high school said to him well I never even finished high school but look how smart I am because I get everything I know from the Internet.”</p> <p>“You don't get that from just uh, flicking around a few keys on the computer.”</p> <p>“They are drawn to that computer.”</p>
How participant retirees view computers	<p>“When apple sends me things about pages and pages, and then it says ‘agree’, I just hit the box.”</p> <p>“Agree, agree, agree. Nobody reads that.”</p> <p>“I don't have a computer and don't want them.”</p> <p>“I have an email account, an email address. I can check my emails. I don't worry about spam or piracy.”</p> <p>“A computer I don't have. I have no interest in a computer. I don't worry about spam or piracy. I don't worry about a computer dying on me. Or having to upgrade it.”</p> <p>“I'm so out of, you know, cause I don't do, uh, I don't, I dislike computers, and I don't do e-pad, I pad.”</p>

Note. Participants view various forms of technology as a communication barrier.

Appendix D: The Workshop Presentation and Handout

Retiree Social Transition Workshop

Assisting Powell River's retirees in increased intergenerational communication through retirement transition support and identity transfer

Jennifer J. M. Salisbury

Pleasantries

- ▶ **Necessities:**
 - ▶ Washroom locations
 - ▶ First Aid Kit location
 - ▶ Exit location
- ▶ **Resources up front:**
 - ▶ Books that may help
 - ▶ List of references
- ▶ **Evaluation at the end of the workshop**

Introduction

- ▶ Workshop is part of a research findings
- ▶ Some of the ideas from the research will be included in this workshop

Study Frequently Asked Questions

- ▶ Who was in the study?
- ▶ What were some of the study findings?
- ▶ What were some of the other ideas?

Workshop Goals

- ▶ Improvement in social preparedness of people approaching retirement;
- ▶ Education of pre-retirees and retirees of their social curiosity and options to expand social circles;
- ▶ Better prepare pre-retirees for retirement with a higher probability of identity transfer into the “third age”;
- ▶ Increase intergenerational communication in Powell River;
- ▶ Increase knowledge transfer of retirees before loss due to illness or death; and,
- ▶ Increase social network of others retirees during research study.

Workshop Agenda

- ▶ 6 to 6:10 Welcome and pleasantries
- ▶ 6:10 to 6:30 Introductions
- ▶ 6:30 to 7:15 Transition Events
- ▶ 7:15 to 7:30 Social Break
- ▶ 7:30 to 9:00 7 Stages of Identity Transfer in Retirement

Introductions

- ▶ Name
- ▶ Are you retired or planning for retirement?
- ▶ Where did you/do you work?
- ▶ Share what you wrote on your name tag:
 - ▶ The last thing you enjoyed reading
 - ▶ One thing you are looking forward to

Workshop Part 1: The Transition

- ▶ Three parts to any life transition event:
 - ▶ Recognition
 - ▶ Handling
 - ▶ Application

Transition Recognition

- ▶ Transition type:
 - ▶ Anticipated
 - ▶ Unanticipated
 - ▶ Non event
- ▶ Where are you now?
- ▶ Disruption level

Transition Handling

- ▶ 4 Ss:
 - ▶ Situation
 - ▶ Self
 - ▶ Support
 - ▶ Strategy

Situation

- ▶ What is the context of the event?
 - ▶ Family
 - ▶ Economy
 - ▶ Finances
- ▶ What else is stressing you?

Self

- ▶ Refers to your inner strength in handling stress
- ▶ How do you deal with stress?
 - ▶ Avoider?
 - ▶ Optimistic?
 - ▶ Realistic?

Support

- ▶ Who do you rely on in your everyday life?
- ▶ Who will support you during your event?

Strategy

- ▶ Stress handling strategies:
 - ▶ Change the event
 - ▶ Reframe your thoughts
 - ▶ Do something unrelated to the event

Transition Application

- ▶ How will this change your relationships?
- ▶ How will this change your routines?

BREAK

- ▶ Did anyone hear a book title they would like to know more about? Ask them!

Workshop Part 2: Identity Transfer

- ▶ Seven stages for identity transfer from employee to retiree
- ▶ Each stage has an activity for you

IMAGINE

- ▶ Imagine you JUST retired...

Stage One: Diminished Self-Trust

- ▶ To trust or not to trust?
 - ▶ Self-doubt
 - ▶ Discomfort in making upsetting decisions of change
- ▶ Is there a decision you are delaying in making? Why?
- ▶ Is financial security in retirement a concern for you?

Stage Two: Post Retirement Void

- ▶ Where do I fit in?
 - ▶ Known as the “honeymoon period” but the excitement soon wears off - then what?
- ▶ Some action items:
 - ▶ List 3 major lessons you have learned in your life.
 - ▶ List 3 things you would like to still learn.
 - ▶ List 3 things you would like to accomplish in the rest of your life.

Stage Three: Search for Meaningful Engagement

- ▶ Do I stand out or sit in?
 - ▶ There are six places you may find yourself.

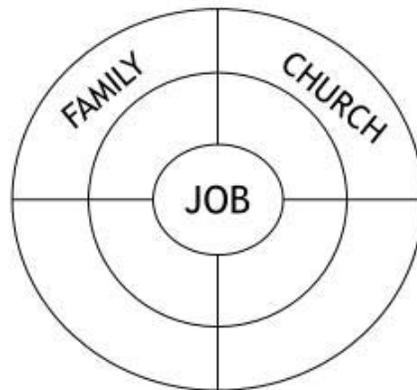
Stage Three: Search for Meaningful Engagement

- ▶ Which one are you?
 - ▶ Continuer
 - ▶ Searcher
 - ▶ Adventurer
 - ▶ Searcher
 - ▶ Involved Spectator
 - ▶ Retreater

Stage Four: Self-Actualization

- ▶ Am I supposed to be doing something?
- ▶ What are you able to contribute physically and mentally to society?
 - ▶ What excites you in life?

Stage Four: Self-Actualization



Stage 5: Partial Identity Disruption

- ▶ Retirement is a big speed bump!
 - ▶ Readjust your life.
 - ▶ Consider storytelling.
 - ▶ Interact with others using catalysts when you can.
- ▶ What catalysts do you have now that you could use to interact with others younger than you?

Stage Six: Focus on Social Relationships

- ▶ In retirement, you no longer than the same relationships with your former colleagues.
- ▶ Can you replace your former colleagues with new networks?
- ▶ What interests you?
 - ▶ Shed building from Okanagan
- ▶ Consider foster grand parenting.

Stage Seven: Anxiety Stagnation

- ▶ Fears
 - ▶ Education
 - ▶ Preparation
- ▶ Death
- ▶ Money
- ▶ Life Long Learning
 - ▶ How can you contribute to life long learning?

Workshop Goals

- ▶ Improvement in social preparedness of people approaching retirement;
- ▶ Education of pre-retirees and retirees of their social curiosity and options to expand social circles;
- ▶ Better prepare pre-retirees for retirement with a higher probability of identity transfer into the “third age”;
- ▶ Increase intergenerational communication in Powell River;
- ▶ Increase knowledge transfer of retirees before loss due to illness or death; and,
- ▶ Increase social network of others retirees during research study.

Conclusions

- ▶ Workshop = education
- ▶ Transition blue print
- ▶ Many resources available

References

- ▶ Atchley, R. C. (1989). A continuity theory of normal aging. *The Gerontologist*, 29(2), 183-190. Retrieved from <http://gerontologist.oxfordjournals.org>.
- ▶ Erikson, E. H. (1959). *Identity and the Life Cycle*. New York, NY: W. W. Norton & Company.
- ▶ Hill, N. (1937). *Think & Grow Rich*. New York, NY: Fawcett Books.
- ▶ Schlossberg, N. K. (2009). *Revitalizing Retirement: Reshaping Your Identity, Relationships, and Purpose*. Washington, D. C.: American Psychological Association.
- ▶ Schlossberg, N. K. (2011). The challenge of change: the transition model and its applications. *Journal of Employment Counseling*, 58(4), 159-162. Retrieved from Academic Search Complete.

Retiree Social Transition Workshop Handout

Part 1: Transition

RECOGNITION:

Upcoming event: _____

Type of event: Anticipated Unanticipated Non-event

Where are you in this event? _____

Anticipated level of disruption:

NOT DISRUPTIVE 1 2 3 4 5 VERY DISRUPTIVE

HANDLING:

1. _____.

a.

b.

c.

2. _____.

Type: _____

I could use help with this event by: _____

3. _____.

4. _____.

<u>Name/Type</u>	<u>Supporting Action</u>	<u>Strategy</u>
------------------	--------------------------	-----------------

1)

2)

3)

APPLICATION:

1. How will this change my _____?

Family:

Friends/Neighbors:

Colleagues:

2. How will this change my _____?

a.

b.

c.

Part 2: 7 Stages of Retirement Identity Transfer

STAGE 1: _____.

I am questioning:

I am delaying:

_____ Planning:

FEEL VERY SECURE 1 2 3 4 5 FEEL VERY UNSECURE

STAGE 2: _____.

Major _____: 1.

2.

3.

Desire to _____: 1.

2.

3.

Desired _____: 1.

2.

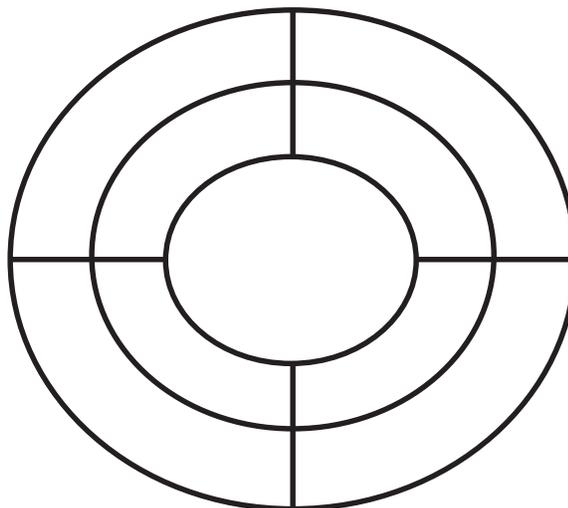
3.

STAGE 3: MEANINGFUL _____.

Continuer	
Easy Glider	
Adventurer	
Searcher	
Involved	
Spectator	
Retreater	

STAGE 4: SELF-ACTUALIZATION:

- 1.
- 2.
- 3.

**STAGE 5: PARTIAL _____ DISRUPTION:**

- 1.
- 2.
- 3.

STAGE 6: _____ RELATIONSHIPS:

- 1.
- 2.
- 3.

STAGE 7: ANXIETY STAGNATION:

- 1.
- 2.

Appendix E: Project Study Evaluation Instruments

Program Evaluation for Retiree Social Transition Workshop

To be completed at the end of the workshop, returned to the researcher.

Circle who is completing the evaluation: Pre-retiree Retiree

1. Do you feel the goals stated at the beginning of this workshop were accomplished?

NOT AT ALL 1 2 3 4 5 COMPLETELY

2. How would you rate the overall effectiveness of the instructor – activities, style, methods, rapport – for the workshop?

NOT EFFECTIVE 1 2 3 4 5 VERY EFFECTIVE

3. Did this workshop provide you with useful ideas to improve your preparation for shifting your identity to retirement?

NOT USEFUL 1 2 3 4 5 VERY USEFUL

4. Do you feel you may participant in intergenerational communication in Powell River with younger people outside of your family?

NOT AT ALL 1 2 3 4 5 COMPLETELY

5. What suggestions do you have for improving this workshop?

6. What, if any, suggestions do you have for additional social retirement planning workshops with might be organized in the future?

Curriculum Vitae

Jennifer JM Salisbury

EDUCATION

U. S. Naval Academy, Annapolis, Maryland

B. S. in Mathematics

1998

Graduated with merit

Old Dominion University, Norfolk, Virginia

M. E. M., Master's Degree in Engineering Management

2004

Validation from U. S. Naval Nuclear career aboard U. S. S.

Enterprise (CVN 65)

Walden University, Minneapolis, Minnesota

M. B. A. with Specialization in Knowledge and Learning Management **2007**

Thesis: The Trouble With Starbucks

An analysis of Starbucks' market share threat with competitors with commercial kitchens adding gourmet coffee lines.

AWARDS

Post GI-Bill 9/11 Grant

2009 to Present

70% Grant for Doctoral Work at Walden University as a Veteran

Toastmaster 2012 Triple Crown Award Winner

2011-2012

Earned three awards in speaking and leadership in one calendar year

Competitor on Reality TV Show "Canada's Greatest Know-It-All"
to Present

June 2011

Showcased on Discovery Channel Canada, one of the most successful TV series in Canada

TEACHING EXPERIENCE

- Business and Professional Women USA
Workshop leader and key note speaker **2008**
Developed workshop and conducted workshops on national level, as well as national foundation presentation.
- Toastmasters International
District and Division Officer Training **2011 to Present**
Developed and conducted training for Toastmasters about leadership and networking.
- Canadian Society for the Study of Higher Education
Workshop Speaker **2013**
Developed workshop and conducted workshops on national level, as well as national foundation presentation.
- Webster University **2014**
Guest Lecturer on Business Strategies
Invited guest lecturer for a Master's Capstone Course on Business Strategies.

PROFESSIONAL EXPERIENCE

- Platinum Business Development
Business Developer **2007 to Present**
Support business owners in all operations of their businesses including sales and marketing, operations, finance and legal, and establish and improve business systems.
- Directly supported several \$30M+ projects.* **2013**
- Powell River Regional Economic Development Society
Business Retention and Expansion Coordinator **2011 to 2014**
Educate business owners in the region and learn of their operations and gauge frustrations and ideas in how to improve business support logistics.
- Conducted data analysis for Vancouver Island University research study.* **2014**

Learning In Color, Inc. Owner and Trainer <i>Pursued learning strategies - using color - to improve learning processes for students of any age.</i>	2005 to 2011
U. S. Nuclear Navy U. S. Navy Nuclear Officer and Auditor <i>Operated reactors aboard the U. S. S. Enterprise, and provided audit support for the U. S. Navy Shipyard in the Nuclear Division.</i>	2000 to 2004
PUBLICATIONS AND PAPERS	
<i>"The Cure 4 Common Learning"</i> (unpublished) Guest Speaker at the 10 th Annual Irlen International Learning Conference	2008
COMMUNITY INVOLVEMENT	
Women in Business Powell River, BC	2009 to Present
First Credit Union Director <i>Regional Credit Union with \$259M in Assets</i> Powell River, BC	2011 to Present
Toast to the Coast, Powell River, BC <i>Founding Member</i>	2012 to Present
Member of Groundswell Event Committee <i>Vancouver Island University Powell River Campus</i> <i>Planning for Second Intergenerational Community Event</i>	2014
Toastmasters International Sunshine Speakers, Powell River, BC	
Member	2009 to 2010
Executive	2010 to 2011
Powell River Writer's Conference	
Member	2009 to 2011
President	2011 to 2012

Rotary International
Wailuku, HI and Powell River, BC

2006 to 2009

MEMBERSHIPS

American Association of Retired Persons

Association for the Study of Higher Education

British Columbia Economic Development Society

Canadian Association of Retired Persons

Canadian Society for the Study of Higher Education