

2018

# Strategies for Training a Multigenerational Workforce

Lydia Butler  
*Walden University*

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

 Part of the [Business 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](mailto:ScholarWorks@waldenu.edu).

# Walden University

College of Management and Technology

This is to certify that the doctoral study by

Lydia Butler

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. Jill Murray, Committee Chairperson, Doctor of Business Administration Faculty

Dr. Carol-Anne Faint, Committee Member, Doctor of Business Administration Faculty

Dr. Robert Banasik, University Reviewer, Doctor of Business Administration Faculty

Chief Academic Officer  
Eric Riedel, Ph.D.

Walden University  
2019

Abstract

Strategies for Training a Multigenerational Workforce

by

Lydia Butler

MS, Walden University, 2012

BS, Ashford University, 2010

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

August 2019

## Abstract

For the first time in history, 5 generations are working side by side, creating a challenge concerning training, developing, and managing a multigenerational workforce. More people are working into their later years, and the U.S. labor force participation rate of individuals age 55 and older is projected to increase from 22.4% to 24.8% by 2026. The purpose of this single case study was to explore training strategies managers used to improve multigenerational employee productivity. The sample population included 6 managers of an automotive company in the Great Lakes area of the United States who had knowledge and experience supervising multigenerational workers. Human capital theory was the conceptual framework used to ground the study. Data were collected from semistructured face-to-face interviews, company documents, and website pages. Data analysis included coding to identify themes and member checking to ensure validity. The 2 main themes were collaborative training methods and mentoring programs; the 2 subthemes were advancement and promotion, and retention of employees. Findings of this study may be used to support older employees working longer than traditional retirement age, which might benefit society with increased economic productivity through decreased costs of retirement benefits, healthier living, and greater longevity.

Strategies for Training a Multigenerational Workforce

by

Lydia Butler

MS, Walden University, 2012

BS, Ashford University, 2010

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

August 2019

## Dedication

First and foremost, I give all glory and honor to the Lord Jesus Christ for being a promise keeper and blessing me with His favor. I realize now God is in control of my life, and that the mistakes in my past, although devastating to me, did not ruin God's plan beyond repair. Nothing is impossible with God!

I dedicate this doctoral study to my parents George (deceased) and Bernice (deceased) Sharpe who never got the chance to see me graduate from college but would be so proud now that I have achieved such an accomplishment. I miss and love you both!

## Acknowledgments

I would like to thank my committee members, Dr. Jill Murray (chair), Dr. Carol-Anne Faint (second committee member), and Dr. Robert Banasik (university research reviewer) for their dedication throughout these last few months of the doctoral process. Even though our time together was short, I appreciate all the attention and guidance you gave to my completion of this study. I acknowledge my first chair, Dr. Kimberly Critchlow, for all the encouragement, inspiration, motivation, and strong hand you used to get me to this point. Dr. Critchlow, you were there with me through many highs and lows, both personal and academic, and I am forever grateful. I would like to acknowledge my other committee members, Dr. Anne Davis and Dr. Yvonne Doll, for all your continued feedback and support to help me achieve this milestone. I would like to thank my “study buddy” Sonya Payne for the shoulder to cry on, the laugh-out-loud moments, the listening ear during my vents, the prayers, and the all-around friendship we have. I would like to give a special thanks to classmate, Dr. Sherman Arthur, who continued to give me support and motivation after completing his doctoral journey to help me reach this victory. I want to acknowledge my children, Danyele (Justin), Lorren (Starr), Darrellyn (Wendell), Darren (Richelle), and grandchildren for the push you gave me along the way. I hope I have shown you that no matter what obstacles and challenges stand in your way, you can overcome! Dream your dreams and make them come true. Finally, to my husband, Willard, I just say thank you for being there and loving me when I was unlovable, frustrated, crying, and wanting to give up, and for telling me the Butler creed: Quitting is not an option!

## Table of Contents

List of Tables .....	iv
Section 1: Foundation of the Study.....	1
Background of the Problem .....	1
Problem Statement .....	1
Purpose Statement.....	2
Nature of the Study .....	2
Research Question .....	4
Interview Questions .....	4
Conceptual Framework.....	4
Operational Definitions.....	5
Assumptions, Limitations, and Delimitations.....	6
Assumptions.....	6
Limitations .....	6
Delimitations.....	7
Significance of the Study .....	7
Contribution to Business Practice.....	7
Implications for Social Change.....	8
A Review of the Professional and Academic Literature.....	9
Human Capital Theory.....	11
Training.....	17
Multigenerations .....	24



Retention .....	41
Transition .....	47
Section 2: The Project.....	48
Purpose Statement.....	48
Role of the Researcher .....	48
Participants.....	50
Research Method and Design .....	52
Research Method .....	52
Research Design.....	53
Population and Sampling .....	54
Ethical Research.....	56
Data Collection Instruments .....	58
Data Collection Technique .....	60
Data Organization Technique .....	63
Data Analysis .....	64
Reliability and Validity.....	67
Reliability.....	67
Dependability .....	67
Validity .....	68
Credibility .....	68
Transferability.....	69
Confirmability.....	69

Transition and Summary.....	70
Section 3: Application to Professional Practice and Implications for Change.....	71
Introduction.....	71
Presentation of the Findings.....	72
Emergent Theme 1: Collaborative Training Methods .....	74
Emergent Theme 2: Mentoring Programs.....	78
Applications to Professional Practice .....	93
Implications for Social Change.....	96
Recommendations for Action .....	96
Recommendations for Further Research.....	97
Reflections .....	98
Conclusion .....	99
References.....	101
Appendix A: Interview Questions .....	147
Appendix B: Interview Protocol.....	148

## List of Tables

Table 1. Coding of Sources Related to Themes.....	73
Table 2. Coding of Sources Related to Subthemes.....	73
Table 3. Coding for Sources Related to Collaborative Training Methods .....	74
Table 4. Coding of Sources Related to Mentoring Programs .....	79
Table 5. Coding of Sources Related to Motivation Strategies.....	81
Table 6. Coding of Sources Related to Retention.....	87

## Section 1: Foundation of the Study

### **Background of the Problem**

Older adult employees are beginning to change their ideas of working beyond retirement age. Several trends including phased retirement, delayed retirement, and bridge employment allow the older adult worker to remain working beyond the expected age of retirement (Lytle, Clancy, Foley, & Cotter, 2015). To maintain older employees' productivity skills, employers should identify new strategies for retaining skilled older adult workers (Kulik, Perera, & Cregan, 2016). To support and retain older employees, companies should provide sufficient training and development programs (Bibi, Ahmad, & Majid, 2018). Sprinkle and Urick (2018) noted that organizations that seek learning, training, and knowledge management improve intergenerational interactions, which improves performance in the workplace. Many companies do not have the necessary training for older workers to gain knowledge in computer skills and innovative technology (Kulik, Ryan, Harper, & George, 2014). In the current study, I explored training strategies for multigenerational workers that would enable organizations to remain productive.

### **Problem Statement**

Individuals 55 and older have a longer life expectancy and are working longer than retirement age (Smeaton, Di Rosa, Principt, & Butler, 2018). The Bureau of Labor Statistics (2017) estimated that the population of individuals in the labor force 55 and older will increase from 22.4% in 2016 to 24.8% by 2026. The general business problem was that some managers are unable to determine training solutions to sustain the

employability of older workers. The specific business problem was that some managers have limited training strategies to increase multigenerational employee productivity.

### **Purpose Statement**

The purpose of this qualitative single case study was to explore training strategies managers used to improve multigenerational employee productivity. The target population consisted of managers in an automotive company in the Great Lakes area of the United States who had successfully improved multigenerational employee productivity. The implications for positive social change include having a larger older population working longer, which will benefit society with increased economic productivity through decreased costs of retirement benefits, healthier living, and greater longevity. Enhanced career opportunities may improve workers' income potential and quality of life and may stimulate economic growth (Forstater, 2015).

### **Nature of the Study**

I used qualitative methodology to explore managers' training strategies that are effective in promoting multigenerational productivity. Qualitative research involves interpreting and analyzing the meaning of everyday events from the people sharing these experiences (Percy, Kostere, & Kostere, 2015). The qualitative method of gathering and analyzing data enhances the quality of research and contributes to unlocking the studied phenomenon (Berger, 2015). In contrast, quantitative methods include analyzing statistical data, examining relationships using direct manipulation, and testing hypotheses statistically (Sarma, 2015). Mixed-methods research combines both qualitative and quantitative methods (Sarma, 2015). I elected not to use these two methods because my

study did not require statistical data; rather, I explored the phenomenon as seen through the eyes of the participants. A qualitative method was appropriate for the study because of the need to obtain a deeper understanding from the participants' perspectives on training the multigenerational workforce.

Sarma (2015) noted case study, phenomenology, ethnography, and grounded theory as primary qualitative research designs. The research design appropriate for the study was a single case study. Case study is one of the most often used qualitative research methodologies, and researchers collect their data from multiple sources to explore the *how* or *why* questions concerning the phenomenon of concentration (Yazan, 2015). I did not use the phenomenological design described by Chan and Walker (2015) because it provides an exploration of individuals' perceived behavior and lived experiences in certain situations. The ethnographic design was not appropriate for the study because ethnography requires a substantial investment of field effort, participant observation, and explanation of the observations, which was not required in the current study (see Hammersley, 2018; Yin, 2018). I also chose not to use the grounded theory design because grounded theory research involves systematic inquiry by analyzing data using different collection techniques over an extended period (see Emerson, 2016). Grounded theory would not have been appropriate because of the constant comparison and collection of data while sampling different theories (see Emerson, 2016). A case study design allowed me to explore how individuals give meaning to events in real-life settings to answer my research question (Wamba, Akter, Edwards, Chopin, & Gnanzou, 2015; Yin, 2018).

### **Research Question**

The research question was the following: What training strategies do managers use to improve multigenerational employee productivity?

### **Interview Questions**

1. How have you addressed training needs that effectively increase multigenerational employee productivity?
2. What career-development opportunities are in place currently in your organization for the multigenerational workforce?
3. What training tactics have you used to motivate your multigenerational employees for continued employment?
4. What method worked best to motivate your employees?
5. What strategies do you use to retain older workers?
6. What training strategies do you use to improve multigenerational employee productivity?
7. What strategies do you use to understand generational employee differences?
8. What training policies have you used for the retention of your multigenerational workforce?
9. What additional information do you feel is relevant to the purpose of the study?

### **Conceptual Framework**

The objective of the study was to explore training strategies used by managers that address multigenerational training needs to maintain employee productivity. The

human capital theory (HCT) was the conceptual framework used to ground and support the study. Two leading economists, Schultz (1961) and Becker (1962), established the HCT in the late 1950s. The tenets of the HCT are education and schooling, on-the-job training, health care, knowledge, labor, skills, and motivation that an individual embodies, and any contributions that a person makes to economic productivity (Becker, 1964; Torre, Zatzick, Sikora, & Solari, 2018). As indicated in the HCT, the human capital idea centers on viewing people as assets. An individual's abilities, education, training, experiences, and skills are human capital assets that produce economic value thereby benefiting an organization (Becker, 1962). The HCT was applicable for this study because investments in education, training, knowledge, and skills may benefit productivity in an organization with a multigenerational workforce.

### **Operational Definitions**

*Baby boomers:* The baby boomers are individuals born between the years 1945 and 1964 (Kleinhans, Chakradhar, Muller, & Waddill, 2015). This generation has a team-oriented work ethic, is self-reliant, and grew up during the civil rights movement (Kleinhans et al., 2015).

*Generation X:* Generation X or the *Me first* generation are individuals who are born between the years 1965 to 1981 and have a general attitude of who cares (Kleinhans et al., 2015).

*Intergenerational solidarity:* Intergenerational solidarity is mutual support of other generations and awareness that members should comply and help (Thijssen, 2016).



*Millennials:* The millennials, better known as Generation Y (Gen Y), are children of baby boomers who were born between 1982 and 1999 (Kleinhans et al., 2015). This generation of individuals embraces the technology era such as the Internet, cell phones, and social networks (Kleinhans et al., 2015).

*Traditionalist:* The traditionalist generation, also known as the veterans or duty first, were born between 1927 and 1945 and are the senior portion of the workforce today (Kleinhans et al., 2015). Traditionalists are loyal to their employer, inclined to work hard, and respect authority (Kleinhans et al., 2015).

### **Assumptions, Limitations, and Delimitations**

#### **Assumptions**

Assumptions are circumstances that a person takes for granted and believes true (Levitt et al., 2018). Assumptions are also items assumed true that cast light on the research process and could influence the outcome of the study (Levitt et al., 2018). An assumption of this study was that the participants would respond truthfully to the interview questions asked. A second assumption was that the participants had experience and knowledge of training in the organization.

#### **Limitations**

A limitation is a boundary or barrier that may weaken the validity and trustworthiness of the findings (Egerton, Diamond, Buchbinder, Bennell, & Slade, 2017). There were some limitations to the study, which could pose a risk of validity. One limitation was the population included only present-day managers. Egerton et al. (2017) suggested that researchers should deliver clear descriptions and consequences of their

limitations to show how they affect confidence in the findings. Another limitation was that some participants may be older employees who are experiencing early retirement within the workplace, and some may be younger employees that could affect their viewpoints.

### **Delimitations**

A delimitation of research is what the researcher proposes to do and what will not be done within the scope of the study (He, Yang, & Song, 2016). A delimitation of this study was a small sample in a highly populated and industrialized area. Limiting the ability to access participants by contacts made through local professional organizations was a second delimitation. Although more information may be available from direct interviews with employees, I relied on perceived employee ideas, attitudes, and performance as interpreted by managers. A final limitation was that the study was in the Great Lakes region of the United States.

### **Significance of the Study**

#### **Contribution to Business Practice**

Employees may find a lack of support and guidance as a barrier to working beyond retirement age in an organization. Technology and computer literacy are transforming the workplace so quickly that workers frequently require new literacies (Leu, Kinzer, Coiro, Castek, & Henry, 2017). Strategies such as training and development reflect a commitment to retention for all generations within organizations (Cloutier, Felusiak, Hill, & Pemberton-Jones, 2015). Findings from this study may be used by managers to develop strategic training solutions for the multigenerational

workforce and may be of value to the business because strategic training could help organizational productivity. The results of this study may contribute to the improvement of business practice because training multigenerational workers and retaining older workers to stay employable may benefit organizations by maximizing the generations' learning and enhance their job productivity.

### **Implications for Social Change**

Retirees or workers near retirement are looking for ways to work beyond retirement age and earn substantial income. Older workers are performing paid work following retirement and are working longer and not always voluntarily (Kulik et al., 2014). The results of the study may lead to the formulation of strategies that may contribute to the continued growth of the multigenerational workforce, thereby positively contributing to social change. Kulik et al. (2014) found that retraining and updating the skills of the multigenerational workforce could help aging individuals meet the challenge of social fairness and equity by compensating them for being the financial burden of others' support. Many older workers want to give back to their community with intergenerational solidarity and reciprocity to promote intergenerational fairness (Thijssen, 2016). Kulik et al. noted that the influence of negative stereotypes and ageism could affect the amount of training offered to a worker. Training of multigenerations may impact social change by accommodating personalized learning styles to acknowledge diversity within the different generations to encourage an understanding of skills (Dwyer & Azevedo, 2016). To provide adequate training to a multigenerational workforce, managers should employ a variety of engagement practices that will benefit society with

increased economic productivity through decreasing costs of retirement benefits and promotion of healthier living and greater longevity.

### **A Review of the Professional and Academic Literature**

The purpose of this literature review was to provide context for the inquiry of strategies that managers can use to improve training of multigenerational employees to increase productivity. The review of the literature for the study included seminal books, journals, research studies, and professional websites. I used peer-reviewed journal articles from Google Scholar and the following Walden University research databases: ProQuest, ABI/Inform, Business Source Complete, Emerald Management Journals, and Sage Journals. In this study, 314 sources were cited (including four seminal books), of which 92% were published between 2015 and 2019, and of which 309 (98%) were peer reviewed. In the literature review, 132 sources were cited (including three seminal books) of which 86% were published between 2015 and 2019 and of which 129 (97%) were peer reviewed. The review of the literature began with a thorough discussion of the HCT, which constituted the conceptual framework for the study, followed by several constructs of the theory including training and retention. I conducted my research using the following search terms: *HCT*, *HCT with training*, *multigenerational workforce*, *training*, *older adult workers*, *retirement*, *occupational training*, *delayed retirement*, *basic computer training in organizations*, *aging workforce*, *knowledge transfer*, and *technical skills*. I also used variations and combinations of these terms to assist in locating additional articles.

The purpose of this qualitative single case study was to explore what training strategies managers used to enhance multigenerational employee productivity. The research question was the following: What training strategies do some managers use to improve multigenerational employee productivity? The following literature review provides a background for the research problem.

Alternative theories including social learning theory, resource-based view theory, and cognitive learning theory are related to the conceptual framework of HCT. The social learning theory specifies that learned behaviors can be perceived as acceptable whether these behaviors are negative or positive (Maskaly & Donner, 2015). Maskaly and Donner noted that individuals within an organization should model the desired behaviors and anticipate that others will follow the desired behaviors. Cochran, Maskaly, Jones, and Sellers (2017) noted that a person's judgments, attitudes, and evaluation of behavior defines the social learning theory. A resource-based view theory considers how organizations use resources as a competitive advantage (Davis, 2017). Davis (2017) noted that the firm needs to ensure that it has capable and committed workers for them to become a direct source of competitive advantage. The resource-based view theory reduces employees to invisible units of production with nothing to offer for competitive advantage (Davis, 2017). Becker's (1993) HCT defines the workers as an investment that is a resource of competitive advantage.

Cognitive learning theory differs from HCT because the focus is on reviewing results and feedback as the learning structure (Stanković, Maksimović, & Osmanović, 2018). Learning occurs through observable results (Stanković et al., 2018). In a cognitive

learning approach, the attention is on how the learner uses knowledge and skills to apply the best model for solving a problem (Kay & Kibble, 2016). A cognitive learning strategy gives researchers the necessary tools to explain the recalling of knowledge and skills in human memory (Kay & Kibble, 2016). I considered the HCT most appropriate for the study because managers should invest in the training and development of their employees.

### **Human Capital Theory**

In accordance with HCT, an individual's decision to invest in training may be through consideration of the present costs and benefits of the human capital investment. Becker (1962, 1964) suggested that HCT advances society and individuals through investment in education and training and that the more educated the workforce, the more successful the workers and economy. Education, skills, knowledge, and training are human capital investments (Becker, 1964). Jones et al. (2016) viewed the competencies such as knowledge, skills, education, and mental characteristics possessed by a person as human capital. Lee and Lee (2016) defined human capital as many-sided with a bearing on economic growth. In the workforce, strategically enhanced human capital may benefit an organization by increasing understanding of what drives effective decisions to help the economy (Schiemann, Seibert, & Blankenship, 2018). Employees and employers share in the costs and returns of specific training in human capital.

Through education and training, an increase in human capital is possible. Schultz (1961) introduced the idea of HCT and argued that education, job training, health, and motivation were beneficial to employers and employees who invested in their human

capital. Konings and Vanormelingen (2015) noted that better educated or trained workers have a basic view of human capital. Employees can enhance their skills through schooling and formal or on-the-job training to meet their economic needs by raising their wages and maintaining the useful jobs they can acquire (Konings & Vanormelingen, 2015). Becker (1993) analyzed HCT and found an improvement in workforce quality and economic progress through education and training. Teixeira and Queirós (2016) agreed that an investment in human capital can benefit the organizational economy as well as individual economic growth of laborers because the return of the investment increases productivity. Schultz and Becker (1964) explained how early research on human capital originated in economics and the focus in HCT was to understand why education and training relate to wage differentials. Employees' wages vary according to stock in human capital and the rate of return of human capital; therefore, a worker's wages are a dependent variable (Becker, 1964).

Investing in human capital is imperative, especially when considering increasing the value of a business. Torre et al. (2018) noted that HCT refers to a measure of knowledge and skills that an employee has, which will add to his or her productivity in any organizational operation. An organization may benefit if the company views the investment of employees' education and training as an asset. Organizations who invest in their employees' education and training benefit the company with increased performance and productivity that leads to competitive advantage (Chuang & Huang, 2018). Becker (1993) found that per the HCT, income correlated positively with the education level of the worker. Acquired training and education may increase productivity in an organization

and bring higher earnings (Abaida, Lakrari, & Abdouni, 2017; Becker, 1993).

Represented by lower wages early in careers, general human capital investment provides more return long term because the employee bears all costs.

Rates of return on human capital vary depending on whether it is a firm-specific or general human capital investment. As stated by Becker (1993), there is a difference between general and specific human capital; general human capital connects to knowledge and skills that are passed along from employee to employee, and specific human capital is less likely to be able to be passed from firm to firm. Jerbashian, Slobodyan, and Vourvachaki (2015) noted that there are two types of human capital: general and specific. General human capital represents the knowledge and skills that allow a worker to achieve standard tasks while specific human capital enables a worker to perform high skill level operations for a particular organization (Jerbashian et al., 2015). Company affiliation training, both general and specific, enhances employee commitment and leads to decreased absenteeism and turnover for the training organization (Kampkötter & Marggraf, 2015). Administration of most organizations is interested in acquiring human capital to benefit productivity.

Human capital tends to migrate in global economies, most often from poor to richer standings. Becker (1993) found that the HCT is essential for analyzing several different economic matters. These economic issues include education regarding levels of investment returns for the employee in several areas such as entrepreneurship (Fayolle & Gailly, 2015). Schultz (1961) and Becker agreed that the investment in people improved the profit of organizations and the economy in general. Individuals who invest in



themselves will also improve their future economically (Schultz, 1961). The term general human capital refers to individuals investing in themselves and their future, whereas specific human capital improves the effectiveness of the workplace by training and educating an individual (Becker, 1993). The expansion of human capital investment develops the competitive advantage of an organization and increases employee motivation and commitment (Jasson & Govender, 2017). Human capital allows for the improvement of everyday lifestyles, which can improve the economy.

Human capital plays a vital role in the efficiency of employees. Molloy and Barney (2015) expressed the need for competitive advantage between organizations. Human capital is a resource of information for skills and abilities of workers to enhance the economics of the organization (Molloy & Barney, 2015). Companies with superior human capital were in a better position to develop unique assets and make them harder to imitate (Molloy & Barney, 2015). Although higher human capital makes an organization hard to compete with, it also makes maximizing value through human capital a challenge (Molloy & Barney, 2015). The ability to identify and evaluate the competitive advantage of employees' transferable and innovative characteristics is of key strategic importance to firms (McGuirk, Lenihan, & Hart, 2015). Molloy and Barney extended this line of thinking by examining how attracting, retaining, and motivating employees can be a source of the resource-based competitive advantage derived from the firm's human capital. In comparison, Coff and Raffiee (2015) noted that firm-specific human capital could diminish an employee's productivity if the worker changes employment organizations, thereby limiting employee mobility. The HCT and knowledge

management explore the skills that individuals possess that add economic value to their organization (McGuirk et al., 2015). Most of these skills, knowledge, and experience enhance employee performance and the competitiveness of the company (McGuirk et al., 2015). Within the last decade, research in HCT has grown, and Delery and Roumpi (2017) argued that human capital as a resource could contribute to an organization's competitive advantage. Individuals can contribute more toward the overall productivity of the company.

Formal education is not the only way to invest in human capital. Farmer and Lafond (2016) stated that technical progress changes swiftly and continuously and is the leading influence in financial advancement for organizations. Farmer and Lafond showed how existing human capital must make way for new types of human capital. Cuaresma (2017) found that organizations that do not implement technological changes through investing in human capital may leave the organization left behind in innovative advancement. McGuirk et al. (2015) discussed how technological changes in certain ways disconnected older workers from their jobs. Aging workers and the changing workplace are both impacted by negative stereotyping that hinders the willingness of older workers to learn new ideas (Stoffers & Van der Heijden, 2018). Stoffers and Van der Heijden (2018) noted that it is critical that researchers examine the age-related stereotyping in organizations that will affect employability. McGuirk et al. also stated that older employees incurred significant wage losses and displacement from their organizations when technological changes hindered their careers. McGuirk et al. found that employers of older workers without training have no knowledge of the recent

technology. The four elements that make up the innovative human capital idea include education and training (McGuirk et al., 2015). McGuirk et al. found evidence that organizations that use innovative human capital end up with a competitive advantage. Older workers have found that human capital is beneficial throughout the workplace, specifically through job training.

Human capital management plays a role in the recruitment process. Renaud, Morin, Saulquin, and Abraham (2015) explored which human resource management (HRM) practices were significant to the impact of functional employee retention. Renaud et al. also explored the effect of HRM practices on functional retention in employees with higher skills and training and employees without continued education and training. Renaud et al. collected data from 456 participants who were newly hired and who received the questionnaire within the first 6 months of work and then a second time 6 months later. Dauenhauer, Steitz, and Cochran (2016) found that multigenerational education is a successful method of education between older and younger adults. Dauenhauer et al. described intergenerational learning as the educational interaction between different generations. With the growth of the aging society, it may be beneficial to prepare college graduates for intergenerational service learning and lifelong learning (Dauenhauer et al., 2016). Considering one of several factors of the study, the factor emphasizing training and development is within the largest portion when it concerns the growth of the company.

There is no limit for education. The factor or independent variable of training and development included various practices: training opportunities per year, hours of training

per year, developing individual technological skills, money given back as repayment for training, and career development (Renaud et al., 2015). Organizations develop policies that produce and classify the breakdown of different practices for competitive advantage (Livitchi, Hacina, & Baran, 2015). Renaud et al. measured the controlled variables in education and age. Renaud et al. noted that four of five HRM practices tested had significant and positive impacts on functional retention concerning training and development. Livitchi et al. (2015) found that employees who can fulfill the requirements of employment through adequate training are the key to retention as well as competitive advantage. Applying such a practice should be a priority for organizations concerned with retaining their employees (Renaud et al., 2015). Renaud et al. argued that training and development increase retention of further educated and skilled employees. Continually seeking education and training makes an employee aware of all the latest developments within the organization.

### **Training**

Innovations in advanced technologies paired with the skills of the employees within organizations impact the productivity of the workers. Dhar (2015) suggested that firms use new technologies such as computer-aided design to invest in the skills of their employees. To improve productivity in an organization's goods or services, Dhar also noted that organizations invest in computer literacy training. Training and development in different skills and knowledge are an investment that will bring competitive advantage to an organization (Dhar, 2015). Oostrom, Pennings, and Bal (2016) noted that within the workforce employees are expected to be productive and employable through their

capabilities and skills, which can be achieved by training. In contrast, Ravichandran, Cichy, Powers, and Kirby (2015) explained that training is offered less often to older workers, which hinders the development of competencies and skills to increase employability; however, organizational training implemented correctly to older employees is viewed as a competitive advantage. Dhar found that more companies that used training to gain larger production had greater success than organizations that did not. To improve a company's economic performance, Dhar explained that organizations' strategic planning efforts should include employee training in the latest technology. Findings from Dhar's research may benefit the current study through examination of how training innovations promote the success of the organization.

Human capital development models diversity. Ensuring an effective strategy within an organization toward training and learning may help to keep workers adequately qualified to handle updated skills and innovations (Manuti, Pastore, Scardigno, Giancaspro, & Morciano, 2015). Informal learning comes from situations where learning may not be the number one activity but may have been a problem that needs to be solved or anticipated (Manuti et al., 2015). Moore and Klein (2015) noted that informal learning in the workplace would help with the professional growth of employees. Manuti et al. (2015) argued that informal learning affects older adults training in innovative situations. The information provided by Manuti et al. with this research may help to understand the importance of informal learning. Manuti et al. explained that formal education makes up planned actions of learning for specific areas of knowledge. Most workplace learning happens informally. Moore and Klein noted that professionals in the technology field

tend to focus on formal training. Regarding both informal learning and formal learning in the workplace, Manuti et al. observed beneficial and positive outcomes. Organizations need to develop the capacity for independent learning and reflection.

It is vital for workers to contribute their competencies and skills to maintain organizational effectiveness. Continual human capital investments throughout an organization helps to enhance proficiencies and leads to competitive advantage (Chatterjee, 2017). Lin, Wang, Wang and Jaw (2017) noted that an organizations talented worker is the most essential resource that will help bring about organizational success. Talented employees have unique knowledge and capabilities that are crucial to the increase of organizational performance (Lin et al., 2017). Kim, Hahn, and Lee (2015) agreed that employee training helps to give workers a positive attitude toward the company which helps to improve job proficiency and collective interest to the organization's welfare. A major goal for managers in an organization is to help enable their workers to learn continuously.

Utilizing modern technologies and improving work processes have significant implications for how human capital should operate. Organizations are using several types of technology-based instruction (TBI) methods, such as virtual reality training, computer-based training, e-learning and interactive video systems to train employees in the workplace (Wolfson, Cavanagh, & Kraiger, 2014). Pruijt (2013) noted that investing in a workers' employability using information technology is one of the fastest growing sectors in business. To enhance employability policies with changed thinking habits will affect the employability of employees in areas such as (a) training, (b) informal learning,

and (c) job rotation (Pruijt, 2013). There is a growing need in the labor market for training older aged workers especially those reentering the workforce after retirement or to bridge retirement (Wolfson et al., 2014). Pruijt noted a company conflict between investing in training which increases employability and raising the salaries of their employees. Wolfson et al. (2014) found that there is a frequency in using TBI for older workers to perform their jobs efficiently. Most of the companies chose the strategy that pursued using training as a form of employability (Pruijt, 2013). Wolfson et al. suggested that older aged users of technology with their higher initial skepticism would need more training in the earliest stages of innovative technology beginnings in their organization. Consequently, by redesigning work, there is an increase in employee satisfaction and performance.

Organizational change initiatives may require employee training to implement new enterprises in technology. Wolfson et al. (2014) explained that with innovative technology, both young and old workers needed to spend more time on training specifically technology-based instruction (TBI). Wolfson et al. expressed that organizations should see what factors influence human resource (HR) professionals to approve training procedures for older employees. McCausland et al. (2015) explained that the dissimilarities in workers age groups affect issues in technology training. Trainee characteristics such as competence and enthusiasm tend to influence the training expectations of the organization (McCausland et al., 2015). There is a difference between the cognitive mental thoughts, ability, and motivation of older and younger adults which could explain why HR should allow for different training programs across different age

groups (Wolfson et al., 2014). Information systems will shape the future, and there is a need for change management in technology implementation to support work involvement of the older worker (Berg-Beckhoff, Nielsen, & Larsen, 2017). Change is an inevitable consequence concerning technology for both young and older workers, and training allows the business to determine whether the employee is the right fit for the organization.

Employer-provided training may assist individuals with their professional development. Older aged employees are one group of individuals least likely to have employer-provided training (Mishra & Smyth, 2015; Taha, Czaja, & Sharit, 2016). Behaghel, Caroli, and Roger (2014) noted that training has a positive influence on older workers' employability. Many older aged workers lack the updated skills to perform productively in most jobs that require using technology (Taha et al., 2016). Mishra and Smyth (2015) noted that companies often offer general training as a human capital approach because employers fund that form of training rather than specific training that is costly. Age bias is still a prevalent issue in the workplace concerning training (Behaghel et al., 2014). Organizations may benefit from offering a variety of training options to their workforce.

E-learning is a viable training approach for older aged workers. Taha et al. (2016) conducted a study that rendered training using e-learning to older aged workers 50 to 71 years old who were looking to find new employment after retirement. Seventy-four percent of the participants in the study felt that training with the use of technology helped them to become more efficient with technical features, and 42% of the participants felt



they could now utilize the technology in their recent jobs (Taha et al., 2016). Behaghel et al. (2014) found that training gives the older adult worker a competitive edge in the working world through wage as well as employability. From their studies, Mishra and Smyth (2015) and Taha et al. found that employers' failure to offer training is a barrier to employment productivity for the older aged worker. Employer- sponsored training for their workers may help strengthen the organization's operations.

Organizations should consider tailoring training for a multigenerational workforce. Fleischmann, Kostera, and Schippers (2015) stated that although procedures that develop employability of workers may refer to training, it also applies to older aged employees' capacity to keep their jobs. McNamara, Pitt-Catsoupes, Sarkisian, Besen, and Kidahashi (2016) discussed the organizational effects of training as it differs per worker's age and years in the organization. The role of older aged workers in participating in the workforce is gaining importance due to the aging population (Fleischmann et al., 2015). McNamara et al. (2016) explained how age stereotypes in the workplace might decrease job satisfaction which can cause a reduction in genuine commitment to the organization. Organizations should consider tailoring training for the multigenerational workforce as well as not to subject older aged employees to workplace stereotyping.

Training programs may not just assist employees in understanding themselves, but also in understanding their coworkers. Within the current multigenerational workplace, training programs can allow for discovery of similarities in age rather than focus on differences (McNamara et al., 2016). Fleischmann et al. (2015) noted that newly

discovered HR practices and policies including training of older aged workers are vital to the employability of the worker. There was mixed support for understanding stereotypes and favoritism in several training programs, where McNamara et al. (2016) found that the way people understand themselves either in similarities or differences is a change agent for the multigenerational workplace. Employees who understand themselves and their coworkers may contribute to an investment in an amicable work environment.

There are several types of investment in human capital. A study conducted by Baruch and Lavi-Steiner (2015) showed the impact of human capital and real career satisfaction. Jackson (2016) found that investment in human capital through education raises the employability of graduates for different roles within an organization. Baruch and Lavi-Steiner noted that different types of human capital might make the theory of human capital prominent in increased opportunities. Cherkesova, Breusova, Savchishkina, and Demidova (2016) explained that the first phase of human capital investment for individuals is acquiring the knowledge, skills, and abilities from schooling to become a competitive benefit for an organization. Employers pay higher wages for employees who invest in higher education to further their careers (Cairó & Cajner, 2017). Baruch and Lavi-Steiner examined the increase of salaries of employees who earned a master of business administration (MBA) degree. The measurement compared the MBA graduate's current salary to their earnings as a bachelor's degree graduate, showing the increase in salary reflects their value as employees to their employers (Baruch & Lavi-Steiner, 2015). Cairó and Cajner (2017) noted wages paid by an organization to their employees reflect the productivity and competitive advantage of the worker through the

human capital of education. Consequences further showed that the human capital of education affected graduates' satisfaction in their careers, as well as their employment in organizations (Baruch & Lavi-Steiner, 2015). High school and bachelor graduates' higher education and lifelong learning may help to improve their human capital.

### **Multigenerations**

The baby boomers are the largest generation in the working world. Born between 1946 and 1964 these individuals grew up during the economic expansion in the 1950s and 1960s. Lu and Gursoy (2016) addressed this group as the generation known to challenge the rules, the highest achievers, hungry for external recognition and valuing personal satisfaction. The baby boomer generation is significantly different from Generations X and Y in that they are inclined to place a major focus on monetary means and consider success as receiving high recognition in the workplace (Holden & Moser, 2017). Lu and Gursoy noted baby boomers are the generation that values their accomplishments and their self-respect. Members of Generations X and Y display a lack of favorable opinion about their workplace, whereas, baby boomers tend to be more loyal to their employers (Cucina, Byle, Martin, Peyton, & Gast, 2018). Baby boomers remain productive in the workplace and stay committed to their organization (Singh & Gupta, 2015). When baby boomers feel valued and appreciated, they may contribute substantially to the organization.

Employers should be conscious of providing a stable work environment. Conen, Henkens, and Schippers (2014) explained how a country's economic status along with organizational policies affect the attitudes of employers toward extending the working

lives of older aged employees, known as baby boomers. Perrin (2016) noted organizations that maintain and draw the best workers have learned to allow job flexibility, pay comparable wages, and provide an enjoyable work environment. To keep a better understanding of the aging workforce, Conen et al. (2014) conducted a study and examined how employers' views and behaviors could negatively affect retention policies which include training practices. Both employers and older aged employees have settled on the fact that the extended working age has become inevitable (Conen et al., 2014). Lyons, Schweitzer, and Eddy (2015) noted that retention rates are different for each generation in the working world. Conen et al. pointed out that though not all generations may support new governmental policies that extend the working age, they all comply. Human resource planning allows employers to reexamine staffing and hiring programs that add value and benefits for all generations of employees (Lyons et al., 2015). Organizations should be mindful not to overlook the needs of older aged employees.

Individuals have distinctive traits. Berkup (2014) noted that people, who live under the same generational conditions during the same period, influence each other with similar characteristics. Some researchers define people with similar characteristics as generations (Berkup, 2014). Every generation is unique; however, through the developmental years of each generation events transpired to form their traits (Fishman, 2016). The major challenge is employing different generations each with distinctive characteristics (Berkup, 2014). Fishman (2016) found that the traditionalists, baby boomers, Gen X and Gen Y all have different personalities, viewpoints, morals, and values. Fishman explained that generational knowledge helps employers to realize each

difference in a generation and to respect these differences. Berkup observed these four generations to help understand how these generations will coexist. Berkup revealed that an adjustment to old business strategies is necessary for efficient management. Employers, who recognize that workers have different personalities and needs, may experience a collaborative work environment.

The principle of older workers versus younger workers established the comparative information of productivity in the research of literature. Meyers (2016) found that younger workers support the younger aged workers as well as older employees supporting older aged employees concerning attitudes of the workforce. Hanaysha (2016) noted that in an organization teamwork had a positive effect on job commitment. Both the younger and older worker within the organization placed a higher value on productivity than the employer (Meyers, 2016). To gain productive skills in an organization training is the necessary means to allow employees to become more efficient at their jobs (Hanaysha, 2016). This information will advance the study because of the knowledge that both young and old individuals' process of learning skills can be an asset to an organization. Meyers found that improving the participation rate of senior workers is a commitment that the government has in an aging society. Employers who recognize that both young and old individuals learn differently may achieve a productive workforce.

A productive workforce may assist with competitive advantage. Behaghel et al. explored how technological changes in the 90s, in certain ways, disconnected older workers from their jobs. Behaghel et al. also found that these older employees incurred

significant wage losses and even displacement from their organizations when these technological changes hindered their budding careers. Appannah and Biggs (2015) stated that within the manufacturing industry, mature aged workers gave the company benefits to their productivity, which makes the older workers valuable to the workplace.

Appannah and Biggs expressed that organizations need to look closely at issues associated with training of older employees to get the response to opportunities for training. Employers of older workers during these changing times called the position abolition downsizing and restructuring (Behaghel et al., 2014). This information may help upper management in understanding the significant consequences of older workers without training having no knowledge of innovative technology. Appannah and Biggs recommended taking advantage of studying the training process for older workers who lack confidence and literacy with modern technology. Older aged employees' resistance to change in technology creates limitations to their job satisfaction (Appannah & Biggs, 2015). Organizations should continue to analyze the training needs of the workforce.

Older adults are working longer and managers in organizations may need to devise a plan to address this concern. McNamara and Williamson (2013) explored the cultural expectations and consequences of forcing older aged workers to work longer by decreasing their benefits. Over the past several years, early retirement has leveled off, but older aged workers have increased their participation in the labor force (McNamara & Williamson, 2013). Bennett, Beehr, and Lepisto (2016) found that older aged adults who are ready to retire may take a bridge employment, which occurs when a worker accepts a part-time or full-time job either in the same or different field of work before retiring

altogether. Many older aged workers utilize the option of bridge employment, which means to re-enter the workforce for financial gain, to help prolong their time in the working world (Carlstedt, Brushammar, Bjursell, Nystedt, & Nilsson, 2018). Anderson and Guo (2018) explained that up to 68% of retirees had made the decision not to stop working entirely, but to continue working either part-time, work from home, or self-employment. Older aged adults who re-enter the workforce bring a wealth of knowledge and experience to the organization.

Older aged workers need to look closely at the different factors and facets concerning retirement. McNamara and Williamson (2013) also explored the policy changes that shaped the longer work role and retirement decisions in several countries. McNamara and Williamson argued that to increase older aged workers' employability continuous training is necessary to help the workers economically because they cannot afford to retire. Bennett et al. (2016) noted that the older retired employee may make the decision of bridge employment because total retirement is not financially ideal for many individuals. The older workers' often make the decision to continue a path of gradual retirements because of financial insecurity (Cahill, Giandrea, & Quinn, 2017). One of the drawbacks to early retirement is Social Security benefits decreasing (McNamara & Williamson, 2013). Pressures to leave jobs early may be a work predictor for the baby boomers in the workforce (Bennett et al., 2016). Cahill, Giandrea et al. (2017) noted that older aged workers would choose several different routes, bridge employment, reentering the workforce, or just changing employers in place of retirement to help decrease hardship and financial insecurity in their lives. In the United States, the average older

worker cannot afford to leave the labor force early and must continue to work to live comfortably (McNamara & Williamson, 2013). Older aged workers have several factors to consider when deciding if full retirement is beneficial for them.

Organizations should provide training resources for employees who are unsure whether to remain in the workforce or retire. Gelb and Longacre (2016) found that much of society, as well as older aged employees, has a negative stigma concerning retirement. Gelb and Longacre noted organizations need a strategy to motivate older aged workers toward the beneficial focus of retirement and help decrease the stigma. Chambré and Netting (2018) suggested` from the results of their research that suggested older adult workers would participate in the growing change toward retirement procedures and increase the number of members working for social change through volunteering methods. Many older adults have feelings of becoming idle and when nearing retirement age, being viewed as less of a person (Gelb & Longacre, 2016). Chambré and Netting noted that the reinvention of retirement, rather than a season of breakdown and deterioration had become a new beginning for older aged adults and their working lives. Many retirees that have been without work for some time will find retirement as a comfort due to the expressed stigma of unemployment (Wetzel, Huxhold, & Tesch-Römer, 2016). Gelb and Longacre concluded that not only will reducing the stigma of retirement benefit retirees but also organizations. To minimize the feelings of inadequacy, workers may want to consider the ramification of their decision to retire.

Today's workplace consists of a multigenerational workforce. A diverse workforce uses both older and younger workers' valuable qualities to help increase



workplace performance (Cho, Kim, & Barak, 2017). Kulik, Perera et al. (2016) explained that workers both young and old, display confident conduct and attitudes when they feel appreciated because their employer noticed their work. Cho et al. (2017) found that forming organizational change through workforce diversity could benefit an organization's performance. O'Brien, Scheffer, van Nes, and van der Lee (2015) noted that generational diversity could cause resistant to change through stereotype threat within the organization. Stereotypes label employees concerning chronological age for their work behavior and can lead to negative consequences (Kulik, Perera et al., 2016). The effect of negative stereotyping in organizations causes older aged workers to miss the opportunity of advancements that younger aged workers with the same qualifications will obtain (King & Bryant, 2017). Ageism in the workplace involves employers viewing older aged individuals as inadequate, not willing to learn, and missing the initiative to be productive (Kulik, Perera et al., 2016). Kroon, Van Selm, ter Hoeven, and Vliegthart (2018) viewed the positive observations of older aged workers as trustworthiness, work habits, commitment, and experience within the workplace. Blancero, Mouriño-Ruiz, and Padilla (2018) explained that advantages such as innovation, flexibility, and creativity emerging globally within the workforce could influence workplace diversity long into the future. Organizations may benefit from a diverse workforce, and these organizations should plan for approaches to retain the diversity.

There are different approaches to retaining older aged workers. Zacher (2015) noted that many corporations are implementing the practice of retaining older aged workers. Kunze, Raes, and Bruch (2015) found that HR practices and policies help to

form the meaning of age in the workplace. Zacher and Gielnik (2014) examined the chronological age of chief executive officers (CEOs) and their age related to their attitudes toward organizational cultures in small organizations. In their study, Zacher and Gielnik also explored the association between age-related individual and organizational characteristics. Workers compared their work years with their age based on the organization's standards (Kunze et al., 2015). Executives described active aging in the workplace as older employees staying vital, healthy and productive (Zacher, 2015). In times of rapid economic change, the age of the workforce is increasing due to increased longevity, delayed or flexible retirement, and low birth rates. Zacher and Gielnik found that there is an interplay of CEO age and age-related attitudes. Zacher referred to individual age differently than chronological age regarding experience in the workplace. The approaches organizations utilize to retain older workers should include a variety of options to address the rapid economic change.

Employers should consider how to prepare when the older generation postpones retirement. Szinovacz, Davey, and Martin (2014) explained that baby boomers are in the retiring bracket and employers need to prepare themselves for the accommodation of this aging workforce. Valuing employee decisions, administering employee work-life balance, and showing interest in attracting older workers Holian (2015) found to be an excellent branding tool for organizations. Many of the older generation need to postpone retirement to live comfortably (Szinovacz et al., 2014). Taylor, Pilkington, Feist, Dal Grande, and Hugo (2014) found that many governments across countries are beginning practices and executing rules that affect workers when they consider early retirement.

Wages alone do not concern the baby boomer; the older aged worker also considers the recognition received for the work that they performed within the organization (Holian, 2015). Many older aged workers would rather continue to work with flexible working conditions which have eliminated the previously beneficial early retirement in organizations (Taylor et al., 2014). Employers, as well as government, should develop practices to assist the older generation who may postpone retirement.

Technology training is also a vital component of preparing the older aged worker. Szinovacz et al. (2014) noted the challenge of innovative technology is taking a toll on the employee as well as the employer. Holian (2015) noted baby boomers might not receive the opportunity to enhance their skills through training to keep them abreast of the changing work environment. Szinovacz et al. found the social side of the training of older aged workers pertains to the change in innovations as well as the benefits of training in an organization. Holian further stated that one way to retain older workers is to have an organization with flexible working conditions. Organizations may need to find flexible solutions for older aged workers in the changing workforce.

A wave of older human workers is now playing a major role in the U.S. economy. Meyers (2016) explained that when older workers retire before retirement age, company's pay taxes longer to these older employees collecting retirement money. If older workers choose to work longer, it can enhance their social security later and benefit the economy (Meyers, 2016). There is a call to find new financial arrangements that include ending early retirement and raising the age of retirement to help the retention rate of older aged employees (Frins, van Ruysseveldt, van Dam, & van den Bossche, 2016).

Meyers noted that the option of training the older aged worker could benefit the organization or employees could take the other option of early retirement. Physically healthy, not ready to stop working, and perhaps not as financially comfortable as they would like to be, older aged workers are still working at ages when other generations had retired.

Managers of organizations should determine how they could accommodate senior aged workers. Many observations show that the least likely hired are the older aged adult (North & Fiske, 2015). Within many organizations' managers failed to accommodate senior aged workers with training and development to increase their retention (North & Fiske, 2015). Using the quantitative research design, Kampf, Lorincová, Hitka, and Stopka (2017) conducted a study to explore the generational diversity defining differences of several factors influencing the perception of corporate culture. Kampf et al. (2017) found their research results described the core values of each generation as well as outlined the similarities and differences that employee's generational culture contributes to the organization by age. These differences may cause generational tension to evolve in the workplace. North and Fiske (2015) found that sources of generational strain have occurred underneath the exterior and are showing more rapidly in the workplace now. Stewart, Oliver, Cravens, and Oishi (2017) noted that approaching the differences in generations is as much an obstacle as a benefit. Accepting the multigenerational workforce has become a challenge for many managers leading the labor force in organizations (North & Fiske, 2015). Workplace cultures are changing with the increase of multigenerations of workers.

Considering a multigenerational workforce, organizations should develop ways to ensure engagement. The goal of Martins and Martins' (2014) quantitative study was to determine the satisfaction levels of employees from different generations. Using a population of 27,611 participants, from four different generations, each participant answered a survey questionnaire (Martins & Martins, 2014). Martins and Martins noted management's focus on expectations of various generations improves the overall satisfaction of employees. Laird, Harvey, and Lancaster (2015) pointed out that unrealistic expectations had little to do with rewards for job performance in the younger generation (Gen Y). Generation Y employees showed high job satisfaction when their job accountability was greater (Laird et al., 2015). The increased understanding of the aging workforce becomes necessary to handle the challenges of policies and programs that promote diversity in culture, race, and gender (Martins & Martins, 2014). Workers with high job satisfaction have higher skill sets and more control over their work tasks daily (Cahill, McNamara, Pitts-Catsoupes, & Valcour, 2015). Cahill, McNamara et al. (2015) found that employers that produced ideas to help increase job satisfaction saw their workers' wages also played a role in their high level of satisfaction. Martins and Martins indicated from their findings that there are similarities between three generations but no significant differences. Culpin, Millar, and Peters (2015) explained how in the past many organizations needed to oblige two generations but required now to adapt to four generations in the workplace. Each of these multi-age groups has many differences in their desires and principles as well as attitudes (Culpin et al., 2015). Job satisfaction and engagement in job performance are similar for all four generations within the workplace.

Managers of organizations should be mindful of employee attitudes that may affect job performance of both younger and older workers. Malinen and Johnston (2013) found no performance difference between older and younger employees, although there are negative attitudes toward older workers in the workplace. Employees who felt the threat of age stereotypes displayed negative job performance, although Zacher, Kooij, and Beier (2018) stressed that organizations who established multigeneration teams allowed their employees to feel valued with high team performance. Malinen and Johnston studied discriminatory practices and what makes them continue in the workplace. The characteristic of employee's attitudes proved a negative contributing factor. An approach to eliminating negative job performance for older aged workers would be to concentrate on active aging in the organization (Henry, Zacher, & Desmette, 2015). Henry et al. (2015) noted that active aging involves grasping new knowledge and information to promote positive contact between generations. Malinen and Johnston found many positive stereotypes of older aged workers that play a vital role in the working world. To ensure engagement with all generations in the workplace, organizations should devise a plan to address bias concerns.

Organizational justice is a predictor of employee attitudes and turnover intentions. Malinen and Johnston (2013) measured external and internal measures of attitudes toward older aged workers using two studies with participants to see if the attitudes of employees could change. Turnover intentions and job attitudes for older adult workers relate to the consequence of negative age stereotypes in the workplace which affects the individual career success (Zacher & Griffin, 2015). There is the possibility of change in

the negative attitude of ageism if the employees become aware of the attitude it often changes (Malinen & Johnston, 2013). Addressing the hidden negative bias, both conscious and unconscious can predict controllable attitudes (Malinen & Johnston, 2013). Employee fairness may reduce or change the effects of negative bias and turnover intentions.

A strategy to train older aged workers may help organizations. Meyers (2016) explained that educational learning and training should become essential to organizations strategy planning to help keep older workers employable. Appelbaum, Wenger, Buitrago, and Kaur (2016) found that rather than have a company's technology-based occupation skills become outdated, training can help to eliminate this for older aged employees. Meyers expressed that partaking in the training of employees is low, and it ultimately declines with age. Deeming and Smyth (2016) explained how older workers obtain less in-house job training in most organizations. Older workers tend to shy away from training and therefore might become less employable (Appelbaum et al., 2016). There is a growing need for companies to invest in skills and technology training for older adult workers (Deeming & Smyth, 2016). Given the diversity of innovations in training, a strategic plan for companies aiming for success needs the understanding of mature aged employees and their training. Organizations may keep older aged workers longer if they invest in training.

Consideration of lifelong learning for the workforce is something organizations should understand. In the labor market employees, young and old need to continue a life-long learning process to give their employers a competitive advantage (Ropes, 2014).

Zwick (2015) noted that employees older than 55 years of age fall into the category of workers less likely to receive training. The older aged employee believed that their training was less productive than younger workers training in an organization (Zwick, 2015). Zwick examined the causes of training participation for both older and younger workers. Ropes (2014) noted that some companies lack the idea of investment in older aged employees because of their belief in the negative stereotyping of older worker's unwillingness to learn. Older aged workers had lower training effectiveness mainly due to their training preferences (Zwick, 2015). Training older aged workers may benefit employers as well as society.

Training employees can avoid skill obsolescence and respond to the growing importance of technology-based occupations. Ropes (2014) explained that prior knowledge of education and development had alerted trainers and instructors that people learn most things differently, but most training programs are one for all. Zwick (2015) also noted that older employees needed adaptable training for instant pertinent knowledge. Employers should understand that there is a difference in the training requirements of the different age groups of employees (Zwick, 2015). The human resources management in organizations needs to make policy adjustments that will allow employers to equip their workplace with changes that reflect age-detailed actions to encourage older aged employees to work longer and thereby benefit the organization as well as the employee (Taylor, Loretto, Marshall, Earl, & Phillipson, 2016). Ropes (2014) noted that some organizations lack the idea of investment in older aged employees because of their belief in the negative stereotyping of older worker's unwillingness to



learn. Jeske and Roßnagel (2015) explained how training support from managers in the workplace positively influences the older worker's participation. The adaptability of organizations may hinge upon successfully developing training and education for the diverse workforce.

Attention towards blended employment may play a major role in business operations. Older aged adults felt that organizations should understand their perception of training programs, the pace at which they learn, and the way in which they see technology (Ravichandran et al., 2015). Ravichandran et al. (2015) researched employees that were 55 years and older to question their training involvement. Older aged workers should have a different approach to training than their younger colleagues (Ravichandran et al., 2015). Ravichandran et al. also noted that older workers benefitted more from written training instructions rather than with the use of technology. Training structures are the lifeline to the training procedures done in the workplace (Ravichandran et al., 2015). Heywood and Jirjahn (2015) also stated that firms would hire younger workers on the assumption that they know the modern technology, but advantages come from older workers who have more tenure than the younger employees do. No amount of training can give a younger worker the wisdom and knowledge gained through many years spent in the field.

The utilization of technology has reshaped the workplace as on demand and onsite companies have rapidly increased with blended employment. Damman (2016) found that older aged workers considered blended work in the workplace rather than the delay of retirement due to possible health concerns and new technologies. Blended employment

consists of, mobility employment, or working anywhere, anytime, and anyhow a worker needs to get the job done (Dropkin, Moline, Kim, & Gold, 2016). Older aged workers are now utilizing blended employment to work from home using the internet as well as on site (Damman, 2016). There is a struggle between the real demands of a job for older workers and their attempts to postpone retirement (McLaughlin & Neumark, 2018). Retirement is a total work withdrawal from the workplace, but when the physical demands of a job seem challenging, employees may only want to quit an existing work arrangement (McLaughlin & Neumark, 2018). Lee (2016) explained that the older aged workers are now seeking reentry into public service positions that do not require physical but emotional exertion. This emotional endeavor displays the experience older workers have with managing their emotions and feelings compared to the younger aged employee (Lee, 2016). Emotions at their core are involuntary; however, with the constant change of work resources, the older aged worker tends to manage their emotions more effectively than do their younger coworkers.

There are global concerns about aging workers whose jobs depend on productivity in the workplace. Kossivi, Xu, and Kalgora (2016) noted that regulatory guidelines and practices in place to meet the needs of older age employees would positively affect retention. Setti, Dordoni, Piccoli, Bellotto, and Argentero (2015) mentioned governments should make the issue toward retention of the older aged workers one of their top priorities. Organizations need to understand the concern of acceptable management for employability of their older aged employees (Setti et al., 2015). Kossivi et al. (2016) explained that there are several factors associated with employee retention

one being limitless progressive growth opportunities. Many organizations adhere to negative stereotypes that suggest that investment in training the older worker would be of little benefit to the company (Heisler & Bandow, 2018). Belloni and Villosio (2015) found that older adults working longer along with the progressive state of technology may make the more former worker's skills outdated. Managers should evaluate the current work environment and determine whether any changes are necessary that would be attractive for older adults to reenter the workplace.

With the increased usage of technology in the workplace, identification of how to teach new skills is essential. One strategy is the human capital investment of training in the workforce to increase older aged workers competency of skills for employability (Yamashita, Cummins, Arbogast, & Millar, 2018). Nakai, Hill, Snell, & Ferrell (2018) noted that group training of older aged adults eliminates the reluctance and frustration of training to improve and increase skills for employability. With age being the focus for some managers in an organization, negative stereotyping of older aged workers such as complacency, struggling against change, and an inability to learn new skills, is taking place within the workforce (Heisler & Bandow, 2018). Heisler and Bandow (2018) noted that adverse stereotypes may cause unintentional discrimination which then leads to the omission of older adult worker from training and development opportunities. Older aged adult workers face a block regarding employability due to age stereotypes (Dordoni & Argentero, 2015). Company managers may go the extra mile to show eagerness without discrimination to retain their experienced employees and make them feel valued in the company.

The experience of workers both young and old usually sets a strong foundation for learning additional skills. Sonderegger, Schmutz, and Sauer (2016) noted how given the importance of technology in the working world the understanding of the older employees' aging and cognitive developmental skills are essential when it comes to technology. Their cognitive abilities and memorization connect with achieving the successful usage of technology in the workplace. Sonderegger et al. (2016) explored the deteriorations in health and functional abilities of the older workers regarding their usage of innovative technology, the design of current technology, and its intended users. Zwick (2015) found that older workers are less motivated to partake in workplace training because they may be uncertain of the benefits they will receive. Sonderegger et al. expressed a comparison between older and younger aged employees' attitudes. The older aged worker has learned technology as an adult whereas the younger aged employee was born with this same knowledge (Sonderegger et al., 2016). Technological socialization may account for differences between older and younger aged employees (Sonderegger et al., 2016). Hennekam (2015) noted that older workers seek change and continuous learning through training but find that their employer often neglects their capabilities to learn due to negative stereotypes. Organization managers should properly identify the skills necessary to assist the workforce to adapt to organizational change.

### **Retention**

To compete and appropriately develop workers, organizational leaders must recognize the long-term care of their workers as a distinct sector within the company. Dill and Morgan (2018) explained how a competitive organization must recruit and retain

high-quality workers to create methods of growing movement to draw potential workers. Heisler and Bandow (2018) stated that the retention of older aged workers is beneficial for an organization as well as workers both young and old because knowledge transfer assignments motivate employability significance for each generation. Naim and Lenka (2018) noted that leaders with a concentration toward the future, guide talent retention to ensure competitive advantage using strategic leadership. Even though younger generational employees benefit an organization with new thinking, maintaining specific knowledge and skills from the older worker is critical to the company identity (Sprinkle & Urick, 2018). Despite organizational retention benefits, financial benefits for older workers income levels, as well as financial disincentives to remain in the workforce, are also crucial to the company (Hardy, Kielczewska, Lewandowski, & Magda, 2018). Perrin (2016) noted organizations that consider their company's financial issues ahead of the retention of older aged workers might be looking at long-term problems in the future. Management of organizations may begin to realize that they will continue to need the expertise of older aged workers.

Companies, who value their employees, give workers the freedom and autonomy to perform their roles effectively, and in turn, will lead to job satisfaction among older workers. Gandy, Harrison, and Gold (2018) discussed the review of organizational policies that safeguard turnover of older workers, so they remain committed to the company using their specific talents and skills. Conen et al. (2014) noted that most organizations do not show the concern for retention or training programs within their company, which shows a deficiency of focus on the employability of older aged workers.

Conversely, with planning and programs such as mentoring, coaching, and job rotation, employers can establish a business strategy to hire, motivate and retain talented workers (Zoller, 2018). Conen et al. explored the way in which organizations can develop a new grasp on attracting and retaining talented workers from all generations. To strengthen generational growth and development of workers within organizations; managers need to realize the unique qualities of each generation (Clark, 2017). Managerial support within the workplace is crucial for older aged workers intentions to remain employed (Radford, Shacklock, & Bradley, 2015). Development of a retention plan for older aged workers may help organizations decrease turnover.

Management places a high value on striving to offer opportunities for professional development. Picchio and van Ours (2013) provided a quantitative study survey that suggested training of older aged workers by their employers increases the employee's employability. Many older aged employees should remain current in technological aspects in the workplace to keep them retainable to the workforce (Hennekam, 2015). In the labor market, training provided by employers enabled the older aged worker to update their skills, and in the case of job loss, these workers can gain new employment with increased wages (Picchio & van Ours, 2013). Kulik, Perera et al. (2016) stated that considering the high potential of an individual's work life, companies need skills development for all ages of employees. These findings may require further research on the topic of older aged workers participating in employer-provided training (Picchio & van Ours, 2013). Employees in the age range 50 to 64 were 4.2% more likely to be out of the workforce without having had firm administered training (Picchio & van Ours, 2013).

To balance the workforce, Hennekam (2015) suggested that organizations look at training older aged workers as an opportunity to put each generation of personnel where they fit in the labor force of their company. Organization management should support programs that employees will value such as formal training programs or informal mentoring opportunities between coworkers.

General human capital used efficiently in organizations helps productivity not only at the current company but also at other agencies. Becker (1962) defined human capital as knowledge, experience, and skills that individuals acquire through education and training. Human capital is a factor that employees can bring to an organization through on the job training and experience, but they take it when they leave (Wei, 2015). Wei (2015) noted that retaining human capital could become a major issue for organizations. Employees with greater professional skills and educational training tend to solve business problems at an adequate pace as well as complete organizational tasks more efficiently (Becker, 1993). Firm-specific human capital has more significant values for an organization than general human capital (Wei, 2015). A team that can retain employees with excellent firm wise talent over extended periods will help to increase the company's competitive advantage (Wei, 2015). Wei (2015) investigated the relationship between general human capital and employee turnover intention; and the direct effects of efficient performance in HRM practices on general human capital and turnover intentions. Business leaders should realize a workplace that attracts, retains and engages their workforce is vital no matter the status of the economy.

Reduction in human capital may affect positive human resource practices toward turnover intentions. Wei's (2015) study consisted of 456 engineers and their executive managers with a 74% response rate to an electronic survey. The findings were comparable with the expectations, and that led to several important conclusions in the outcome. First, general human capital positively affected turnover intention (Wei, 2015). These results may show that educated and trained employees in organizations could conveniently switch companies. Second, the organizational fit of an employee can directly decrease turnover intention among employees (Wei, 2015). Hurst, Baranik, and Clark (2017) noted that the job plateau which means the worker has reached the highest level of job satisfaction would influence negative job consequences by both the individual and organization. Undesirable aspects of the work environment including mediocre work performance may dictate organizational switching and turnover intentions (Hurst et al., 2017). Finally, high-level HR practices which include training and development predict general human capital and employee turnover intention positively (Wei, 2015). A substantial human capital investment is essential for high involvement toward strategies implementing human resource practices in turnover intentions.

Organizational leaders should pay close attentions to managing the changing workforce. Choi, Ospina, Steger, and Orsi (2018) noted job flexibility as a benefit to the older worker who sometimes require part-time positions, postpone retirement to allow for additional income, and deteriorating health. HR management systems in organizations should implement policies that simultaneously meet the needs of the multigeneration (Vasconcelos, 2015). Lawton and Aquino (2016) noted the ease to develop effective



work values of change in teams that consist of multigenerations because there are more similarities than differences among each generation. Within the new trends of the future, human resource managers should pay close attention to helping organizations manage this change.

Valuing older aged workers and developing programs will ensure that their knowledge of company processes are not lost in mentoring younger aged workers. Scholarios and Taylor (2014) investigated developing and retaining an aging workforce by monitoring employee performance. Cloutier et al. (2015) stated that an employee's positive performance and attitude could benefit their company with competitive advantage. Scholarios and Taylor conducted a research study using two technologically intensive service sectors, financial and telecommunication. Technology utilized within these areas increase at a higher rate, and Scholarios and Taylor found that older workers emerge as a vulnerable generation with manager decisions to guide performance for sickness, absence, and reduced capability. Employee turnover can be costly to an organization's finances as well as affecting the principles of their vision, mission, and values (Cloutier et al., 2015). Cloutier et al. (2015) noted that organizations that factor in training, development, and retention to motivate and encourage older aged workers would gain a well organized workforce that would remain loyal to the company. If managers of organizations understand the needs of their employees everyone in the workplace would benefit.

This literature review included pertinent current and past studies on the topic of strategies to improve training of the multigenerational workforce. The review of the

literature covered the HCT which establishes the conceptual framework and its tenets comprised of (a) on-the-job training, (b) multigenerations, (c) skills, (d) motivation, and (e) retention. Other topics discussed included (a) education, (b) knowledge transfer, and (c) technology. This literature provided an emphasis on strategies to improve the training of the multigenerational workforce which may influence the employability of the employees and benefit the organization.

### **Transition**

In Section 1, I established the proposed qualitative single case study to explore the training strategies managers use to improve multigenerational employee productivity. Section 1 included a discussion of both the general and specific problem of the study. I also incorporated (a) purpose statement, (b) the nature of the study, (c) conceptual framework, (d) definitions of terms, and (e) significance of study on social change. I finished Section 1 with a review of the literature.

In Section 2, I proceeded with the actions for conducting the study. Within section 2, I reviewed the purpose statement and discussed (a) role of researcher, (b) participants, (c) research methodology and design, (d) population and sampling, (e) ethical research, (f) data collection parameters, and (g) reliability and validity factors. In Section 3, I presented findings, recommendations, and implications for social change.

## Section 2: The Project

In Section 2, I address the research portion of the project, including the following topics: (a) restatement of the purpose of the study, (b) discussion of the researcher's role, and (c) description of participants. I also describe the research methodology and design, data collection procedures, data analysis procedures, and reliability and validity of the research.

### **Purpose Statement**

The purpose of this qualitative single case study was to explore training strategies managers used to improve multigenerational employee productivity. The target population consisted of managers in an automotive company in the Great Lakes area of the United States who had successfully improved multigenerational employee productivity. The results of this study may contribute to positive social change by demonstrating how a trained multigenerational workforce may propel the career prospects of the employees. Enhanced career opportunities may improve income potential, quality of life, and economic growth (Forstater, 2015).

### **Role of the Researcher**

My role in this qualitative case study was the primary instrument to collect, analyze, and interpret data gathered through participant interviews. Yin (2015) stated that qualitative research is a method that depends on the researcher taking a key role making field observations or having a conversation with the participants about real-world phenomena. I conducted qualitative interviews for the study. While listening to words and phrases of the participants in a qualitative interview, the researcher gains an

understanding of the interviewees' world (Yin, 2015). The interview data help the researcher reveal insights about the participants' thinking. Using open-ended questions in the qualitative interview does not limit the participants' responses. The interviewees can use their words in a topical discussion (Yin, 2015).

I have been a nonworking student for several years and had no contact with or information about the participants in the study. Althubaiti (2016) noted that both the participants and researcher should understand the importance of any possible source of bias; therefore, the role of the researcher is to intensify awareness of sources of bias and help the participants share their perspectives concerning the topic without prejudice. Research integrity is a matter of behaving correctly in the research situation. Yin (2015) noted that while collecting data the researcher needs to present a neutral position in all areas: interviewing, making observations, looking over documents, or reviewing field evidence without prejudice. Research integrity means that my data are trustworthy, and I used measures that warrant respect for persons and justice. I had the responsibility of adhering to the ethical principles established in the Belmont Report. The Belmont Report outlined protection and the proper behavioral precautions to safeguard human research subjects and participants with respect, justice, and beneficence (Miracle, 2016). I made sure that proper ethical considerations and protections were in place by connecting these guiding principles with three acts as described by Friesen, Kearns, Redman, and Caplan (2017), who explained how a researcher should link (a) respect to informed consent, (b) beneficence to risk-benefit analyses, and (c) justice to subject selection to help make ethical considerations for each research participant.

I used an interview protocol (see Appendix B) to enhance the trustworthiness of all participants having the same data collection technique used for their interviews, (see Rimando, Brace, Namageyo-Funa, Parr, & Sealy, 2015). The interview protocol consisted of an introduction to the interview that set the stage for establishing a trusting relationship with the participants. I took the time to listen to the interviewees as they spoke about their experience concerning the phenomenon (see Castillo-Montoya, 2016). The interview protocol included discussing the consent form with the participants and providing a list of interview questions (see Arsel, 2017). I ended the interview with a few probing questions to get more thorough details for clarity. I also scheduled the follow-up member checking and included the appropriate thank-you statement to participants.

### **Participants**

A purposeful sampling of six participants for this single case study included managers of an automotive company located in the Great Lakes area of the United States. I required participants to have worked for the organization for at least 1 year to ensure their familiarity with the research topic. My target population met the selection criteria of specific knowledge and experience to contribute significant information to answer the research question (see Amintoosi, Kanhere, & Allahbakhsh, 2015; Palinkas et al., 2015). The use of purposeful sampling helped me ensure that the participants had the appropriate understanding and experience in the training, skills, and knowledge of the multigenerational workforce required to inform on the topic (see Ranney et al., 2015; Yin, 2015).

Thomas (2017) explained that the purpose of qualitative studies is to represent participants' experiences and perspectives. Moe, Lytle, Nanney, Linde, and Laska (2016) noted that finding the best method to recruit participants for a study is vital to maintaining effective research benefits. I obtained contact information of managers through personal communications with an established working executive in the automotive company. Moosa and Koopman-Boyden (2015) found that the messenger approach worked to gain the participants' trust and consent to join in the study. The messenger approach consists of an acquaintance known to both the researcher and participants to allow for a working relationship between the two (Moosa & Koopman-Boyden, 2015). I began to establish a working relationship with the participants through a preliminary telephone conversation in which I introduced myself, give a brief introduction on the purpose of the study, provided the criteria to participate, and explained the consent process. The procedure to recruit participants for research should include an explanation of the consent form for each participant's understanding of the ethical aspects of the study (Knepp, 2018; Mumford, 2018).

Some professionals who participate in interviews regard their participation as an opportunity to take time out of their busy careers to reflect on critical issues concerning day-to-day decisions (Wolgemuth et al., 2015). Forming a relationship with participants is essential to perceive their level of comfort in the face-to-face interview process, which will allow the researcher to obtain relevant information (Yin, 2015). Effective communication will support the researcher-participant relationship and help to bring about quality responses from the participants. O'Keeffe, Buytaert, Mijic, Brozovic, and

Sinha (2016) noted that using semistructured interviewing enables the researcher to ask questions that will elicit data that can be used to answer the research question.

## **Research Method and Design**

### **Research Method**

The qualitative method was the most suitable method for the study. Using the qualitative method allowed me to explore, identify, and understand the strategies business managers use to train an organization's multigenerational workforce. Cairney and St Denny (2015) noted that studying the world in a meaningful way, through the eyes of the interviewee, helps to define the qualitative method of research. Percy et al. (2015) noted that when using a qualitative method, researchers should interview each participant individually asking open-ended questions about the phenomenon. Vass, Rigby, and Payne (2017) explained that qualitative research involves thorough investigations of individuals' insights to obtain an understanding of a problem within a real-world setting.

The quantitative method allows the researcher to collect data using questionnaires, surveys, and experiments (Morgan, 2018). This method is used to test hypotheses by examining relationships. Applying statistical procedures, numerical data, and instruments to test a hypothesis enables researchers to obtain generalizable results (Shekhar, Prince, Finelli, Demonbrun, & Waters, 2018). In mixed- methods studies, researchers use both qualitative and quantitative methods to strengthen the understanding of the phenomenon of interest (Shekhar et al., 2018). Quantitative and mixed methodologies were not appropriate to understand the strategies business managers use to

train an organization's multigenerational workforce because these methods did not match the exploratory purpose of the study (see McCusker & Gunaydin, 2015; Yin, 2015).

### **Research Design**

Many design types are available in qualitative research, including phenomenology, narrative, ethnography, and case study (Yin, 2015). To explore the strategies managers use to train multigenerational workforces in the Great Lakes region of the United States, I selected the case study design. I used a small, purposeful sample of six participants for my study. Dasgupta (2015) noted that the case study design requires a small number of participants. Yin (2018) explained that a case study design allows researchers to explore a phenomenon with a limited number of participants. The case study design is an investigative method to find answers to research questions concerning a specific phenomenon (Yazan, 2015). The single case study design was used to explore the experiences of participants and gain insight into training strategies of the multigenerational workforce. The phenomenological approach would not have suited this study because the phenomenological design typically involves extensive interviews regarding participants' experience with a medical or health care service phenomenon (see Lillo-Crespo & Riquelme, 2018). Rynne, Enright, and Alfrey (2017) noted that the narrative design involves stories told by the participants to capture their emotions and lived experiences, which made the narrative design inappropriate for the study. Ethnography is used to study the culture of a group or community (Fayard & Van Maanen, 2015). This design was not appropriate for the study because my intent was not to explore the culture of a group. I chose the case study design because it was the most



appropriate design for exploring the strategies managers use to train multigenerational workforces.

Data saturation is appropriate for qualitative research to ensure that the researcher can discontinue data collection and achieve credible results (Saunders et al., 2018). When a researcher's collected data becomes redundant and no new themes are identified, then the researcher has reached data saturation (Sim, Saunders, Waterfield, & Kingstone, 2018). A negative impact on the results of a study could occur if the researcher has not reached data saturation (Fusch & Ness, 2015). Data saturation for different study designs is not the same; data saturation for a phenomenological study, for example, is different from data saturation for a case study (Fusch & Ness, 2015). To achieve data saturation in my qualitative case study, I interviewed additional participants to confirm the final identified themes (see Kern-Goldberger, Hessels, Saiman, & Quittell, 2018).

### **Population and Sampling**

The population for the study consisted of managers in the automotive industry. Identifying relevant sections of the population is necessary to ensure appropriate data collection (Wu, Thompson, Aroian, McQuaid, & Deatrck, 2016). The study included managers who had worked for at least 1 year to ensure they had knowledge concerning the training objectives of the multigenerational workforce. The sample size of qualitative research reflects the quality of information and should include individuals who know the phenomenon (see Fusch & Ness, 2015). To ensure rich and relevant data and transparency with in-depth understanding (see Bungay, Oliffe, & Atchison, 2015), I sampled an appropriate population. Purposeful sampling adds reliability to results in a

study (Benoot, Hannes, & Bilsen, 2016). I used purposeful sampling to invite a minimum of six participants to contribute to the study through the interview process. Gentles, Charles, Ploeg, and McKibbin (2015) noted that smaller sample sizes provide quality information in qualitative research to understand the phenomenon. The procedure of selecting a sample of participants in advance will benefit the accuracy of qualitative research (Roy, Zvonkovic, Goldberg, Sharp, & LaRossa, 2015).

Hartwell, Serovich, Reed, Boisvert, and Falbo (2017) found that a wide-ranging list of population members is sometimes a requirement for probability-based sampling, unlike purposeful sampling. Gentles et al. (2015) noted that purposeful sampling allows for selection of participants who have knowledge of the phenomenon being studied. Random sampling is a method that quantitative researchers frequently practice (Emerson, 2015). Neither probability-based nor random sampling were appropriate for my study addressing effective strategies to train the multigenerational workforce. Purposeful sampling process was best suited for the study.

To determine when data saturation is reached, the researcher should continually analyze data provided by the participants (Fusch & Ness, 2015; Malterud, Siersma, & Guassora, 2015). Nelson (2017) claimed the point of saturation occurs when the researcher observes the same data continuously, and nothing new is added to the data set. Yin (2015) described data saturation as the point during the interview process when multiple participants begin to give the same answers to the questions. Malterud et al. (2015) noted that data saturation is a means to discover sample sizes in qualitative studies. For the current study, the determination of the final number of participants

depended on reaching data saturation. Oberoi, Jiwa, McManus, and Hodder (2015) expressed that data saturation occurs when the researcher has found no additional information and has made the decision to discontinue data collection. To achieve data saturation, I performed follow-up interviews when necessary and used member checking to ensure validity.

It became apparent during the coding of findings that the initial sample size failed to provide sufficient data to achieve saturation, so I increased the initial sample to include four administration managers in the automotive industry. Being transparent concerning the state of data saturation will lead to the validity of the semistructured interviews used in data collection (Saunders et al., 2018). I used the same criteria for the additional participants to support the interview process.

### **Ethical Research**

The protection of ethical principles and standards for human participants are fundamental in performing qualitative research (Allen, 2015). I completed the National Institutes of Health (NIH) web-based training concerning the protection of human subjects while researching to ensure the security of my participants. Allen (2015) explained that a university's Institutional Review Board (IRB) guarantees that the conduct of research among scholars has high ethical standards. To ensure each participant's privacy, I followed these ethical standards. A fundamental part of qualitative research is ethics principles that consider the well-being of individuals (Hammersley, 2015), and it is essential to attaining approval for the research process to move forward (Trung et al., 2017). My Walden University IRB approval number was 10-25-17-

0248844 and expires on October 24, 2019. I ensured and maintained the confidentiality and anonymity of all participants in all aspects of the interview by assigning them a numerical code. A participant will more likely explain their account of details using a valuable description with protected confidentiality (Laird et al., 2015).

I invited each participant to sign an electronic or physical copy of an invitation letter. The participants and I signed the consent form acknowledging all terms prescribed and the participants received copies for their records. The form contained the study's description, background information, the purpose of research, and the reason for selecting the participants. Effective communication contained in a consent form concerning the risks and benefits of a research study should specify that participation is voluntary (Goldstein et al., 2018). The study is voluntary, and the participants received no incentive in exchange for consenting to join the research study. Zhang et al. (2016) noted that many individuals hesitate to participate in a research study without the incentive of monetary payments. When the participants consented to participate in the study, they were able to withdraw from participating at any time. Essex and Haxton (2018) discussed how a participant's voluntary involvement in a research study allows them to withdraw from the study at any time without any obligation or disadvantages. If the participant wished to withdraw from participating in the study, the final analysis and results of the research would contain no data provided by the withdrawn participant.

Upon the completion of the research study, I stored all documents relating to the participants in a safe and secure location and will retain them for 5 years. In accordance with ethical procedures when conducting research, a risk management plan is needed to

protect, printed information and data collected from participants to keep all information private and secured (Harriss & Atkinson, 2015; Lustgarten, 2015). At the end of 5 years, I will destroy all documents concerning the research study to protect the rights and privacy of each participant. Parry, Pino, Faull, and Feathers (2016) explained how a researcher should destroy the personal information and data which a participant has released in the study in an agreed upon period. Lustgarten (2015) noted that advances in technology had brought new threats to participant's confidentiality and to adhere to ethical guidelines researchers need to maintain participant's confidential information so that the data remains safe from potential harm. The participants may contact a Walden University representative to discuss their rights privately.

### **Data Collection Instruments**

I collected data from participants using open-ended questions, conducted through a semistructured interview to obtain strategies used to gain effective training programs that enhance multigenerational employee performance. A semistructured interview approach is a model form of data collection to help researchers explore participants' work experience as well as tasks on the (Brubacher, Powell, Skouteris, & Guadagno, 2015; Davis & Simpson, 2017). Helle, Trull, Widiger, and Mullins-Sweatt (2017) indicated in their findings that using a semistructured interviews approach makes research more reliable. Helle et al. (2017) explained the improved increase in the adherence to criteria with the use of semistructured interviews. Yin (2015) recognized for qualitative research the semistructured interview in contrast to other social science research methods.

Focusing on the participant's personal perspectives, I asked probing and clarifying questions using the semistructured interview process.

Case study research permits the researcher to collect data from several additional sources including documentation and archival records (Yin, 2018). Levitt, Motulsky, Wertz, Morrow, and Ponterotto (2017) noted that collecting diverse data such as archival materials and company documentation offers a rich and vivid interpretation or excerpt of the phenomenon which a researcher could not obtain through public records. Vihelmsson, Davis, and Mulinari (2016) explained how viewing company documentation on topics could provide added understanding and awareness to strategies concerning the practice of the organization. I also collected data from documentation, archival records, and note taking.

The interview questions reflected the research goals of the study (see Appendix A). Yin (2015) stated that a good set of interview questions would help to define the impending actions of the data collection instrument. Researchers, using a protocol should view each participant the same to decrease the chance of bias within data collection (Tierney et al., 2015). Using an open-ended question approach allows the researcher to explore a phenomenon without implementing an excessive cost method of research (Tran, Porcher, & Falissard, 2016). I used the same data collection technique and procedural guide for each participant with an interview protocol (see Appendix B). Note taking is a way of storing an external or written memory of an interviewee for it to be useful in the future (Atrash et al., 2015). Luo, Kiewra, and Samuelson (2016) explained how note taking helps a researcher to record, review, and revise the information from participant's

thoughts. Rosenthal (2016) pointed out that reading and coding data transcripts allow the researcher to identify ideas of the participant's words. I used note taking to highlight certain comments mentioned by the interviewee.

To cover all aspects of interviewing mentally and comfortably as indicated by Hoover, Strapp, Ito, Foster, and Roth (2018), I implemented the interview protocol to use as a method to sustain an interpersonal relationship with the participants. I conducted member checking to confirm the reliability and validity of the data collection process. Researchers use member checking as a gauge to assess validity and approval of the researcher's interpretation of participants' findings and meanings from the interviews given (Birt, Scott, Cavers, Campbell, & Walter, 2016). When conducting member checking, I acquired additional information while confirming the accuracy of data and reaching data saturation from interview participants (see Thomas, 2017). Participants examined my interpretation and summarization of their statements and opinions to correct and change any misrepresentations for validity (see Brear, 2018).

### **Data Collection Technique**

To explore successful strategies to train the multigenerational workforce in the automotive industry, I used a qualitative single case study. The tools that I used to collect data for the study included semistructured interviews (see Appendix B), a clock to monitor interview time, the iTunes SpeakEasy Voice Recorder, notepad, pen, and paper. Data breaches can be problematic and for the protection of study participants, researchers need a procedure for proper handling and disposal of data (Blake, Francis, Johnson, Khan, & McCray, 2017). Blake et al. (2017) noted researchers should use disposal

methods for ethical purposes that include pulverizing data by burning or shredding. I stored the data collected on a password-protected computer and flash drive for back-up, keeping it in a safe that is only accessible to me, and I will destroy the data after 5 years by fire. Eschenfelder and Shankar (2015) stated how ongoing maintenance is now a vital concern for research data and participants. Van den Eynden and Corti (2017) explained that investments have focused on researchers training to allow for new skills in data collection management and knowledge of archiving.

Through face-to-face, semistructured interviews I collected data and observed the unspoken words of the participants who had knowledge of training the multigenerational labor force. Lo Iacono, Symonds, and Brown (2016) noted that a researcher could observe the interviewees gestures, actions, and physical environment by looking directly at them. Denda (2015) expressed how researchers need to build their interviewing skills to understand and interpret the cues offered by the interview participants. I observed the facets of the interviewee while in the interview process. Paine (2015) found that the interview tool allows the participant to view gradually the format and intentions of the topic which helps to gain the interviewees interest.

Kool et al. (2017) stated, qualitative interviews recorded and transcribed are individual, telephone, online, or focus group interactions. Bowden and Galindo-Gonzalez (2015) found that email and Skype (Seitz, 2016) interviews are becoming an alternative to the traditional face-to-face interview process. Email interviews save money as well as time because the researcher has no travel time or transcript printing costs (Bowden & Galindo-Gonzalez, 2015). A researcher who uses the online Skype method of



interviewing must have a prepared agenda with the interviewee before the interview to include steps taken for stable internet connection, and an area without interruptions to help gain a successful interview (Seitz, 2016). I used nine open-ended questions (see Appendix A). Providing an applicable explanation of the interview questions, will help produce priceless information about the experiences of the participants (Denda, 2015).

I did not perform a pilot interview study, although participants received encouragement to seek clarity regarding questions, they had about the interview process. Yin (2015) stated that multiple sources of evidence would help to get a clearer understanding of information given to the researcher. McIntosh and Morse (2015) noted that semistructured interviews allow each participant to answer the same questions openly; however, the researcher may use probing questions. O’Keeffe et al. (2016) also agreed that the benefits of semistructured interviews are the opportunity to allow new information to occur concerning a phenomenon. Regardless of how often researchers use semistructured in research, Kallio, Pietila, Johnson, and Docent (2016) disagreed that semistructured interviews are beneficial to the research study. Kallio et al. (2016) noted a deficiency of structure in the usage of semistructured interviews. I used an interview protocol and listened attentively to participants’ responses as well as conducted member checking, to explore and describe the strategies training the multigenerational workforce may enhance to help productivity.

Data collection using company documentation is the review of relevant documents that will aid in the findings of the study (Chiu, Grundy, & Bero, 2017). I considered company documents concerning multigenerational training for data collection.

Gaur and Kumar (2018) noted that the use of company documents, both publicly available and internal is one of the most highly used data sources in research. Company documents could reveal information about the competitor's practices that the firm researched (Velicer, Lempert, & Glantz, 2015).

Bowman (2016) found that to establish the trustworthiness of a study, researchers need three sources of information with one being member checking. Member checking consists of giving the participant the opportunity to add additional information or correct the synthesis and interpretation of material the researcher collected from the participant in the interview process (Simpson & Quigley, 2016). Researchers use member checking as a validation that the interpretation of the interviewee is accurate and free of mistakes by giving the participant the opportunity to correct any errors (Smith & McGannon, 2018). Simpson and Quigley (2016) noted that member checking allows participants to receive an opportunity to reflect on their ideas and words. I used the member checking tool to acquire accurate interpretation of the interview answers for the research questions.

### **Data Organization Technique**

I collected raw data using two different techniques, iTunes SpeakEasy Voice Recorder and interview journal notes taken with a pen and paper. To help improve the reliability of data information the researcher should use several different types of data collection (Noble & Smith, 2015; Yin, 2018). I applied a specific participant identifier to identify each interviewed participant. One way to protect participant's confidentiality during collection, organization, and analysis of data, is to conceal the names of each interviewee (Bogum, Malu, Schaefer, Reyes, & Brinegar, 2015). Interviews, notes,

NVivo documents, and consent forms along with all information concerning the identity of participants are documents I maintained on a password protected computer and will keep for 5 years before destroying. A critical aspect of protecting the confidentiality and privacy of participants and the data collected is safeguarding all materials (Cayirci, & de Oliveira, 2018; Conti, Dehghantanha, Franke, & Watson, 2018; Lustgarten, 2015).

### **Data Analysis**

The process of data analysis consists of activities related to gathering data, organizing data, analyzing data, and interpreting data (Lewis, 2015). I collected data from semistructured interviews, company documentation of strategic training plans for the multigenerational workforce, website pages, and journal notes. Heath, Williamson, Williams, and Harcourt (2018) pointed out that multiple methods of data collection could increase the amount and as well as the intensity of data and this could influence data analysis reliability. Data interpretation affects the results of the data analysis for a research study (Ragan, Endert, Sanyal, & Chen, 2016).

Methodological triangulation is also known as multi-method, encompassing several different types of data collection to better support the conclusions (Heesen, Bright, & Zucker, 2016). Fusch and Ness (2015) noted that triangulation considers different standpoints of the same phenomenon to ensure the strength of results from the study. Yin (2018) described how case study researchers have an opportunity to utilize one of four distinct types of triangulation to ensure study validity: (a) data, (b) theory, (c) methodological, and (d) investigative. An essential option to enhance the confidence in research findings toward exploring a research question is the use of triangulation (Yates

& Leggett, 2016). I used methodological triangulation for the study on training the multigenerational workforce to increase productivity in the workplace. Methodological triangulation enables secure data through multiple data collection methods (Joslin & Müller, 2016).

The first form of data analysis was the evaluation of semistructured interviews, which allowed the development of a coding system (Morse, 2015). Semistructured interviews allow researchers to gain insight into the professional participants' knowledge and difficulties that they encounter at their place of employment (Davis & Simpson, 2016). Nolan et al. (2016) noted that semistructured interviews permitted detailed data viewed as different themes to gather participants lived experiences. Face-to-face semistructured interviews can give the researcher an extra edge by adding non-verbal communication with body language and facial expression to make their data profound and rich (Burton, 2018).

Transferring patterns and recurring themes or concepts into clear interpretation are all involved in data analysis (Nassaji, 2015). I identified patterns in the data while listening to the interview recordings and taking notes. Tsai, Shillair, and Cotten (2015) pointed out that interviews examined for themes receive identifier codes for increased validity. Separately recording and implementing each interview will allow for the themes and codes to ensure the confidentiality of every interview candidate (Nakhoda & Rahimian, 2015). Geeraerts, Vanhoof, and Van den Bossche (2016) suggested that the researcher pays attention to meanings and patterns forming in the notes of the interview.

NVivo 11 program served as the primary source of the data analysis. NVivo does not fully support the analysis process but works in unison with other data techniques such as viewing company documentation, note-taking, and interviews to provide data management (Maher, Hadfield, Hutchings, & de Eyto, 2018). Woods, Paulus, Atkins, and Macklin (2016) found that 99.6% of published research articles made reports using NVivo software program for data analysis. I implemented the software NVivo to support the process of evaluating and identifying themes from the participant's answers to the research questions. Using NVivo gives the user the opportunity to utilize the analysis process in qualitative research by detecting themes from transcripts concerning interviews by participants of the study (Du, Ge, & Xu, 2015). Zamawe (2015) found that using NVivo software eliminated the burden associated with manual coding and allowed the researcher to focus on finding themes.

The NVivo software program ensures secure and efficient coding as well as improves the accuracy of qualitative studies (Zamawe, 2015). Yin (2015) suggested easy access to data and note taking until the data analysis procedure and beyond. Through the NVivo program, I was able to respect thoroughly the sensitive data and privacy of each participant partaking in the interview and analysis of information (see Robins & Eisen, 2017). Lacoste (2016) noted that the NVivo software program allows the researcher confidence to analyze and categorize positive findings using thematic coding. The perceptions of the participant's responses could link to the principles of the theoretical framework (Geeraerts et al., 2016). To gain further reliability, I sent my interpretation to

the interview candidates for member checking as well as asked follow-up questions of each participant.

## **Reliability and Validity**

### **Reliability**

The value of practical research centers on the ability of the research design to withstand certain logical tests of reliability and validity (Yin, 2018). Reliability, as well as external validity, is the assurance that the researcher's approach is consistent and repeatable at different points in time (Fusch, Fusch, & Ness, 2017). Morse (2015) described reliability as the dependability of the data collection and analysis as well as gaining the same results through repeating the research. Morse discussed member checking as allowing the participants to review the interpretation of their answers to the interview questions as accurate. To ensure accuracy, I performed member checking to clarify my understanding and interpretation of the participant's interview statements. The aim of the qualitative research method requires evaluation criteria to produce and enhance the credibility and trustworthiness of participant findings (Manning, 2018). Manning (2018) noted one method to help yield reliable participant inquiry from different sources and help to eliminate researcher bias is data triangulation.

### **Dependability**

I ensured the consistency and dependability of the research process throughout the study as described in the interview protocol (Appendix B). I recorded my interview process concerning the lived experiences of the participants. Recording participants interview process ensures the dependability of data analysis (Causby, McDonnell, Reed,

Fryer, & Hillier, 2017). Roulston and Shelton (2015) expressed that through the interview technique researchers could establish dependability by recognizing how they contribute to the contexts and production of the data. Hence, I attempted to determine the dependability by acknowledging personal biases through the interview technique and use the same script for each interview. Dependability safeguards stability and trustworthiness of collected data and findings (Bengtsson, 2016).

### **Validity**

Validity in qualitative research, using the case study design refers to how the researcher ensures the accuracy of findings through engagement of specific procedures (Morse, 2015). Royal (2016) noted the term face validity denotes the way findings seem on the surface with no scientific evidence to prove that the results are valid. Teusner (2016) suggested that in qualitative research, validity is the certainty of the truthfulness of the explored phenomena. Validity is the basis and foundation of positive and accurate research results. Noble and Smith (2015) described validity as the integrity and application of the methods, and accuracy of research findings as they reflect the data.

### **Credibility**

Using different methods of data collection and incorporating triangulation will help to increase the validity and transferability of research findings (Yates & Leggett, 2016). I established credibility through triangulating the recorded interviews, the transcribed interviews, company documentation, and journal notes along with member checking for accuracy of interpretations. Accumulating data in different ways using multiple methods of data collection is methodological triangulation which allows the

researcher to gain a complete view of the study (Drouin, Stewart, & Van Gorder, 2015). I took appropriate steps to ensure that the participants, setting, and context of the interviews were all in alignment with the interview protocol and fulfilled the necessity of accuracy (see Dikko, 2016). Each of the participants that I interviewed was a variety of managers of the automobile industry in the Great Lakes area of the United States, which addressed the external validity (transferability) of the findings.

### **Transferability**

Nowell, Norris, White, and Moules (2017) explained that transferability refers to how the research content analysis can assist other organizations with a similar challenge. To achieve transferability, I provided a thick description of data and findings concerning the research study (see Tyrberg, Carlbring, & Lundgren, 2017) to allow the comparison of generalizability of research. Transferability then provides the reader with the opportunity to decide if the results are transferable to his company (Shannon-Baker, 2015), or if the results can assist other organizations with a similar challenge with the phenomena.

### **Confirmability**

Confirmability occurs when the researcher confirms that the findings of the study are steady and repeatable (Connelly, 2016). To report the confirmability of studies, I used an audit trail, which involves recording activities that can lead others to clear repeatable conclusions (see Hussein, Jakubec, & Osuji, 2015). I used the interview recording to assist with checking and rechecking the data interpretation for accuracy and dependability. Fusch and Ness (2015) described the insufficient positive validity of a



research study if the researcher was unable to meet data saturation. I collected data through interviews until the information added nothing new to the research study. Stickland, Clayton, Sankey, and Hill (2016) stated that the researcher meets data saturation when she finds no new information or themes to add to the study. Once a researcher detects a recurring pattern of responses given by the interview participants, she has reached data saturation (Money & Coughlan, 2016).

### **Transition and Summary**

In Section 2, I stated the purpose statement of my research study, addressed the role of the researcher, discussed the selected participants, and detailed the research methodology and design. Next, I described the (a) population and sampling method; (b) ethical research; (c) data collection instruments, technique, and organization; and (d) data analysis techniques. Section 2 concluded with a discussion of the methods and techniques for assuring the reliability and validity of the study.

Section 3 of the study comprises of the following topics: (a) application to professional practice, (b) implications for social change, (c) recommendations for action, (d) recommendations for further research, (e) researcher reflections, and (f) a conclusion. Section 3 begins with an introduction, including the purpose statement and the research question. Section 3 also includes an overview of the study followed by the presentation of findings.

### Section 3: Application to Professional Practice and Implications for Change

#### **Introduction**

The purpose of this qualitative case study was to explore training strategies that managers in the Great Lakes area used to improve multigenerational employee productivity. I conducted semistructured interviews with administration department managers in an automotive company to collect data on the strategies used to train the multigenerational workforce. Each participant selected a relaxed and comfortable location where I conducted the interview. The participants answered nine open-ended questions as part of a semistructured interview (see Appendix A) to identify the strategies automotive managers use to train the multigenerational employees for increased productivity.

After transcribing the audio recordings made during the interviews and reviewing the organizational documents, I imported the data into NVivo Version 11 software for coding. Upon analyzing the data, I identified two main themes: collaborative training methods for administrators to accommodate differentiated learning styles of multigenerational employees, and mentoring programs for pairing senior employees with new employees. Theme 2 included two subthemes: (a) motivation for advancement and promotion and (b) retention of employees. Within these themes and subthemes, I outlined the strategies used by automotive managers to train the multigenerational workforce to increase employee productivity.

### **Presentation of the Findings**

I used semistructured interviews to gain an understanding of the strategies automotive managers use to remain competitive in the automotive industry and to answer the following research question: What training strategies do managers use to improve multigenerational employee productivity? I reviewed the standard operating procedures concerning training in the organization, and I conducted six face-to-face semistructured interviews with participants.

During the interviews, I ensured the setting was private and quiet, thereby preventing distractions. Each interview took less than 60 minutes to complete. After the interviews were completed, the audio recordings were transcribed, the organizational documents were reviewed, the data were imported into NVivo 11 software for coding. After analyzing interview data and reviewing organizational documents regarding training procedures, I identified two themes. I grouped the emergent themes into two main themes and two subthemes.

Collaborative training methods, which allow administrators to accommodate differentiated learning styles of multigenerational employees, and mentoring programs for pairing senior employees with new employees were the two emergent themes. The second main theme contained two subthemes: (a) advancement and promotion through motivation and (b) retention of employees. The findings for each theme supported the components of HCT: (a) training, (b) motivation, and (c) retention (Becker, 1993; Lin et al., 2017). HCT applies to concepts for investment in the employee's capabilities thereby assessing their productivity (Lin et al., 2017). Lin et al. (2017) determined that the

retention of employees, as well as workers' wages, provides organizations with a competitive advantage.

For this doctoral study, I reviewed the HCT conceptual framework and found a connection with the findings that provided a means for understanding the effectiveness and ineffectiveness of strategies, barriers, and other critical factors that influence how automotive managers maintain competitive advantage (see Becker, 1993; Lin et al., 2017; Torre et al., 2018). Dasgupta (2015) noted that a case study is an effective method to explore theory-building strategies in a real-life context. Table 1 displays the participant frequency for the themes, including the interview questions that related to each node. Table 2 displays the participant frequency for the subthemes, including the interview questions that related to each node.

Table 1

*Coding of Sources Related to Themes*

Themes	Participants	Number of responses
Collaborative training methods	6	69
Mentoring programs	6	20
Total	12	89

Table 2

*Coding of Sources Related to Subthemes*

Subthemes	Participants	Number of responses
Motivation-advancement & promotion	6	18
Retention	6	32
Total	12	50

### **Emergent Theme 1: Collaborative Training Methods**

Theme 1 revealed that managers within this automotive company use their employees as a strategy to train coworkers. Examining company documents and the employee handbook revealed core values including using the talent of all employees regardless of their age, race, gender, background, physical impairment, sexuality, or religion to benefit the organization. Collaborative training methods was a strategy for administrators to accommodate differentiated learning styles of multigenerational employees and was related to Interview Questions 1 and 6. Table 3 provides a summary of the number of participant responses related to the first theme that emerged during data analysis.

Table 3

#### *Coding for Sources Related to Collaborative Training Methods*

Participants	Number of responses
P 1	15
P 2	13
P 3	3
P 4	11
P 5	17
P 6	10
Total	69

Several participants explained that one tactic used in the organization was collaborative teamwork through on-the-job-training. Collaborative training methods are relevant to the HCT because once managers invest in training, they begin to create human capital within their workers and become more productive (Stonebraker & Stone, 2015). P2 explained how individual employees with knowledge helped to train other employees

in the same position: “Our training does not differentiate for individual employees; instead the training is based on position.” P2 expressed, “Training in the company can either be general to all jobs or specific to the job on which training is received.” The involvement of an experienced manager or employee training a new worker includes on-the-job-training using the tools essential for performing the job (Asad & Mahfod, 2015). On-the-job-training reinforces peer support as one worker learns a new task or requirement from another more experienced employee while carrying out the job (Chauhan, Ghosh, Rai, & Shukla, 2016). To increase acclimation to a job, an employee can train while he or she is working as opposed to training at an offsite location (Talwar & Thakur, 2016). P3 expressed, “To effectively increase multigenerational employee productivity, my area makes career development skills for the older generations mandatory.” P3 went on to say, “For their evaluations, they must keep up with new techniques such as the latest version of our software used in the department.” P5 noted, “I am responsible for training the sales consultants in my department as we implement a new process.” P5 continued, “There is definitely a learning curve because quite a few of the consultants are older and more experienced with sales, but not as tech savvy, but we came up with a way to train that proved beneficial to everyone.” Within the pages of the employee handbook, the learning and development vision is to create a learning organization in which everyone has the ability to improve and transform the organization continuously.

Transferable training reflects the alignment of general and specific skills developed through learning and training. P6 explained, “By understanding how each

generation learns and adapting the lessons to their learning style will help tremendously to continue making the best productivity.” P3 also expressed, “With all the e-learning resources offered my employees still look for worker-to-worker interactions.” P1 revealed, “Upper management requires creating a hybrid where collaboration, teamwork, use of technology and some lecture and exploration exist.” Masalimova and Shaidullina (2017) noted that on-the-job-training reflects a learning process in which members of the staff receive training while performing their job. Knowledge sharing is one source of learning and applying information from another source, communicating effectively, and becoming a powerful asset to a business (Bilgihan, Barreda, Okumus, & Nusair, 2016). People are human capital within a workplace when they have specific skills, abilities, and experience that can contribute to the success and competitive advantage of the organization (Ekwoaba, Ikeije, & Ufoma, 2015). P4 explained, “We have a set process to address training needs. It involves reading job performance documentation, observation of job performance by trained team members, then try-out job performance by trainees in sections.” To help all employees build useful skills, the company offers a free online training resource.

An industry university delivering education and training to current and future employees inspires and encourages students and people about the value of working in the automotive industry. The plant floor workers indirectly benefit from the computer training applications because groups composed of production planners, developers, and project designers can interface in the digital factory (Gorecky, Khamis, & Mura, 2017). P2 expressed, “Because the organization is so large, we are moving away from

facilitator-led courses or training.” P2 continued, “Most of the training is self-paced, modular based with the ability to start and stop during the online training session.” Self-paced online training can benefit the finances of an organization as well as increase the confidence and achievements of the workers (Brennan, Sellmaier, Jivanjee, & Grover, 2018). North and Fiske (2015) noted that acquiring a productive multigenerational workforce is of critical value to an organization. New diverse training methods are pivotal to the growth of both the organization and the employee.

P5 explained, “One of my department’s training strategies consists of interactive learning, which allows the employee to learn at his or her own pace.” P6 also expressed, “Providing different types of training such as face-to-face and eLearning allows each colleague to choose which method works best for them.” In comparison, P5 explained, “When providing materials for training, each employee would need either manuals and books or podcasts and applications.” P6 continued, “Finding ways to reach each colleague and help them learn using the method that works best for them is a method to help the multigenerational workforce train successfully.” P1 stated, “The diversity program along with “e-learning+” is tailored for self-motivated or directed study with simulations that are used between individuals or teams.” Online training, self-paced training, webinars, instructor facilitated courses, and several other training programs can contribute to organizational productivity (Brennan et al., 2018). P6 said, “By finding a perfect balance, I am able to keep all generations involved in training by using different learning styles.” P6 continued, “Baby boomers benefit most from readings or group discussions about their experiences, whereas the Generation Y workers benefit more from



visual methods, pictures, videos, soundbites that keep them stimulated.” P5 affirmed that to build capabilities, “We continuously invest in developing the professional, technical, and leadership skills of our employees as the organizational handbook states.” P5 continued, “To personalize the training and learning in our organization would involve providing the unique learning of each generation as one of your questions stated before.” Gorecky et al. (2017) noted that technology and virtual training are promising strategies to promote the success of manufacturing enterprises.

Online computer-based training and virtual training could have a positive effect on procedural and industrial tasks in the automotive industry. A review of company documents revealed that the critical approach to company training is “Leading by Teaching.” P5 stated from the company documents, “By teaching others, colleagues build self-awareness, gain opportunities for professional development, and acquire company-specific skills and knowledge in ways that foster enthusiasm for learning.” P2 expressed, “We support our skilled and motivated people to develop themselves and each other.” King and Bryant (2017) found that different generations working together in unity can contribute to positive outcomes within the organization, including company loyalty, advancement, and higher employee retention. P3 explained, “My department has used the strategy of group bonus to help the employees’ gain a better outlook to training goals, and this strategy seems to work well for all workers involved.”

### **Emergent Theme 2: Mentoring Programs**

Theme 2 revealed that the organization readily used mentoring programs to promote knowledge sharing and intergenerational initiatives. This theme included the

participants' perception of mentoring as a strategy for administrators to pass organizational knowledge from one generation of workers to another. Theme 2 relates to Interview Question 7. Table 4 provides a summary of the number of participant responses related to the second theme that emerged during data analysis.

Table 4

*Coding of Sources Related to Mentoring Programs*

Participants	Number of responses
P 1	1
P 2	1
P 3	3
P 4	1
P 5	6
P 6	8
Total	20

Mentoring occurs when accomplished workers share their knowledge and skills with less experienced workers (Satterly, Cullen, & Dyson, 2018). Kaše, Saksida, and Mihelič (2019) expressed how mentoring allowed younger workers to achieve skills, knowledge, a sense of respect, and a new attitude for their mentor who was years older but more experienced. P6 explained, “We encourage each of our workers no matter their generation to mentor one another, help one another, and give support to one another. When one employee is weak, we prompt each generation to help make him grow stronger.” P3 agreed by stating, “All generations seem to voice a desire for mentoring and conversations with subject matter experts. They need interaction and access to another worker who can support and encourage knowledge, answer their questions, and be key to their efficiency.” Satterly et al. (2018) noted that all generations benefit from traditional mentoring, senior workers sharing knowledge with younger employees, and reverse

mentoring in which younger workers share technical knowledge with older, less tech-savvy employees.

P5 explained, “We try and focus on clear expectations, so there’s no need to micromanage.” P6 said, “We get the best results when we find how we can tailor our training for the individual because this is helpful to continue maintaining retention in our workforce.” Similarly, P5 expressed, “We allow our workers to use their years of experience to support the team, and also allow them to work independently if possible, at their own pace.” P3 stated, “Understanding that if there is a suggestion, don’t dismiss it because the employee is older or younger, we can all learn from each other.” P6 went on to say, “We encourage each generation to mentor the other, help and work with each other, as I mentioned before.” Gerpott, Lehmann-Willenbrock, and Voelpel (2017) noted that intergenerational learning is a strategy that will avoid older workers knowledge and experience from diminishing across generations. Whether the instructor is older or younger, it seems an exchange of company information spreads from the more knowledgeable to the less experienced.

**Subtheme 1: Motivation for advancement and promotion.** Employee motivation for advancement and promotion is a key factor in the success of an organization. Subtheme 1 revealed from all participants that motivation is a process that steers commitment, performance, satisfaction, as well as advancement and promotion. Motivation is the determinant that drives a person’s inner actions and energies to achieve certain goals (Hitchcock & Stavros, 2017). Review of company documents divulged a shift in emphasis to improve the experience of employees at work. The automotive

industry is rapidly evolving, and our response is to transform and empower our people through motivation, collaboration, and integration. This subtheme included the participants' perception of the motivation strategy and incentives to improve the competitive advantage of the organization. Interview Question 2, Question 3, and Question 4 relate to this subtheme. Table 5 is a summary of the number of participant responses related to the second theme that emerged during data analysis.

Table 5

*Coding of Sources Related to Motivation Strategies*

	Number of responses
P 1	3
P 2	2
P 3	5
P 4	3
P 5	2
P 6	3
Total	18

P1 said, "Every employee is recognized for their performance and achievements throughout the year with incentives." Nyberg, Pieper, and Trevor (2016) noted the importance of both merit and bonus pay as incentives that produced a motivation for positive future workplace performance. P3 stated, "We like to have employees write down their goals and review them and update them on a quarterly basis while offering incentives for employees who meet or exceed their submitted goals every quarter." Level promotion, educational grades, financial compensation or salary, recognition or prestige, and self-fulfilment are all incentives used to motivate people (Damij, Levnajić, Skrt, &

Suklan, 2015). P1 went on to say, “The training tactics we use to motivate employees include a wide spectrum of activities including goal setting and hands-on activities.”

P1 expressed, “We make every effort to promote first from within.” The results of the study conducted by Kundu and Lata (2017) found a positive relationship between employee retention and supportive work environmental factors which include, manager support, organizational support, and peer support. P3 expressed, “We conduct meetings with our employees individually to gauge how much an employee is satisfied with his current job and how the employee would like to grow professionally.” P1 continued to say, “We believe that promoting from the inside shows our employees that the work effort they make every day is not in vain and that being advanced upward for their effort is always a possibility.” Organizations gain intergenerational relationships through strategies including, mentoring, coaching and knowledge sharing from older to younger workers within an organization (Bjursell, 2015).

Ahammad, Lee, Malul and Shoham (2015) found that motivational incentives considerably influence the productivity and performance of employees. In a review of participants’ company documents, I noted the support of a more personalized employee experience. P5 mentioned, “Leaders in my department feel that using positive reinforcement and making sure that all employees are involved in organizational business is one of the best ways to motivate our workers.” Pay is a vital component in human resource system and many organizations use compensation and pay incentives to motivate employees’ performance (Olafsen, Halvari, Forest, & Deci, 2015). P6 explained, “It helps to understand each person, what works for them and what does not

work for them.” Money seems to be a common denominator for work retention for all generations (Zaharee, Lipkie, Mehlman, & Neylon, 2018). The documents affirmed human resource work involved devising experiments to address issues such as pay for performance and efforts to make employees’ lives better.

Motivation is the process that helps to create power within a person which compels him to do work (Damij et al., 2015). P1 expressed, “Most people have two basic intrinsic motivators that work really well, one obviously is money, and the other is recognition.” Blanco-Mazagatos, de Quevedo-Puente, and Delgado-Garcia (2018) found that motivation-enhancing tactics such as financial incentives helped to influence the productivity of a company’s employees. Participants’ company documents declared their diversity and inclusion vision is to have an environment that nurtures motivated people working together to deliver results in support of the core business opportunities. P2 said, “The motivation methods my division uses are monetary, gift certificates, food, or just even telling the worker thank you.” Skill enhancing practices and motivation often benefits the organization by increasing the quality of their employee’s human capital (Ahammad et al., 2015). P2 continued, “When an employee is appreciated for going the extra mile or if I respond to a question asked, in a timely manner, this works as a great motivating factor to get the work done.” P6 also expressed, “Whenever I get a question or suggestion from a worker young or old, I never ignore it, but follow through to make sure the issue is met to motivate each employee.” Similarly, P1 continued saying, “We make it a point to try to address our motivators by posting and publishing the names of

employees who exceed their goals and by offering financial incentives for meeting goals and work beyond the call of duty.”

Different training methods can be a factor that inspires motivation within the workplace and among employees. P5 expressed, “We have used more hands-on training techniques to motivate the multigeneration in my area.” P5 continues to say, “We tailored our training more to how an individual learns.” Similarly, P6 explained, “The training method that works best to motivate my employees is hands-on training.” P6 went on to say, “Hands-on training keeps the colleagues engaged and helps them to learn what might actually occur in their day to day working environment.” The implementation of fun through new practices in training can enhance the learning experience (Tews & Noe, 2017). P6 said, “In order to motivate our multigenerational employees we have also started to include electronic learning, interactive learning, case studies, PowerPoint, and face-to-face lectures.” In comparison, P5 explained, “Letting all employees know that training development is beneficial to the organization and also how it will help to build their careers is another way of motivation.”

Communication between leaders and workers is a motivating factor that helps both employee and employer find the best way to cause their organization to succeed. P4 expressed, “Positive reinforcement coupled with open and honest communication gives us the opportunity to understand each generation.” Positive incentive structures used in an organization may indicate to employees that the company values their contributions which will allow the employee to oblige with favorable attitudes, behavior, and performance (Ahammad et al., 2015). P4 went on to say, “We focus on the feedback

portion of the training for motivation; and we rely on the communication between trainer and trainee to explore areas for continuous improvement.” Hitchcock and Stavros (2017) noted that some organizational leaders motivate their workers with encouraging words to improve performance and productivity and help achieve the company’s goals.

In comparison, P3 explained, “Our major training motivation tactic is departmental projects. We build teams by strategically selecting employees from different generations and different levels of expertise to work side by side.” P3 continued, “Everyone on the team must participate.” All new generations are different from their predecessors and therefore bring new and positive ideas, behaviors, and attitudes into the workplace (Anderson, Baur, Griffith, & Buckley, 2017). In an agreement, P4 stressed, “We promote feedback throughout the training process from all employees so that we can make sure the trainees are getting the proper understanding of the required knowledge.” With a multigenerational workforce working alongside one another, leaders should gather an understanding of generational differences and inspire their employees to work together to benefit the organization (Clark, 2017). P3 said, “We are pushing toward a standard for what works well and what does not.” In the same tone, P4 said, “We have a question and answer phase baked into the training method addressing product quality standards and key points.” P5 explained, “Using techniques to tailor our training for different generations learning methods, we take out more time if individuals need more help with learning a certain task.” Ahammad et al. (2015) noted incentives founded on an employees’ past and future performance would affect motivation and productivity. P5 expressed, “One major strategy that we use in our area is researching how each individual



learns best.” P5 continued, “It is very important to understand how a person learns. Everyone learns, and everyone learns differently.” Similarly, P2 mentioned, “We teach the individuals’ who conduct our training sessions in this division to recognize the difference in individuals learning aptitudes.” P3 discussed, “We have monthly meetings to encourage group participation, by teaming up with a worker in your area from a different generation or expertise.” A new form of blended training generates both traditional learning and online internet access to all generations (Urlick, 2017). P3 went on to say, “Listening, paying attention, and staying abreast of the different generational differences allows us to work across generations more effectively.” Urlick (2017) suggested different generational groups have different training alternatives and approaches. P5 explained, “I think it is very important to train a person based on how they learn. This process eliminates the initial saying that someone has a learning disability or inability.” P2 expressed, “Some employees are provided feedback in a way that does not disrespect or talk down to them.” P3 explained, “Employees motivated to share their problems dealing with day to day hiccups in getting their job done is the focus.”

**Subtheme 2: Retention.** Employee retention in the workplace refers to various policies and practices that help maintain and create an effective human capital pool. Subtheme 2 revealed retention as an organizational challenge to help achieve strategic goals and enhance firm performance. Organizations are not only competing for talented individual workers to remain in their employ nationally but on a global level (Aruna & Anitha, 2015). Human capital resources are individuals who are an unmatched type of

resource, and they bring value to an organization. Employees' skills, knowledge, and abilities that are specific to an organization increase the firm's competitive advantage (Boon, Eckardt, Lepak, & Boselie, 2018). This subtheme included participants' discernment concerning the retention of their personnel to help gain a competitive advantage in the automotive industry. Interview Questions 5 and 8 relate to this subtheme. Table 6 is a summary of the number of participant responses related to the second subtheme that emerged during data analysis.

Table 6

*Coding of Sources Related to Retention*

Participants	Number of responses
P 1	3
P 2	4
P 3	7
P 4	4
P 5	6
P 6	8
Total	32

P5 expressed "Our senior workers need to be engaged through communication to not only help get their jobs done but to support them and keep them focused." Kundu and Lata (2017) noted that communication and work-life balance are vital factors for retaining workers in an organization. P4 mentioned, "We are a union shop, so there is communication from union officials through the local meetings as well as access to online opportunities for advanced training and education." P5 expressed, "Some opportunities in career-development include more job shadowing and building relationships with different departments." P4 went on to say, "We rely on the

communication between trainer and trainee to explore areas of continuous improvement as I stated in the previous question.” Employee’s understanding of the organizational culture through open communication is a vital factor in the retention of these employees (Raina & Britt Roebuck, 2016). P1 stated, “We take time and effort to work with the employee to make his or her career ambitions a reality within the scope of opportunity we have in the company.”

Similarly, P6 explained, “Some strategies that we use to retain our workers is to clearly outline objectives, develop and follow rules that work well with their personal work environment, and provide support for technology.” In comparison, P5 stated, “My department uses the launch and learn and development training opportunities.” P5 went on to say, “First, we observe our workforce in action and with their help come up with learning and training initiatives to increase their skills.” Chauhan, Ghosh, Rai, and Kapoor (2017) noted that the focus of supervisor support on training has a positive impact on the components of the training transfer to their workers’ job skills. P5 continued saying, “We identify trends to bring self-improvement to our worker’s job skills.” P5 also noted, “Some strategies that my department implements to retain older workers include communicating how important it is to stay current with trends. It’s very important to keep your skills current because you are now competing with the younger crowd.” Managers’ identification concerning their employee’s development concerning development can influence the performance and productivity of the worker (Chauhan et al., 2017).

Organizational career development efforts can boost an employee's skills, morale, and retention which may help the company achieve a more significant competitive advantage. P2 said, "Career development is not specific to age; development is more generic, based on the company's mission, purpose and job specification." Whereas, P5 explained, "We have used individual training programs and also corporate training programs for the retention of multigenerational workers." Organizations are offering their workers individualized choices to customize their own career paths in response to the diverse workplace (Bal, Kleef, & Jansen, 2015). Similarly, P3 mentioned, "We utilize classes that cover working cross generations for employees as well as managing across generations for managers." P6 expressed, "We have the understanding that each individual is unique and may not fall within the lines according to their generation brackets but offering them different opportunities allows us to retain them more effectively."

P3 explained from company documentation, "Attracting the right people ensures a healthy talent pipeline, by providing adequate training and development opportunities to help them achieve their potential." P2 stated,

An employee can go online to the organization's intranet and review the career path. The career path selection, list positions under separate categories; for example, human resources. Then all of the jobs the organization has in that category would be listed along with the skills required.

Coetzee and Stoltz (2015) noted that retention factors including, level of employee satisfaction, career opportunities, training, and development relating to an

employee's goals and career concerns are important to retaining them. P4 expressed, "To retain our older aged adult workers we promote the interest in modern technology for automotive vehicle manufacturing administration." In the same sense, P6 discussed, "Our employer offers tuition reimbursement to assist colleagues who are interested in education to help advance their career." P6 continued, "We also authorize skill classes for medical staffers, some certification courses offered by Talent Development." Retention is a crucial factor within the organization for both the employer and employee.

Reading the company documentation, I found that the organization has a need to invest in their employee's satisfaction. P6 expressed, "Our success as a company is determined by having a great place to work, and by having a motivated, skilled workforce that meets if not surpasses, our clients' changing requirements." The retention of the staff within an organization has increased importance in skill concerns, the multigenerational workforce, and career enhancement opportunities for workers with specific knowledge, and rapidly changing technologies to help companies survive competitive advantage (Coetzee & Stoltz, 2015). P5 explained, "We have just recently been introduced to our parent company's online university." P5 continued, "This site allows for free training either online or classroom that will enhance an employees' current skills needed in their position." Employers may benefit to older workers working years longer than retirement age because these workers' offer a balance to younger employees familiarity, work style and outlooks (Leopold, 2016). P5 pointed out in the company documents that the company stresses managing talent for creating an organization that drives learning, teaching, coaching and mentoring to develop their workers.

The shortage of skilled employees could be detrimental to a firm's competitive advantage and success. Retention of skilled workers in an organization may be a challenge because of numerous factors, one being age stereotypes toward both the younger and the older employee (Hardy et al., 2018). Participants' responded to the question concerning strategies regarding work-life balance for older adult workers. P1 said, "We try to be mindful of the quality of life of our older adult workers and offer some flexibility in scheduling work hours and vacations." In the same context, P2 expressed, "We allow our older aged employees to reduce hours or implement a flexible schedule." P3 noted,

One of our strategies that we use in my area to retain older adult workers is more paid off time and flexible work hours. We have a morning flextime where we allow a 3-hour window to report to work and then work your normal 8 hours for that day.

Company documentation review calls for a determined fit that implements development in workers that includes teams working together. P1 stated, "Many of our older workers have children, grandchildren, spouses, etc., so, we have an understanding of how important proper work-life balance is to our employees." Many organizational initiatives consist of implementing work-life balance factors including temporary reduction of work hours and, flexible start and finish hours, at home, work and e-working (Hari, 2017). P1 said, "We also try to find easier ways for certain tasks to be done efficiently and offer continuous engagement to increase morale and productivity." Hari (2017) noted that an important function of the human resource department within an

organization is to promote recruitment, retention, and productivity which will contribute to significant business performance. P2 explained, “Touching base with managers and with all employees has at times uncovered difficulty concerning their job that a worker may be experiencing.” Communication is a tool that an organization can use to implement job satisfaction and productivity. P6 mentioned, “We do recognize that there are many differences in work-related ethics and values.” There are unfounded stereotypes about generational differences in the workplace and these generations show characteristics of what happened in their formative years (Fishman, 2016). A challenge that organizations meet daily is to regulate how to manage each generation and maximize useful work in the workplace (Wiedmer, 2015). There are attributes from all generations of human capital that managers should take into consideration for productivity and competitive advantage. When an employer understands the differences in generations’ they are able to retain these generations as well as keep them happy (Fishman, 2016).

There may be differences in the multigenerational workforce that can influence employee productivity. P1 said, “To understand generational employee differences we conduct workshops and collaborative teams that include employees representing different generations.” P6 noted, “With our older employees retiring and exiting the workforce I have noticed that the older and younger worker differ in personality, attitude, and behavior.” P1 continued, “We promote open communication and dialogue in group sessions to help gain more of an understanding between the different age groups and allowing for positive interpersonal communication.” P2 also explained, “We conduct one-on-one meetings with an employee or several employees in a group setting.” P2

mentioned, “I take documented notes from follow-up questions I ask to gain clarity around what it is that the employees say they need from their managers when asked what we as management can do differently.” P2 continued, “I identified that Millennials and Baby Boomers expect their manager to not have to micromanage them but expect their manager to come to check on them in work settings.” Wiedmer (2015) noted the importance of employees from different generations working alongside each other efficiently and effectively, to accomplish their work objectives. To support the retention of workers in an organization a manager’s challenge is to accommodate similarities and differences within the generations to help identify work commitments

### **Applications to Professional Practice**

Exploring the experiences of managers’ training strategies which are useful in addressing multigenerational productivity was the purpose of this qualitative research study. I used semistructured interviews to understand the strategy used by automotive managers to remain competitive in the automotive industry, and to answer the following research question: What training strategies do managers use to improve multigenerational employee productivity? Collaborative training methods, which allow administrators to accommodate differentiated learning styles of multigenerational employees and mentoring programs for a pairing of senior employees with new employees, were the two emergent themes I identified in the study.

Theme 1 revealed that managers within this automotive company use their employees as a strategy technique to train co-workers. On-the-job training is the instruction to one employee from another to gather new intellectual talents to complete a



job (Jaworski, Ravichandran, Karpinski, & Singh, 2018). This theme included the participants' perception of collaborative on-the-job training as a strategy for knowledge transfer. Theme 2, mentoring programs, revealed by all participants that mentoring is a process that the administration readily used in this automotive company to promote knowledge sharing and intergenerational initiatives. Mentoring can include an intergenerational training method that can benefit everyone involved in the workplace (Breck, Dennis, & Leedahl, 2018). This theme included the participants' perception of mentoring as a strategy for administrators to build and pass organizational knowledge from one generation of workers to another.

Employee motivation is a fundamental factor in the success of an organization. Subtheme 1 revealed by all participants that motivation is a process that steers commitment, performance, and work satisfaction. Motivation is the determinant that drives a person's inward actions and energies to achieve specific or individual goals (Hitchcock & Stavros, 2017). Review of company documents showed a shift stressing to improve the experience of employees at work. The automotive industry is rapidly evolving, and the response is to transform and empower employees through motivation, career advancement, and promotion. This theme included the participants' perception of the motivation strategy and incentives to improve the competitive advantage of the organization. Employee retention in the workplace refers to various policies and practices that help maintain and create an effective human capital pool. Subtheme 2 revealed retention as an organizational challenge to help achieve strategic goals and improve firm performance. Human capital resources are individuals that are an unmatched type of

resource that can bring value to an organization. An employees' skills, knowledge, and abilities that are specific to an organization increase the firm's competitive advantage (Boon et al., 2018). This theme included participants discernment concerning the retention of their personnel to help gain a competitive advantage in the automotive industry. Bishop and Wackler (2017) explained demographic trends with demographics help to set the stage for needed changes in innovative managerial thinking. Worker priorities and work ethic differences require new management strategies. Hoyle (2017) explained every generation has characteristics which are distinctive and discernible.

These two themes and two subthemes acknowledged strategies used in the automotive industry administration departments that are specific to the multigenerational workforce. Each participant explained that workers' training is according to their style, age, and generation. My findings coincide with the discussion of generational research conducted by Dwyer and Azevedo (2016) that found that organizations benefit from the use of different training styles and techniques in the workplace. Administrators of the automotive organization researched in this study used different training methods and other training tools including promotion development and mentoring programs to validate learning freedom for all generations (see Dwyer & Azevedo, 2016). Training the multigenerational workforce regularly with diversified training styles may provide a foundation to explore strategies for multigenerational employees' productivity. Mamaqi (2015) noted that employers using workers as assets or human capital would increase the competitive advantage of an organization as well as surge growth in the economy. Miranda and Allen (2017) noted that when leaders develop the strategy of

multigenerational training, it opens leadership communication and bonds the different generations of workers in an environment of respect for themselves and the workplace.

### **Implications for Social Change**

Many or most workers desire dependable, impartial, and respectful treatment as well as a sense of belonging from leadership and their peers (Miranda & Allen, 2017). Using these factors could promote stabilizing elements relating to age or demographic differences. Miranda and Allen (2017) suggested generational differences involving values and beliefs are a necessity. Principles of leadership are inclusive of management strategies used in promoting positive change socially. Participants in this study often compared the importance of managerial communication to feel valued as an employee and an asset of the organization. Without the strategy of training and development, the older aged worker may feel prompted to leave their paid employment and turn to self-employment (Harms, Luck, Kraus, & Walsh, 2014). Self-employment will help the senior aged employee feel independent and financially sound. Harms et al. (2014) explained that opposite to age stereotyping older aged workers remain ambitious and open to innovative ideas. Researchers could use the findings from this study to increase and improve the understanding of tactics and resources business leaders require to deal with the multigenerational workers.

### **Recommendations for Action**

Green, Roberts, and Rudebock (2017) explained investigators completed a multitude of studies focusing on multigenerational workplace. Challenges still exist that encourage business leaders to seek novel and innovative ways to manage and lead. Green

et al. (2017) stated practical and effective strategies should be inclusive of employee development in meeting the increasingly substantial number of younger workers (millennials) entering the workforce by 2020. Business leaders should view multigenerational workplaces as a severe problem and carry out measures in a proactive manner. The study findings are significant to business leaders, human resource managers, senior and corporate leadership. Applying efficient management strategies for managing the workforce can help to improve productivity and financial success long-term effectively. Distribution of my study findings will serve as a resource to private and public business leaders in scholarly journals, business publications, and corporate training classes.

### **Recommendations for Further Research**

Study findings call for an additional investigation of multigenerational strategies for business leaders. The ever-changing landscape related to the workforce must focus on the challenges to make sure business operations are efficient (Green et al., 2017). Researchers should carry out further investigation to explore issues not explored in this study by addressing limitations and delimitations. Exploring information from interviewing actual generational cohorts might generate new material. Human resource managers and senior leaders in the manufacturing area of the automotive industry could be under investigation in future studies resulting from the findings in this study. Comparing the multigenerational training strategies of private or non-profit companies could be a proper follow-up investigation to this study. Researchers could go outside the

Great Lakes region and the automotive industry to explore the phenomena of multigenerational workforce training.

### **Reflections**

Before conducting this study, I had no preconceived ideas about the study topic. Training the multigenerational workforce caught my attention when I realized that companies that utilize innovative technology are not offering extensive formalized training to older adult workers with long-term duration of employment. My curiosity piqued to explore this phenomenon once I realized that older adult employees did not perceive how to implement their jobs using the latest technology. I handled this process with an unbiased approach, and I relied on the data to address the answer to the research question.

The data collection section of this study proved to be very difficult for me. Not being a member of the business-working world, I had to gather my participants through word of mouth and networking. After finally reaching my study-required number of participants, I decided to interview the participants within several different divisions of the main company. I must admit this gave me a rounded view of the company. The findings showed some areas within the company did offer training for their *white collar* executives, but not for their *blue collar* workers and with no training pertaining to the multigenerational workforce in this industry. These results were not what I had expected to find about training in the majority of departments within the company in the automotive industry.

My DBA journey at Walden University has been challenging and a test to my ability and endurance. I saw times of frustration and not meeting certain timelines left me discouraged. Using my faith, the encouragement of my chair, professors, and peers I grew mentally, educationally, and professionally. This experience for me has proved to be an asset to my memory and my career growth. Being a doctoral student at Walden University has taught me that I can still function as a progressing individual, which in the past many thought would be impossible for me to achieve.

### **Conclusion**

The purpose of this qualitative case study was to explore training strategies that managers in the Great Lakes region used to improve multigenerational employee productivity. Six department administrators within an automotive company participated in semistructured interviews with open-ended interview questions. I assured credibility with member checking to verify accuracy from participants for the interpretation of the data. I reached data saturation with six participants when participants added no new information to the study. For supporting information and methodological triangulation, I collected data from the company handbook and public documents from the website.

The conceptual framework of the HCT helped to guide the scope and data analysis for the study. Two themes emerged from the study findings for strategies for training the multigenerational workforce: (a) collaboration training methods for administrators to accommodate differentiated learning styles of multigenerational employees, and (b) mentoring programs for pairing senior employees with new employees. Theme 2 encompasses two subthemes: (a) advancement and promotion, and

(b) retention of employees. The themes included the participants' perception of collaborative on-the-job training as a strategy of knowledge transfer, discernment of the mentoring strategy which encompasses advancement and promotion for incentives to improve the competitive advantage of the organization, and discernment concerning the retention of their personnel to help gain a competitive advantage in the automotive industry. Findings from this single case study first revealed that the automotive industry has a lack of multigenerational training strategies within the manufacturing area of the company. Nevertheless, the use of multigenerational training strategies is very prevalent in the executive and administration departments of the organization.

## References

- Abaida, A., Lakrari, Y., & Abdouni, A. (2017). An examination of the relationship between competences and wages of higher education graduates: Evidenced from Morocco. *Journal of Higher Education*, 5, 75-100. doi:10.18543/the-5(1)-2017pp75-100
- Ahammad, M. F., Lee, S. M., Malul, M., & Shoham, A. (2015). Behavioral ambidexterity: The impact of incentive schemes on productivity, motivation, and performance of employees in commercial banks. *Human Resource Management*, 54(s1), s45-s62. doi:10.1002/hrm.21668
- Allen, D. C. (2015). Research, when you know what you are doing: A review of essentials of qualitative inquiry. *Qualitative Report*, 20, 451-453. Retrieved from <http://nsuworks.nova.edu/tqr/>
- Althubaiti, A. (2016). Information bias in health research: Definition, pitfalls, and adjustment methods. *Journal of Multidisciplinary Healthcare*, 9, 211-217. doi:10.2147/JMDH.S104807
- Amintoosi, H., Kanhere, S. S., & Allahbakhsh, M. (2015). Trust-based privacy-aware participant selection in social participatory sensing. *Journal of Information Security and Applications*, 20, 11-25. doi:10.1016/j.jisa.2014.10.003
- Anderson, H. J., Baur, J. E., Griffith, J. A., & Buckley, M. R. (2017). What works for you may not work for (Gen) me: Limitations of present leadership theories for the new generation. *Leadership Quarterly*, 28, 245-260. doi:10.1016/j.leaqua.2016.08.001
- Anderson, L. B., & Guo, S. J. (2018). The changing face of retirement: Exploring



retirees' communicative construction of tensions through bridge employment.

*Communication Studies*, 69, 196-212. doi:10.1080/10510974.2018.1437056

Appannah, A., & Biggs, S. (2015). Age-friendly organisations: The role of organisational culture and the participation of older workers. *Journal of Social Work Practice: Psychotherapeutic Approaches in Health, Welfare and the Community*, 29, 37-51.

doi:10.1080/02650533.2014.993943

doi:10.1080/02650533.2014.993943

Appelbaum, S. H., Wenger, R., Buitrago, C. P., & Kaur, R. (2016). The effects of old-age stereotypes on organizational productivity (part two). *Industrial and Commercial Training*, 48, 241-248. doi:10.1108/ICT-02-2015-0014

doi:10.1108/ICT-02-2015-0014

Arsel, Z. (2017). Asking questions with reflexive focus: A tutorial on designing and conducting interviews. *Journal of Consumer Research*, 44, 939-948.

doi:10.1093/jcr/ucx096

Aruna, M., & Anitha, J. (2015). Employee retention enablers: Generation Y employees.

*SCMS Journal of Indian Management*, 12(3), 94-103. Retrieved from

<http://scmsgroup.org/>

Asad, M., & Mahfod, J. (2015). Training and development and its impact on the

employee's performance: A study of agility company-Kingdom of Bahrain.

*International Review of Management and Business Research*, 4(3), 700-712.

Retrieved from <http://irmbrjournal.com>

Atrash, A., Abel, M. H., Moulin, C., Daréne, N., Huet, F., & Bruax, S. (2015). Note-

taking as a main feature in a social networking platform for small and medium

sized enterprises. *Computers in Human Behavior*, 51, 705-714.

doi:10.1016/j.chb.2014.12.010

- Bal, P. M., Kleef, M., & Jansen, P. W. (2015). The impact of career customization on work outcomes: Boundary conditions of manager support and employee age. *Journal of Organizational Behavior, 36*, 421-440. doi:10.1002/job.1998
- Baruch, Y., & Lavi-Steiner, O. (2015). The career impact of management education from an average-ranked university. *Career Development International, 20*, 218-237. doi:10.1108/CDI-08-2014-0117
- Becker, G. S. (1962). Investment in human capital: A theoretical analysis. *Journal of Political Economy, 70*, 9-49. Retrieved from <http://journals.uchicago.edu/toc/jpe/>
- Becker, G. S. (1964). *Human capital: A theoretical and empirical analysis with special reference to education* (3rd ed.). Chicago, IL: University of Chicago Press.
- Becker, G. S. (1993). *Human capital*. Chicago, IL: University of Chicago Press.
- Behaghel, L., Caroli, E., & Roger, M. (2014). Age-biased technical and organizational change, training and employment prospects of older workers. *Economica, 81*, 368-389. doi:10.1111/ecca.12078
- Belloni, M., & Villosio, C. (2015). Training and wages of older workers in Europe. *European Journal of Aging, 12*, 7-16. doi:10.1007/s10433-014-0327-7
- Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. *NursingPlus Open, 2*, 8-14. doi:10.1016/j.npls.2016.01.001
- Bennett, M. M., Beehr, T. A., & Lepisto, L. R. (2016). A longitudinal study of work after retirement: Examining predictors of bridge employment, continued career employment, and retirement. *International Journal of Aging and Human*

*Development*, 83, 228-255. doi:10.1177/00914150116652403

- Benoot, C., Hannes, K., & Bilsen, J. (2016). The use of purposeful sampling in a qualitative evidence synthesis: A worked example on sexual adjustment to a cancer trajectory. *BMC Medical Research Methodology*, 16(21), 1-12. doi:10.1186/s12874-016-0114-6
- Berg-Beckhoff, G., Nielsen, G., & Larsen, E. L. (2017). Use of information communication technology and stress, burnout, and mental health in older, middle-aged, and younger workers: Results from a systematic review. *International Journal of Occupational and Environmental Health*, 23, 160-171. doi:10.1080/10773525.2018.1436015
- Berger, R. (2015). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative Research*, 15, 219-234. doi:10.1468794112468475
- Berkup, S. B. (2014). Working with Generation X and Y in Generation Z period: Management of different generations in business life. *Mediterranean Journal of Social Sciences*, 5, 218-229. doi:10.5901/mjss.2014.v5n19p218
- Bibi, P., Ahmad, A., & Majid, A. A. (2018). The impact of training and development and supervisors support on employees retention in academic institutions in Pakistan: The moderating role of the work environment. *Gadjah Mada International Journal of Business*, 20, 113-131. doi:10.22146/gamaijb.24020
- Bilgihan, A., Barreda, A., Okumus, F., & Nusair, K. (2016). Consumer perception of knowledge-sharing in travel-related online social networks. *Tourism*

- Management*, 52, 287-296. doi:10.1016/j.tourman.2015.07.002
- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). A tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research*, 26, 1802-1811. doi:10.1177/1049732316654870
- Bishop, P., & Wackler, T. (2017). Education Strategies for Generation Y. *The Journal of Continuing Education in Nursing*, 48, 248-250. doi:10.3928/00220124-20170517-02
- Bjursell, C. (2015). Organizing for intergenerational learning and knowledge sharing. *Journal of Intergenerational Relationships*, 13, 285-301. doi:10.1080/15350770.2015.1108952
- Blake, L., Francis, V., Johnson, J., Khan, M., & McCray, T. (2017). Developing robust data management strategies for unprecedented challenges to healthcare information. *Journal of Leadership, Accountability and Ethics*, 14(1), 22-31. Retrieved from <http://www.na-businesspress.com/jlaeopen.html>
- Blancero, D. M., Mouriño-Ruiz, E., & Padilla, A. M. (2018). Latino Millennials-the new diverse workforce: Challenges and opportunities. *Hispanic Journal of Behavioral Sciences*, 40, 3-21. doi:10.1177/0739986317754080
- Blanco-Mazagatos, V., de Quevedo-Puente, E., & Delgado-Garcia, J. (2018). Human resource practices and organizational human capital in the family firm: The effect of generational stage. *Journal of Business Research*, 84, 337-348. doi:10.1016/j.jbusres.2017.09.017
- Bogum, Y., Malu, K. F., Schaefer, M. B., Reyes, C., & Brinegar, K. (2015).

- Comprehensive and critical review of middle grades research and practice 2000-2013. *Middle Grades Research Journal*, 10(1), 1-16. Retrieved from <http://infoagepub.com/middle-grades-research-journal.html>
- Boon, C., Eckardt, R., Lepak, D. P., & Boselie, P. (2018). Integrating strategic human capital and strategic human resource management. *International Journal of Human Resource Management*, 29, 34-67. doi:10.1080/09585192.2017.1380063
- Bowden, C., & Galindo-Gonzalez, S. (2015). Interviewing when you're not face-to-face: The use of email interviews in a phenomenological study. *International Journal of Doctoral Studies*, 10, 79-92. Retrieved from <http://informingscience.org/Journals/IJDS>
- Bowman, T. (2016). Free communications, oral presentations: Faculty development. *Journal of Athletic Training*, 51(6), S1-S375. doi:10.4085/1062-6050-51.6s1
- Brear, M. (2018). Process and outcomes of a recursive, dialogic member checking approach: A project ethnography. *Qualitative Health Research*, 28, 1-14. doi:10.1177/1049732318812448
- Breck, B. M., Dennis, C. B., & Leedahl, S. N. (2018). Implementing reverse mentoring to address social isolation among older adults. *Journal of Gerontological Social Work*, 61, 513-525. doi:10.1080/01634372.2018.1448030
- Brennan, E. M., Sellmaier, C., Jivanjee, P., & Grover, L. (2018). Is online training an effective workforce development strategy for transition service providers? Results of a comparative study. *Journal of Emotional and Behavioral Disorders*, 26, 1-11. doi:10.1177/1063426618819438

- Brubacher, S. P., Powell, M., Skouteris, H., & Guadagno, B. (2015). The effects of e-simulation interview training on teachers' use of open-ended questions. *Child Abuse & Neglect, 43*, 95-103. doi:10.1016/j.chiabu.2015.002.004
- Bungay, V., Oliffe, J., & Atchison, C. (2015). Addressing underrepresentation in sex work research: Reflections on designing a purposeful sampling strategy. *Qualitative Health Research, 26*, doi:10.1177/1049732315613042
- Bureau of Labor Statistics, U. S. Department of Labor. (2017). Employment projections: 2016-2026. Retrieved from <https://www.bls.gov/news.release/pdf/ecopro.pdf>
- Burton, M. (2018). Justice on the line? A comparison of telephone and face-to-face advice in social welfare legal aid. *Journal of Social Welfare and Family Law, 40*, 195-215. doi:10.1080/09649069.2018.1444444
- Cahill, K. E., Giandrea, M. D., & Quinn, J. F. (2017). To what extent is gradual retirement a product of financial necessity? *Work, Aging, and Retirement, 3*, 25-54. doi:10.1093/workar/waw027
- Cahill, K. E., McNamara, T. K., Pitts-Catsoupes, M., & Valcour, M. (2015). Linking shifts in the national economy with changes in job satisfaction, employee engagement and work-life balance. *Journal of Behavioral and Experimental Economics, 56*, 40-54. doi:10.1016/j.socec.2015.03.002
- Cairney, P., & St Denny, E. (2015). Reviews of what is qualitative research and what is qualitative interviewing. *International Journal of Social Research Methodology, 18*, 117-125. doi:10.1080/13645579.2014.957434
- Cairó, I., & Cajner, T. (2017). Human capital and unemployment dynamics: Why more

- educated workers enjoy greater employment stability. *Economic Journal*, 128, 652-682. doi:10.1111/eoj.12441
- Carlstedt, A. B., Brushammar, G., Bjursell, C., Nystedt, P., & Nilsson, G. (2018). A scoping review of the incentives for a prolonged work life after pensionable age and the importance of “bridge employment”. *Work*, 60, 175-189. doi:10.3233/WOR-182728
- Castillo-Montoya, M. (2016). Preparing for interview research: The interview protocol refinement framework. *Qualitative Report*, 21, 811-831. Retrieved from <http://nsuworks.nova.edu/tqr/>
- Causby, R. S., McDonnell, M. N., Reed, L., Fryer, C. E., & Hillier, S. L. (2017). A qualitative evaluation of scalpel skill teaching of podiatry students. *Journal of Foot and Ankle Research*, 10(21), 1-14. doi:10.1186/s13047-017-0202-9
- Cayirci, E., & de Oliveira, A. S. (2018). Modelling trust and risk for cloud services. *Journal of Cloud Computing: Advances, Systems and Application*, 7(14), 1-16. doi:10.1186/s13677-018-0114-7
- Chambré, S. M., & Netting, F. E. (2018). Baby Boomers and the long-term transformation of retirement and volunteering: Evidence for a policy paradigm shift. *Journal of Applied Gerontology*, 37, 1295-1320. doi:10.1177/0733464816663552
- Chan, N. N., & Walker, C. (2015). An exploration of students’ lived experiences of using smartphones in diverse learning contexts using a hermeneutic phenomenological approach. *Computers & Education*, 82, 96-106.

doi:10.1016/j.compedu.2014.11.001

Chatterjee, J. (2017). Strategy, human capital investments, business-domain capabilities, and performance: A study in the global software services industry. *Strategic Management Journal*, 38(3), 588-608. doi:10.1002/smj.2505

Chauhan, R., Ghosh, P., Rai, A., & Kapoor, S. (2017). Improving transfer of training with transfer design: Does supervisor support moderate the relationship? *Journal of Workplace Learning*, 29, 268-285. doi:10.1108/JWL-08-2016-0079

Chauhan, R., Ghosh, P., Rai, A., & Shukla, D. (2016). The impact of support at the workplace on transfer of training: A study of an Indian manufacturing unit. *International Journal of Training & Development*, 20, 200-213. doi:10.1111/ijtd.12083

Cherkesova, E. Y., Breusova, E. A., Savchishkina, E. P., & Demidova, N. E. (2016). Competitiveness of the human capital as strategic resource of innovational economy functioning. *Journal of Advanced Research in Law and Economics*, 7, 1662-1667. doi:10.14505/jarle

Chiu, K., Grundy, Q., & Bero, L. (2017). 'Spin' in published biomedical literature: A methodological systematic review. *PLoS*, 15(9), 1-16. doi:10.1371/journal.pbio.2002173

Cho, S., Kim, A., & Barak, M. E. M. (2017). Does diversity matter? Exploring workforce diversity, diversity management, and organizational performance in social enterprises. *Asian Social Work and Policy Review*, 11, 193-204. doi:10.1111/aswp.12125



- Choi, E., Ospina, J., Steger, M. F., & Orsi, R. (2018). Understanding work enjoyment among older workers: The significance of flexible work options and age discrimination in the workplace. *Journal of Gerontological Social Work, 61*, 868-886. doi:10.1080/01634372.2018.1515140
- Chuang, S. P., & Huang, S. J. (2018). The effect of environmental corporate social responsibility on environmental performance and business competitiveness: The mediation of green information technology capital. *Journal of Business Ethics, 150*, 991-1009. doi:10.1007/s10551-016-3167-x
- Clark, K. R. (2017). Managing multiple generations in the workplace. *Radiologic Technology, 88*, 379-396. Retrieved from <http://radiologictechnology.org>
- Cloutier, O., Felusiak, L., Hill, C., & Pemberton-Jones, E. (2015). The importance of developing strategies for employee retention. *Journal of Leadership, Accountability and Ethics, 12*(2), 119-125. Retrieved from <http://na-businesspress.com/jlaeopen.html>
- Cochran, J. K., Maskaly, J., Jones, S., & Sellers, C. S. (2017). Using structural equations to model Akers' social learning theory with data on intimate partner violence. *Crime & Delinquency, 63*, 39-60. doi:10.1177/0011128715597694
- Coetzee, M., & Stoltz, E. (2015). Employees' satisfaction with retention factors: Exploring the role of career adaptability. *Journal of Vocational Behavior, 89*, 83-91. doi:10.1016/j.jvb.2015.04.012
- Coff, R., & Raffiee, J. (2015). Toward a theory of perceived firm-specific human capital. *Academy of Management Perspectives, 29*, 326-341. doi:10.5465/amp.2014.0112

- Conen, W., Henkens, K., & Schippers, J. (2014). Ageing organisations and the extension of working lives: A case study approach. *Journal of Social Policy, 43*, 773-792. doi:10.1017/s0047279414000336
- Connelly, L. M. (2016). Trustworthiness in qualitative research. *Journal of the Academy of Medical-Surgical Nurses, 25*(6), 435-436. Retrieved from <http://medsurgnursing.net/>
- Conti, M., Dehghantanha, A., Franke, K., & Watson, S. (2018). Internet of things security and forensics: Challenges and opportunities. *Future Generation Computer Systems, 78*, 544-546. doi:10.1016/j.future.2017.07.060
- Cuaresma, J. C. (2017). Income projections for climate change research: A framework based on human capital dynamics. *Global Environmental Change, 42*, 226-236. doi:10.1016/j.gloenvcha.2015.02.012
- Cucina, J. M., Byle, K. A., Martin, N. R., Peyton, S. T., & Gast, I. F. (2018). Generational differences in workplace attitudes and job satisfaction: Lack of sizable differences across cohorts. *Journal of Managerial Psychology, 33*, 246-264. doi:10.1108/JM-03-2017-0115
- Culpin, V., Millar, C., & Peters, K. (2015). Multi-generational frames of reference: Managerial challenges of four social generations in the organisation [Guest Editorial]. *Journal of Managerial Psychology, 30*. doi:10.1108/JMP-08-2014-0231
- Damij, N., Levnajić, Z., Skrt, V. R., & Suklan, J. (2015). What motivates us for work? Intricate web of factors beyond money and prestige. *PloS One, 10*(7), 1-13.

doi:10.1371/journal.pone.0132641

Damman, M. (2016). Blended work and employment participation of older workers: A further discussion. *Work, Aging and Retirement*, 2, 384-389.

doi:10.1093/workar/waw022

Dasgupta, M. (2015). Exploring the relevance of case study research. *Vision: The Journal of Business Perspective*, 19, 147–160. doi:10.1177/0972262915575661

Dauenhauer, J., Steitz, D. W., & Cochran, L. J. (2016). Fostering a new model of multigenerational learning: Older adult perspectives, community partners, and higher education. *Educational Gerontology*, 42, 483-496.

doi:10.1080/03601277.2016.1157419

Davis, P. J. (2017). How HR can create competitive advantage for the firm: Applying the principles of resource-based theory. *Human Resource Management International Digest*, 25(2), 4-6. doi:10.1108/HRMID-09-2016-0122

Davis, P. J., & Simpson, E. (2016). Professional development for human resource management practitioners in NEST second tier emerging markets: A three country study. *Journal of Applied Business and Economics*, 18(4), 54-65. Retrieved from <http://na-businesspress.com/jabeopen.html>

Davis, P. J., & Simpson, E. (2017). Resource-based theory, competition and staff differentiation in Africa: Leveraging employees as a source of sustained competitive advantage. *American Journal of Management*, 17(1), 19-33. Retrieved from <https://na-businesspress.com/ajmopen.html>

Deeming, C., & Smyth, P. (2016) Reassessing the ‘social investment perspective’ for

- ‘inclusive growth’: Where do older workers fit? *Social Policy and Society*, 15, 659-674. doi:10.1017/S1474746416000233
- Delery, J. E., & Roumpi, D. (2017). Strategic human resource management, human capital and competitive advantage: Is the field going in circles? *Human Resource Management Journal*, 27, 1-21. doi:10.1111/1748-8583.12137
- Denda, K. (2015). Developing interview skill and visual literacy: A new model of engagement for academic libraries. *Portal: Libraries and the Academy*, 15, 299-314. doi:10.1353/pla.2015.0024
- Dhar, R. L. (2015) Service quality and the training of employees: The mediating role of organizational commitment. *Tourism Management*, 46, 419-430. doi:10.1016/j.tourman.2014.08.001
- Dikko, M. (2016). Establishing construct validity and reliability: Pilot testing of a qualitative interview for research in Takaful (Islamic Insurance). *Qualitative Report*, 2, 521-528. Retrieved from <http://nsuworks.nova.edu/tqr>
- Dill, J. S., & Morgan, J. C. (2018). Employability among low-skill workers: Organizational expectations and practices in the US health care sector. *Human Relations*, 7, 1001-1022. doi:10.1177/0018726717734035
- Dordoni, P., & Argentero, P. (2015). When age stereotypes are employment barriers: A conceptual analysis and a literature review on older workers stereotypes. *Ageing International*, 40, 393-412. doi:10.1007/s12126-015-9222-6
- Dropkin, J., Moline, J., Kim, H., & Gold, J. E. (2016). Blended work as a bridge between traditional workplace employment and retirement: A conceptual review. *Work*,

*Aging and Retirement*, 2, 373-383. doi:10.1093/worker/waw017

- Drouin, M., Stewart, J., & Van Gorder, K. (2015) Using methodological triangulation to examine the effectiveness of a mentoring program for online instructors. *Distance Education*, 36, 400-418. doi:10.1080/01587919.2015.1081735
- Du, J., Ge, X., & Xu, J. (2015). Online collaborative learning activities: The perspectives of African American female students. *Computers & Education*, 82, 152-161. doi:10.1016/j.compedu.2014.11.014
- Dwyer, R. J., & Azevedo, A. (2016). Preparing leaders for the multi-generational workforce. *Journal of Enterprising Communities: People and Places in the Global Economy*, 10, 281-305. doi:10.1108/JEC-08-2013-0025
- Egerton, T., Diamond, L. E., Buchbinder, R., Bennell, K. L., & Slade, C. (2017). A systematic review and evidence synthesis of qualitative studies to identify primary care clinicians' barriers and enablers to the management of osteoarthritis. *Osteoarthritis and Cartilage*, 25, 625-638. doi:10.1016/j.joca.2016.12.002
- Ekwoaba, J. O., Ikeije, U. U., & Ufoma, N. (2015). The impact of recruitment and selection criteria on organizational performance. *Global Journal of Human Resource Management*, 3(2), 22-33. Retrieved from <http://ejournals.org>
- Emerson, R. W. (2015). Convenience sampling, random sampling, and snowball sampling: How does sampling affect the validity of research? *Journal of Visual Impairment & Blindness*, 109, 164-168. doi:10.1177/0145482X1510900215
- Emerson, R. W. (2016). Grounded theory design. *Journal of Visual Impairment & Blindness*, 110, 213-214. doi:10.1177/0145482x1611000311

- Eschenfelder, K. R., & Shankar, K. (2015). Sustaining data archives over time: Lessons from the organizational studies literature. *New Review of Information Networking*, 20, 248–254. doi:10.1080/13614576.2015.1111699
- Essex, J., & Haxton, K. (2018). Characterising patterns of engagement of different participants in a public STEM-based analysis project. *International Journal of Science Education Part B: Communication and Public Engagement*, 8, 178-191. doi:10.1080/21548455.2017.1423128
- Farmer, J. D., & Lafond, F. (2016). How predictable is technological progress? *Research Policy*, 45, 647-665. doi:10.1016/j.respol.2015.11.001
- Fayard, A. L., & Van Maanen, J. (2015). Making culture visible: Reflections on corporate ethnography. *Journal of Organizational Ethnography*, 4, 27-4. doi:10.1108/JOE-12-2014-0040
- Fayolle, A., & Gailly, B. (2015). The impact of entrepreneurship education on entrepreneurial attitudes and intention: Hysteresis and persistence. *Journal of Small Business Management*, 53, 75-93. doi:10.1111/jsbm.12065
- Fishman, A. A. (2016). How generational differences will impact America's aging workforce: Strategies for dealing with aging Millennials, Generation X, and Baby Boomers. *Strategic HR Review*, 15, 250-257. doi:10.1108/SHR-08-2016-0068
- Fleischmann, M., Kostera, F., & Schippers, J. (2015). Nothing ventured, nothing gained! How and under which conditions employers provide employability-enhancing practices to their older workers. *International Journal of Human Resource Management*, 26, 2908-2925. doi:10.1080/09585192.2015.1004100

- Forstater, M. (2015). Working for a better world: Cataloging arguments for the right to employment. *Philosophy and Social Criticism*, *41*, 61-67.  
doi:10.1177/0191453714553500
- Friesen, P., Kearns, L., Redman, B., & Caplan, A. L. (2017). Rethinking the Belmont Report? *The American Journal of Bioethics*, *17*(7), 15-21.  
doi:10.1080/15265161.2017.1329482
- Frins, W., van Ruysseveldt, J., van Dam, K., & van den Bossche, S. N. (2016). Older employees' desired retirement age: A JD-R perspective. *Journal of Managerial Psychology*, *31*, 34-49. doi:10.1108/JMP-05-2013-0133
- Fusch, P., & Ness, L. (2015). Are we there yet? Data saturation in qualitative research. *Qualitative Report*, *20*, 1408-1416. Retrieved from <http://nsuworks.nova.edu/tqr/>
- Fusch, P. I., Fusch, G. E., & Ness, L. R. (2017). How to conduct a mini-ethnographic case study: A guide for novice researchers. *Qualitative Report*, *22*, 923-941.  
Retrieved from <https://nsuworks.nova.edu/tqr/>
- Gandy, R., Harrison, P., & Gold, J. (2018). Talent management in higher education: Is turnover relevant? *European Journal of Training and Development*, *42*, 597-610.  
doi:10.1108/EJTD-11-2017-0099
- Gaur, A., & Kumar, M. (2018). A systematic approach to conducting review studies: An assessment of content analysis in 25 years of IB research. *Journal of World Business*, *53*, 280-289. doi:10.1016/j.jwb.2017.11.003
- Geeraerts, K., Vanhoof, J., & Van den Bossche, P. (2016). Teachers' perceptions of intergenerational knowledge flows. *Teaching and Teacher Education*, *56*, 150-

161. doi:10.1016/j.tate.201

- Gelb, B. D., & Longacre, T. E. (2016). Choosing to retire: How companies can support and respect the decision better. *Journal of Business Strategy*, 37(2), 36-41.  
doi:10.1108/JBS-01-2015-0005
- Gentles, S. J., Charles, C., Ploeg, J., & McKibbin, K. A. (2015). Sampling in qualitative research: Insights from an overview of the methods literature. *The Qualitative Report*, 20, 1772-1789. Retrieved from <http://nsuworks.nova.edu/tqr/>
- Gerpott, F. H., Lehmann-Willenbrock, N., & Voelpel, S. C. (2017). A phase model of intergenerational learning in organizations. *Academy of Management Learning and Education*, 16, 193-216. doi:10.5465/amle.2015.0185
- Goldstein, C. E., Weijer, C., Brehaut, J. C., Fergusson, D. A., Grimshaw, J. M., Horn, A. R., . . . Taljaard, M. (2018). Ethical issues in pragmatic randomized controlled trials: A review of the recent literature identifies gaps in ethical argumentation. *BMC Medical Ethics*, 19(14), 4-10. doi:10.1186/s12910-018-0253-x
- Gorecky, D., Khamis, M., & Mura, K. (2017) Introduction and establishment of virtual training in the factory of the future. *International Journal of Computer Integrated Manufacturing*, 30, 182-190. doi:10.1080/0951192X.2015.1067918
- Green, D., Roberts, G., & Rudebock, R. (2017). Reshaping the Federal System for a Postmodern Workforce. *Management and Economics Research Journal*, 2(2016). Retrieved from <https://merj.scholasticahq.com/>
- Hammersley, M. (2015). On ethical principles for social research. *International Journal of Social Research Methodology*, 18, 433-449.



doi:10.1080/13645579.2014.924169

- Hammersley, M. (2018). What is ethnography? Can it survive? Should it? *Ethnography and Education, 13*, 1-17. doi:10.1080/17457823.2017.1298458
- Hanaysha, J. (2016). Examining the effects of employee empowerment, teamwork, and employee training on organizational commitment. *Procedia Social and Behavioral Sciences, 229*(19), 298-306. doi:10.1016/j.sbspro.2016.07.140
- Hardy, W., Kielczewska, A., Lewandowski, P., & Magda, I. (2018). Job retention among older workers in central and Eastern Europe. *Baltic Journal of Economics, 18*, 69–94. doi:10.1080/1406099X.2018.1514562
- Hari, A. (2017). 7Who gets to ‘Work Hard, Play Hard’? Gendering the work-life balance rhetoric in Canadian tech companies. *Gender, Work & Organization, 24*, 99-114. doi:10.1111/gwao.12146
- Harms, R., Luck, F., Kraus, S., & Walsh, S. (2014). On the motivational drivers of gray entrepreneurship: An exploratory study. *Technological Forecasting and Social Change, 89*, 358-365. doi:10.1016/j.techfore.2014.08.001
- Harriss, D. J., & Atkinson, G. (2015). Ethical standards in sport and exercise science research: 2016 update. *International Journal of Sports Medicine, 36*, 1121-1124. Retrieved from <http://thieme-connect.com/products/ejournals/>
- Hartwell, E. E., Serovich, J. M., Reed, S. J., Boisvert, D., & Falbo, T. (2017). A systematic review of gay, lesbian and bisexual research samples in couple and family therapy journals. *Journal of Marital and Family Therapy, 43*, 482-501. doi:10.1111/jmft.12220

- He, R., Yang, J., & Song, X. (2016). Quantifying the impact of different ways to delimit study areas on the assessment of species diversity of an urban forest. *Forests*, 7(2), 42. doi:10.3390/f7020042
- Heath, J., Williamson, H., Williams, L., & Harcourt, D. (2018). It's just more personal: Using multiple methods of qualitative data collection to facilitate participation in research focusing on sensitive subjects. *Applied Nursing Research*, 43, 30-35. doi:10.1016/j.apnr.2018.06.015
- Heesen, R., Bright, L. K., & Zucker, A. (2016). Vindicating methodological triangulation. *Synthese*, 193, 1-15. doi:10.1007/s11229-016-1294-7
- Heisler, W., & Bandow, D. (2018). Retaining and engaging older workers: A solution to worker shortages in the U.S. *Business Horizons*, 3, 421-430. doi:10.1016/j.bushor.2018.01.008
- Helle, A. C., Trull, T. J., Widiger, T. A., & Mullins-Sweatt, S. N. (2017). Utilizing interview and self-report assessment of the Five-Factor Model to examine convergence with the alternative model for personality disorders. *Personality Disorders: Theory, Research, And Treatment*, 8, 247-254. doi:10.1037/per0000174
- Hennekam, S. (2015). Career success of older workers: The influence of social skills and continuous learning ability. *Journal of Management Development*, 34, 1113-1133. doi:10.1108/JMD-05-2014-0047
- Henry, H., Zacher, H., & Desmette, D. (2015). Reducing age bias and turnover intentions by enhancing intergenerational contact quality in the workplace: The role of

- opportunities for generativity and development. *Work, Aging and Retirement*, 1, 243-253. doi:10.1093/worker/wav005
- Heywood, J. S., & Jirjahn, U. (2015). The hiring and employment of older workers in Germany: A comparative perspective. *Journal of Labour Market Research*, 49, 1-18. doi:10.1007/s12651-015-0195-4
- Hitchcock, J. A., & Stavros, J. M. (2017). Organizational collective motivation: A new framework for motivating employees in organizations. *OD Practitioner*, 49(4), 28-35. Retrieved from <http://odnetwork.org/Publications>
- Holden, C., & Moser, A. (2017). Survival guide for clinical engineering Millennials. *Biomedical Instrumentation & Technology*, 50, 422-426. doi:10.2345/0899-8205-50.6.422
- Holian, R. (2015). Work, career, age and life-stage: Assumptions and preferences of a multigenerational workforce. *Labour and Industry*, 25, 278-292. doi:10.1080/10301763.2015.1083366
- Hoover, S. M., Strapp, C. M., Ito, A., Foster, K., & Roth, K. (2018). Teaching qualitative research interviewer skills: A developmental framework for social justice psychological research teams. *Qualitative Psychology*, 5, 300-318. doi:10.1037/qup0000101
- Hoyle, R. (2017). Learning strategies for a changing workforce. *Strategic HR Review*, 16, 255-260. doi:10.1108/SHR-08-2017-0052
- Hurst, C. S., Baranik, L. E., & Clark, S. (2017). Job content plateaus: Justice, job satisfaction, and citizenship behavior. *Journal of Career Development*, 44, 283-

296.doi:10.1177/0894845316652250

Hussein, M. E., Jakubec, S. L., & Osuji, J. (2015). Assessing the FACTS: A mnemonic for teaching and learning the rapid assessment of rigor in qualitative research studies. *Qualitative Report, 20*, 1182-1184. Retrieved from <http://nsuworks.nova.edu/tqr/>

Jackson, D. (2016). Modelling graduate skill transfer from university to the workplace. *Journal of Education and Work, 29*, 199-231.

doi:10.1080/13639080.2014.907486

Jasson, C. C., & Govender, C. M. (2017). Measuring return on investment and risk in training: A business training evaluation model for managers and leaders. *Acta Commercii, 17*, 1-9. doi:10.4102/ac.v17i1.401

Jaworski, C., Ravichandran, S., Karpinski, A. C., & Singh, S. (2018). The effects of training satisfaction, employee benefits, and incentives on part-time employees' commitment. *International Journal of Hospitality Management, 74*, 1-12.

doi:10.1016/j.ijhm.2018.02.011

Jerbashian, V., Slobodyan, S., & Vourvachaki, E. (2015). Specific and general human capital in an endogenous growth model. *Eastern European Economics, 53*, 167-204. doi:10.1080/00128775.2015.1033263

Jeske, D., & Roßnagel, C. S. (2015). Learning capability and performance in later working life: Towards a contextual view. *Education and Training, 57*, 378-391.

doi:10.1108/ET-08-2013-0107

Jones, L., Norton, Z., Austin, Z., Browne, A. L., Donovan, D., Emmett, B. A., . . . Willis,

- G. F. (2016). Stocks and flows of natural and human-derived capital in ecosystem services. *Land Use Policy*, 52, 151-162. doi:10.1016/j.landusepol.2015.12.014
- Joslin, R., & Müller, R. (2016). Identifying interesting project phenomena using philosophical and methodological triangulation. *International Journal of Project Management*, 34, 1043-1056. doi:10.1016/j.ijproman.2016.05.005
- Kallio, H., Pietila, A. M., Johnson, M., & Docent, M. K. (2016). Systematic methodological review: Developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing*, 72, 2954-2965. doi:10.1111/jan.13031
- Kampf, R., Lorincová, S., Hitka, M., & Stopka, O. (2017). Generational differences in the perception of corporate culture in European transport enterprises. *Sustainability*, 9, 1561. doi:10.3390/su9091561
- Kampkötter, P., & Marggraf, K. (2015). Do employees reciprocate to intra-firm trainings? An absenteeism and turnover rates. *International Journal of Human Resource Management*, 26, 2888-2907. doi:10.1080/09585192.2015.1005655
- Kaše, R., Saksida, T., & Mihelič, K. K. (2019). Skill development in reverse mentoring: Motivational processes of mentors and learners. *Human Resource Management*, 58, 57-69. doi:10.1002/hrm.21932
- Kay, D., & Kibble, J. (2016). Learning theories 101: Application to everyday teaching and scholarship. *Advances in Physiology Education*, 40, 17-25. doi:10.1152/advan.00132.2015
- Kern-Goldberger, A. S., Hessels, A. J., Saiman, L., & Quittell, L. M. (2018).

- Understanding of safety monitoring in clinical trials by individuals with CF or their parents: A qualitative analysis. *Journal of Cystic Fibrosis*, 17, 736-741.  
doi:10.1016/j.jcf.2018.01.011
- Kim, S., Hahn, H., & Lee, J. (2015). Organizational attitudes as precursors to training performance. *Human Resource Development Quarterly*, 26, 409-429.  
doi:10.1002/hrdq.21218
- King, S. P., & Bryant, F. B. (2017). The Workplace Intergenerational Climate Scale (WICS): A self-report instrument measuring ageism in the workplace. *Journal of Organizational Behavior*, 38, 124-151. doi:10.1002/job.2118
- Kleinhans, K. A., Chakradhar, K., Muller, S., & Waddill, P. (2015). Multigenerational perceptions of the academic work environment in higher education in the United States. *Higher Education*, 70, 89-103. doi:10.1007/s10734-014-9825-y
- Knepp, M. M. (2018). Using questions to improve informed consent form reading behavior in students. *Ethics & Behavior*, 28, 560-577.  
doi:10.1080/10508422.2017.1320665
- Konings, J., & Vanormelingen, S. (2015). The impact of training on productivity and wages: Firm-level evidence. *Review of Economics and Statistics*, 97, 485-497.  
doi:10.1162/REST\_a\_00460
- Kool, B., Wise, M. R., Peiris-John, R., Sadler, L., Mahony, F., & Wells, S. (2017). Is the delivery of a quality improvement education programme in obstetrics and gynaecology for final year medical students feasible and still effective in

shortened time frame? *BMC Medical Education*, 17:91(1). doi:10.1186/s12909-017-0927-y

Kossivi, B., Xu, M., & Kalgora, B. (2016). Study on determining factors of employee retention. *Journal of Social Sciences*, 4, 261-268. doi:10.4236/jss.2016.45029

Kroon, A. C., Van Selm, M., ter Hoeven, C. L., & Vliegthart, R. (2018). Reliable and unproductive? Stereotypes of older employees in corporate and news media. *Ageing and Society*, 38, 166-191. doi:10.1017/S0144686X16000982

Kulik, C. T., Perera, S., & Cregan, C. (2016). Engage me: The mature-age worker and stereotype threat. *Academy of Management Journal*, 59, 2132-2156. doi:10.5465/amj.2105.0564

Kulik, C. T., Ryan, S., Harper, S., & George, G. (2014). Aging populations and management. *Academy of Management Journal*, 57, 929-935. doi:10.5465/amj.2014.4004

Kundu, S. C., & Lata, K. (2017). Effects of supportive work environment on employee retention: Mediating role of organizational engagement. *International Journal of Organizational Analysis*, 25, 703-722. doi:10.1108/IJOA-12-2016-1100

Kunze, F., Raes, A. M. L., & Bruch, H. (2015). It matters how old you feel: Antecedents and performance consequences of average relative subjective age in organizations. *Journal of Applied Psychology*, 100, 1511-1526. doi:10.1037/a0038909b

Lacoste, S. (2016). Perspectives on social media and its use by key account managers. *Industrial Marketing Management*, 54, 33-43.

doi:10.1016/j.indmarman.2015.12.010

Laird, M. D., Harvey, P., & Lancaster, J. (2015). Accountability, entitlement, tenure and satisfaction in Generation Y. *Journal of Managerial Psychology, 30*, 87-100.

doi:10.1108/JMP-08-2014-0227

Lawton, D. S., & Aquino, C. T. E. D. (2016). Diversity in the workplace and the impact of work values on the effectiveness of multi-generational teams. *i-Manager's Journal on Management, 10*(3), 20-28. Retrieved from

<http://imanagerpublications.com>

Lee, H. J. (2016). Effects of public-service employee age and performance of emotional labor on job pride. *Social Behavior and Personality, 44*, 1339-1348.

doi:10.2224/sbp.2016.44.8.1339

Lee, J. W., & Lee, H. (2016). Human capital in the long run. *Journal of Development Economics, 122*, 147-169. doi:10.1016/j.jdeveco.2016.05.006

Leopold, R. (2016). How to help your senior employees thrive in the workplace: Practical advice for HR professionals. *Strategic HR Review, 15*, 275-277.

doi:10.1108/SHR-08-2016-0079

Leu, D. J., Kinzer, C. K., Coiro, J., Castek, J., & Henry, L. A. (2017). New Literacies: A dual-level theory of the changing nature of literacy, instruction, and assessment. *Journal of Education, 197*(2), 1–18. doi:10.1177/002205741719700202

Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., & Suárez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology. The APA



- Publications and Communications Board task force report. *American Psychologist*, 73, 26-46. doi:10.1037/amp0000151
- Levitt, H. M., Motulsky, S. L., Wertz, F. J., Morrow, S. L., & Ponterotto, J. G. (2017). Recommendations for designing and reviewing qualitative research in psychology: Promoting methodological integrity. *Qualitative Psychology*, 4(1), 2-22. doi:10.1037/qup0000082
- Lewis, S. (2015). Qualitative inquiry and research design: Choosing among five approaches. *Health Promotion Practice*, 16, 473-475. doi:10.1177/1524839915580941
- Lillo-Crespo, M., & Riquelme, J. (2018). From home care to care home: A phenomenological case study approach to examining the transition of older people to long-term care in Spain. *Journal of Research in Nursing*, 23, 161-177. doi:10.1177/1744987118755550
- Lin, C., Wang, C., Wang, C., & Jaw, B. (2017). The role of human capital management in organizational competitiveness. *Social Behavior and Personality: An International Journal*, 45, 81-92. doi:10.2224/sbp.5614
- Livitchi, O., Hacina, L., & Baran, T. (2015). Professional training—Effective Element of management in achieving of the personnel policy. *Economy Transdisciplinary Cognition*, 18, 156-162. Retrieved from <http://etc.ugb.ro/archive>
- Lo Iacono, V., Symonds, P., & Brown, D. H. K. (2016). Skype as a tool for qualitative research interviews. *Sociological Research*, 21(2), 1-15. doi:10.5153/sro.3952
- Lu, A. C. C., & Gursoy, D. (2016). Impact of job burnout on satisfaction and turnover

intention. *Journal of Hospitality of Tourism Research*, 40, 210-235.

doi:10.1177/1096348013495696

Luo, L., Kiewra, K. A., & Samuelson, L. (2016). Revising lecture notes: How revision, pauses, and partners affect not taking and achievement. *Instructional Science*, 44, 45-67. doi:10.1007/s11251-016-9370-4

Lustgarten, S. D. (2015). Emerging ethical threats to client privacy in cloud communication and data storage. *Professional Psychology: Research and Practice*, 46, 154–160. doi:10.1037/pro0000018

Lyons, S. T., Schweitzer, L., & Eddy, S. W. N. (2015). How have careers changed? An investigation of changing career patterns across four generations. *Journal of Managerial Psychology*, 30, 8-21. doi:10.1108/JMP-07-2014-0210

Lytle, M. C., Clancy, M. E., Foley, P. F., & Cotter, E. W. (2015). Current trends in retirement: Implications for career counseling and vocational psychology. *Journal of Career Development*, 42, 170-184. doi:10.1177/0894845314545785

Maher, C., Hadfield, M., Hutchings, M., & de Eyto, A. (2018). Ensuring rigor in qualitative data analysis: A design research approach to coding combining NVivo with traditional material methods. *International Journal of Qualitative Methods*, 17, 1-13. doi:10.1177/1609406918786362

Malinen, S., & Johnston, L. (2013). Workplace ageism: Discovering hidden bias. *Experimental Aging Research Devoted to the Scientific Study of the Aging Process*, 39, 445-465. doi:10.1080/0361073X.2013.808111

Malterud, K., Siersma, V. D., & Guassora, A. D. (2015). Sample size in qualitative

- interview studies: Guided by information power. *Qualitative Health Research*, 25, 1-8. doi:10.1177/1049732315617444
- Mamaqi, X. (2015). The efficiency of different ways of informal learning on firm performance: A comparison between, classroom, web 2 and workplace training. *Computers in Human Behavior*, 51, 812-820. doi:10.1016/j.chb.2014.11.080
- Manning, L. (2018). Triangulation: Effective verification of food safety and quality management systems and associated organisational culture. *Worldwide Hospitality and Tourism Themes*, 10, 297-312. doi:10.1108/WHATT-02-2018-0009
- Manuti, A., Pastore, S., Scardigno, A. F., Giancaspro, M. L., & Morciano, D. (2015). Formal and informal learning in the workplace: A research review. *International Journal of Training & Development*, 19, 1-17. doi:10.1111/ijtd.12044
- Martins, N., & Martins, E. C. (2014). Perceptions of age generations regarding employee satisfaction in a South African organization. *Mediterranean Journal of Social Sciences*, 5, 129-140. doi:10.5901/mjss.2014.v5n21p129
- Masalimova, A. R., & Shaidullina, A. R. (2017). Diversification of professional on-the-job training models and forms in contemporary business conditions. *Modern Journal of Language Teaching Methods*, 7, 554-561. Retrieved from <http://mjltm.org/en/>
- Maskaly, J., & Donner, C. M. (2015). A theoretical integration of social learning theory with terror management theory: Towards and explanation of police shootings of unarmed suspects. *American Journal of Criminal Justice*, 40, 205-224.

doi:10.1007/s12103-015-9293-7

McCausland, T. C., King, E. B., Bartholomew, L., Feyre, R., Ahmad, A., & Finkelstein, L. M. (2015). The technological age: The effects of perceived age in technology training. *Journal of Business and Psychology, 30*, 693-708. doi:10.1007/s10869-014-9390-5

McCusker, K., & Gunaydin, S. (2015). Research using qualitative, quantitative or mixed methods and choice based on the research. *Perfusion, 30*, 537-542.

doi:10.1177/0267659114559116

McGuirk, H., Lenihan, H., & Hart, M. (2015). Measuring the impact of innovative human capital on small firms' propensity to innovate. *Research Policy, 44*, 965-976.

doi:10.1016/j.respol.2014.11.008

McIntosh, M. J., & Morse, J. M. (2015). Situating and constructing diversity in semi-structured interviews. *Global Qualitative Nursing Research, 2*, 1-12.

doi:10.1177/2333393615597674

McLaughlin, J. S., & Neumark, D. (2018). Barriers to later retirement for men: Physical challenges of work and increases in the full retirement age. *Research on Aging, 40*, 232-256. doi:10.1177/0164027517697114

doi:10.1177/0164027517697114

McNamara, T. K., Pitt-Catsoupes, M., Sarkisian, N., Besen, E., & Kidahashi, M. (2016). Age bias in the workplace: Cultural stereotypes and in-group favoritism. *The International Journal of Aging and Human Development, 83*, 156-183.

doi:10.1177/0091415016648708

McNamara, T. K., & Williamson, J. B. (2013). What can other countries teach us about

- retirement? *Journal of the American Society on Aging*, 37, 33-38. Retrieved from <http://asaging.org/asaconnection>
- Meyers, R. (2016). Opportunities or barriers? The experiences of disadvantaged older jobseekers participating in training. *International Journal of Training Research*, 14, 19-34. doi:10.080/14480220.2016.1152032
- Miracle, V. A. (2016). The Belmont Report: The triple crown of research ethics. *Dimensions of Critical Care Nursing*, 35, 223-228. doi:10.1097/DCC.0000000000000186
- Miranda, G., & Allen, P. (2017). Strategies for leading a multi-generational organization. *Journal on Management*, 12(2), 14-25. doi:10.26634/jmgt.12.2.13720
- Mishra, V., & Smyth, R. (2015). Workplace policies and training in China: Evidence from matched employee-employer data. *International Journal of Manpower*, 36, 986-1011. doi:10.1108/IJM-10-2013-0249
- Moe, S. G., Lytle, L. A., Nanney, M. S., Linde, J. A., & Laska, M. N. (2016). Recruiting and retaining young adults in a weight gain prevention trial: Lessons learned from the CHOICES study. *Clinical Trials*, 13, 205-213. doi:10.1177/1740774515605084
- Molloy, J. C., & Barney, J. B. (2015). Who captures the value created with human capital? A market-based view. *Academy of Management Perspectives*, 29, 309-325. doi:10.5465/amp.2014.0152
- Money, A., & Coughlan, J. (2016). Team-taught versus individually taught undergraduate education: A qualitative study of student experiences and preferences. *Higher*

*Education*, 72, 797-811. doi:10.1007/s10734-015-9976-5

Moore, A. L., & Klein, J. D. (2015). Live and learn: Informal learning among future professionals. *Performance Improvement*, 54(9), 19-26. doi:10.1002/pfi.21530

Moosa, S., & Koopman-Boyden, P. (2015). A method for recruiting participants from isolated islands of small island developing states (SIDS) for survey research.

*Field Methods*, 28, 50-63. doi:10.1177/1525822X15579010

Morgan, D. L. (2018). Living within blurry boundaries: The value of distinguishing between qualitative and quantitative research. *Journal of Mixed Methods Research*, 12, 268–279. doi:10/1177/1558689816686433

*Research*, 12, 268–279. doi:10/1177/1558689816686433

Morse, J. M. (2015). Critical analysis of strategies for determining rigor in qualitative inquiry. *Qualitative Health Research*, 25, 1212-1222.

doi:10.1177/1049732315588501

Mumford, M. D. (2018). Psychology of the informed consent process: A commentary on three recent articles. *Ethics & Behavior*, 28, 513-516.

doi:10.1080/10508422.2018.1493383

Naim, M. F., & Lenka, U. (2018). Development and retention of Generation Y employees: A conceptual framework. *Employee Relations*, 40, 433-455.

doi:10.1108/ER-09-2016-0172

Nakai, Y., Hill, S. C., Snell, A. F., & Ferrell, J. Z. (2018). A job club for older job seekers: Change in attitude and perceived utility during training. *Journal of Career Development*, 45, 551-565. doi:10.11770894845317724550

*Career Development*, 45, 551-565. doi:10.11770894845317724550

Nakhoda, M., & Rahimian, S. (2015). Factors affecting empowerment of female

- librarians, views of female managers of Tehran public libraries. *Library Management, 36*, 663-672. Retrieved from <http://emeraldinsight.com/loi/lm>
- Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research, 19*, 129-132. doi:10.1177/1362168815572747
- Nelson, J. (2017). Using conceptual depth criteria: Addressing the challenge of reaching saturation in qualitative research. *Qualitative Research, 17*, 554-570. doi:10.1177/1468794116679873
- Noble, H., & Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evidence Based Nursing, 18*, 34-35. doi:10.1136/eb-2015-102054
- Nolan, F. M., Fox, C., Cheston, R., Turner, D., Clark, A., Dodd, E., . . . Gray, R. (2016). A feasibility study comparing UK older adult mental health inpatient wards which use protected engagement time with other wards which do not: Study protocol. *Pilot and Feasibility Studies, 2*:7. doi:10.1186/s40814-016-0049-z
- North, M. S., & Fiske, S. T. (2015). Intergenerational resource tensions in the workplace and beyond: Individual, interpersonal, institutional, international. *Research in Organizational Behavior, 35*, 159-179. doi:10.1016/j.riob.2015.10.003
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods, 16*, 1-13. doi:10.1177/1609406917733847
- Nyberg, A. J., Pieper, J. R., & Trevor, C. O. (2016). Pay-for-performance's effect on future employee performance: Integrating psychological and economic principles toward a contingency perspective. *Journal of Management, 42*, 1753-1783.

doi:10.1177/0149206313515520

- Oberoi, D. V., Jiwa, M., McManus, A., & Hodder, R. (2015). Barriers to help-seeking in men diagnosed with benign colorectal diseases. *American Journal of Health Behavior, 39*(1), 22-33. doi:10.5993/AJHB.39.1.3
- O'Brien, K. R., Scheffer, M., van Nes, E. H., & van der Lee, R. (2015). How to break the cycle of low workforce diversity: A model for change. *PLoS One, 10*(7), 1-15. doi:10.1371/journal.pone.0133208
- O'Keefe, J., Buytaert, W., Mijic, A., Brozovic, N., & Sinha, R. (2016). The use of semi-structured interviews for the characterisation of farmer irrigation practices. *Hydrology and Earth System Sciences, 20*, 1655-2133. doi:10.5194/hess-20-1911-2016
- Olafsen, A. H., Halvari, H., Forest, J., & Deci, E. L. (2015). Show them the money? The role of pay, managerial need support, and justice in a self-determination theory model of intrinsic work motivation. *Scandinavian Journal of Psychology, 56*(4), 447-457. doi:10.1111/sjop.12211
- Oostrom, J. K., Pennings, M., & Bal, P. M. (2016). How do idiosyncratic deals contribute to the employability of older workers? *Career Development International, 21*, 176-192. doi:10.1108/CDI-08-2015-0112
- Paine, G. (2015). A pattern-generating tool for use in semi-structured interviews. *Qualitative Report, 20*, 468-481. Retrieved from <http://nsuworks.nova.edu/tqr>
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed



- method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42, 533-544. doi:10.1007/s10488-013-0528-y
- Parry, R., Pino, M., Faull, C., & Feathers, L. (2016). Acceptability and design of video-based research on healthcare communication: Evidence and recommendations. *Patient Education and Counseling*, 99, 1271-1284. doi:10.1016/j.pec.2016.03.013
- Percy, W. H., Kostere, K., & Kostere, S. (2015). Generic qualitative research in psychology. *Qualitative Report*, 20(2), 76-85. Retrieved from <http://nsuworks.nova.edu/tqr>
- Perrin, R. (2016). Retaining older employees is a smart business move. *Strategic HR Review*, 15, 246-249. doi:10.1108/SHR-12-2015-0097
- Picchio, M., & van Ours, J. C. (2013). Retaining through training even for older workers. *Economics of Education Review*, 32, 29-48. doi:10.1016/j.econedurev.2012.08.004x
- Pruijt, H. (2013). Employability, empowerment and employers, between debunking and appreciating action: Nine cases from the ICT sector. *International Journal of Human Resource Management*, 24, 1613-1628. doi:10.1080/09585192.2012.725083
- Radford, K., Shacklock, K., & Bradley, G. (2015). Personal care workers in Australian aged care: Retention and turnover intentions. *Journal of Nursing Management*, 23, 557-566. doi:10.1111/jonm.12172
- Ragan, E. D., Endert, A., Sanyal, J., & Chen, J. (2016). Characterizing provenance in visualization and data analysis: An organizational framework of provenance types

and purposes. *IEEE Transactions on Visualization and Computer Graphics*, 22, 31-40. doi:10.1109/TVCG.2015.2467551

Raina, R., & Britt Roebuck, D. (2016). Exploring cultural influence on managerial communication in relationship to job satisfaction, organizational commitment, and the employees' propensity to leave in the insurance sector of India. *International Journal of Business Communication*, 53(1), 97-130. doi:10.1177/2329488414525453

Ranney, M. L., Meisel, Z. F., Choo, E. K., Garro, A. C., Sasson, C., & Guthrie, K. M. (2015). Interview-based qualitative research in emergency care part II: Data collection, analysis and results reporting. *Academic Emergency Medicine*, 22, 1103-1112. doi:10.1111/acem.12734

Ravichandran, S., Cichy, K. E., Powers, M., & Kirby, K. (2015). Exploring the training needs of older workers in the foodservice industry. *International Journal of Hospitality Management*, 44, 157-164. doi:10.1016/J.ijhm.2014.10.003

Renaud, S., Morin, L., Saulquin, J. Y., & Abraham, J. (2015). What are the best HRM practices for retaining experts? A longitudinal study in the Canadian information technology sector. *International Journal of Manpower*, 36, 416-432. doi:10.1108/IJM-03-4014-0078

Rimando, M., Brace, A. M., Namageyo-Funa, A., Parr, T. L., & Sealy, D. A. (2015). Data collection challenges and recommendations for early career researchers. *Qualitative Report*, 20, 2025-2036. Retrieved from <http://nsuworks.nova.edu/tqr/>

Robins, C. S., & Eisen, K. (2017). Strategies for the effective use of NVivo in a large-

- scale study: Qualitative analysis and the repeal of don't ask, don't tell. *Qualitative Inquiry*, 23, 768-778. doi:10.1177/1077800417731089
- Ropes, D. (2014). Intergenerational learning in organizations: An effective way to stimulate older employee learning and development. *Development and Learning in Organizations*, 28(2), 7-9. doi:10.1108/DLO-10-2013-0078
- Rosenthal, M. (2016). Qualitative research methods: Why, when, and how to conduct interviews and focus groups in pharmacy research. *Currents in Pharmacy Teaching and Learning*, 8, 509-516. doi:10.1016/j.cptl.2016.03.021
- Roulston, K., & Shelton, S. A. (2015). Reconceptualizing bias in teaching qualitative research methods. *Qualitative Inquiry*, 2, 332-342.  
doi:10.1177/1077800414563803
- Roy, K., Zvonkovic, A., Goldberg, A., Sharp, E., & LaRossa, R. (2015). Sampling richness and qualitative integrity: Challenges for research with families. *Journal of Marriage & Family*, 77, 243-260. doi:10.1111/jomf.12147
- Royal, K. (2016). "Face validity" is not a legitimate type of validity evidence! *American Journal of Surgery*, 212, 1026-1027. doi:10.1016/j.amjsurg.2016.02.018
- Rynne, S. B., Enright, E., & Alfrey, L. (2017). Researching up and across in physical education and sport pedagogy: Methodological lessons learned from an intergenerational narrative inquiry. *Sport, Education and Society*, 22, 140-156.  
doi:10.1080/13573322.2016.1253554
- Sarma, S. K. (2015). Qualitative research: Examining the misconceptions. *South Asian Journal of Management*, 22, 176-191. Retrieved from <http://sajm-amdisa.org>

- Satterly, B. A., Cullen, J., & Dyson, D. (2018). The intergenerational mentoring model: An alternative traditional and reverse models of mentoring. *Mentoring and Tutoring: Partnership in Learning*, 26(3), 1-14.  
doi:10.1080/13611267.2018.1530172
- Saunders, B., Sim, J., Kingston, T., Baker, S., Waterfield, J., Bartlam, B., . . . Jinks, C. (2018). Saturation in qualitative research: Exploring its conceptualization and operationalization. *Quality and Quantity*, 52, 1893-1907. doi:10.1007/s11135-017-0574-8
- Schiemann, W. A., Seibert, J. H., & Blankenship, M. L. (2018). Putting human capital analytics to work: Predicting and driving business success. *Human Resource Management*, 57, 795-807. doi:10.1002/hrm.21843
- Scholarios, D., & Taylor, P. (2014). Decommissioned vessels – performance management and older workers in technologically intensive service work. *Technological Forecasting & Social Change*, 89, 333-342.  
doi:10.1016/j.techfore.2014.08.004
- Schultz, T. W. (1961). Investment in human capital. *American Economic Review*, 51, 1-17. Retrieved from <http://aeaweb.org/journals/aer>
- Seitz, S. (2016). Pixilated partnerships, overcoming obstacles in qualitative interviews via Skype: A research note. *Qualitative Research*, 16, 229-235.  
doi:10.1177/1468794115577011
- Setti, I., Dordoni, P., Piccoli, B., Bellotto, M., & Argentero, P. (2015). Proactive personality and training motivation among older workers. *European Journal of*

*Training and Development*, 39, 681-699. doi:10.1108/EJTD-03-2015-0018

Shannon-Baker, P. (2015). Making paradigms meaningful in mixed methods research.

*Journal of Mixed Methods Research*, 10, 319-334.

doi:10.1177/1558689815571561

Shekhar, P., Prince, M., Finelli, C., Demonbrun, M., & Waters, C. (2018). Integrating

quantitative and qualitative research methods to examine student resistance to active learning. *European Journal of Engineering Education*, 43, 1-13,

doi:10.1080/03043797.2018.1438988

Sim, J., Saunders, B., Waterfield, J., & Kingstone, T. (2018). Can sample size in

qualitative research be determined a priori? *International Journal of Social Research Methodology*, 21, 619-634. doi:10.1080/13645579.2018.1454643

Simpson, A., & Quigley, C. F. (2016). Member checking process with adolescent

students: Not just reading a transcript. *Qualitative Report*, 21, 377-392.

<http://nsuworks.nova.edu/tqr/>

Singh, A., & Gupta, B. (2015). Job involvement, organizational commitment,

professional commitment, and team commitment: A study of generational diversity. *Benchmarking: An International Journal*, 22, 1192-1211.

doi:10.1108/BIJ-01-2014-0007

Smeaton, D., Di Rosa, M., Principt, A., & Butler, Z. (2018). Reverse retirement – a

mixed methods study of returning to work in England, Italy and the United States: Propensities, predictors and preferences. *International Journal of Ageing and*

*Later Life*, 12(1), 5-40. doi:10.3384/ijal.1652-8670.17360

- Smith, B., & McGannon, K. R. (2018). Developing rigor in qualitative research: Problems and opportunities within sport and exercise psychology. *International Review of Sport and Exercise Psychology, 11*, 101-121.  
doi:10.1080/1750984X.2017.1317357
- Sonderegger, A., Schmutz, S., & Sauer, J. (2016). The influence of age in usability testing. *Applied Ergonomics, 52*, 291-300. doi:10.1016/j.apergo.2015.06.012
- Sprinkle, T. A., & Urick, M. J. (2018). Three generational issues in organizational learning: Knowledge management, perspectives on training and low-stakes development. *Learning Organization, 25*, 102-112. doi:10.1108/TLO-02-2017-0021
- Stanković, Z., Maksimović, J., & Osmanović, J. (2018). Cognitive theories and paradigmatic research posts in the function of multimedia teaching and learning. *International Journal of Cognitive Research in Science, Engineering and Education, 6*, 107-114. doi:10.5937/ijersee18021075
- Stewart, J. S., Oliver, E. G., Cravens, K. S., & Oishi, S. (2017). Managing millennials: Embracing generational differences. *Business Horizons, 60*, 45-54.  
doi:10.1016/j.bushor.2016.08.011
- Stickland, A., Clayton, E., Sankey, R., & Hill, C. M. (2016). A qualitative study of sleep quality in children and their resident parents when in hospital. *Archives of Disease in Childhood, 101*, 546-551. doi:10.1136/archdischild-2015-309458
- Stoffers, J. M. M., & Van der Heijden, B. I. J. M. (2018). An innovative work behavior-enhancing employability model moderated by age. *European Journal of Training*

*and Development*, 42, 143-163. doi:10.1108/EJTD-10-2016-0074

Stonebraker, R. J., & Stone, G. S. (2015). Too old to teach? The effect of age on college and university professors. *Research in Higher Education*, 56, 793-812.

doi:10.1007/s11166-015-9374-y

Szinovacz, M. E., Davey, A., & Martin, L. (2014). Did the great recession influence retirement plans? *Research on Aging*, 37, 275-305.

doi:10.1177/0164027514530171

Taha, J., Czaja, S. J., & Sharit, J. (2016). Technology training for older job-seeking adults: The efficacy of a program offered through a university-community collaboration. *Educational Gerontology*, 42, 276-287.

doi:10.1080/03601277.2015.1109405

Talwar, E., & Thakur, M. (2016). Training and development and its impact on employee performance. *Internal Journal of Basic and Applied Sciences*, 1(1), 18-27.

doi:10.21904/weken/2016-v1/i1/93615

Taylor, A. W., Pilkington, R., Feist, H., Dal Grande, E., & Hugo, G. (2014). A survey of retirement intentions of baby boomers: An overview of health, social and

economic determinants. *BMC Public Health*, 14, 355-371. doi:10.1186/1471-2458-14-355

Taylor, P., Loretto, W., Marshall, V., Earl, C., & Phillipson, C. (2016). The older worker: Identifying a critical research agenda. *Social Policy and Society*, 15, 675-689.

doi:10.1017/S1474746416000221

Teixeira, A. A. C., & Queirós, A. S. S. (2016). Economic growth, human capital and

- structural change: A dynamic panel data analysis. *Research Policy*, 45, 1636-1648. doi:10.j.respol.2016.04.006
- Teusner, A. (2016). Insider research, validity issues, and the OHS professional: One person's journey. *International Journal of Social Research Methodology*, 19, 85-96. doi:10.1080/13645579.2015.1019263
- Tews, M. J., & Noe, R. A. (2017). Does training have to be fun? A review and conceptual model of the role of fun in workplace training. *Human Resource Management Review*, 29, 226-238. doi:10.1016/j.hrmmr.2017.11.003
- Thijssen, P. (2016). Intergenerational solidarity: The paradox of reciprocity imbalance in ageing welfare states. *British Journal of Sociology*, 67, 592-612. doi:10.1111/1468-4446.12221
- Thomas, D. R. (2017). Feedback from research participants: Are member checks useful in qualitative research? *Qualitative Research in Psychology*, 14, 23-41. doi:10.1080/14780887.2016.1219435
- Tierney, J. F., Vale, C., Smith, C. T., Stewart, L., Clarke, M., & Rovers, M. (2015). Individual participant data (IPD) meta-analyses of randomized controlled trials: Guidance on their use. *PLOS Medicine*, 12(7), 1-16. doi:10.1371/journal.pmed.1001855
- Torre, E. D., Zatzick, C. D., Sikora, D., & Solari, L. (2018). Workforce churning, human capital disruption and organizational performance in different technological contexts. *Human Resource Management Journal*, 28, 112-127. doi:10.1111/1748-8583.12167



- Tran, V. T., Porcher, R., & Falissard, B. (2016). Point of data saturation was assessed using resampling methods in a survey with open-ended questions. *Journal of Clinical Epidemiology, 80*, 88-96. doi:10.1016/j.jclinepi.2016.07.014
- Trung, L. Q., Morra, M. E., Truong, N. D., Turk, T., Elshafie, A., Foly, A., . . . Tien, N. (2017). A systematic review finds underreporting of ethics approval, informed consent, and incentives in clinical trials. *Journal of Clinical Epidemiology, 91*, 80-86. doi:10.1016/j.jclinepi.2017.08.007
- Tsai, H. S., Shillair, R., & Cotten, S. R. (2015). Social support and “Playing Around”: An examination of how older adults acquire digital literacy with tablet computers. *Journal of Applied Gerontology, 38*, 823-928. doi:10.1177/0733464815609440
- Tyrberg, M. J., Carlbring, P., & Lundgren, T. (2017). Usefulness of the ACT model for nurses in psychiatric inpatient care: A qualitative content analysis. *Journal of Contextual Behavioral Science, 6*, 208-214. doi:10.1016/j.jcbs.2017.04.011
- Urick, M. (2017). Adapting training to meet the preferred learning styles of different generations. *International Journal of Training and Development, 21*, 53-59. doi:10.1111/ijtd.12093
- Van den Eynden, V., & Corti, L. (2017). Advancing research data publishing practices for the social sciences: From archive activity to empowering researchers. *International Journal on Digital Libraries, 18*, 113-121. doi:10.1007/s00799-016-0177-3
- Vasconcelos, A. F. (2015). Older workers: Some critical societal and organizational challenges. *Journal of Management Development, 34*, 352-372.

doi:10.1108/JMD-02-2013-0034

- Vass, C., Rigby, D., & Payne, K. (2017). The role of qualitative research methods in discrete choice experiments: A systematic review and survey of authors. *Medical Decision Making, 37*, 298-313. doi:10.1177/0272989X16683934
- Velicer, C., Lempert, L. K., & Glantz, S. (2015). Cigarette company trade secrets are not secret: An analysis of reverse engineering reports in internal tobacco industry documents released as a result of litigation. *Tobacco Control, 24*, 469. doi:10.1136/tobaccocontrol-2014-051571
- Vihelmsson, A., Davis, C., & Mulinari, S. (2016). Pharmaceutical industry off-label promotion and self-regulation: A document analysis of off-label promotion rulings by the United Kingdom prescription medicines code of practice authority 2003-2012. *PLoS Medicine, 13*(1), 1-22. doi:10.1371/journal.pmed.1001945
- Wamba, S. F., Akter, S., Edwards, A., Chopin, G., & Gnanzou, D. (2015). How 'big data' can make big impact: Findings from a systematic review and a longitudinal case study. *International Journal of Production Economics, 165*, 234-246. doi:10.1016/j.ijpe.2014.12.031
- Wei, Y. C. (2015). Do employees high in general human capital tend to have higher turnover intention? The moderating role of high-performance HR practices and P-O fit. *Personnel Review, 44*, 739-756. doi:10.1108/PR-07-2013-0137
- Wetzel, M., Huxhold, O., & Tesch-Römer, C. (2016). Transition into retirement affects life satisfaction: Short- and long-term development depends on last labor market status and education. *Social Indicators Research, 125*, 991-1009.

doi:10.1007/s11205-015-0862-4

- Wiedmer, T. (2015). Generations do differ: Best practices in leading traditionalists, boomers, and generations X, Y, and Z. *Delta Kappa Gamma Bulletin*, 82(1), 51-58. Retrieved from <https://dkg.org/DKGMember/Publications/Journal>
- Wolfson, N. E., Cavanagh, T. M., & Kraiger, K. (2014). Older adults and technology-based instruction: Optimizing learning outcomes and transfer. *Academy of Management Learning & Education*, 13, 26-44. doi:10.5465/amle.2012.0056
- Wolgemuth, J. R., Erdil-Moody, Z., Opsal, T., Cross, J. E., Kaanta, T., Dickmann, E. M., & Colomer, S. (2015). Participants' experiences of the qualitative interview: Considering the importance of research paradigms. *Qualitative Research*, 15, 351-372. doi:10.1177/1468794114524222
- Woods, M., Paulus, T., Atkins, D. P., & Macklin, R. (2016). Advancing qualitative research using qualitative data analysis software (QDAS)? Reviewing potential versus practice in published studies using ATLAS.ti and NVivo, 1994–2013. *Social Science Computer Review*, 34, 597-617. doi:10.1177/0894439315596311
- Wu, Y. P., Thompson, D., Aroian, K. J., McQuaid, E. L., & Deatrck, J. A. (2016). Commentary: Writing and evaluating qualitative research reports. *Pediatric Psychology*, 41, 493-505. doi:10.1093/jpepsy/jsw032
- Yamashita, T., Cummins, P. A., Arbogast, A., & Millar, R. J. (2018). Adult competencies and employment outcomes among older workers in the United States: An analysis of the program for the international assessment of adult competencies. *Adult Education Quarterly*, 68, 235-250. doi:10.1177/0741713618773496

- Yates, J., & Leggett, T. (2016). Qualitative research: An introduction. *Radiologic Technology*, 88, 225-231. Retrieved from <http://radiologictechology.org>
- Yazan, B. (2015). Three approaches to case study methods in education: Yin, Merriam, and Stake. *Qualitative Report*, 20(2), 134-152. Retrieved from <http://nsuworks.nova.edu/tqr>
- Yin, R. K. (2015). *Qualitative research from start to finish* (2nd ed.). New York, NY: Guilford Press.
- Yin, R. K. (2018). *Case study research and Applications: Design and methods* (6th ed.). Los Angeles, CA: Sage.
- Zacher, H. (2015). Successful aging at work. *Work, Aging and Retirement*, 1, 4-25. doi:10.1093/worker/wau006
- Zacher, H., & Gielnik, M. M. (2014). Organisational age cultures: The interplay of chief executive officers age and attitudes toward younger and older employees. *International Small Business Journal*, 32, 327-349. doi:10.1177/0266242612463025
- Zacher, H., & Griffin, B. (2015). Older workers' age as a moderator of the relationship between career adaptability and job satisfaction. *Work, Aging and Retirement*, 1, 227-236. doi:10.1093/worker/wau009
- Zacher, H., Kooij, D. T. A. M., & Beier, M. E. (2018). Active aging at work: Contributing factors and implications for organizations. *Organizational Dynamics*, 47, 37-45. doi:10.1016/j.orgdyn.2017.08.001
- Zaharee, M., Lipkie, T., Mehlman, S. K., & Neylon, S. K. (2018). Recruitment and

retention of early-career technical talent. *Research-Technology Talent*, 61(5), 51-61. doi:10.1080/08956308.2018.1495966

Zamawe, F. C. (2015). The implication of using NVivo software in qualitative data analysis: Evidence-based reflections. *Malawi Medical Journal*, 27, 13-15. doi:10.4314/mmj.v27i1.4

Zhang, X., Yang, Z., Sun, W., Liu, Y., Tang, S., Xing., K., . . . Mao, X. (2016). Incentives for mobile crowd sensing: A survey. *IEEE Communications Surveys & Tutorials*, 18, 54-66. doi:10.1109/COMST.2015.2415528

Zoller, B. (2018). Workforce planning: One of the most challenging HR compliance issues for 2018. *Strategic HR Review*, 17, 105-107. doi:10.1108/SHR-01-2018-0001

Zwick, T. (2015). Training older employees: What is effective? *International Journal of Manpower*, 36, 136-150. doi:10.1108/IJM-09-2012-0138

## Appendix A: Interview Questions

1. How have you addressed training needs effectively that increase multigenerational employee productivity?
2. What career-development opportunities are in place currently in your organization for the multigenerational workforce?
3. What training tactics have you used to motivate your multigenerational employees for continued employment?
4. What method worked best to motivate your employees?
5. What strategies do you use to retain older adult workers?
6. What training strategies do you use to improve multigenerational employee productivity?
7. What strategies do you utilize to understand generational employee differences?
8. What training policies have you used for the retention of your multigenerational workforce?
9. What additional information do you feel is relevant to the purpose of the study?

## Appendix B: Interview Protocol

Interview: Exploring the effective training strategies managers use to improve multigenerational employee productivity in the automotive industry in the Great Lakes Region of the United States.

1. The interview session will begin with greetings, a brief personal introduction, and review of the research topic.
2. Next, I will express my appreciation and gratitude to the participant for volunteering to take part in the interview process.
3. A brief review of the signed consent form will occur to ensure complete understanding of the contents and answer any final questions of the interviewee.
4. The participant will be informed a digital recorder is being turned on, and I will note the date, time, and location of the interview.
5. I will indicate the verbal and written identification coding of the interview on the actual consent form for the participant to understand.
6. The interview will begin.
7. I will ask eight interview questions to the participant and the amount of time the actual interview will last is dependent upon the responses of the participant.
8. I will ask each of the interview questions in the same order for each participant.