2020

Career Development Professionals' Perceived Self-Efficacy with Baby Boomers from the Automotive Industry

Rhonda Ann Suggs
Walden University

Walden University

College of Education

This is to certify that the doctoral study by

Rhonda Ann Suggs

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. Olga Salnikova, Committee Chairperson, Education Faculty
Dr. Richard Hammett, Committee Member, Education Faculty
Dr. Nicolae Nistor, University Reviewer, Education Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2020

Abstract

Career Development Professionals' Perceived Self-Efficacy with

Baby Boomers from the Automotive Industry

by

Rhonda Ann Suggs

MBA, Eastern Michigan University, 1996

BBA, Eastern Michigan University, 1992

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

March 2020

Abstract

The labor market has shifted toward automation with an aging workforce as jobs transitioned from vocational to career. Following the Great Recession, career development professionals struggled to prepare older workers for an evolving, competitive, global workforce for the generation known as baby boomers that prefer to remain in the workforce. The problem in this study was the gap between the career development needs of baby boomers from the automotive industry and the levels of support provided by career development professionals who serve this population. Grounded in Bandura's social cognitive theory, the purpose of this comparative quantitative study was to determine if there is a difference in perceived self-efficacy among career development professionals, based on 3 career advising roles as educator, counselor, and human resource professional. Ninety-nine career development professionals and members of a partner organization of such professionals were selected using a convenience and snowball sampling and participated in an online survey using the career counseling self-efficacy scale. Analyses of variance revealed statistically significant differences in the subscale, vocational assessment and interpretation skills, and Hochberg test indicated differences in employment roles. The project deliverable was a white paper with recommendations of a professional development workshop for career development professionals so that they could better understand the unique developmental needs of baby boomers. The implication for positive social change was the increased self-efficacy of these professionals as they provide career-related services for baby boomers.

Career Development Professionals' Perceived Self-Efficacy with

Baby Boomers from the Automotive Industry

by

Rhonda Ann Suggs

MBA, Eastern Michigan University, 1996

BBA, Eastern Michigan University, 1992

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

March 2020

Dedication

I dedicate this culmination of work to my parents and significant other. Because of their belief in my abilities, I had the structure and self-assurance to pursue a doctoral program.

My parents, Don and Vickie, encouraged me to do my best, and that I could accomplish anything if I put forth the effort. At a young age, I never knew those simple and consistent life lessons would become the foundation for how I live my life and manage adversity. I love you both for setting the high standards.

My significant other, Ed, took this educational journey alongside me. With your love and unconditional support, I was able to complete my doctoral studies. Your strength and patience give me confidence to push through and prevail over challenges. I love you.

Acknowledgments

I would like to acknowledge my doctoral committee members. Dr. Salnikova, as Chairperson, encouraged me to strengthen my research, achieve alignment, and develop a scholarly voice. Her organizational skills were impressive and helped me navigate what seemed like an endless endeavor. Dr. Hammett seamlessly stepped in as Committee member when Dr. Salnikova transitioned from Committee member to Chairperson. Dr. Hammett was instrumental in the quantitative design and analysis, and overall clarity of the project. Dr. Nistor, as University Research Reviewer, provided an objective perspective to ensure the project study met expectations. The team was knowledgeable and collaborative, and I value their individual and collective efforts.

I would like to acknowledge Dr. Jackson and Dr. Braden for their advice at the proposal stage. The National Career Development Association (NCDA) research committee was instrumental with my request for participants. Members of NCDA and my LinkedIn network were generous with their time to read my request for participants and complete the online survey. Thank you for your contributions.

I would like to express my appreciation to family, friends, and colleagues who supported me throughout my academic journey. My family reinforced I could accomplish whatever I put my mind to do. A network of friends and acquaintances respected my educational pursuits and checked on my progress. And colleagues were a source of encouragement, mainly because of their expertise and critical friendships.

Table of Contents

iii

List of Tables

Section 1: The Problem

Introduction

The United States is still rebounding from the Great Recession of 2007–2009 and

its aftermath. In southeastern Michigan, the automotive industry dominates the

economy. Its recovery from the devastation has endured short- and long-term

struggles (Aronson, Callahan, & Davis, 2015; Clement & Kanai, 2015;

Constantelos, 2014; Executive Order No. 13,578, 2011; Goolsbee & Krueger,

2015; Harris, 2012; Marchiondo & Cortina, 2014; Rutherford & Holmes, 2014),

specifically in the labor force and higher education (Aronson, 2017; Hettler,

Sorokina, Tanai, & Booth, 2015). Southeastern Michigan is an example of how

a region and an industry responded to an economic downturn.

In the years preceding the federal bailout of the automotive industry, labor

markets moved away from a dependence on skilled labor and moved toward automation

with an aging workforce. The shift towards automation increased the use of, and demand

for, technology in the local labor market (Anctil, 2017; Bevins, Carter, Jones, Moye, &

Ritz, 2012; Colbert, Yee, & George, 2016; Killam & Weber, 2014; Rutherford &

Holmes, 2014; Sullivan & Downey, 2015; Temin, 2016). In 2014, the Bureau of Labor

Statistics indicated that 40% of the U.S. labor force was 55 or older, with 18.6% 65 or

older (Toossi, 2015). As older workers remain in the workforce, Krepcio (2007) stressed

the need to prevent another national financial crisis by offering older workers an increase

in employment options and resources. As a result of the labor market shift and an aging

workforce, there were labor shortages. Thus, educators, human resource, and career

development professionals experienced an increasing need to provide career-related guidance for baby boomers as the definition of work for the baby boomers remaining in the workforce changed.

Career development professionals are not offering the same level of support to diverse ages and populations as noted in the education, counseling, human resources, and business research. Researchers noted that baby boomer labor shortages reached critical concern in education (Alcaraz-Chavez, 2015; Krepcio, 2007; Sabo, 2017) and education composition (Banerjee & Blau, 2016). Existing research on retirement and late careers does not reflect baby boomers because it is constructed on prior cohorts (Bennett, Beehr, & Lepisto, 2016; Boveda & Metz, 2016; Kojola & Moen, 2016; Paggi & Jopp, 2015; Phillipson, 2013). As the baby boomers seek employment in their later years, access to career assistance or vocational training may not be prevalent or relevant to the older generation.

In Section 1, I cover the following topics: the problem, the review of the literature, a definition of the problem with the gap between career-related needs of the baby boomers and advice provided by career development professionals, rationale of the problem at the local level and in the professional literature, definitions relevant to the project study, significance of the study, research questions, development of the literature review, and implications for positive social change.

Definition of the Problem

The problem of this study was the gap between the career development needs of baby boomers from the automotive industry and the level of support provided by career

development professionals. There are changes in the labor force and higher education.

Baby boomers need relevant career-related advice as they approach retirement age. When

baby boomers initially entered the workforce, they chose a vocation for a lifetime rather

than developed a career (Betz, 2003; Kaye & Smith, 2012; Kim, Rhee, Ha, Yang, & Lee,

2016; Krumboltz, Foley, & Cotter, 2013; Krumboltz & Henderson, 2002; Lytle, Foley, &

Cotter, 2015; Parsons, 1909). Preskill and Donaldson (2008) noted that progression

within organizations had diminished over the previous two decades and shifted the career

development process from the organization to the individual, including the lack of

evaluation to determine the effectiveness of career development activities. Baby boomers,

as they searched for new or continued employment, began to make career-related

decisions rather than deciding on a vocation.

Retirement is a process occurring over a period of time and additional research

focused on an aging workforce is needed to understand if there are defined

developmental stages that occur as one prepares for retirement (Bennett et al., 2016;

Lytle et al., 2015; Wang & Shi, 2014). The workforce has been permanently changed

following the Great Recession, and those in career counseling roles should implement

approaches with evolving times to help clients navigate through unplanned career events

(Boveda & Metz, 2016; Greenleaf, 2014; Kim et al., 2016; Lytle et al., 2015; Wang &

Shi, 2014). With a shift in the need for career development services for the baby boomer

over a lifetime, career development services and programs, and the support offered by

career development services, educational institutions, and human resource professionals

should reflect current workforce trends. There are varied disciplines that provide career

development programs and services, accounting for a variety of perspectives, including counseling, education, human resources, and business.

The labor market has shifted away from skilled labor toward automation. When set against an aging workforce, the problem is the gap between the career development needs of baby boomers and the level of support provided by career development professionals. The local setting is the automotive industry, including industries that support the automotive industry in southeastern Michigan. Unless career development professionals update their skills to advise an aging workforce, baby boomers could have limited access to comprehensive career development programs and services. If the gap between the needs of those approaching retirement age and the current level of career-related support continues, educators will hinder employers from meeting organizational goals and optimizing the talent of the workforce.

Rationale

Evidence of the Problem at the Local Level

There has been a labor market shift away from a skilled workforce and toward service and technology. Researchers observed a shift away from skilled labor toward automation (Bevins et al., 2012; Constantelos, 2014; Marchiondo & Cortina, 2014; Sullivan & Downey, 2015; Temin, 2016). As skilled laborers in the automotive industry were replaced by automated robots, the industry experienced a significant reduction in demand for skilled production work and trade laborers (Pedroni, 2011). Rutherford and Holmes (2014) argued that education and training in the automotive industry increased because of the need for continued training with technology and the increased demand for

communication skills in an evolving labor force. Therefore, there is an increased need to retrain or educate older workers who were once part of a skilled workforce.

Skilled laborers who were employed by the automotive giants such as Ford Motor Co., General Motors, and Chrysler were replaced by automated robotics, thereby significantly reducing the demand for skilled production work and trade laborers (Pedroni, 2011; Rutherford & Holmes, 2014). In response to the dependency on technology, the automotive industry, like other industries, reacted to the shift in the labor market. As a result, two of the three automotive giants were bailed out by the federal government in order to prevent bankruptcies, adding to the economic difficulties in southeastern Michigan (Clement & Kanai, 2015; Harris, 2012; Hettler et al., 2015; Tabb, 2015). According to Tabb (2015), the Great Recession of 2007–2009 created a melee of economic changes, including insolvent local governments.

The automotive industry is a dominant presence in southeast Michigan and is headquarters to the three largest automotive manufacturers in the United States; Ford, General Motors, and Chrysler. In Michigan, the Great Recession coupled with the erosion of the automobile industry created a sluggish recovery from the economic downturn (Aronson, 2017; Aronson et al., 2015; Clement & Kanai, 2015; Constantelos, 2014; Marchiondo & Cortina, 2014; Rutherford & Holmes, 2014). There has been a decline in union membership from 1983 (BLS, 2017; Flavin & Shufeldt, 2016). According to the U.S. Bureau of Labor Statistics, in 2017, union membership was only 10.7%, down from 20.1% in 1983. Dark III (2011) acknowledged the decline in membership and advocated that unions act in the public interest regarding labor concerns. Despite unions acting in

the public interest, the public resented the perceived inequitable treatment of unions via the automotive industry bailout (Dark III, 2011). The Michigan labor market encountered a few major shifts including union concessions, right to work legislation, forced early retirement, and the nontraditional definition of retirement, and a lack of transferrable skills from the skilled auto trades.

Rutherford and Holmes (2014) contended that automotive unions weakened since the Great Recession and that the skills acquired through negotiated programs are firm and specific, so that the skills attained from the training are less transferable than in prior decades. In 2017, union membership was highest among workers ages 45 to 64 (BLS, 2017). Consequently, the current approaches and models used by those in educational institutions and human resources who are trained to work with older adults in the career planning process may not be the most effective.

Governor Rick Snyder has made effort to rebuild the economy in Michigan, emphasizing that economic growth depends on talent attraction, retention, and training. As such, he has sought to create alliances with employers, educators, K-12 districts, higher education institutions, union leaders, and business (Michigan.gov). In his January 2018 State of the State speech, Governor Snyder touted a decline in unemployment and stressed that the Number 1 priority is talent. To reduce the gaps in talent and career awareness, Snyder remains focused on removing the walls that are traditionally seen between educational institutions and businesses. Despite criticisms of Governor Snyder, the state's unemployment was 10.7% when he took office; after 10 consecutive years of job declines, it was at 4.7% in January 2018 (Egan & Gray, 2018). Table 1 shows the

summary of Michigan unemployment rate, seasonally adjusted from the U.S. Bureau of

Labor statistics (2018) for years 2007–2017, demonstrating continued high

unemployment for the years following the Great Recession of 2007–2009.

Table 1

Michigan Unemployment Rates for 2007–2017

Year	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2007	6.9	6.8	6.8	6.8	6.8	6.9	7	7.1	7.2	7.3	7.2	7.2
2008	7.1	7.1	7.2	7.3	7.5	7.8	8	8.2	8.4	8.8	9.3	9.8
2009	11	12	13	14	14.2	15	15	14	14	14	14	14
2010	14	14	14	13	12.9	13	12	12	12	12	12	11
2011	11	11	11	11	10.6	11	11	11	10	10	9.7	9.4
2012	9.2	9.1	9.1	9.2	9.2	9.2	9.2	9.1	9.1	9	9	9.1
2013	9.1	9.1	9	8.9	8.9	8.8	8.8	8.8	8.7	8.6	8.4	8.3
2014	8.1	8	7.9	7.7	7.5	7.4	7.2	7	6.8	6.6	6.4	6.2
2015	6	5.9	5.8	5.7	5.6	5.5	5.3	5.2	5.1	5	4.9	4.9
2016	4.9	4.9	4.9	4.9	4.9	4.9	5	5	5.1	5.1	5.2	5.1
2017	5	4.8	4.6	4.4	4.4	4.4	4.5	4.6	4.7	4.7	4.7	4.7

Note. Adapted from "Local Area Unemployment Statistics" for Michigan area statewide
by Bureau of Labor Statistics, 2018.

Regardless of the improvements to the local economy, the self-efficacy of career

development professionals influences their ability to provide services to meet the

changing needs of their clients, students, or employees. To increase confidence in their

abilities, professional organizations provided topical programs for their membership.

Local Michigan chapters of the National Diversity Council, Society for Human Resource Management and National Career Development Association are no exception, providing topical professional development opportunities incorporating a multigenerational workforce. The February 2018 newsletter of the Michigan chapter of the National Career Development Association highlighted the effects of the aging workforce in manufacturing and skilled trades based in Michigan, acknowledging a disparity of career preparation/guidance that would align this workforce with workforce trends (Michigan Career Development Association, 2018).

Evidence of the Problem from the Professional Literature

Because of its dominant presence in the economy, the automotive industry in southeastern Michigan is an example of a local problem that has far reaching impact on the financial stability of the U.S. economy. (Aronson, 2017; Aronson et al., 2015; Constantelos, 2014). The ability of the automotive industry to rebound after a postwar recession was critical because of the industry size and depth (Aronson, 2017; Aronson et al., 2015; Goolsbee & Krueger, 2015; Hettler et al., 2015; Marchiondo & Cortina, 2014; Rutherford & Holmes, 2014). The Great Recession, followed by the subsequent governmental automotive bailout, have been of significant impact locally for southeastern Michigan as well as the U.S. economy.

The decline of a local industry and reduction in workforce are not unique to Michigan; they are reflective of other industries in the United States, and so are the industries' struggles with a changing framework of technology and with the meaning of retirement. The automobile industry is the largest and most cyclical spending sector,

which historically has been the driver for economic resurgence following postwar

recessions (Marchiondo & Cortina, 2014; Rutherford & Holmes, 2014). Despite the

federally backed loans to GM and Chrysler, where the bailout was considered to protect

the national interest, unemployment continued to rise and reached a high of 10% during

2009 (Dark III, 2011) and in the Detroit Metropolitan region, it was 14.4% during 2011

(Aronson, 2017; Aronson et al., 2015). Root (2000) asserted that although there has been

a long-term decline in unionization in the private sector, the United Auto Workers union

continued to be an important role of the workforce, essentially the source of a national

contract. The volatility of the automotive industry influenced the local economy in

southeastern Michigan and the broader U.S. economy.

Economic stability of the automotive industry continues to be critical to the U.S

economy. Temin (2016) asserted that investment in education should be the focus for

long-term economic growth. The U.S. automotive industry is distinctly seen as U.S.

corporations with a strong national identity and its economic survival depends on

globalization (BLS, 2011; Harris, 2012; Marchiondo & Cortina, 2014). Hettler et al.

(2015) asserted that the automotive industry has supported many jobs and sectors

throughout the economy and has remained a significant sector in the U.S. economy. The

financial devastation of a dominant industry, such as the automotive industry, has

contributed to the macro trend.

The need for employees to compete in a global economy prompted research in

career-related fields. Kaye and Smith (2012) argued that as a response to a competitive

global economy, career development constitutes a collaborative partnership among the

employee, manager, and the organization, in efforts to achieve career and organizational goals. Similarly, other researchers suggested the need for further research of counseling needs in environments such as counselor education and career consultants, rather than school counseling in K-12 or college settings (Perrone, Perrone, Chan, & Thomas, 2000; Zondag & Brink, 2017). Several other studies showed the need for more research of counseling needs of those in different stages of careers, especially the later years, as the definition of retirement and work life has changed (Bennett et al., 2016; Boveda & Metz, 2016; Kojola & Moen, 2016; Lytle et al., 2015; Phillipson, 2013; Wang & Shi, 2014). Unless career development professionals provide relevant career development programs and services, the gap between the needs of the baby boomer client will continue to grow. Additionally, as disciplines beyond the scope of counseling provide career-related advice, there could be variances in confidence level based on employment role.

Despite all the knowledge around an aging workforce, researchers do not know how educators and employers have responded to the career development needs of baby boomers as they continue to work during retirement (Kerr, 2004; Thrift, 2012). Numerous researchers conducted qualitative studies to examine specific organizations or institutions and concluded that there is a gap between needs of the baby boomer and the programs and services provided by the organizations or institutions (Cunningham, 2009; Hughes-Tutass, 2009; Kerr, 2004; Parks, Evans, & Getch, 2013; Thrift, 2012). However, research from qualitative studies does not allow to be applied to a larger audience (Creswell, 2007; Creswell, 2009; Lodico, Dean, Spaulding, & Voegtle, 2006). Given the significance of the baby boomer generation retiring in record numbers, the gap in needs

of the baby boomers as they approach retirement is an evolving paradigm in education and career development.

Self-efficacy of the educators and professionals who provide career advice to baby boomers is relevant to the project study because as providers of career development programs and services, they need to have confidence in their perceived abilities. Counseling competencies and skills have been measured with self-efficacy and demonstrated predicative outcomes in performance and learning (Tate, Bloom, Tassara, & Caperton, 2014). However, prior research on self-efficacy outside of counseling is sparse. Lent (2016) proposed a social cognitive career theory and intended to expand on the work of Bandura (1986, 1989, 1997) as a means to understand career and academic development. Perhaps it could be that career-related programs and services are a small portion of job duties of an educator or human resource professional and that career counseling is part of counseling. The purpose of this study was to compare career development professionals' perceived self-efficacy and their employment roles as they advise baby boomers from the automotive industry. If the results indicate that one or more roles is significantly higher in self-efficacy, then there may be implications for advisor preparation programs for other advisor types based on the preparation practices of those roles that are higher in self-efficacy.

Definition of Terms

There are several relevant terms associated with adult career development that have distinct meaning and relevance. In the context of literature, counseling, education, human resource development, and related fields, there are also terms of specific

significance. However, in general conversation and discussion, these terms may often be used interchangeably. For the purposes of this research study, the following are relevant terms used in adult career development context.

Aptitude: Readiness to learn and the ability to perform in situations of similar context, situation, or domain (Feller, Hardin, Cunningham, Whichard, & Long, 2014; Lohman, 2005; Metz & Jones, 2013; Reeve, Scherbaum, & Goldstein, 2015; Snow, 1986; Snow, 1992; Snow & Lohman, 1984; Stemler & Sternberg, 2013). The terms aptitude, ability, and achievement have been used interchangeably in the literature, despite having different meanings (Stemler, 2012).

Automotive industry: Industries associated with production, wholesaling, retailing, and maintenance of motor vehicles, including industries affected by changes in U.S. production and sale (BLS, 2011, 2017).

Baby boomer generation: Individuals born 1946 to 1964 (Bennett et al., 2016; Hipple, 2015; Smith-Keller & Patterson-Mills, 2017; Toossi & Torpey, 2017) and dominant the workplace with 85 million according to the Department of Labor in 2010 (in Hannay & Fretwell, 2011). Bureau of Labor Statistics define older workers as those ages 55 and older (Toossi & Torpey, 2017). Projection by the U.S. Census Bureau is 20% of the population will be 65 years or older by 2050 (Hermon & Lent, 2012). Herein this study, a baby boomer is also referred to as an older adult.

Bridge job: Retirement has been redefined to include work. Retirement may include work, with the term bridge job referring to part time work, or a change from career employment (Bennett et al., 2016; Boveda & Metz, 2016; Cahill, Giandrea, &

Quinn, 2011, 2012; Kojola & Moen, 2016; Lytle et al., 2015; Phillipson, 2013; Rubb, 2009; Wang & Shi, 2014). Rubb (2009) and Wang and Shi (2014) asserted greater job satisfaction if bridge jobs are obtained prior to voluntary retirement, as opposed to involuntary retirement. Effectively, bridge employment is the transition from full time career employment to full time retirement that includes works to bridge the transition.

Career development: Career development refers to an ongoing life-long process specific to adult populations (Goodman & Hansen, 2005; Gysbers, Heppner, & Johnston, 2014; Harris-Bowlsbey, 1984; Kuron, Lyons, Schweitzer, & Ng, 2015; Lahner, Hayslip, McKelvy, & Caballero, 2014; Leonard & Splete, 1978; Lytle et al., 2015). A life-long process is in contrast to a step by step or single process as with career guidance. Harris-Bowlsbey (1984, 2003) who has spent a majority of her career devoted to studying technology as a career development and guidance tool, acknowledges that guidance of career development processes can be supported by technology, but not as a replacement for guidance.

Career development facilitator: Certification of a trained provider, demonstrating 12 competencies related to career development (Hoppin & Splete, 2013; Splete & Hoppin, 2000; Splete, Paquette, & Atiyyah, 2011). Holders of this certification have education and experience in career development which are not exclusive to counseling (Splete & Hoppin, 2000).

Career development professional: Rooted in counseling, career counselors provide services for the changing labor force and are encouraged to remain current with

various employment issues (Boveda & Metz, 2016; Goodman & Hoppin, 2007; Greenleaf, 2014; Lytle et al., 2015; Smith-Keller & Patterson-Mills, 2017).

Educator: A manager of the educational process ranging from learning design, pedagogical approaches, and assessment (Nascimbeni & Burgos, 2016).

Generation X: Individuals born 1965 to 1981 (Smith-Keller & Patterson-Mills, 2017) and represent 50 million according to the Department of Labor in 2010 (in Hannay & Fretwell, 2011).

Generativity: Seventh stage in Erik Erikson psychosocial theory of human development, whereby the primary conflict of middle adulthood is interest in the next generation (Erikson, 1950, 1980, 1997).

Human resource professional: A manager of talent to achieve organizational strategic objectives (Cascio & Boudreau, 2016) with roles including work design, workforce planning, recruitment and staffing, training and development, performance and compensation management, and career management (Montealegre & Cascio, 2017).

Job performance (performance): Performance incorporates a function of both knowledge and proficiency that are required in a work environment, explained as a series of behaviors and activities that an individual contributes to achieve organizational goals (Borman, Brantley, & Hanson, 2014; Miraglia, Alessandri, & Borgogni, 2015; Rasheed, Khan, Rasheed, & Munir, 2015; Tansey, Bezyak, Chan, Leahy, & Lui, 2014; Valero, Hirschi, & Strauss, 2015).

Millennials: Individuals born 1982 to 1999 (Smith-Keller & Patterson-Mills, 2017) and the second dominant generation in the workplace with 76 million according to

the Department of Labor in 2010 (in Hannay & Fretwell, 2011). Alternatively, with slight variation in years, Generation Y are those born between 1977 to 2000 who may be referred to as Echo Boomers because they tend to be children of baby boomers (Weber, 2017).

Retirement age: Retirement age in this study is loosely defined from around age 59 ½ and beyond to encompass the varying definitions and transition periods. In the United States, retirement is a specific age that Social Security laws provide benefits for those who retire. As specified by the Social Security Administration (2017), a qualified person is eligible for full retirement benefit at age 66 unless they elect to begin receiving a portion of the monthly Social Security retirement benefits at any point between age 62 and 65. Employers may offer a benefit to an employee after a long-term career employment at a specific age, years of services, or a combination of the two factors. In the financial sector, an Individual Retirement Account (IRA) provides tax deferred access to ones long-term saving account beginning at age 59 ½ (Internal Revenue Service, 2014).

Self-efficacy: Social cognitive theory based on control or belief over one's self-development and the influence of action in adversity or difficult tasks (Bandura, 1989, 1993, 1997, 2004a, 2004b). For the purposes of this study, self-efficacy was operationalized using the Career Counseling Self-Efficacy Scale, including the corresponding subscales: Therapeutic Process Alliance Skills, Vocational Assessment and Interpretation Skills, Multicultural Competency Skills, and Current Trends in the World of Work, Ethics, and Career Research.

Veterans generation: Individuals born 1925–1945 (Urick, 2017) and representing 6.4 million Americans according to the Department of Labor in 2010 (as cited in Hannay & Fretwell, 2011). Traditionalists or Silent is another name associated with the oldest of the five generations in the workforce (Smith-Keller & Patterson-Mills, 2017).

Significance of the Study

The purpose of this comparative quantitative study was to compare career development professionals' perceived self-efficacy based on their employment roles as they advise baby boomers from the automotive industry in the United States. Results of the study could help narrow the gap between the needs of baby boomers in the career development programs and services and the skills of career development professionals who advise them. Understanding perceived self-efficacy of the career development professional could lead to the improvement of career-development-related programs and services for baby boomers. As career development professionals access their confidence level in key areas of career counseling, their perceived self-efficacy could help identify areas of strength as well as competencies that need further development.

Given the importance of the financial stability of the automotive industry to the U.S. economy, the results of this study could provide insight to those providing career development programs as their students, employees, and clients compete globally. The results of the study could also be significant to the field of education. Education advances the skills and knowledge base for the jobs of tomorrow, preparing students for a global, competitive labor force. Cornacchione and Daugherty (2013) asserted that formal education has a crucial role in supporting the nation's workforce by preparing students

for rapid and intense changes in the workforce. Scholars in the field of education could benefit from research because it may give vital data that could be utilized to improve career-related programs and services specific to older adults. Other stakeholders as providers of career-related programs, such as employers and counselors, also contribute to strengthen economic conditions. In their roles as human resource or career development professionals and career counselors, employers and counselors advise baby boomers in career-development-related activities that ultimately help achieve organizational goals and improve utilization of baby boomers in the labor force.

Stakeholders in the community, including employers, educators, and career development professionals are continuously researching more efficient ways to adjust to an evolving workforce to meet the employment demands of employers. By participating in the study, participants may become cognizant of their own practice and their formal and informal education that could be improved to address the needs of the baby boomer adults as they continue to remain in the workforce beyond traditional retirement age. The increased awareness of educators and career development professionals may cultivate or spark the change to bridge the gap in needs of their clients, ultimately improving the services and programs provided to older clients.

The decline of a local industry and reduction in workforce is not unique to Michigan, or even the automotive industry. Its decline was seen throughout the United States, with each region of the country, both in public and private sectors, attempting to rebound as the economy adjusted to a new equilibrium. Because the instrument used in this study to collect data assessed the competencies and skills of the participants, the

findings of the study could be used to identify the candidate competencies and skills of career development professionals that need developing across the spectrum of the advising role. Based on the study findings, the project deliverable was a professional development workshop for career development professionals with baby boomer clients in organizations and institutions of 50 or more employees who work in or support the automotive industry in southeastern Michigan. Such a workshop could lead to increased self-efficacy of career development professionals as they create, provide, or implement career-related services and programs for baby boomers from the automotive industry. Industries outside of the automotive industry could also benefit from the research findings and a professional development workshop could be tailored to meet that industry.

Research Questions and Hypotheses

The impact of the reduction of workforce, coupled with an aging population, has influenced those in career-development-related fields, including education, human resources, counseling, and career development. To compare perceived self-efficacy based on employment role, I surveyed the perceived self-efficacy of career development professionals, based on career counseling competencies that closely align with those established by the National Career Development Association, as they advise older adults from the automotive industry. Table 2 presents the four sets of career counseling self-efficacy skills and competencies, with corresponding assessment categories utilized in the study. The settings included educational institutions, organizations, and employment–career centers.

Table 2

Factors of Career Counseling Self-Efficacy

Factor	Assesses
Therapeutic Process and Alliance Skills (TPAS)	Counselor's confidence in developing a therapeutic relationship, providing support, synthesizing information, identifying barriers, and terminating the career counseling relationship in an effective manner.
Vocational Assessment and Interpretation Skills (VAIS)	Confidence in one's ability to select appropriate instruments to assess interests, values, and personality and to explain assessment results to career clients.
Multicultural Competency Skills (MCS)	Importance of multicultural counseling competencies in interventions with career clients.
Current Trends in the World of Work, Ethics, and Career Research (TWER)	Knowledge of current research findings, ethical and legal issues, and local and national job market trends.

Note. From "The career counseling self-efficacy scale: Instrument development and training applications," by K. M. O'Brien, M. J. Heppner, L. Y. Flores, and L. H. Bikos, 1997a, *Journal of Counseling Psychology, 44*, 20–31.

In order to address the gap between the needs of baby boomers from the automotive industry in career development programs and services and the support provided by career development professionals who advise them, this study was guided by the following research questions (RQs):

RQ1: What is the difference in self-efficacy (dependent variable) between education, counselor, and human resource professionals (independent variable) who advise baby boomers who have an association with the automotive industry?

$H1_a$: There is a significant difference in self-efficacy between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry.

$H1_0$: There is no significant difference in self-efficacy between education,

counselor, and human resource professionals who advise baby boomers who

have an association with the automotive industry.

RQ2: What is the difference in self-efficacy of therapeutic process and alliance

skills (TPAS) (dependent variable) between education, counselor, and human

resource professionals (independent variable) who advise baby boomers who have

an association with the automotive industry?

$H2_a$: There is a significant difference in self-efficacy of TPAS between

education, counselor, and human resource professionals who advise baby

boomers who have an association with the automotive industry.

$H2_0$: There is no significant difference in self-efficacy of TPAS between

education, counselor, and human resource professionals who advise baby

boomers who have an association with the automotive industry.

RQ3: What is the difference in self-efficacy of vocational assessment and

interpretation skills (VAIS) (dependent variable) between education, counselor,

and human resource professionals (independent variable) who advise baby

boomers that have an association with the automotive industry?

$H3_a$: There is a significant difference in self-efficacy of VAIS between

education, counselor, and human resource professionals who advise baby

boomers who have an association with the automotive industry.

$H3_0$: There is no significant difference in self-efficacy of VAIS between

education, counselor, and human resource professionals who advise baby

boomers who have an association with the automotive industry.

RQ4: What is the difference in self-efficacy of multicultural competency skills

(MCS) (dependent variable) between education, counselor, and human resource

professionals (independent variable) who advise baby boomers that have an

association with the automotive industry?

$H4_a$: There is a significant difference in self-efficacy of MCS between

education, counselor, and human resource professionals who advise baby

boomers who have an association with the automotive industry.

$H4_0$: There is no significant difference in self-efficacy of MCS between

education, counselor, and human resource professionals who advise baby

boomers who have an association with the automotive industry.

RQ5: What is the difference in self-efficacy of current trends in the world of

work, ethics, and career research (TWER) (dependent variable) between

education, counselor, and human resource professionals (independent variable)

who advise baby boomers that have an association with the automotive industry?

$H5_a$: There is a significant difference in self-efficacy of TWER between

education, counselor, and human resource professionals who advise baby

boomers who have an association with the automotive industry.

$H5_0$: There is no significant difference in self-efficacy of TWER between

education, counselor, and human resource professionals who advise baby

boomers who have an association with the automotive industry.

Review of the Literature

In this review, the literature on self-efficacy and career development for baby

boomers was sought for the period 2013–2018. The following databases were used:

Academic Search Complete, ProQuest Central, ERIC, Education Research Complete and

Sage Online Journals. The following search terms were used: *Albert Bandura, aptitude,*

baby boomer college students, career development theories, career with aging

population, early retirement factors, Erik Erikson, generations in the workplace,

generativity, job performance, older workers, and *retirement.* The literature review of the

larger problem included changes in labor market trends and their effect on career

development. The following themes emerged: shift in workforce demographics,

expansion of career development, aptitude, performance, and public sector intervention.

Theoretical Framework

Theoretical framework for this project study is grounded in the social cognitive

theory of perceived self-efficacy of Bandura (1986, 1989, 1993, 1997). With an evolving

and changing diverse workforce, the problem is the gap between the career development

needs of baby boomers from the automotive industry and the level of support provided by

career development professionals. Social cognitive theory is based on control or belief

over one's self development and the influence of action in adversity or difficult tasks

(Bandura, 1989, 1993, 1997, 2004a, 2004b). As career development professionals advise

clients, students, or employees regarding career-related decisions, exercising control or belief of one's self-development and their influence to perform difficult tasks or actions, such as counseling adults could help identify the competencies and skills of the career development professionals that need developing as employers and counselors continue to work in an advisory capacity.

Perceived self-efficacy is fundamental to social cognitive theory. Perceived self-efficacy is the belief in one's ability to achieve and is rooted in human motivation (Bandura, 1986, 1989, 1993, 1997, 2004a, 2004b; Bandura & Barbaranelli, 1996; Bandura, Barbaranelli, Caprara, & Pastorelli, 2001; Bandura, Caprara, Barbaranelli, Pastorelli, & Regalia, 2001; Bandura & Jourden, 1991; Lent, 2016; Reynolds, Dang, Yam, & Leavitt, 2014; Yoo, 2016). Furthermore, Bandura, Pastorelli, Barbaranelli, and Caprara (1999), Bandura (2004b) and Benight and Bandura (2004) argued that personal efficacy is the foundation of human agency and one possesses the ability to effect change in one's action. Researchers on work performance (Bandura, 1997, 2004a; Bandura, Caprara, Barbaranelli, Gerbino, & Pastorelli, 2003; Bandura & Jourden, 1991; Fida, Paciello, Tramontano, Barbaranelli, & Farnese, 2015; Lent, 2016) observed that human motivation extends from human agency to collective agency because people do not operate in isolates, rather they work together or collaboratively. Career development professionals, whether their role is an educator, counselor, human resource professional, talent manager, employment specialist, or career development professional, perform collaboratively as they work with students, clients, or employees regarding career-related decisions that may be supported or available through the respective institution.

Self-efficacy, as measured in this study, does not measure skill directly, but rather it measures belief in one's ability to use skills. Self-efficacy looks at how skills are utilized effectively and consistently in a variety of circumstances (Bandura, 1986, 1989, 1993). Bandura (1986, 1989, 1993) asserted that knowledge, competency, and skill do not equate to the ability to utilize those skills effectively and consistently exercise control in demanding conditions. The higher the perceived self-efficacy is, the higher the goals and commitment to achieve those goals are (Bandura, 2004a, 2004b; Bandura & Barbaranelli, 1996; Bandura, Barbaranelli, et al., 2001; Bandura et al., 2003; Bausch, Michel, & Sonntag, 2014; Fida et al., 2015; Lent, 2016; Sitzmann & Yeo, 2013; Wiedenfeld et al., 1990). Principally, self-efficacy is how well one uses their existing skills to adapt to other complex situations to achieve goals.

A strong or high perceived self-efficacy is beneficial to performance through both human agency and collective agency. Bandura and Jourden (1991) contended that decision making in organizations is collaborative and self-efficacy enhances organizational performance. Lent (2016) argued that efficacy beliefs in counseling are both personal and interpersonal because performance is based on collaboration of two or more individuals. Along the same notion, a learning environment is a collaborative effort and does not endure solely with the student (Bausch et al., 2014; Caprara et al., 2008; Caprara, Pastorelli, Regalia, Scabini, & Bandura, 2005; Yoo, 2016). The four principle sources or classes of influence to develop strong perceived self-efficacy are: direct mastery experiences, social comparison through vicarious experiences, social persuasion that one possesses the capabilities to succeed, and influences from physiological states

(Bandura, 1986, 1989, 1997, 2004a, 2004b). Despite Bandura's (1986, 1989, 1997) social cognitive theory offered framework for counseling, including vocational counseling, Lent (2016) proposed social cognitive career theory to appreciate career and academic development. Those with a high perceived self-efficacy attempt to master difficult tasks; conversely, those with a low perceived self-efficacy will avoid difficult task (Bandura, 1997, 2004a, 2004b). The four principle sources of influence embody human and collective agency as a high versus low perceived self-efficacy strives for attainment and achievement of goals.

The sources of influence draw on the ability to self-regulate capabilities and focus is shifted to the processes involved. Self-efficacy beliefs cultivate diverse effects through four major processes: cognitive, motivational, affective, and selection (Bandura, 1993, 1997, 2004a, 2004b; Bandura et al., 2003; Benight & Bandura, 2004). Bandura (1993, 1997, 2004b) argued the cognitive process is the capability to organize knowledge and competencies that effectively serve numerous purposes as an individual commits to desired successful outcomes. Motivational process refers to the belief in the goal and being able to adjust to the desired outcome through self-regulation (Bandura, 1989, 1993, 2004a, 2004b). Affective process refers to the belief, an emotion, in one's ability under difficult and threatening situations that create stress (Bandura, 1993, 1997, 2004b). Selection process or choice refers to the ability to create or cultivate control over one's environment (Bandura, 1993, 1997, 2004b). The four major processes of self-efficacy beliefs are unique to an individual and can lead to a variety of effects.

Self-efficacy is a key construct and a predictor of one's academic and work performance because of an ability or past performance can be applied to successive individual performance (Cherian & Jacob, 2013; Lent, 2016; Paggi & Jopp, 2015). Tate et al. (2014) provided a comprehensive review of counseling performance and program assessment of 41 instruments that measured counselor competence and/or skill, whereby self-efficacy measures accounted for over a third of the instruments, mainly because of self-efficacy as a predictive variable in performance and learning during the growth of career counseling and counselor education since the 1980s.

Self-efficacy is relevant in vocational literature because it is changeable (Duffy, Douglass, & Autin, 2015). Self-efficacy beliefs are associated with high performance (Miraglia et al., 2015). Similarly, Amundsen and Martinsen (2015) referred to self-leadership as a set of strategies and skills which help individuals achieve higher levels of performance and effectiveness. Despite the use and relevancy of self-efficacy in counseling, self-efficacy has not reached its full potential in career counseling (Heppner, Multon, Gysbers, Ellis, & Zook, 1998; Lent, 2016). As self-efficacy and performance in the competency domain of career counseling are used throughout the literature, this theoretical framework was chosen for the current study.

Review of the Broader Problem

In context of the broader problem, review of the literature unveiled changes to labor market trends. With changes in labor market trends, there were influences to career development in terms of clients in need of career-related services and professionals who provide the service. As a result, the following evolving and recurring themes emerged:

shift in workforce demographics, the expansion of career development, aptitude, job performance, and public sector invention. These themes are discussed further to reflect the influence on career development professionals as they advise baby boomers.

Shift in workforce demographics. Shift in workforce demographics relevant to the project study included the following themes: baby boomers, multigenerational workforce, diversity, and Obamacare.

Baby boomers. A macro trend is the shift in the generations in the labor force. Hipple (2015) acknowledged that people who are 55 years and older represented 34% of the U.S. population in 2014. The population of the United States is largely comprised of baby boomers, who are turning 65 in record numbers (Alcaraz-Chavez, 2015; Bausch et al., 2014; Bennett et al., 2016; Boveda & Metz, 2016; Colby & Ortman, 2014; Fishman, 2016; Goodman & Anderson, 2012; Johnson & Parnell, 2017; Kanfer, Beier, & Ackerman, 2013; Kojola & Moen, 2016; Lacey, Toossi, Dubina, & Gensler, 2017; Lytle et al., 2015; Murray, 2016; Paggi & Jopp, 2015; Phillipson, 2013; Plikuhn, Niehaus, & Reeves, 2014; Sabo, 2017; Toossi & Torpey, 2017; U.S. Census Bureau, 2015b; Wang & Shi, 2014; Watson, 2016; Wöhrmann, Deller, & Wang, 2014a, 2014b). However, the labor participation rate for the baby boomer generation will decline with the decade between 2016-26, as the baby boomer generation will be in the higher end of the 55 or older and eventually move out of the labor force (Lacey et al., 2017).

As baby boomers are retiring in record number, this older generation is at a different developmental stage than their younger counterparts. According to older and traditional developmental stage theories, employees used to have one career with one

employer (Betz, 2003; Hansen, 2002; Krumboltz et al., 2013; Krumboltz & Henderson, 2002; Lytle et al., 2015; Parsons, 1909; Super, 1980, 1990). However, retirement from employment may not provide for intrinsic and financial satisfaction for this dominant sector of the population (Kojola & Moen, 2016; Loe & Johnston, 2016; McAdams & Guo, 2015; Wang & Shi, 2014).

Labor market trends of the older workers have changed over the recent decades. Copious researchers observed physical ability, longevity, financial necessity, and desire for purpose are drivers for baby boomers to continue to work beyond the traditional retirement age of 62 (Banerjee & Blau, 2016; Bennett et al., 2016; Borrero & Kruger, 2015; Boveda & Metz, 2016; Brandan et al., 2013; Cahill et al., 2011, 2012; Hermon & Lent, 2012; Johnson & Parnell, 2017; Hipple, 2015; Kail & Warner, 2013; Kanfer & Ackerman, 2004; Kojola & Moen, 2016; Loe & Johnston, 2016; Lytle et al., 2015; Parks et al., 2013; Phillipson, 2013; Pressman, 2017; Sabo, 2017; Smith-Keller & Patterson-Mills, 2017; Wang & Shi, 2014; Wöhrmann et al., 2014a, 2014b). Although baby boomers continued to remain in the workforce, their capacity and presence shifted from full time career employment to bridge employment as other forms of work in less than full time roles.

As the dominant baby boomer generation continues to leave the workforce in record numbers, there will be a lack of replacement workers, contributing to the brain drain. Until the mid 1980s, early retirement was the trend and contributed to the growth of work after retirement (Bennett et al., 2016; Phillipson, 2013; Wang & Shi, 2014). If this trend of early retirement were to continue, an expanding number of baby boomers

would exit the labor force, creating a skill shortage or brain drain (Allen & Klein, 2011; Oladapo, 2014; Phillips, 2015). Numerous researchers asserted that despite the labor market trends of the older workers, given their dominance in the workforce, as they retire, there will be a reduction in workforce due to the lack of replacement workers of younger generations (Bennett et al., 2016; Boveda & Metz, 2016; Ehlman & Ligon, 2012; Holtgrave, Norrick, Teufel, & Gilbert, 2014; Kleiber & Nimrod, 2008; Oladapo, 2014; Zacher, Rosing, Henning, & Frese, 2011). For example, as baby boomers retire, there will be a lack of college educated healthcare professionals to work with older adults (Murray & Ullman, 2011), with the demand for healthcare to contribute to nearly one-fifth of new jobs by 2026 (Lacey et al., 2017). Furthermore, younger generations have negative attitudes towards older adults (Killam & Weber, 2014; Paggi & Jopp, 2015; Watson, 2016) and educators and gerontologist must work together to develop coursework to bridge the gap between the generations and within the workplace (Fishman, 2016). Similarly, an aging workforce generated new challenges in training design as training professionals within organizations design effective training to match the needs of all employees of varied ages (Bausch et al., 2014; Urick, 2017). Those in career development and human resources professional roles, including educators, should assist the older generations with relevant career counseling approaches to meet the needs and demands in an evolving economy and workforce.

    Multigenerational workforce. Smith-Keller and Patterson-Mills (2017) and Oppawsky (2016) acknowledged five generations in workplace create unique and diverse needs for practitioners as they work with their clients. Alcaraz-Chavez (2015)

acknowledged generational diversity in an academic environment. Similarly, generational diversity is represented in workplace and employers need to strive to develop methods to improve work performance despite the generational differences and bias (Fishman, 2016; Johnson & Parnell, 2017; Kuron et al., 2015; Urick, 2017; Weeks, Weeks, & Long, 2017).

A multigenerational workforce is evident, although the ratio of each generation may shift. As the literature has addressed a paradigm shift in how professionals and educators have approached the older career development models, baby boomers have altered the landscape of the workforce in the 21st century and studies have examined the relationship of the generations (Langdon, 2012; Urick, 2017).

In addition to aging workforce, gender differences are a developing topic among researchers. Bausch et al. (2014) drew attention to the need to consider gender differences on self-efficacy and training success in vocational training as organizations strive to improve job performance. Kojola and Moen (2016) proposed that gender informs how older age is related to career and financial activities.

Workforce diversity. The landscape of the 21st century workforce is diverse. Trends included a rise in educational attainment, increase in immigrant and minority Americans, and increase in females in the workforce, including female median earnings (Byars-Winston, Fouad, & Wen, 2015; Colvin, 2013; Hees, Rottinghaus, Briddick, & Conrath, 2012; Heppner & Jung, 2012; U.S. Census Bureau, 2015a, 2015b). The number of women in the work force increased during the 1970s and 1980s, representing 59.3% in 2005, peaking at 60% in 1999 (Toossi, 2006; Toossi & Morisi, 2017), declining to 56.7%

in 2015, and the anticipation of further decline to 55.8% by 2024 (Toossi & Morisi, 2017). Similarly, Colvin (2013) argued the GI bill after World War II encouraged education for older students and coupled with the rise of feminism influenced older females returning for graduate degrees since the 1970s. Racial and ethnic diversity is expected to expand in the workforce with an influx of immigrants and with higher fertility rates (Johnson & Parnell, 2017; Toossi, 2006). In early works, Snow (1986) anticipated significant long-standing challenges to the U.S. educational system with an influx of immigrants and with reactive educational laws to capture individual differences in a system that limits educational achievement among diverse populations. Johnson and Parnell (2017) recognized an aging population as vital and valued human capital in organizations and suggested that federal workplace policies need to be reviewed. Paquette (2017) not only observed diverse population, but also included ex-offenders, populations with diverse abilities, those from a LGBT community, those with limited English skills, and those marginalized by poverty, which means career professionals serve diverse population who have very diverse needs.

Harris-Bowlsbey (2003) contended that career development theory was disproportionate because it was based on white, middle class, young men. Harris-Bowlsbey (2003) claimed that research in career development field is disjointed because subjects have been completed with small samples that have not necessarily represented the population. Similarly, Loe and Johnston (2016) argued that women have different work and retirement experiences compared to their male counterparts. However, emphasis on prior retirement research has disproportionately been based on white,

middle-class male (Borrero & Kruger, 2015; Marchiondo & Cortina, 2014). Multicultural competence has not been widely investigated despite the growing concern in the literature (Byars-Winston et al., 2015; Heppner & Jung, 2012). As the workforce has become more diverse, professionals need increased understanding of how to advise diverse members of the workforce regarding career services.

Obamacare influence. Another macro shift in the workforce stems from the influences from national healthcare. In the emergence of the Obamacare, health care coverage could extend to an estimated 30 million more Americans, which could shift the equilibrium of employment (Murray & Ullman, 2011). However, Republicans, including the current administration are focused on repeal and replace of Obamacare that proposed to lower premiums and improve access to health care coverage (Butler, 2017; Carroll, 2017).

Expansion of career development. Career development is progressive, which the underlying principle is that it spans a lifetime. Career development theories involve the development of one's career throughout a lifetime (Kuron et al., 2015; Lent, 2013; Lytle et al., 2015). Although stage theories of development also span a lifetime, career development theories are central to one's career. Research reflected a departure from the older career development theories of Super (1980, 1990) or Parsons (1909) to adjust to an evolving, diverse, and aging workforce (Chen, 2011a, 2011b; Coy & Kovacs-Long, 2005; Hansen, 2002, 2011; Hansen & Tovar, 2013; Lent, 2013; Lytle et al., 2015). As the workplace changed, new career development theories began to evolve and emerge.

The career development profession is experiencing continued research and growth since the emergence of career development theory, tools, and interventions. The National Career Development Association (NCDA) was founded in 1913 and is the longest running association devoted to career development worldwide. NCDA is the preeminent association for professionals who provide career development services (National Career Development Association, n.d., para. 1). NCDA supported the 12 competencies in the career development facilitator (CDF) curriculum developed in the early 1990s as the need for improved career planning services and standards emerged from a changing and diverse workforce (Edelman, 2018; Hoppin & Splete, 2013; Splete & Hoppin, 2000; Splete et al., 2011). In their own work, Hoppin and Splete (2013), as co-creators of the original CDF curriculum described the evolution, creation, and implementation of the CDF certification that has been expanded to global recognition through the Global Career Development Facilitator (GCDF). In response to a changing, global, and diverse workforce, NCDA introduced three new credentials for career management: Certified Career Services Provider, Certified Master of Career Services, and Certified Career Counselor (Leson, Long, & Severy, 2017).

As the baby boomer generation seeks employment in their later years, access to career assistance or vocational training may not be prevalent or relevant to an older generation. Of all career and guidance programs, most services are provided to college students and unemployed adults (Goodman & Hansen, 2005; Herr, 2013). Existing research on retirement and late careers is not reflective of baby boomers because it is constructed on prior cohorts (Bennett et al., 2016; Boveda & Metz, 2016; Kojola &

Moen, 2016; Paggi & Jopp, 2015; Phillipson, 2013). Stebleton and Franklin (2017) and

Zondag and Brink (2017) contended that career practitioners and instructors within

institutions of higher education use career planning courses to support and develop skills

and competencies as the adult student converts from school to work and encounters a

lifetime of transitions. Aside from limited sources and access to career-related services

compared to younger generations, baby boomers have different needs for these services

because they have an entrenched history of work experience.

If the vocation of the baby boomer is a skilled worker, they may have fewer

transferable skills to compete for service and technology based positions. When baby

boomers initially entered the workforce, they chose a vocation for a lifetime rather than

developed a career (Betz, 2003; Kaye & Smith, 2012; Krumboltz et al., 2013; Krumboltz

& Henderson, 2002; Lytle et al., 2015; Parsons, 1909). Preskill and Donaldson (2008)

noted that progression within organizations diminished over the last two decades, which

has shifted the career development process from the organization to the individual,

including the lack of evaluation to determine the effectiveness of career development

activities. As workers age, they acquire and accumulate experience and skills and,

according to several research studies, need to decide upon another vocation no longer

exists with the baby boomer generation (Bennett et al., 2016; Coy & Kovacs-Long, 2005;

Wang & Shi, 2014). Baby boomers, as they search for new or continued employment,

begin to make career-related decisions rather than a single decision of a vocation.

Baby boomers need guidance to approach their career development as a long-

term or life-long process. Employees who enter and have trained for the workforce will

not retire from that job and must be able to adapt workforce skill in a changing global

economy (Bevins et al., 2012; Kaufman, 2013). Similarly, there is a shift from long-term

employment with benefits to flexible short-term employment which, in turn would

prolong the economic crisis (Aronson, 2017; Aronson et al., 2015; Miller, Hokenstad, &

Berg, 2017). Retirement is a process and additional research is desirable to appreciate if

there are defined developmental stages that occur as one prepares for retirement (Bennett

et al., 2016; Lytle et al., 2015; Wang & Shi, 2014). Kojola and Moen (2016) argued that

baby boomers no longer experience retirement as a linear or lock step process. Those in

career counseling roles should implement relevant career development approaches that

help clients navigate through unplanned events (Boveda & Metz, 2016; Greenleaf, 2014;

Lytle et al., 2015; Wang & Shi, 2014). In 2008, The University of Kentucky responded to

a comprehensive staff survey by improving technical and professional development

training for over 13,000 employees (Kohler, 2015). With a shift in the need for career

development services of the baby boomer over a lifetime, career development services

and programs and the support offered by career development services, educational

institutions, and human resource professionals should reflect current workforce trends.

Despite the expansion of career development models, traditional adult career

counseling strategies are lagging behind current workforce demographic trends.

Oppawsky (2016) contended that continued education in counseling needs to be more

than an academic format and should incorporated digital technology. However, Paquette

(2017) drew attention to ethic concerns as professional career counselors attempt to

advise or counsel regarding economic and technological trends that are beyond their

expertise. Similarly, researchers observed the historical evolution of career inventories and assessments as career practitioners serve diverse needs of their clients (Harrington & Long, 2013; Heppner & Jung, 2012; Perrone et al., 2000). Retirement is unique to the individual, yet the common attribute of the baby boomer generation is diversity in their influences and expectations for meaning and purpose in retirement (Applebaum & Cummins, 2017; Bennett et al., 2016; Goodman & Anderson, 2012; Lacey et al., 2017; Lytle et al., 2015; Paggi & Jopp, 2015). Continued employment in retirement benefits the individual, organizations, and society as a whole (Kojola & Moen, 2016; Wang & Shi, 2014). However, as more baby boomers continue to work beyond retirement, their demands have not been addressed by traditional adult career counseling strategies.

With a shift in the need for career development services of the baby boomer over a lifetime, career development services and programs, and the support offered by career development services, educational institutions and human resource professionals should reflect current workforce trends. Rooted in counseling, career counselors provide services for the changing labor force and are expected to remain current with employment issues (Boveda & Metz, 2016; Goodman & Hoppin, 2007; Greenleaf, 2014; Lytle et al., 2015; Smith-Keller & Patterson-Mills, 2017). Despite the roots in counseling, other disciplines provide career-related services, including education, human resources, and business.

Self-efficacy of educators and professionals is relevant to the project study because as providers of career development programs and services, employers and counselors need to be confident in their perceived abilities. Counseling competency and/or skill has been measured with self-efficacy among performance assessment and

program evaluation tools (Tate et al., 2014). Despite the use of self-efficacy research in counseling, there is limited research on self-efficacy outside of the counseling. As such, research questions compare differences among providers of career development services.

Stakeholders are continuously researching different ways to adapt to an evolving workforce that produces productive and skillful adults who meet the employment demands of employers. Whether the fields of education, human resources, counseling and career development work in unison or independently, there is a need for professionals to provide relevant education and career-related programs and services that meet the needs of baby boomers in the latter stage of the career life cycle.

Career development professional aptitude, ability, and achievement. With self efficacy stemming from the belief in one's ability, the terms aptitude and performance are relevant in the context of career counselor assessment. Aptitude is defined as the readiness to learn and the ability to perform in situations of similar context, situation or domain (Feller et al., 2014; Lohman, 2005; Metz & Jones, 2013; Reeve et al., 2015; Snow, 1986; Snow, 1992; Snow & Lohman, 1984). The terms aptitude, ability, and achievement have been used interchangeably in the literature, despite having different meanings (Stemler, 2012; Stemler & Sternberg, 2013). However, Feller et al. (2014) argued that aptitude, abilities, skills, and interests are related concepts. Herein, the term aptitude was used interchangeably with ability, achievement, skills, or interests because they are closely related.

As discussed in the problem rationale, career development professionals are providing programs and services for diverse populations in or (re)entering a diverse

workforce. Therefore, there is a need for readiness to learn and ability to perform among diverse groups and environments. Reeve et al. (2015) contended that aptitude is not related to the person, it is rather related to the person in the situation. Feller et al. (2014) proposed that aptitude remains fairly stable over time which is why aptitude is significant to predictors of both long-term and short-term career success. The project study is an inquiry focusing on participants' perceptions of their career counseling self-efficacy in a variety of career counseling competencies.

Stages and nonlinear events are relevant topics in the literature when used to describe the needs of career-related programs and service of baby boomers in the latter stage of their career life cycle. Each life stage raises new questions about self-understanding and readiness because aging population, learning, and work transitions are not one-time events (Feller, 2014). Cognitive abilities are relevant in career counseling because they can predict job performance (Metz & Jones, 2013). Career development professionals have a need to apply knowledge, skills, or abilities to a variety of clients, students, or employees.

Career development professional (job) performance. Performance incorporates a function of both knowledge and proficiency that are required in a work environment, explained as a series of behaviors and activities that an individual contributes to achieve organizational goals (Borman et al., 2014; Miraglia et al., 2015; Rasheed et al., 2015; Tansey et al., 2014; Valero et al., 2015). As labor trends shifted toward globalization, downsizing, and emphasis on service, various researchers asserted the importance of contextual or citizen performance because they are similar across jobs because it

incorporates individual differences of personality to collaborate with others to achieve organizational goals, thereby extends beyond assigned task and skill performance that vary across jobs (Borman et al., 2014; Brown & Lent, 2013; Urick, 2017). Career development professionals are tasked with utilizing their skill set to perform for a variety of clients, students, or employees to advise them as they help them achieve their career goals.

Public sector intervention. Interventions to improve the local problem has included involvement from the public sector and enacted responses from the state and federal level. Public sector involvement includes public libraries providing career-related assistance and non-profits such as American Association of Retired Persons (AARP). U.S. Department of Labor Employment and Training Administration (2010) reported a demand for employment and career-related services stemming from the Great Recession, estimating that 30 million Americans utilized a library computer for career assistance services each year. Public libraries offered free access to computers and the Internet, basic use instruction, and assistance.

Collaboration of educational development for adult workers among state and federal agencies could be improved. Peterson and Masunaga (1998) articulated that policy for older adult education is limited because it is the responsibility of the state, yet groups of older persons such as AARP and National Council on Aging attempt to cultivate change and advancement through federal government. Academic and public libraries are considered the information industry and the shift in demographics influenced how libraries interact between content providers and end users (Murray, 2016; Sabo,

2017). Watson (2016) observed a need for collective efforts such as community-based, employer, government, and other sources like unions as a means to reach older workers. Therefore, with education addressed at a state level and advocate groups at a national level, collaboration could influence or improve educational development for older adult population.

The project study is focused on the private sector. However, Jacobson (2010) anticipated that governments will experience the crisis sooner than the private sector. Jacobson (2010) summarized that government workforce of workers 45 years or old is nearly 15% greater than the private sector, and half of all government jobs require specialized training, education or job skills, and including human resource professionals as a business partner is low. Union membership rate for the public sector workers is 34.4%, which is more than five times higher than private sector workers (BLS, 2017). In an interview with Nicholas Inzeo, director of field program for the U.S. Equal Employment Opportunity Commission (EEOC), a decline in staff is adding to the largest backlog of cases in more than 20 years largely due to an aging, experienced staff retiring after 30 or more years with the commission, who on average is older than most other federal agencies (Leonard, 2009). Because the problem with an aging workforce is in both the private and public sectors, the results of the study could have wider implications for social change. However, scope of the project study was the private sector.

Despite increased funds to improve access in career-related services through public libraries, additional federal legislative efforts have been introduced. On July 22, 2014, President Obama signed the Workforce Innovation and Opportunity Act (WIOA)

to assist job seekers access to a variety of employment, education, training, and other services to be competitive in a global economy (Kittrick, 2014; U.S. Department of Education, 2014; U.S. Department of Labor, 2017). The WOIA is touted as the first legislative reform to the public workforce system in 15 years as it supersedes the Workforce Investment Act of 1998 and was met with bipartisan majority. Commencing July 1, 2015, the WIOA amended the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973 (U.S. Department of Education, 2014; U.S. Department of Labor, 2017). Although the WIOA is in its infancy, more time is necessary to determine the effectiveness, or lack thereof. However, it is the first notable legislative reform in 15 years with bipartisan majority regarding the public workforce system.

Recognizing the skill shortage and the direct relationship to the U.S. economy, President Obama extended $474.5 million in grants to strength partnerships between community colleges, employers, and other community partners as part of his expansive goal to have each American with a minimum of one year postsecondary education and the highest proportion of college graduates in the world by 2020 (dol.gov, 2013).

As the demand for essential job seeking support and resource increased, so did federal funding and partnerships. The U.S. Department of Labor Employment and Training Administration (2010) instituted a federal effort to collaborate the delivery of employment related services at the state and local level encouraged partnerships between the public workforce investment system and public libraries.

The literature review has shown the prominence of the baby boomers and their longevity is of consequence in human and career development theories. Despite the implications and research of an aging workforce, the response from educators, human resource, and career development professionals since the Great Recession is continuing to evolve and develop in the literature.

Implications

The problem is the gap between the career development needs of baby boomers from the automotive industry and the level of support provided by career development professionals. To address the research problem, the results of the survey could help identify the competencies and skills that need developing. The project deliverable may be a professional development workshop for career development professionals who work with baby boomer clients in organizations and institutions of 50 or more employees who work in or support the automotive industry in southeastern Michigan. I anticipate that industries outside of automotive could also benefit from the research finding whereby the professional development workshop could be tailored accordingly to other industries. As an example, the paper mill industry, a dominant industry in northeastern Wisconsin has suffered similar workforce shifts and industry decline due to a competitive global workforce in the years leading up to and beyond the Great Recession, leaving a community of workers seeking competitive employment which may include retraining (Gardner, 2017).

This review of the literature has unveiled multiple disciplines, including education, counseling, and business providing career-development-related assistance.

Therefore, the potential project as an outcome of data collection and analysis includes a professional development workshop for career development professionals leading to the wider implications for positive social changes such as increased self-efficacy as employers and counselors create, provide, or implement career-related services and programs for baby boomers from the automotive industry. This project option incorporates multiple disciplines as providers of career-related assistance with varied education and experience.

Another potential project includes a position paper for career development professionals leading to the wider implications for positive social changes such as increased self-efficacy as employers create, provide, or implement career-related services and programs for their baby boomers employees from the automotive industry. This project option would address the gap between career development needs of the baby boomer and the level of support provided by professionals who provide career-related assistance, followed by recommendations to bridge the gap based on the literature, and research findings. In Section 3, discussed the project, which is included in Appendix A.

Summary

Researchers found that there is a gap between the needs of baby boomers from the automotive industry in career development programs and services following the Great Recession of 2007–2009 (Constantelos, 2014; Marchiondo & Cortina, 2014; Sullivan & Downey, 2015; Temin, 2016) and the support provided by career development professionals who advise them (Bennett et al., 2016; Boveda & Metz, 2016; Kojola & Moen, 2016; Lytle et al., 2015; Phillipson, 2013; Rutherford & Holmes, 2014; Wang &

Shi, 2014). The rising number of baby boomers in the workforce and the paradigm shift in automotive industry in Southeast Michigan toward automation and service provided for a growing need for programs and services for adults. Educators and career development professionals are working with diverse a population, which includes baby boomers as a dominant segment of the workforce. The review of the literature showed that baby boomers have a powerful impact on the economy and in the workplace.

Section 1 included a review of the literature addressing the problem, supporting the purpose and significance, concluding with the literature review grounded in the theoretical framework of Bandura's social cognitive theory of self-efficacy and a broader review of the literature.

In Section 2, I transition into the methodology where I discuss the research design and approach used to conduct the quantitative research discussed in Section 1.

In Section 3, I present the project in the form of a white paper with a recommendation. The project proper is contained in Appendix A. The project detailed goals, rationale, and supporting literature review. The section concludes with project implications.

In Section 4, I provide reflections and conclusions about the project, including the project's implications for positive social change.

Section 2: The Methodology

Introduction

In this study, the problem was the gap between the career development needs of baby boomers from the automotive industry and the level of support provided by career development professionals. The purpose of this comparative quantitative study was to compare career development professionals' perceived self-efficacy, based on their employment roles, as they advise baby boomers from the automotive industry in United States. I conducted this study with career development professionals from post-secondary educational institutions, organizations, and employment–career centers whose students, employees, or clients work in, or support, the automotive industry in southeastern Michigan. In Section 2, I discuss the following: research design and approach, setting and sample, instrumentation, data collection and analysis, assumptions, limitations, scope and delimitations, and protection of participants' rights.

Research Design and Approach

I used a comparative quantitative design to explore the career development professional's perceived self-efficacy (dependent variable), based on employment role (independent variable), when advising baby boomers from the automotive industry. A quantitative study allows for the application of the findings to a broader audience and for the collected data to be statistically analyzed (Creswell, 2007; Creswell, 2009; Lodico et al., 2006). Prior researchers (Cunningham, 2009; Einstein, 2008; Hughes-Tutass, 2009; Kerr, 2004; Parks et al., 2013; Thrift, 2012) used qualitative approaches and inventories to provide insight into, and a greater understanding of, a small subset of baby boomers to

understand their attitudes and behaviors at specific colleges and universities, organizations, and other communities. As is standard with qualitative studies, attitudes and behaviors are understood and analyzed through observations and interviews (Creswell, 2007; Creswell, 2009; Lodico et al., 2006). Based on the growth of a dominant generation exiting the workforce, which creates shifts in the traditional approach to employment and retirement trends, there is a need to apply to a broad audience.

In the study, I compared differences in self-efficacy among the types of career development professionals, including educators, human resource professionals, and counselors. The literature review included providers of career development services and programs from varied disciplines including educators, counselors, talent management, and career development and human resource professionals, which accounted for the varied sources and perspectives in education and training of the professional providing adult career development programs and services. Assuming potential differences in responses based on advisor role, I inquired about the demographics of the participants, which included a description of their current employment role.

Setting and Sample

The setting included post-secondary educational institutions, organizations, and employment–career centers whose students, employees, or clients work in or support the automotive industry in southeastern Michigan. The participants were career development professionals who counsel, advise, provide, or offer career-development-related services to private sector adult students, employees, and students in organizations and adults in

post-secondary educational institutions who have an association with the automotive industry in southeastern Michigan.

Population

The sample of participants was drawn from a population of career development professionals who counsel, advise, provide, or offer career-development-related services. The participants have adult employees or clients in organizations or adult students in post-secondary educational institutions who have an association with the automotive industry in southeastern Michigan. The population is relevant to the proposed study because they are in direct contact with baby boomer job seekers who desire employment in the private sector. Creswell (2007) maintained a sample to study should evolve from a target population within the broader context of a population. Similarly, Lodico et al. (2006) referred to the sample or realistic population should evolve from an ideal population because a large population is not attainable. Therefore, going from broad to specific, the population was a target population which ultimately was narrowly defined to a sample that provided insight into the population of interest.

From the population of professionals who advise individuals as they enter, reenter, or remain in the workplace, the population were educators, career development, and human resource professionals who advise baby boomers who desire to be employed in the private sector. The target population has contact with individuals seeking employment or career advice at various stages of the life cycle as well as various stages of the career-life cycle who have an association with the automotive industry.

Sampling Strategy

In this study, I used nonprobability sampling of convenience and snowball approaches. To estimate sample size, Creswell (2007) suggested the following parameters for social science research: effect size of .5, α = .05, and power of .80. Therefore, I consulted Lipsey's (1990) α = .05 table for estimating sample sizes for experimental research. Based on these parameters, Lipsey suggests a sample size of 65 participants per experimental group. The goal was to obtain a sufficient sample for reliable and valid statistical results using a one-way analysis of variance (ANOVA). The one-way ANOVA is an appropriate statistical process when comparing two or more groups within an independent variable for significant differences on a dependent measure (Creswell, 2007). I studied the online community of participants because of convenience and the participants are available based on their online accessibility and knowledge about the research topic. Nonprobability sampling or nonrandom sampling is the utilization of participants based on the criteria they are available, convenient, and portray characteristics for the research study (Creswell, 2007; Lodico et al., 2006). Furthermore, two approaches to nonprobability sampling include convenience sampling and snowball sampling (Creswell, 2007; Creswell, 2009). Although I identified participants based on convenience, more importantly, they were able to provide useful information to address the research questions and hypotheses because of their working knowledge of career development services and programs for older adults, including their association with the automotive industry.

Recruitment of Participants

Recruitment was based on access to the online population that was from two primary web-based resources, my professional network of connections on LinkedIn and their extended network of professionals and from current members of NCDA with email addresses. LinkedIn (LinkedIn website, 2017) is a professional networking community of over 350 million members living and working in over 200 countries. With a profile on LinkedIn, a professional is able to network and connect to other members, groups, news, and jobs. Essentially, LinkedIn is similar to Facebook, but for professional networking rather than social networking.

Seeking a convenience sample, I actively approached participants on LinkedIn to broadcast or solicit participation. Convenience sampling is represented of those participants who are "willing and available to be studied" (Creswell, 2007, p. 155). On LinkedIn, I have over 230 direct connections, providing access to over six million indirect professionals. However, of the LinkedIn direct connections, I do not anticipate all connections to participate in the study. Based on their profiles, at least 94 of those connections work in the fields of higher education, career development, and human resources, who may be interested in participating in the study. Employing a snowball sampling approach, expanding the participants to include group members that I am connected to in those fields, the participants could expand to over one hundred sixty-nine thousand (LinkedIn, 2014). Lodico et al. (2006) referred to snowball sampling as network sampling because of the power to use networks to refer others with similar characteristics desired for the research study. Therefore, on LinkedIn, I sent out an introductory message

which included a link to the consent form. However, of the two nonprobability sampling approaches, I assumed the convenience approach generated more participants than a snowball approach.

Through the NCDA, I requested the association send out an email blast for participation to the membership on my behalf. This is another form of convenience sampling because NCDA is an association for professionals who provide career development services that encourages research with contribution to the field of career development and I am a student member. I used a snowball approach because it encouraged members to forward to potential participants.

The use of more than one web-based resource and nonprobability sampling to recruit participants, I reached a larger population who provide career-related advice to baby boomers from the automotive industry. With limitations of nonprobability sampling, results may be generalized to the extent the parameters between the environment may have similar characteristics to the sample population because it described a group of participants in career development roles who provide programs and services to baby boomer clients who have an association with the automotive industry in southeastern Michigan. Exclusive use of my professional network on LinkedIn or NCDA may have limited the population and ultimately the ability to generalize to a larger population. With the LinkedIn network and NCDA, I solicited participants for a convenience sample and hopefully attracted a larger population through direct and indirect solicitation through snowball or network sampling.

Eligibility Criteria

Eligibility criteria for the study participants were career development professionals who counsel, advise, provide, or offer career-development-related services to adult employees or clients in organizations, or adult students in post-secondary educational institutions from the automotive industry. The settings included educational institutions, organizations, and employment–career centers that have career development professionals who work in roles that support career development activities. As such, participants included education, counseling, human resource, and employment professionals. The exact age of the adult client, employee, or student may not be known by the participants, but based on employment and educational history, the participant should be able to surmise if the adult is or might be a baby boomer. Excluded from the study were participants who counsel, advise, provide, or offer career-development-related services and programs exclusively for adults who are students in high school.

The participants provide services and programs for adults who have a direct or indirect association with the automotive industry whereby the participant can reasonably assume that the older adult clients, employees, or students have a direct or indirect association with the automotive industry in southeastern Michigan. Participants may know of current or desired employment industries and whether their student, employee, or clients work in the automotive sector based on their employment history and career objectives. However, participants who are educators may lack specific employment history of each student yet were be able to make reasonable assumptions that the course or program of study can be applied toward the automotive industry or other industries

that support the automotive industry. Because the survey was internet based, participants had a working knowledge and access to technology, including a computer with internet access.

Also included in the study were participants who counsel, advise, provide, or offer career-development-related services and programs for older adults who are seeking employment in the private sector. Conversely, participants were excluded from the study if they did not have adult clients, employees, or students. Participants were also excluded if they did not have clients, employees, or students in the private sector because they are all from the public sector. However, participants were able to counsel or advise the private sector student, employee, or client even though the participant could be employed in either the public or private sector.

Instrumentation and Materials

For the instrumentation, I used the Career Counseling Self-Efficacy Scale (CCSES; O'Brien, Heppner, Flores, & Bikos, 1997b), a preestablished instrument that measures career counseling self-efficacy, in combination with additional demographic data that was needed to complete this study. The demographic information included the employment role of the career development professional. The CCSES includes 25-items rated on a five-point Likert scale that rates confidence level from 1 (*no confidence at all*) to 5 (*complete confidence*) of 10 broad competencies related to career counseling and counseling self-efficacy (O'Brien, Heppner, Flores, & Bikos, 1997a). When a scale of measurement has equal intervals among responses, as in Likert-scales, it is considered interval which is a continuous variable (Creswell, 2007; Creswell, 2009; Lodico et al.,

2006). Evans-Thompson (2017) asserted the CCSES utilizes ordinal data and the underlying construct of self-efficacy is continuous, and therefore treated as interval. The CCSES yields a total score of self-efficacy with four subscale scores which are: (a) Therapeutic Process and Alliance Skills (TPAS), (b) Vocational Assessment and Interpretation Skills (VAIS), (c) Multicultural Competency Skills (MCS), and (d) Current Trends in the World of Work, Ethics, and Career Research (TWER; O'Brien et al., 1997a; Vespia, Fitzpatrick, Fouad, Kantamneni, & Chen, 2010). The copyrighted scale can be used for research or clinical purposes without contacting the authors (O'Brien, 2003; O'Brien et al., 1997a). However, I contacted the primary author, Dr. Karen M. O'Brien via email to communicate my intended use of the CCSES.

As advanced by O'Brien and colleagues (1997a), the goal of the instrument was to provide more effective career counseling as the instrument is "to assess the strengths and areas needing improvement in training programs (p. 29)" designed to measure 10 key areas of effective career counseling. In an effort to develop the CCSES, consideration was given to competencies described by NCDA, as well as emotional-social concerns (O'Brien et al., 1997a; Perrone et al., 2000). Bodenhorn and Skaggs (2005) noted the CCSES is the most widely used counseling self-efficacy scale specific to career counseling and with evidence that counseling self-efficacy is positively related to counseling performance. The CCSES has been shown to have strong test-retest reliability with evidence and support of convergent validity, discriminant validity, and construct validity (O'Brien et al., 1997a).

The CCSES is a 25-item scale that includes four subscales; TPAS (Items 2, 3, 5, 8, 13, 16, 21, 22, 23, and 25), VAIS (Items 1,6, 7, 12, 17, and 18), MCS (Items 4, 9, 10, 15, 19, and 20), and TWER (Items 11, 14, and 24) (Heppner et al., 1998; O'Brien, 2003; O'Brien et al., 1997a; Vespia et al., 2010). Completion of the 25-item scale takes less than 10 minutes to complete (O'Brien, 2003). The CCSES instrument has an internal consistency reliability estimate of .96 and the reported internal estimates are TPAS, .93; VAIS, .94; MCS, .92; and TWER, .76 (O'Brien et al., 1997a). As per instructions, the scores are calculated by adding the respective subscales item scores to obtain the four subscale totals, and the four subscale totals are added to obtain total self-efficacy.

The target population of participants electronically completed a survey or questionnaire and respond on the aforementioned Likert scale. The survey or questionnaire is the data collection instrument in a descriptive survey research study (Creswell, 2007; Creswell, 2009; Lodico et al., 2006). Web-based data collection was administered utilizing Survey Monkey. Electronic surveys (e-surveys) are gaining more acceptance in research, allowing researchers to reach wider audiences, and have been cost effective, simple, and quick in comparison to postal responses (Alessi & Martin, 2010; Creswell, 2007; Glover & Bush, 2005; Harlow, 2010). Despite an increased acceptance of e-surveys, Creswell (2007) acknowledged e-surveys have limitations if participants lack access to computers or if they are not skilled with the internet or web-based content. Furthermore, Glover and Bush (2005) drew attention to potential bias in populations where income, age, gender, and race could exclude participants. This e-survey design for the data collection allowed me to electronically reach a larger population through direct

and indirect communication. Additionally, an online survey format is a means to electronically aggregate data that can be exported to Microsoft Excel and Statistical Package for Social Sciences (SPSS) software (Alessi & Martin, 2010; Creswell, 2009; Harlow, 2010; Survey Monkey, 2017). Web-based data collection or electronic questionnaires are aimed at obtaining high response rates and decreased response times, lower costs to administer, lower margin of error, and ease of use compared to mailed questionnaires.

To protect participant's identities, I retained all raw data and it does not include names or other identifiers. Each participant was assigned an identification number. Table 3 is the codebook for this study which identifies each variable and how the responses from each participant were coded for statistical analysis. Paper data is stored in a locked file cabinet. Electronic data is stored on a personal computer that has an electronic password protected file. Furthermore, summary of data was presented in the form of tables in the research project study.

Table 3

Codebook for Perceived Self-Efficacy Study

Variable	Code
Variable 1.	ID—Identification # assigned to each career development professional participant, from 1 to total number of participants
Variable 2.	Role—Employment role of the participant; 1=Educator, 2=Human Resource professional, 3=Counselor
Variable 3.	Score—Numeric score from CCSES
Variable 4.	Score—Numeric score from TPAS
Variable 5.	Score—Numeric score from VAIS
Variable 6.	Score—Numeric score from MCS
Variable 7.	Score—Numeric score from TWER

Data Collection

As an overview of the data collection and analysis process for this project study, the pace of participant recruitment and data collection steps began with identifying potential participants for the study and concluded with dissemination of the results.

After I obtained approval from Walden University Institutional Review Board (Approval No. 11-08-18-0156546), I maintained an active LinkedIn profile and email address. Ninety-nine participants were recruited between my LinkedIn connections and NCDA membership.

I maintained a secure password-protected account on Survey Monkey, a web-based survey format. I presented the preestablished survey instrument and additional demographic question on the web-based platform, and I was the only person with access to this password-protected account.

I provided a consent form electronically when I invited potential participants to participate in the study. At minimum as required by the IRB, consent included the purpose of the study, procedures, voluntary nature of the study, risks and benefits, contacts and questions, and statement of consent.

I developed an introductory message that was used in conjunction with the consent form that encouraged participation on LinkedIn. Web-based data collection on LinkedIn entailed an electronic approach for recruitment of participants. To protect anonymity of the participant and employer, it is unknown who participated in the study. In effort to broaden the number of qualified participants for a larger sample size from my network of LinkedIn connections, the introductory message was compelling and concise

to encourage connections to participate in the survey. After two weeks, I published a post on LinkedIn, duplicating my introductory message.

I obtained approval from the Research Committee of NCDA and the association sent out an email blast to the membership requesting participation. NCDA sent out a reminder email to the membership after two weeks.

I obtained the latest version of the Statistical Package for Social Sciences v25 (SPSS) available from Walden University and used that software to analyze the data and examine for statistical significance.

I reviewed responses, aiming for at least 22 participants in each of the three employment roles; educator, counselor or human resource professional. Despite 99 completed responses, the human resource responses lagged in comparison to the other employment roles of educator and counselor.

I provided participants access to the published results in a way that protected their identities. This step allowed participants to obtain the published results easily because I disseminated the results on my LinkedIn profile and provide on request. Potentially, disseminating the results electronically allowed for a large audience to have access to the final research.

Data Analysis

Participants participated in an e-survey measuring self-efficacy consisting of the CCSES and a demographic question regarding employment role. The CCSES is a 25-item scale that includes four subscales; (a) TPAS (10 items), (b) VAIS (6 items), (c) MCS (6 items), and (d) TWER (3 items) (Heppner et al., 1998; O'Brien, 2003; O'Brien

et al., 1997a; Vespia et al., 2010). As per instructions, the scores within each subscale were scored, and then added the four subscale scores to obtain the total self-efficacy score.

Once the participants completed the online e-survey and the additional demographic data were collected, I reviewed for completeness, and determined the power analysis of at least 65 was met. The survey was closed, and the data were exported from Survey Monkey into Excel and then imported to SPSS to analyze descriptive statistics and examine for statistical significance using inferential statistics.

I addressed five central questions in this project study in order to address the gap between the needs of baby boomers from the automotive industry in career development programs and services and the level of support provided by career development professionals. The research question and corresponding alternate and null hypotheses are summarized below.

Research Question 1

RQ1: What is the difference in self-efficacy between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry?

$H1_a$: There is a significant difference in self-efficacy between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry.

$H1_0$: There is no significant difference in self-efficacy between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry.

This question and hypotheses were addressed using the total numeric score from the CCSES (dependent variable) and three levels of employment data (independent variable) provided by participants. Assuming normal distribution of CCSES scores on the interval scale (continuous variable), I conducted a one-way ANOVA to compare differences in self-efficacy of educators, counselors, and human resource professionals (nominal data). Because the samples are independent, the mean is the appropriate measure of central tendency (Creswell, 2007; Creswell, 2009; Lodico et al., 2006). The results of the data analysis are presented later in this section, under Data Analysis Results.

Research Question 2

RQ2: What is the difference in self-efficacy of TPAS between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry?

$H2_a$: There is a significant difference in self-efficacy of TPAS between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry.

$H2_0$: There is no significant difference in self-efficacy of TPAS between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry.

Research Question 2 and its hypotheses were addressed using the numeric score from the CCSES's TPAS component scale (continuous variable) and the three levels of employment data (nominal data) provided by participants. Data were obtained from the self-efficacy scale TPAS composite scale to compare differences in self-efficacy related to therapeutic process and alliance skills (dependent variable) based on employment role (independent variable) using a one-way ANOVA. With one independent variable with three levels, a one-way ANOVA was the appropriate analysis (Creswell, 2007; Creswell, 2009; Lodico et al., 2006). The results of the data analysis are presented later in this section, under Data Analysis Results.

Research Question 3

RQ3: What is the difference in self-efficacy of VAIS between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry?

$H3_a$: There is a significant difference in self-efficacy of VAIS between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry.

$H3_0$: There is no significant difference in self-efficacy of VAIS between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry.

Research Question 3 and its hypotheses were addressed using the numeric score from the CCSES's VAIS (continuous variable) and employment data (nominal data) provided by participants. Data were obtained from the self-efficacy scale to compare

differences in vocational assessment and interpretation self-efficacy (dependent variable) based on employment role (independent variable) using statistical analysis of a one-way ANOVA. The results of the data analysis are presented later in this section, under Data Analysis Results.

Research Question 4

RQ4: What is the difference in self-efficacy of MCS between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry?

$H4_a$: There is a significant difference in self-efficacy of MCS between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry.

$H4_0$: There is no significant difference in self-efficacy of MCS between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry.

Research Question 4 and hypotheses were addressed using the numeric score from the CCSES's MCS composite scale (continuous variable) and employment data (nominal data) provided by participants. Data were obtained from the self-efficacy scale to compare differences in multicultural self-efficacy (dependent variable) based on employment role (independent variable) using statistical analysis of a one-way ANOVA. The results of the data analysis are presented later in this section, under Data Analysis Results.

Research Question 5

RQ5: What is the difference in self-efficacy of TWER between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry?

*H*5$_a$: There is a significant difference in self-efficacy of TWER between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry.

*H*5$_0$: There is no significant difference in self-efficacy of TWER between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry.

Research Question 5 and hypotheses addressed using the numeric score from the CCSES's TWER composite scale (continuous variable) and employment data (nominal data) provided by participants. Data were obtained from the self-efficacy scale to compare differences in current trends in work self-efficacy (dependent variable) based on employment role (independent variable) using statistical analysis of a one-way ANOVA. The results of the data analysis are presented later in this section, under Data Analysis Results.

<div align="center">

Assumptions, Limitations, Scope and Delimitations

</div>

Assumptions

There were assumptions that were made about the methodology. A key assumption was the participants were able to assess if they are in direct contact with baby boomers who are or will be in need of career-related services and counseling.

Additionally, the participants were able to make reasonable assumption that the baby boomer in need of career development programs and services has an association with the automotive industry. Participants identified their employment role as educator, human resource professional, or counselor. Based on the basic requirements for these participants, technological assumptions included that the participants had access to a computer and internet, along with a working knowledge to proficient skill level using computers with internet connection. Given that the participants were obtained from predominately internet-based sources, my Linkedin network and NCDA membership, I also assumed that participants were very comfortable completing an electronic survey.

Limitations

Limitations or weaknesses of the study included a lean population from limited geographic locations and industries. The population was limited by the number of potential participants among my LinkedIn network and perhaps their extended network, and NCDA members with email addresses who meet the criteria for participation. I had over 230 direct professional connections on LinkedIn with an exponential access to over 6 million indirect professional connections. The NCDA has the potential to reach over 4,300 members with email addresses.

Another limitation was the potential overestimation and underestimation of self-efficacy. The CCSES was designed based on career counseling competencies for more effective career counseling. Therefore, the study was used to assess perceived strength, as well as competencies that need improvement in advisor training programs.

Scope and Delimitations

The scope of the study was limited to the number of participants and the

organizations, educational institutions, and industries in the United States that they

represent. Because the automotive industry is a global industry, it is possible that the

direct and indirect network of professionals may include participants outside the United

States yet provide career-related programs and services to U.S. baby boomers from the

automotive industry. Participants were delimited to human resource, counseling, and

education professionals who provide career guidance or career education services to baby

boomers who have connections with the automotive industry.

Protection of Participants' Rights

Ethical considerations included protection of the rights of the participants,

confidentiality, informed consent, and protection from harm. I completed the National

Institutes of Health (NIH) web-based training course offered by NIH Office of

Extramural Research. To manage ethical concerns, I was diligent and followed necessary

protocol to protect all participants and referred to Walden University IRB recommended

planning worksheet and application (Walden Research Ethics and Compliance website,

2017). No data were collected for the study until I received IRB approval.

Confidentiality

In effort to encourage participation and protect anonymity, I did not ask for email

addresses or other identifiers so participants and their employers would not be identified.

Participants were provided instructions to complete the survey. All demographic

information and data were obtained electronically and were stored electronically and

password protected. All hard or physical copies are secured in a locked safe. The plan to share results with the participants and the community stakeholders were accompanied or were incorporated in the consent.

Consent

A consent form was provided to all participants, including the ability to opt-out at any point during the data collection. Because I included an action to indicate consent, signatures are not required (Walden Research Ethics and Compliance website, 2017), therefore, not necessary to be retained. Furthermore, participants were advised of risks and were able to withdraw from the study at any point (Lodico et al., 2006). The consent included how results are disseminated and the manner in which I should be contacted to respond to questions or concerns.

For the data analysis in Section 2, I described the quantitative research approach used in this study. This method allowed for a comparative quantitative survey design from participants in the fields of education, human resources, and counseling. The data analysis section included discussions of setting and sample, instrumentation and materials, data collection and analysis, assumptions and limitations, and protection of participants' rights.

<div align="center">

Data Analysis Results

</div>

For this comparative quantitative study, descriptive and inferential statistics were used. Descriptive statistics included means, standard deviations, and ranges for each research question to summarize the data. The research questions for the study are presented in Table 4. For each of the five research questions, I conducted a one-way

ANOVA to determine if I would reject or not reject the hypotheses based on the results of that test. Based on a significance level of .05, if the ANOVA α was > .05 then there is not a statistically significant result and I failed to reject the null hypothesis. However, if α was <.05, the result was deemed statistically significant and I rejected the null hypothesis in favor of the alternative hypothesis. Because a one-way ANOVA assumes equal variances and normal distribution (Lodico et al., 2006), I conducted tests for equality of variance and normal distribution. The Levene's test for homogeneity was conducted to test whether or not the variables have equality of variance (Green & Salkind, 2011). To test for normal distribution, the Shapiro-Wilk's test of normality was performed (Shapiro & Wilk, 1965). Lodico et al. (2006) contended that parametric tests are preferred and acceptable if the subjects are independent despite failing to meet assumptions of variance or normal distribution. When a significant difference is detected, post-hoc tests are conducted to determine which independent variable is significantly different. The aforementioned protocol guided my data analysis for the inferential research questions summarized in Table 4.

Table 4

Summary of Research Questions

RQ No.	Research Question
RQ1	What is the difference in self-efficacy between education, counselors, and human resource professionals who advise baby boomers who have an association with the automotive industry?
RQ2	What is the difference in self-efficacy of TPAS between education, counselors, and human resource professionals who advise baby boomers who have an association with the automotive industry?

(table continues)

RQ No.	Research Question
RQ3	What is the difference in self-efficacy of VAIS between education, counselors, and human resource professionals who advise baby boomers who have an association with the automotive industry?
RQ4	What is difference in self-efficacy of MCS between education, counselors, and human resource professionals who advise baby boomers who have an association with the automotive industry?
RQ5	What is the difference in self-efficacy of TWER between education, counselors, and human resource professionals who advise baby boomers who have an association with the automotive industry?

RQ1: Comparison of Employment Role and CCSES Scores

$H1_0$: There is no significant difference in self-efficacy between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry.

The mean, standard deviation, and range are presented in Table 5 for each level of the independent variable. A one-way ANOVA was conducted to evaluate the difference between the employment role and CCSES scores. The independent variable, employment role, included three levels: educator, human resource, and counselor. The dependent variable was CCSES score, a dependent variable value that represents self-efficacy. The ANOVA was not significant, $F(2, 96) = 1.26$, $p = .29$, $\eta^2 = .026$. Therefore, I did not reject the null hypothesis. The Levene's test produced a p value $>.05$, (.344) satisfying equality of variances. The Shapiro-Wilk's test where $p = .192$ ($p >.05$) satisfied normal distribution of CCSES scores. At an alpha of .05, the analysis did not indicate a statistically significant difference among the employment roles for the self-efficacy measure.

Table 5

Descriptive Statistics of CCSES Scores

Role	N	Mean	Std. Dev	Min	Max
Educator	36	100.33	13.571	72	125
Human Resource	9	94.00	7.937	86	108
Counselor	54	101.39	13.127	71	125
Total	99	100.33	12.977	71	125

RQ2: Comparison of Employment Role and TPAS

$H2_0$: There is no significant difference in self-efficacy of TPAS between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry.

The mean, standard deviation, and range are presented in Table 6 for each of level of the independent variable. A one-way ANOVA was conducted to evaluate the difference between the employment role and TPAS scores. The independent variable, employment role, included three levels: educator, human resource, and counselor. The dependent variable was TPAS score, a dependent variable value that represents self-efficacy of therapeutic process and alliance skills. The ANOVA was not significant, $F(2, 96) = 1.94$, $p = .15$, $\eta^2 = .039$. Therefore, I did not reject the null hypothesis. The Levene's test produced a p value $>.05$, (.287) satisfying equality of variances. The Shapiro-Wilk's test where $p = .015$ ($p >.05$) failed to satisfy normal distribution of TPAS scores. At an alpha of .05, the analysis did not indicate a statistically significant difference among the employment roles for the TPAS self-efficacy measure.

Table 6

Descriptive Statistics of TPAS Scores

Role	N	Mean	Std. Dev	Min	Max
Educator	36	41.67	4.745	30	50
Human Resource	9	40.11	3.689	35	47
Counselor	54	43.15	5.289	28	50
Total	99	42.33	5.026	28	50

RQ3: Comparison of Employment Role and VAIS

$H3_0$: There is no significant difference in self-efficacy of VAIS between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry.

The mean, standard deviation, and range are presented in Table 7 for each level of the independent variable. A one-way ANOVA was conducted to evaluate the difference between the employment role and VAIS scores. The independent variable, employment role, included three levels: educator, human resource, and counselor. The dependent variable was VAIS score, a dependent variable value that represents self-efficacy of vocational assessment and interpretation skills. The ANOVA was significant, $F(2, 96) = 3.90$, $p = .02$, $\eta^2 = .075$. Therefore, I rejected the null hypothesis and accepted the alternative, that there is a significant difference in self-efficacy of VAIS between educators, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry. The Levene's test produced a p value >.05, (.837) satisfying equality of variances. The Shapiro-Wilk's test where $p = .0001$ (p

>.05) failed to satisfy normal distribution of VAIS scores. Despite failure to satisfy

normal distribution of VAIS scores, the parametric one-way ANOVA was deemed

acceptable because the employment roles were independent (Lodico et al., 2006).

Because the ANOVA detected a significant difference in the mean VAIS scores, a post-

hoc test was performed. The Hochberg test was conducted to determine which

independent variable was significantly different. The Hochberg test indicated a

significant difference between educator and human resource self-efficacy for assessing

and vocational skills ($p = .05$) and a significant difference between counselor and human

resource ($p = .02$), but no significant difference between educators and counselors on the

VAIS measure.

Table 7

Descriptive Statistics of VAIS Scores

Role	N	Mean	Std. Dev	Min	Max
Educator	36	24.64	4.330	14	30
Human Resource	9	20.89	3.586	15	26
Counselor	54	24.96	3.971	17	30
Total	99	24.47	4.195	14	30

RQ4: Comparison of Employment Role and MCS

$H4_0$: There is no significant difference in self-efficacy of MCS between

education, counselor, and human resource professionals who advise baby boomers who

have an association with the automotive industry.

The mean, standard deviation, and range are presented in Table 8. A one-way ANOVA was conducted to evaluate the difference between the employment role and MCS scores. The independent variable, employment role, included three levels: educator, human resource, and counselor. The dependent variable was MCS score, a dependent variable value that represents self-efficacy of multicultural competency skills. The ANOVA was not significant, $F(2, 96) = .21$, $p = .82$, $\eta^2 = .004$. Therefore, I did not reject the null hypothesis. The Levene's test produced a p value $>.05$, (.075) satisfying equality of variances. The Shapiro-Wilk's test where $p = .042$ ($p >.05$) failed to satisfy normal distribution of MCS scores. At an alpha of .05, the analysis did not indicate a statistically significant difference among the employment roles for the MCS self-efficacy measure.

Table 8

Descriptive Statistics of MCS Scores

Role	N	Mean	Std. Dev	Min	Max
Educator	36	22.08	4.771	12	30
Human Resource	9	22.44	1.878	20	25
Counselor	54	21.65	4.071	11	30
Total	99	21.88	4.178	11	30

RQ5: Comparison of Employment Role and TWER

$H5_0$: There is no significant difference in self-efficacy of TWER between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry.

The mean, standard deviation, and range are presented in Table 9. A one-way ANOVA was conducted to evaluate the difference between the employment role and TWER scores. The independent variable, employment role, included three levels: educator, human resource, and counselor. The dependent variable was TWER score, a dependent variable value that represents self-efficacy of current trends in the world of work, ethics, and career research. The ANOVA was not significant, $F(2, 96) = 1.60$, $p = .21$, $\eta^2 = .32$. Therefore, I did not reject the null hypothesis. The Levene's test produced a p value $>.05$, (.710) satisfying equality of variances. The Shapiro-Wilk's test where $p = .003$ ($p >.05$) failed to satisfy normal distribution of TWER scores. At an alpha of .05, the analysis did not indicate a statistically significant difference among the employment roles for the TWER self-efficacy measure.

Table 9

Descriptive Statistics of TWER Scores

Role	N	Mean	Std. Dev	Min	Max
Educator	36	11.94	2.151	6	15
Human Resource	9	10.56	1.944	7	13
Counselor	54	11.63	2.059	8	15
Total	99	11.65	2.096	6	15

Summary of Results

A comparative approach allowed me to collect quantitative data to compare perceived self-efficacy of career development professionals from the fields of education, human resources, and counseling. Because of the shift in workforce demographics

coupled with the expansion of career development, aptitude, performance, and public

sector interventions discussed in the literature review in Section 1, coupled with career

counseling having roots in counseling, I wanted to research if there are differences in

employment roles. The purpose of the design was to determine if there was a statistical

significant difference in self-efficacy between education, counselor, and human resource

professionals who advise baby boomers from the automotive industry. The five research

questions for this study were directed towards the career development professionals and

their perceived self-efficacy based on their employment roles as they advise baby boomer

adults from the automotive industry. The analyses of variance (ANOVA) were used to

answer the five research questions and are summarized in Table 10.

Table 10

Summary of Results for Research Questions 1-5

RQ	Dependent Variable	Independent Variable	Test	Sig.	Fail to reject/Reject
1	CCSES	Employment Role	ANOVA	.29	Fail to reject
2	TPAS	Employment Role	ANOVA	.15	Fail to reject
3	VAIS	Employment Role	ANOVA	.02	Reject
4	MCS	Employment Role	ANOVA	.82	Fail to reject
5	TWER	Employment Role	ANOVA	.21	Fail to reject

The study supported the third hypothesis, and I concluded there was a significant

difference in VAIS scores between human resource professionals and the other roles,

educators and counselors. However, total CCSES scores and three of the four subscale

scores concluded no significant difference between employment roles. Based on

descriptive statistics for each of the five research questions, the standard deviation of human resource professionals was not as broad in comparison to educators and counselors, and the maximum scores were lower. Because the overall results of the findings were inconclusive, a project was pursued to improve VAIS scores for all counseling roles based on the literature review and documented best practices for career counseling.

Summary

The goal of this project study was to compare career development professionals' perceived self-efficacy and their employment role as they advise baby boomers from the automotive industry. The study revealed there was a significant difference in VAIS scores between human resource professionals and the other roles, educators and counselors for RQ3. However, total CCSES scores in RQ1 and three of the four subscales scores in RQ2, RQ4, and RQ5 concluded no significant difference between employment roles. The optimal project would improve the gap in career development needs of baby boomers and the career development professionals who advise the baby boomers. Because there was no significant difference between employment roles in RQ1, RQ2, RQ4, and RQ5, all employment roles would benefit by improving their understanding of career development needs of baby boomers.

Section 2 began with the data analysis and the section concluded with data analysis results after approval from the URR and IRB. In Section 3 I discuss a research project of a white paper with a recommendation that emerged from confluence of my data collection and analysis in Section 2, as well as best practices from the literature, that

addressed the gap in career development needs between the baby boomer generation from

the automotive industry and the career development professionals who help them, as was

presented in Section 1.

Section 3: The Project

Introduction

The problem I addressed in this project study was the gap between career development needs of baby boomers from the automotive industry and the level of support provided by career development professionals. The results of this project study are intended to improve career counseling self-efficacy when advising baby boomers from the automotive industry. The resulting project is a white paper titled "Evolving Career Development for Baby Boomer Clients from the Automotive Industry" (Appendix A). The project is intended to address the gaps in the career development needs of baby boomers and from the literature, offer recommendations that could be implemented by career development professionals.

This section begins with the rationale for the project, followed by a review of the literature on the project genre, project, and recommendations of the white paper. The first part of the literature review includes a discussion of the genre selection of white paper. The review continues with a discussion of Erikson's theory (1950, 1980, 1997) of stage development, including generativity, the developmental stage specific to baby boomers, which provides the theoretical framework for the project. The review concludes with a discussion of the career-related needs of baby boomers, including technology, retirement, reflection, and constructive thinking: All inform the recommendations in the white paper. After the literature review come the project description, project evaluation plan, and the project's implications for social change.

Rationale

I chose a white paper as the project genre for this comparative quantitative study. I designed this white paper to convey the findings of this study and provide recommendations for career development professionals with baby boomer clients in organizations and institutions who work in, or support, the automotive industry in southeastern Michigan. The project was designed to address gaps in the career development needs of baby boomers, and from the literature, to offer practical recommendations for career development professionals.

Of the possible genre options for the project study, I considered a white paper or professional development workshop to address the problem. An extensive 3-day professional development workshop could be limited to address the problem. But it might not attract a variety of employment roles or providers because the baby boomer clients they counsel may be a small segment of their clientele. Additionally, career development activities may not be an essential function of their job duties for providers of career development to invest resources for an extensive professional development workshop. A white paper with a recommendation presents readers with a perspective of the problem, potentially from a new viewpoint, and offers actionable suggestions that can be interpreted based on their employment role, size of the baby boomer clientele, and other factors. I chose a white paper over the 3-day professional development workshop because it has the potential to reach a broader audience.

The results of this study will be available as a white paper and posted on LinkedIn for career development professionals and other professionals interested in the subject

matter to read, share, and discuss. The goal of the white paper is to increase the level of understanding of the gap in career development needs of the baby boomer, offer a recommendation for career development professionals from a variety of disciplines, increase self-efficacy, and strive for solutions. The intended audience is career development professionals who provide career-related advice to baby boomers.

Review of the Literature

In this review, literature on white papers and stage development of the older adult was sought for the following period: 2014–2019. To meet the needs of the baby boomer client, the literature review in Section 3 aimed to understand the development stage of the baby boomer remaining in the workplace, and their career development needs with technology, retirement, and reflection. The following databases were used: Academic Search Complete, ProQuestCentral, ERIC, Educational Research Complete, and Sage Online Journals. The following search terms were used: *Erik Erikson stage development, grey literature, policy recommendation, project deliverable, position paper, reflective thinking, retirement, technology, theory of generativity, twenty-first century skills,* and *white paper*.

White Paper and the Grey Literature

A goal of the project is to improve the gap in career development needs of the baby boomers by offering a timely recommendation to career development professionals. The foundation of the project is solution-oriented, and a project genre must support that goal. White papers are a form of grey literature that evolved from government white papers (Malone & Wright, 2018; Willerton, 2013). The grey literature is diverse and

comes in various forms, including discussion papers, dissertations, conference abstracts, informal communication, webinars, blogs, and social media that are based on real-world practical application that are not published in peer-reviewed publications (Adams, Smart, & Huff, 2017; Bonato, 2016; Gage, Cook, & Reichow, 2017; Haddaway, Collins, Coughlin, & Kirk, 2015; Hartling et al., 2017; Lawrence, 2012). Historical evolution of the genre and other types of papers help determine the appropriateness and strength of genre selection for the project.

The purpose of government white papers is to influence policy (Malone & Wright, 2018; Oswald, 2013). The purpose of green papers is to stimulate intellectual discussion but do not need to propose solutions to a problem (Oswald, 2013). Black papers are considered traditional academic literature published in academic journals (Haddaway et al., 2015). White papers have been referred to as position papers (Powell, 2012). Although similar to a white paper that addresses and solves a problem, a position paper assumes an agreed and endorsed position by an organization (Bala et al., 2018). Because the project is intended to include intellectual discussion on LinkedIn, a social media platform, and includes a recommendation to address a problem, a white paper is preferred to a green paper, or a black paper.

White papers are a professional writing style that is notable in the workforce because they can reach and influence a wide audience. Grey literature has been used in an array of disciplines including science, technology, engineering, health, and social sciences (Lawrence, 2012), and produced by government, academia, business, and industry (Lawrence, Thomas, Houghton, & Weldon, 2015). White papers are used in

corporate contexts and present a solution to a business problem (Campbell & Naidoo, 2017; Stelzner, 2006; Willerton, 2013). The project study presents a problem with the gap in the needs of career-development-related services and offers a recommendation for career development professionals aimed at solving that problem. White papers are flexible and adaptable, and are useful to diverse groups or audiences without delay of academic journals or book publishing (Adams et al., 2017; Lawrence, 2012; Oswald, 2013; Willerton, 2013). Persing (2015) supported the use of white papers in the field of human performance technology to understand current issues, solve problems, or perform jobs better. The use of social media to disseminate the white paper offers access to an audience of professionals and encourages dialogue among other professionals who provide career-related advice to baby boomers.

Although there is little structure or standards for a white paper, there are basic elements suggested in the research. Elements of the white paper establish facts of a specific problem, create a logical argument to solve that problem, and often provide a call for action (Campbell & Naidoo, 2017; Malone & Wright, 2018). Rotarius and Rotarius (2016) contended the white paper includes a title and begins with an executive summary followed by a brief introduction, statement of the problem and purpose. Next, an overview of the research leads to the research design, data collection, data analysis, and discussion of the findings (Rotarius & Rotarius, 2016). Lastly, recommendations supported by research followed by a conclusion. Stelzner (2006) suggested core elements of a white paper include the following: market drivers, problem development, historical overview, generic solution, benefits, what to look for list, examples, specific solution, call

to action, and summary. Academic guides at Walden University (2019) recommended the following sections: discussion of the context and the problem/purpose statements, key literature, description of the population and sample, data collection, focus on results, and end with a point for the goal of the summary. For the project, I included the following; executive summary and, introduction (context), problem statement, purpose of the study, what does the research say (key literature), research design, data collection, data analysis, discussion of the findings, recommendation, conclusion, and references.

Erikson's Developmental Stage Theory

The white paper for this project was based on the research findings and a review of the literature on Erikson's developmental stage theory, including the theory of generativity. The aging population contributed to the increased study in social and psychological factors surrounding the successful aging such as the theories of lifespan development (Akkermans et al., 2016; Ehlman & Ligon, 2012; Halvorsen & Emerman, 2014; Kooij & Zacher, 2016; Warburton, McLaughlin, & Pinsker, 2006). This part of the literature review begins with a broad perspective of Erik Erikson's psychosocial theory of human development (Erikson, 1950, 1980, 1997), including a comparison to the other theories and concludes with generativity. Whereby generativity is the most relevant stage to the baby boomers and occurs in middle adulthood.

Parallel to the human development stage theories, career development theories also span a lifetime as in developmental stages. Erikson (1950, 1997) proposed that adulthood is integrative and illustrates normal development throughout life in a non-linear progression of eight stages from infancy to old age (Grossman & Gruenewald,

2018; Hoare, 2005; Slater, 2003). The eight stages are conflicts of polar opposites that

begin with trust, autonomy, initiative, industry, identity, intimacy, generativity, and

conclude with ego integrity (Erikson, 1950, 1980, 1997; Wilt, Cox, & McAdams, 2010).

Stage theories, including Erikson's, span a lifetime and evolve over time in a series of

developmental stages.

Elements of Erikson's stage theory (1950, 1997) may resemble other theories.

Erikson's theory has been compared to Maslow's humanistic theory of self-actualization

as one moves from a self-centered orientation to another-centered orientation in the adult

stage of generativity versus stagnation (Slater, 2003). Although the comparison between

Erikson's stage theory and Maslow's humanistic theory are drawn regarding the ability to

move beyond the self, Maslow built on a foundation or structure in a hierarchy rather

than developments that occur in stages. Maslow (1954) postulated a hierarchy of needs

depicted as a pyramid whereby basic needs are satisfied before progressing to self-

actualization. Maslow, as cited in Coy and Kovacs-Long (2005), contended that self-

actualization includes one's ability to be part of a larger whole, which includes an

understanding of an individual's role within the community. Winston (2016) promoted

the influence of satisfying needs as the ideal life in the quest for pleasure, engagement, or

meaning. Blustein (2017) argued that work is a catalyst to fulfill fundamental needs.

Critics of Maslow's hierarchy of needs have argued that the closed pyramid does not

include current educational and managerial philosophies (Kiel, 1999), and lacks scientific

analysis (Heylighen, 1992; Sackett, 1998) yet remains relevant in the study of human

behavior (Winston, 2016). Despite critics of Maslow, the theory of self-actualization aims at examining the process of from the self to others by utilizing experience.

Adult development in an aging population is of increasing importance in a variety of disciplines. Levinson (1986) concluded life course as a sequence of orderly progressions that evolve from beginning to end over a span of years. Furthermore, life cycle extends beyond life course to incorporate cycles that unfold through the progression of life, which require a distinct change or transition to occur as one progresses or transitions through each phase or season (Levinson, 1986). Despite the literature and organizational practices on chronological age, work motivation, and capabilities do not decline as employees age (Akkermans et al., 2016; Kooij & Zacher, 2016). As the population ages, researchers, practitioners, and educators need to decipher how this demographic could shift or alter the development stages and be able to counsel their clients as they navigate through the retirement process.

Generativity

Erikson's development stage theory (Erikson, 1950, 1980, 1997) relevant to the project study of career development needs of baby boomers is the seventh stage of generativity versus stagnation stage, which occurs in middle adulthood. Warburton, McLaughlin, and Pinsker (2006) contended that the expanding older adult demographic population might ultimately elongate the generativity versus stagnation stage outlined in Erikson's stage theory. Although Erikson's stage theory is not age specific, the seventh stage occurs between the stages of young adulthood and old age after the resolution of the earlier conflicts are satisfied.

The theory of generativity is the main developmental concern, a primary conflict of middle adulthood which has interest in the next generation (Cox, Wilt, Olsen, & McAdams, 2010; Dunlop, Bannon, & McAdams, 2017; Erikson, 1950, 1980, 1997; Grossman & Gruenewald, 2018; Halvorsen & Emerman, 2014; Jones & McAdams, 2013; Kooij & Van De Voorde, 2011; Kruse & Schmitt, 2012; Leffel, 2008; McAdams & de St. Aubin, 1992; McAdams, Diamond, de St. Aubin, & Mansfield, 1997; McAdams & Guo, 2015; Slater, 2003; Son & Wilson, 2011; Warburton et al., 2006; Wilt et al., 2010). The commitment and caring for a future generation has an expansive application to family, relationship, work, and society (Grossman & Gruenewald, 2018; Halvorsen & Emerman, 2014; Slater, 2003), including religious activities (Bragg, 2013). Narushima (as cited in Ehlman & Ligon, 2012) illustrated young volunteers as a means to give back to the community, whereas older volunteers often support future generations and their overall contribution to the well-being of future generations (Grossman & Gruenewald, 2018; Holtgrave et al., 2014). Volunteering with the goal to support future generations extends beyond one's self and is acquired during the course or span of development. Therefore, only adults are generative.

Broad examples of generativity can be drawn from various scenarios such as parents as they care for their families, in volunteer efforts as adults learn to support community and future generations, and in the workplace as leaders care about the mission of an organization and its employees. However, for this project study, the examination was limited to organizations, education, and counseling. Erikson's (1950, 1980, 1997) developmental stage of generativity is relevant to the project because of the growing

population in the workforce is baby boomers as they remain in the workforce beyond retirement and are at a different developmental stage than younger cohorts. The literature review concludes with career development needs of the baby boomer, including the role of technology, retirement, reflective thinking, and constructive thinking as recommendation for themes in the white paper.

Technology

There are various applications of technology related to the career planning process. The role of technology became widely accepted practices in areas such as education, career planning process, and ultimately seen in the workplace. Net generation wide use of technology in everyday life influenced transformation in institutions, from education, workforce, and commerce (Kleinhans, Chakradhar, Muller, & Waddill, 2015; Selwyn, 2016; Valtchanov & Parry, 2017). As the role of technology is examined in education, career planning, and workforce, it is pertinent to study their interdependence as career development professionals as they advise baby boomers clients as they navigate toward meaningful work in retirement.

Technology terms. There are terms associated with the role of technology and consumers of technology. These terms are useful to career development professionals as they advise baby boomer clients because of varying digital literacies among generations.

Digital immigrants. In contrast to digital natives, digital immigrants are not native speakers of the digital language. However, they have adapted to digital technology, in varying degrees (Colbert et al., 2016; Jiang et al., 2016; Kirk, Chiagouris, Lala, & Thomas, 2015; Nelms, 2015).

Digital natives. Current and younger generations, born after 1980 who are native users of the computers, video games and Internet (Colbert et al., 2016; Jiang et al., 2016; Kirk et al., 2015; Venter, 2017), which does not imply proficient use in academic environments (Krutka & Carpenter, 2016; Nelms, 2015). They are considered native speakers of the digital language.

Smart technology. Electronic device capable of monitoring and supporting individuals in real-time (Golant, 2017). The use of technology has expanded beyond the use of computers (Killam & Weber, 2014), and with increased affordability and access (Marinova, de Ruyter, Huang, Meuter, & Challagalla, 2017).

Twenty-first century skills (TFCS). Skill set of technological competencies required for a global and changing 21st-century workforce (Gretter & Yadav, 2016; Krutka & Carpenter, 2016; Sullivan & Downey, 2015) that include critical thinking, problem-solving, interpersonal, communication, information, and media literacy.

Education. The evolution of digital literacy is a paradigm shift for both student and educator since literacy in primary education has been expanded to include technology. The definition of literacy evolved with the transformation from print to digital, and literacy activities in the classroom must also evolve (DeCarlo, Grant, Lee, & Neuman, 2018; Frank & Castek, 2017; Selwyn, 2016). Digital literacy skills in a 21st-century are more than use in a social media context, and online reading comprehension differs from traditional print (Elueze & Quan-Haase, 2018; Stegman, 2014; Venter,

2017). Digital literacy is required for successful aging (Golant, 2017; Johnson & Parnell, 2017) and provides access and communication with public services, family and friends, politics, prospective employment, and educational endeavors (Frank & Castek, 2017). Elueze and Quan-Haase (2018) argued for the need for training to protect online privacy as older adults participate in the digital world. With digital literacy commencing at an early age, it follows that digital literacy skills continue into higher education, and ultimately the workforce. However, as schools incorporate digital reading instruction in the K-12 setting, older adults in the workplace may not have comparable literacy skills with technology as the younger generations. Frank and Castek (2017) advanced that adult learners should learn digital literacies in the framework of digital problem solving as adult learners are taught to navigate through complex digital resources in real-world applications. With a lack of current engrained literacy skills throughout primary and secondary education, baby boomers can struggle to navigate through the career planning process that ultimately leads them to an evolving workforce.

As education and distance education relies on digital literacy, learning shifted from a static or linear approach to a student-centered, non-linear approach. Over the last three decades, higher education in economically advanced countries evolved curriculum and teaching practices to prepare students for skills and competencies in the 21st-century (Selwyn, 2016). Baby boomer faculty members may use technology on a daily basis for tasks such as email, work processing, Internet and library searches, however, consistent application of technology could be lacking in a learning environment because older adults are most familiar with a traditional classroom with a lecture format (Goddu, 2012;

Hoskins, 2010) despite the necessity for older adults to participate in learning and development activities to evolve with technology demands before their skills become obsolete (Kooij & Zacher, 2016). Similarly, students in higher learning, particularly generations of current and younger generations expect the use of technologies in teaching and learning environments because of their use extensive use in and out of the classroom (Selwyn, 2016; Venter, 2017). The evolution and integration of digital literacy is a paradigm shift for both student and educator.

Higher education institutions, as providers of formal learning, must address the significant demographic shift of its student population. The Digest of Education Statistics 2014 reported an increase over 19% in the number of student enrollment of older adults from 2003 to 2013 and is projected to increase 14% in the years 2013 to 2024 (Snyder, de Brey, & Dillow, 2016). Despite the awareness of the demographic shift, college leaders and educational policy makers have not responded to the educational demand and behavior of the baby boomers (Chen, 2017; Hansen, Brady, & Thaxton, 2016; Sabo, 2017; Yamashita, López, Keene, & Kinney, 2015). To understand the interests of baby boomers, Sabo (2017) suggested partnering with community organizations and groups, providers of informal learning, to help providers of formal learning align coursework suitable for older adults. Peterson and Masunaga (1998) warned that large groups of older people such as American Association of Retired Persons (AARP) and National Council on Aging (NCOA) address issues to Congress and the President, presenting education as a federal level when education is the responsibility of the state. In the years that followed, Sabo (2017) argued the need to partner with local agencies on aging, such as senior

centers, recreation programs, health-care centers, and older adult volunteer programs. Similarly, employers, as in-house providers of coursework, must also address the same issue as they respond to the demographic shift of employees in the workplace.

Workplace learning is a new development in the fields of management and education because learning is occurring at all levels of an organization and is more diverse than in previous decades (Bausch et al., 2014; Boud & Garrick, 1999; Fisher, Chaffee, Davalos, Tetrick, & Potter, 2017; Kiel, 1999; Kojola & Moen, 2016). As learning extended beyond in-house training programs and educational institutions into the workplace, greater opportunities arose for learning in the workplace. In their early work, Boud and Garrick (1999) contended that there would be dissolution of boundaries among education, learning, and training. Kooij and Zacher (2016) contended that if older workers perceive their skills as obsolete despite the training and development opportunities available, they will exit the workforce. Baby boomers are of the generation that may have chosen a vocation as opposed to a career, which may present barriers for the boomer to critically analyze their role(s) in alignment with their employer's goals as learning and development opportunities.

Career planning process. From the early years of career development in the early 1900s, computer-assisted career guidance systems (CACGS) began in the 1960s. CACGS are universally accepted practice in career guidance in the United States and governmental agencies have developed and maintained quality systems (Harris-Bowlsbey, 2013). Super, Katz, and Tiedeman as early developing pioneers in the late 1960s, envisioned technology as a method to operationalize their respective theories

related to career development, choice, and decision-making (Harris-Bowlsbey &

Sampson, 2005). Technology systems introduced at the end of a generation(s) may not be

utilized as a traditional method for career guidance until generations to follow.

The use of technology has become an emergent trend in the career planning

process. Harris-Bowlsbey (2003, 2013) contended that computer-assisted career guidance

systems, including systems she developed beginning in 1966, improve implementation of

career development and decision-making theory, yet research is needed to ensure quality,

effectiveness, and access. With the rapid emergence and proliferated use of technology as

a career counseling tool, there is a need for formal training, guidelines, and standards as

they are integrated into the career counseling process (Harris-Bowlsbey, 2003, 2019;

Watson, 2016). Watson (2016) asserted that older adults are not embracing technology

because older adults lack the skills or methods to obtain training with technology.

Furthermore, Jiang et al. (2016) asserted the need for generation specific online safety

training since older workers are more vulnerable to online threats due to their lack of

technology skills. Technology, including CACGS, is a significant tool of the career

planning process, yet it may yield results if combined with professional support such as

career counseling.

Public policy. As the trend for increased dependency with technology and digital

literacy, the federal government has responded by improving access to career-related

services. U.S. Department of Labor Employment and Training Administration (2010)

reported a demand for employment and career-related services stemming from the Great

Recession, estimating that 30 million Americans utilized a library computer for career

assistance services each year. Public libraries offered free access to computers and the internet, including basic use instruction and assistance. As the demand for essential job seeking support and resource increased, so has federal funding and partnerships. The U.S. Department of Labor Employment and Training Administration (2010) instituted a federal effort to collaborate the delivery of employment related services at the state and local level, encouraging partnerships between the public workforce investment system and public libraries.

Despite increased funds to improve access in career-related services through public libraries in 2010, additional federal legislative efforts have been introduced. On July 22, 2014, President Obama signed the Workforce Innovation and Opportunity Act (WIOA) to assist job seekers with access to a variety of employment, education, training, and other services to be competitive in a global economy (U.S. Department of Education, 2014; U.S. Department of Labor, 2017). The WOIA was touted as the first legislative reform to the public workforce system in 15 years as it supersedes the Workforce Investment Act of 1998 and was met with bipartisan majority. Commencing July 1, 2015, the WIOA amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973 (U.S. Department of Education, 2014; U.S. Department of Labor, 2017). Although the WIOA is in its infancy, more time is necessary to determine its effectiveness, or lack thereof. However, it is the first notable legislative reform in 15 years with bipartisan majority regarding the public workforce system.

Peterson and Masunaga (1998) articulated that policy for older adult education is limited since it is the responsibility of the state, yet groups of older persons such as AARP and NCOA attempt to cultivate change and advancement through the federal government. Academic and public libraries are considered the information industry, and the shift in demographics has influenced how libraries interact between content providers and end users (Murray, 2016; Sabo, 2017). Watson (2016) observed a need for collective efforts such as community-based, employer, government, and other sources like unions as a means to reach older workers. Kooij and Zacher (2016) suggested government campaigns promoting the value of older workers and opportunities available for the older workers. With education addressed at a state level and groups at a national level, there provides an opportunity to improve how advocate groups for older adults could influence or improve educational development for the older adult population.

Although technology is widely accepted and practiced in educational, career planning, and workplaces, the research identified implications for further study to improve learning efficiencies. Arguments have made that use of digital technologies has not been correlated to competencies, and further research is warranted, particularly in higher education (Watson, 2016). As the dependency on technology increases, Holland and Holland (2014), and Oppawsky (2016) advised that with technology shifts, there remains missing components of valued knowledge and skills that are needed to be taught. Smart technology can be an obstacle for baby boomers that have already been content with their current performance level and may view smart technology as a hindrance if they struggle with mobility issues (Fishman, 2016; Kooij & Zacher, 2016; Watson,

2016). As the role of technology continues to evolve, the educational, career planning, and workforce require ongoing evaluation, research, and assessment.

Retirement

Retirement is taking on new meaning as baby boomers are living healthier and longer. Whether it is labeled as full retirement, partial retirement, transitional retirement, bridge employment, third age, unretirement, or encore employment, baby boomers are looking for meaning and purpose in the latter stage of their life or career cycle. As the baby boomer transitions from working toward retirement or the latter stages of their career, boomers may need assistance from an educator, career development, or human resource professional to define meaning and purpose. As the workforce is aging, researchers proposed that retirement is an obsolescent concept as boomers are continuing to enjoy fulfilling work, despite retirement from their primary jobs (Akkermans et al., 2016; Beehr & Bennett, 2015; Helterbran, 2017; Kojola & Moen, 2016; Paggi & Jopp, 2015; Watson, 2016; Wiedmer, 2015). Schaefers (2012) acknowledged that community-based peer initiatives in the U.S. and globally continue to form in efforts to connect, educate, and support boomers in transition into retirement. Furthermore, adult development is a process whereby one integrates culture and life experiences that extend beyond the self with a progression of development (Akkermans et al., 2016; Beehr & Bennett, 2015; Chen, 2011a, 2011b; Kern, 2018; Kiel, 1999; Lytle et al., 2015; Robertson, 2006). Although the baby boomer has many decades of life experiences; both personal and professional, they may need assistance envisioning their retirement years beyond the linear, or lock step process as in earlier career development models.

Reflective Thinking

Reflective thinking can aid the baby boomer as they define meaning and purpose for a new career in retirement years of life. Boomers, given their maturity and chronological age, have decades of personal and professional experience (Kern, 2018; Kojola & Moen, 2016; Merriam, Caffarella, & Baumgartner, 2007; Paggi & Jopp, 2015). However, the literature proposed that learning must occur as a result of the experience (Boud, Keogh, & Walker, 1985; Merriam et al., 2007). Baby boomers need to learn from their vast years of experience in order to translate those experiences into meaning and purpose.

Life experiences, whether personal or professional, can be significant experiences to the process as baby boomers find their new role in retirement. Fox (2004) proposed that educators should approach mature students by utilizing their strengths and build on their life experiences. Robertson (2006) noted that integration of life experiences is required to make sense of the self and extend beyond the self in generativity and transcendence. A professional in the field of education, human resources, or counseling may need to facilitate the baby boomer in identifying transferable skills by relating to the vast array of experiences and skills they possess or have demonstrated over a lifetime.

Despite the term reflection utilized in educational literature, there is a lack of agreement of its meaning, yet to learn from experience requires reflection and analysis, which require critical thinking and deeper learning (Clarà, 2015). Reflective thinking is a meaning making process whereby learning occurs from experience (Boud et al., 1985). Reflective learning goes beyond the experience and is the process of reflecting upon that

experience. Experience refers to the whole person, incorporating cognitive, physical, emotional, and spiritual (Jarvis, Holford, & Griffin, 2003). Reflection may provide a new frame of reference. However, reflection may not be a familiar or well-developed process with older generations as they contemplate meaningful and productivity beyond retirement.

Constructive Thinking

Constructive thinking can provide baby boomers a method to cope with stressful situations such as a career change. Constructivism is an active process to make sense of experience (Merriam et al., 2007). Intelligence is utilized constructively to solve everyday problems with minimal stress (Epstein, 1998; Epstein & Meier, 1989; Katz & Epstein, 1991). Cognitive-experiential self-theory (CEST) is a constructivist theory assuming continuous interaction between the rational (analytical) system and experiential (intuitive) system (Epstein, 1993; Jokić, & Purić, 2019; Lu, 2015). Self-theory refers to a theory of self, world theory, and connections between the two (Epstein, 1993; Jokić, & Purić, 2019; Lu, 2015). Epstein (1993) contended that CEST can be understood by nonprofessionals because they are able to apply their own experiences to resolve conflicts between the rational and intuitive intelligences. The application of CEST is a tool for clients to solve problems in a constructive manner.

Project Description

Based on the data analysis and the review of the literature, I created a white paper to provide a research-based recommendation. The white paper (Appendix A) included an executive summary, followed by a description of the study including methodology,

discussion of the findings, and concluded with a research-based recommendation. The recommendation that guided this project was a professional development workshop for career development professionals to increase self-efficacy as they advise baby boomers by increasing the level of the understanding of the gap in career development needs of the baby boomer. A large portion of the literature review in Section 3 aimed to understand the development stage of the baby boomer remaining in the workplace and their career development needs. Therefore, the literature review included Erikson's (1950, 1997) stage theory. The review extended to resolve conflict in the generative stage of development with concerns of technology, retirement, and reflective thinking.

Necessary Resources and Existing Supports

Necessary resources are time and internet access for disseminating the white paper on LinkedIn and for implementing the recommendation. Although there are very few resources needed to share my project and discuss among stakeholders on LinkedIn, it is a social media platform and a LinkedIn profile is required. Time is required time for my LinkedIn connections to read the project. More time is required if the reader takes action, whether it is improving their practice, participating in social media discussion, or sharing with colleagues and other leaders to implement in their work environment. The recommendation I will make in the white paper is a professional development workshop for career development professionals. Stakeholders will need to determine the method, scope, and resources for the workshop. During the data collection phase, a few individuals showed interest in the results of my study because of their hope to solve a similar problem in their work setting. Those individuals will be emailed the white paper.

Existing support to disseminate the white paper includes an existing social media platform. LinkedIn users are able to read, share, and discuss among other LinkedIn users. The white paper is in electronic format and can be shared in other electronic formats, including email. However, existing support to implement the recommendation is unknown. It will be at the discretion of the stakeholder to implement or advocate for a professional development workshop in their work environment.

Potential Barriers and Potential Solutions to Barriers

Potential barriers to implementing the recommendation of a professional development workshop base on my white paper might be leadership commitment and utilization of resources. Depending on the work environment and the scope of the professional development workshop, there might be concerns about resources including time, space, and leadership coordination, particularly as the number of participants increases.

Potential solutions to barriers are to involve leadership in the strategic decisions that include scope, content, and utilization of resources. The professional development workshop can be tailored, and leadership could decide the format and content that is appropriate to meet business needs and objectives. The recommendation could be implemented in a variety of methods, such as a department meeting, an email, an in-service, or a professional development workshop.

Proposal for Implementation and Timetable

Upon approval of my study by Walden University, I will publish my white paper on my LinkedIn profile. I will also email the white paper to those who have specifically

requested a copy during the data collection period. If further discussion is pursued, I am willing to expand on my research findings and publish in professional journals.

Roles and Responsibilities

As the researcher, I am responsible for writing the white paper and publishing the white paper on my LinkedIn profile. It is also my responsibility to email copies of the white paper to all that requested a copy during the data collection period. I anticipate I will need to respond to comments and discussion on social media and possibly through email correspondence. It is the responsibility of the stakeholders to read the white paper, participate on social media, and advocate for dialogue with implementation in their work environments, and these are internal motivations and behaviors that I cannot control.

<div align="center">

Project Evaluation Plan

</div>

The project evaluation plan will be a formative assessment. A formative assessment occurs while the work is performed, allowing for assessment of work or performance and the ability to act on the feedback (Lodico et al., 2006; Spaulding, 2008; Suskie, 2009). Formative assessment provides feedback while the project is in progress, allowing for opportunity to assess if there are gaps in program goals and how the program is doing. To evaluate the white paper, I will promote readers to be active on the social media platform. I will encourage readers to post comments on LinkedIn, discuss best practices, and ask questions.

If the recommendation is implemented, the evaluation plan could include a formative and summative assessment. A formative assessment would allow for feedback while the professional development workshop is in progress, should one be developed

and pursued. However, a professional development workshop should also include a summative assessment. A summative assessment occurs after the project (Lodico et al., 2006; Spaulding, 2008; Suskie, 2009). For the summative assessment, the career counseling self-efficacy scale can be scored as a pre- and posttest. A pretest can be administered prior to an in-service or professional development workshop with a posttest administered following the instruction. To avoid potential over- or under-confidence levels with the career counseling self-efficacy scale, leadership should develop a Likert scale questionnaire to ensure specific business goals and objectives of the institution are achieved.

Project Implications

Local Community

Based on data analysis in the methods section, the white paper includes a recommendation to address the problem with the gap in the career development needs of the baby boomer from the automotive industry and the level of support provided by career development professionals. The recommendation as a result of this project study could be implemented in one's practice or organization to increase self-efficacy as career development professionals provide career-related services and programs for baby boomers from the automotive industry.

Far-Reaching

Although the research and project were designed for career development professionals who support baby boomers from the automotive industry, the recommendation can be applied in other industries. Mainly because the research

presented project is based on best practices in the literature in regards to the stage

development concerns of baby boomers remaining in the workforce. The stakeholders'

understanding of the magnitude of the problem, career development needs specific to

baby boomers, and a possible implementable solution could spark interest with the reader

how the recommendation in the project will help resolve issues in their work place or

industry. Ultimately, the overall project implication is to bridge the gap in the career

development needs of baby boomers by improving the level of support provided by

career development professionals with increased self-efficacy.

Summary

The white paper (Appendix A) included a recommendation to narrow the gap in

career development needs of baby boomers from the automotive industry and the level of

support provided by career development professionals. The section began with the

rationale for the project, followed by a literature review of the genre and Erikson's (1950,

1980, 1997) stage development, technology, retirement, and reflection. Next, I provided a

project description, project evaluation, and concluded the section with implications for

social change. The recommendation in the project was based on research-derived and

best practices and will help increase self-efficacy by understanding the developmental

needs of baby boomers in the workforce. The last section will consist of my reflections

and conclusions of the project.

Section 4: Reflections and Conclusions

The purpose of this quantitative study was to compare career development professionals' perceived self-efficacy based on employment role as they advise baby boomers from the automotive industry in the United States. In this section, I share my reflections and conclusions about the development of the project study. This section begins with a discussion of the project strengths and limitations, including alternative approaches. I share my reflections on scholarship, reflection of the importance of work, and practical implications. I conclude with directions for future research.

Project Strengths and Limitations

A strength of the project was the research created the opportunity for dialogue of career development needs of baby boomers from the automotive industry and provided a recommendation for career development professionals to increase their confidence level providing career-related services and programs. Participants included members of a partner organization of career development professionals who provide career-related services and three different environments. The project included a white paper with a recommendation for a professional development workshop for career development professionals to better understand the developmental needs of baby boomers in the workforce. Baby boomers are at a different developmental stage than younger cohorts. If career development professionals recognize unique developmental needs of the baby boomer client, it can foster a better understanding of their career development needs. Another strength of the project is the white paper with a recommendation for a professional development workshop that can be implemented by a variety of professional

roles who provide career-related advice to baby boomers. The suggested themes for the content of the workshop were based on the literature addressing the developmental concerns of baby boomers and their career development needs. The themes included: the role of technology, working in retirement, and the use of reflection. Career development professionals can utilize these themes, among others, that are relevant to the population of clients they advise.

All participants of the study were asked to define their employment role as counselor, educator, or human resource professional. However, despite the strengths of the project, a significant limitation of the project was the lack of responses from human resource professionals compared to the roles of counselors and educators. Although the power analysis of at least 65 participants was satisfied, I would have preferred to have an equal distribution of participants in each of the employment roles. The project study revealed no significant difference among employment roles in total career counseling self-efficacy and three of the four subscales and mean scores on the higher end of the scale. To overcome the limitations and improve the gap in career development needs and the level of service provided, I reviewed the literature so all three employment roles would benefit by improving their understanding of the career development needs of baby boomers.

Recommendations for Alternative Approaches

The project has several strengths, however, based on the results of the study, there are alternative approaches to compare the self-efficacy of career development professionals based on employment role. One alternative is for an individual to obtain

one or more credentials offered by the National Career Development Association (Leson et al., 2017), or participate in the training programs offered by the association. This approach would allow career development professionals an opportunity to demonstrate competencies in career or counseling services specific to their clients and organizational needs. Another alternative approach to address the problem might include conducting a mixed methods study of talent management professionals that address hiring and talent management of baby boomers in the workforce. From the literature, I examined the gap between career development needs of baby boomers and the level of support provided by the career development professional. In my research, I sought to improve the gap by improving the level of support provided by the career development professional. I think an approach that includes talent management professionals could provide an understanding of organizational challenges with hiring and retaining baby boomers in the workforce. Perhaps there is a missing connection between baby boomers expectation for career-related needs, the advice they receive from career development professionals, and the needs of the employer. This approach could be useful as career development professionals align career-related advice to meet the needs of baby boomers who fill the roles in organizations.

Scholarship, Project Development and Evaluation, and Leadership and Change

As a doctoral candidate, I have learned many lessons on my path to becoming a scholar. The coursework provided opportunities for improvement of critical reading and thinking skills. The development of the project study allowed me to refine my writing skills and advance my research skills. I learned to follow the literature and appreciated

contributions from other researchers, Walden University resources, and utilization of technology in an educational setting.

As I developed the project, the target audience and delivery method was a concern. Because the study was not at a specific institution, I deliberated how to reach my target audience of career development professionals, and other professionals interested in the subject manner. As I reflected, a white paper on a social media platform was a method for me to reach the target audience in a similar manner as I requested participants. I learned that project development is best supported from the evidence in the research. This was a shift from past experiences when I was provided a directive to develop or implement a program that met prescribed criteria.

I honed my leadership skills and produced a tangible project that has the opportunity to improve the quality and longevity of one's career. Despite obstacles on my educational endeavor, I became better organized and achieved goals. Organizational skills were crucial as I learned to manage resources and priorities. Through improved reading comprehension and speed, along with the use of technology, I was able to recall, maintain, and retrieve relevant resources more efficiently. My research goals required collaboration with individuals and organizations, including the ability to motivate others to action. Of significance was timing the rollout of the request for participants before an extended holiday break. Because of the intricacies and attention to detail in a doctoral program, I have greater respect for those who have completed a doctoral program.

As I strived to articulate my contribution toward social change, I realized the doctoral process was more than achieving an educational goal. I am optimistic about the

possibility that my project has the potential to positively influence change. The purpose of the study was to narrow the gap in career-related needs of baby boomers from the automotive industry by improving self-efficacy of the career development professional. As I developed the white paper to bridge the gap, I realized that the potential for positive change could have a ripple effect. Career development professionals might demonstrate increased self-efficacy. However, the project could lead to more productive baby boomers who fill roles in organizations that contribute to the economy. I began the program as a personal quest, and conclude with the anticipation that my interests and dedication could benefit other professionals and their organizations.

Reflection on Importance of the Work

During the data collection phase, I was encouraged by colleagues and participants who reached out to send a personal email. I was humbled by those who explained a similar issue in their industry or work environment in hopes that my research could be useful. For those that reached out to express they were not a qualified participant, I appreciated the professional courtesy. I have a greater appreciation for the scholars and practitioners who have published their research. I realize that my research will have far-reaching potential for positive social change to the extent to which it is interactive and tangible.

Implications, Applications, and Directions for Future Research

This research provided a greater understanding of self-efficacy of the career development professional who advise baby boomers from the automotive industry and generation-specific needs for career development. This study has practical implications

because the information could be used to narrow the gap in career development needs and the level of support provided. The results of this study have the potential for positive social change at the local level.

Baby boomers cohorts have similar career development needs. In the broader context, the project could be adapted to other industries and regions, particularly where there is a high concentration of baby boomers. The career development professional and organization could assess the needs of in that particular industry and region. The needs assessment, in conjunction with the content in the project could be used to customize content that meet the career development needs specific to that industry and region.

There are other directions for future research to sustain baby boomers in the workplace and the support provided by career development professionals. With five generations in the workplace and baby boomers working beyond traditional retirement, other directions for future research could include overcoming stereotypes related to the aging process (North & Fiske, 2016), or workplace health and safety (Lavallière, Burstein, Arezes, & Coughlin, 2016). Another direction for future research could include examination of public service renewal as the public sector experience a skill shortage as baby boomers retire (Ng, Gossett, & Winter, 2016).

Conclusion

The purpose of this quantitative study was to compare career development professionals' perceived self-efficacy based on employment role as they advise baby boomers from the automotive industry in the United States. The study was derived from the gap in career development needs of baby boomers and the level of support provided

by the career development professional. The findings of this study will be presented in the form of a white paper to my social media connections on LinkedIn. I want the study's findings in the white paper to be implemented, discussed, and shared by those who provide career-related advice to baby boomers so the gap in career development needs of baby boomers is diminished. My goal is for career development professionals to advance their practice to meet the career development needs of baby boomers in an evolving workforce. Do not be complacent in your practice. As a practitioner, you may be confident in your practice, and I would urge you to balance your confidence by self-challenging how well you meet the needs of your clients. Strive to understand economic and workforce trends that impact your baby boomer clients and provide relevant and timely career development services.

References

Adams, R. J., Smart, P., & Huff, A. S. (2017). Shades of grey: Guidelines for working

    with the grey literature in systematic reviews for management and organizational

    studies. *International Journal of Management Reviews, 19*(4), 432-454.

    http://dx.doi.org/10.1111/ijmr.12102

Akkermans, J., de Lange, A. H., van der Heijden, B. I. J. M., Kooij, D. T. A. M., Jansen,

    P. G. W., & Dikkers, J. S. E. (2016). What about time? Examining chronological

    and subjective age and their relation to work motivation. *Career Development*

    International, 21(4), 419-439. http://dx.doi.org/10.1108/cdi-04-2016-0063

Alcaraz-Chavez, M. J. (2015). Generational diversity in the academia: Ramifications and

    challenges for educational leaders. *Journal of International Education and*

    Leadership, *5*(1). Retrieved from http://www.jielusa.org/

Alessi, E., & Martin, J. I. (2010). Conducting an internet-based survey: Benefits, pitfalls,

    and lessons learned. *Social Work Research*, *34*(2), 122-128.

    http://dx.doi.org/10.1093/swr/34.2.122

Allen, P. D., & Klein, W. C. (2011). Productive challenges and opportunities in work and

    retirement: Background from the United States. *Journal of Comparative Social*

    Welfare, 27(1), 35-50. http://dx.doi.org/101080/17486831.2011.532950

Amundsen, S., & Martinsen, Ө. L. (2015). Linking empowering leadership to job

    satisfaction, work effort, and creativity: The role of self-leadership and

    psychological empowerment. *Journal of Leadership & Organizational Studies,*

    22(3), 304-323. http://dx.doi.org/10.1177/1548051814565819

Anctil, E. (2017). School counseling and the digital revolution: The future has never been so uncertain. *Career Developments, 34*(1), 17-18. Retrieved from http://www.NCDA.org

Applebaum, R., & Cummins, P. (2017). From rock 'n' roll to rock 'n' chair: Are baby boomers financially ready for retirement? *Generations, 41*(2), 88-94. Retrieved from http://www.asaging.org

Aronson, P. (2017). 'I've learned to love what's going to pay me': A culture of despair in higher education during a time of insecurity. *Critical Sociology, 43*(3), 389-403. http://dx.doi.org/10.1177/089692516633276

Aronson, P., Callahan, T., & Davis, T. (2015). The transition from college to work during the Great Recession: Employment, financial, and identity challenges. *Journal of Youth Studies*, *18*(9), 1097-1118. http://dx.doi.org/10.1080/13676261.2015.1020931

Bala, M., Kashuk, J., Moore, E., Catena, F., Leppaniemi, A., Ansaloni, L., … Kluger, Y. (2018). Establishing position papers by the WSES. *World Journal of Emergency Surgery, 13*(1), 1-4. http://dx.doi.org/10.1186/s13017-018-0163-8

Bandura, A. (1986). Fearful expectations and avoidant actions as coeffects of perceived self-inefficacy. *American Psychologist, 41*(12), 1389-1391. http://dx.doi.org/10.1037/0003-066X.41.12.1389

Bandura, A. (1989). Regulation of cognitive processes through perceived self-efficacy. *Developmental Psychology*, *25*(5), 729-735. http://dx.doi.org/10.1037/0012-1649.25.5.729

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, *28*(2), 117-148. http://dx.doi.org/10.1207/s15326985ep2802_3

Bandura, A. (1997). Self-efficacy. *Harvard Mental Health Letter*, *13*(9), 4. Retrieved from https://www.health.harvard.edu

Bandura, A. (2004a). Health promotion by social cognitive means. *Health Education and Behavior, 31*(2), 143-164. http://dx.doi.org/10.1177/1090198104263660

Bandura, A. (2004b). Swimming against mainstream: The early years from chilly tributary to transformative mainstream. *Behaviour Research & Therapy. 42*(6), 613- 630. http://dx.doi.org/10.1016/j.brat.2004.02.001

Bandura, A., & Barbaranelli, C. (1996). Multifaceted impact of self-efficacy beliefs on academic functioning. *Child Development*, *67*(3), 1206-1222. http://dx.doi.org/10.1111/1467-8624.ep9704150192

Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (2001). Self-efficacy beliefs as shapers of children's aspirations and career trajectories. *Child Development*, *72*(1), 187-206. http://dx.doi.org/10.1111/1467-8624.00273

Bandura, A., Caprara, G. V., Barbaranelli, C., Gerbino, M., & Pastorelli, C. (2003). Role of affective self-regulatory efficacy in diverse spheres of psychosocial functioning. *Child Development*, *74*(3), 769-782. http://dx.doi.org/10.1111/1467-8624.00567

Bandura, A., Caprara, G. V., Barbaranelli, C., Pastorelli, C., & Regalia, C. (2001). Sociocognitive self-regulatory mechanisms governing transgressive behavior.

Journal of Personality and Social Psychology, 80(1), 125-135.

http://dx.doi.org/10.1037//0022-3514.80.1.125

Bandura, A., & Jourden, F. J. (1991). Self-regulatory mechanisms governing the impact of social comparison on complex decision making. *Journal of Personality and Social Psychology, 60*(6), 945-951. http://dx.doi.org/10.1037/0022-3514.60.6.941

Bandura, A., Pastorelli, C., Barbaranelli, C., & Caprara, G. V. (1999). Self-efficacy pathways to childhood depression. *Journal of Personality and Social Psychology, 76*(2), 258-269. http://dx.doi.org/10.1037/0022-3514.76.2.258

Banerjee, S., & Blau, D. (2016). Employment trends by age in the United States. *Journal of Human Resources, 51*(1), 163-199. http://doi.org/10.3368/jhr.51.1.163

Bausch, S., Michel, A., & Sonntag, K. (2014). How gender influences the effect of age on self-efficacy and training success. *International Journal of Training and Development, 18*(3), 171-187. http://dx.doi.org/10.1111/ijtd.12027

Beehr, T. A., & Bennett, M. M. (2015). Working after retirement: Features of bridge employment and research directions. *Working, Aging and Retirement, 1*(1), 112-128. http://dx.doi.org/10.1093/workar/wau007

Benight, C. C., & Bandura, A. (2004). Social cognitive theory of posttraumatic recovery: The role of perceived self-efficacy. *Behaviour Research and Therapy, 42*(10), 1129-1148. 20p. http://dx.doi.org/10.1016/j.brat.2003.08.008

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(3), 228-255. http:/dx.doi.org/10.1177/0091415016652403

Betz, N. E. (2003). A proactive approach to midcareer development. *Counseling Psychologist, 33*(2), 205-211. http://dx.doi.org/10.1177/0011000002250478.

Bevins, P. S., Carter, K., Jones, V. R., Moye, J. J., & Ritz, J. M. (2012). Producing a 21st century workforce. *Technology & Engineering Teacher, 72*(3), 8-12. Retrieved from http://www.iteaconnect.org

Blustein, D. L. (2017). The psychology of working: A new perspective for career development. *Career Planning & Adult Development Journal, 33*(2), 60-68. http://dx/doi.org/10.1090/oxfordhb/9780199758791.013.0001

Bodenhorn, N., & Skaggs, G. (2005). Development of the school counselor self-efficacy scale. *Measurement and Evaluation in Counseling and Development, 38*(1), 14-28. http:/dx/doi.org/10.1080/07481756.2005.11909766

Bonato, S. (2016). Google scholar and Scopus for finding gray literature publications. *Journal of the Medical Library Association, 104*(3), 252-254. http://dx.doi.org/10.3163/1536-5050.104.3.021

Borman, W. C., Brantley, L. B., & Hanson, M. A. (2014). Progress toward understanding the structure and determinants of job performance: A focus on task and citizenship performance. *International Journal of Selection and Assessment, 22*(4), 422-431. http://dx.doi.org/10.1111/ijsa.12088

Borrero, L., & Kruger, T. M. (2015). The nature and meaning of identity in retired professional women. *Journal of Women & Aging, 27*(4), 309-329. http://dx.doi.org/10.1080/08952841.2014.950141

Boud, D., & Garrick, J. (1999). *Understanding learning at work*. New York, NY: Routledge.

Boud, D., Keogh, R., & Walker, D. (Eds.) (1985). *Reflection: Turning experience into learning*. London, Croom Helm: Kogan Page.

Boveda, I., & Metz, A. J. (2016). Predicting end-of-career transitions for Baby Boomers nearing retirement age. *Career Development Quarterly, 64*(2), 153-168. http://dx.doi.org/10.1002/cdq.12048

Bragg, R. F., III. (2013). *A study of the functional motivation of boomers and older adults who volunteer through church*. (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global. (UMI No. 3607644)

Brandan, M. M., Goddard, N. A., Kabir, B., Lofton, S. S., Ruiz, J., & Hau, J. M. (2013). Resilience and retirement, coping self-efficacy and collective self-efficacy: Implementing positive psychology during times of economic hardship for late-career individuals. *Career Planning & Adult Development Journal, 29*(4), 25-36. Retrieved from http://www.careernetwork.org

Brown, S. D., & Lent, R. W. (2013). Social cognitive model of career self-management: Toward a unifying view of adaptive career behavior across the life span. *Journal of Counseling Psychology, 60*(4), 557-568. http://dx.doi.org/10.1037/a0033446

Bureau of Labor Statistics. (2011). *Automobiles*. Retrieved from https://data.bls.gov/cgi-bin/print.pl/spotlight/2011/auto/home.htm

Bureau of Labor Statistics. (2017). *Automotive industry: Employment, earnings, and hours*. Retrieved from https://data.bls.gov/cgi-bin/print.pl/iag/tgs/iagauto.htm

Bureau of Labor Statistics. (2018). *Local area unemployment statistics*. Retrieved from

    https://data.bls.gov/timeseries/LASST260000000000003

Butler, S. M. (2017). Repeal and replace Obamacare: What could it mean? *Journal of*

    American Medical Association, 317(3), 244-245.

    http://dx.doi.org/10.1001/jama.2016.19918

Byars-Winston, A., Fouad, N., & Wen, Y. (2015). Race/ethnicity and sex in U.S.

    occupations, 1970–2010: Implications for research, practice, and policy. *Journal*

    of Vocational Behavior, 87, 54-70. http://dx.doi.org/10.1016/j.jvb.2014.12.003

Cahill, K. E., Giandrea, M. D., & Quinn, J. F. (2011). Reentering the labor force after

    retirement. *Monthly Labor Review, 134*(6), 34-42. Retrieved from U.S. Bureau of

    Labor website: https://www.bls.gov/opub/mlr/2011/06/art2full.pdf

Cahill, K. E., Giandrea, M. D., & Quinn, J. F. (2012). Older workers and short-term jobs:

    Patterns and determinants. *Monthly Labor Review, 135*(5), 19-32. Retrieved from

    U.S. Bureau of Labor website: https://www.bls.gov/opub/mlr/2012/05/art2full.pdf

Campbell, K. S., & Naidoo, J. S. (2017). Rhetorical move structure in high-tech

    marketing white papers. *Journal of Business and Technical Communication,*

    31(1), 94-118. http://dx.doi.org/10.1177/1050651916667532

Caprara, G. V., Fida, R., Vecchione, M., Del Bove, G., Vecchio, G. M., Barbaranelli, C.,

    & Bandura, A. (2008). Longitudinal analysis of the role of perceived self-efficacy

    for self-regulated learning in academic continuance and achievement. *Journal of*

    Educational Psychology, *100*(3), 525-534. http://dx.doi.org/10.1037/0022-

    0663.100.3.525

Caprara, G. V., Pastorelli, C., Regalia, C., Scabini, E., & Bandura, A. (2005). Impact of

adolescents' filial self-efficacy on quality of family functioning and satisfaction.

Journal of Research on Adolescence, *15*(1), 71-97.

http://dx.doi.org/10.1111/j.1532-7795.2005.00087.x

Carroll, A. E. (2017). A look at republican plans for repealing and replacing Obamacare.

Journal of American Medical Association, 317(4), 348-349.

http://dx.doi.org/10.1001/jama.2016.19913

Cascio, W. F., & Boudreau, J. W. (2016). The search for global competence: From

international HR to talent management. *Journal of World Business, 51*(1), 103-

114. http://dx.doi.org./10.1016/j.jwb.2015.10.002

Chen, C. P. (2011a). Life-career re-engagement: A new conceptual framework for

counseling people in retirement transition—Part 1. *Australian Journal of Career

Development (ACER Press), 20*(2), 25-31.

http://dx.doi.org/10.1177/103841621102000204

Chen, C. P. (2011b). Life career re-engagement: Considerations and implications for

counseling people in retirement transition—Part 2. *Australian Journal of Career

Development (ACER Press), 20*(2), 32-41.

http://dx.doi.org/10.1177/103841621102000205

Chen, J. C. (2017). Nontraditional adult learners: The neglected diversity in

postsecondary education. *SAGE Open, 7*(1), 1-12.

http://dx.doi.org/10.1177/2158244017697161

Cherian, J., & Jacob, J. (2013). Impact of self efficacy on motivation and performance of

employees. *International Journal of Business and Management, 8*(14), 80-88. http://dx.doi.org/10.5539/ijbm.v8n14p80

Clarà, M. (2015). What is reflection? Looking for clarity in an ambiguous notion. *Journal of Teacher Education, 66*(3), 261-271. http://dx.doi.org/10.1177/0022487114552028

Clement, D., & Kanai, M. (2015). The Detroit future city: How pervasive neoliberal urbanism exacerbates racialized spatial injustice. *American Behavioral Scientist, 59*(3), 369-385. http://dx.doi.org/10.1177/0002764214550306

Colbert, A., Yee, N., & George, G. (2016). The digital workforce and the workplace of the future. *Academy of Management Journal, 59*(3), 731-739. http://dx.doi.org/10.5465/amj.2016.4003

Colby, S. L., & Ortman, J. M. (2014). *Projections of the size and composition of the U.S. population: 2014 to 2060: Population estimates and projections* (Report No. P25-1143). Retrieved from U.S. Census Bureau website: https://www.census.gov/content/dam/Census/library/publications/2015/demo/p25-1143.pdf

Colvin, B. B. (2013). Where is Merlin when I need him? The barriers to higher education are still in place: Recent re-entry experience. *New Horizons in Adult Education & Human Resource Development, 25*(2), 19-32. http://dx.doi.org/10.1002/nha.20014

Constantelos, J. (2014). Vetoes and venues: Economic crisis and the roads to recovery in Michigan and Ontario. *Canadian Journal of Political Science, 47*(4), 827-853. http://dx.doi.org/10.1017/S0008423914001073

Cornacchione, E., & Daugherty, J. L. (2013). Trends in opportunity costs of U.S. postsecondary education: A national HRD and human capital theory analysis. *New Horizons in Adult Education and Human Resource Development, 25*(2), 62-82. http://dx.doi.org/10.1002/nha.20017

Cox, K. S., Wilt, J., Olsen, B., & McAdams, D. P. (2010). Generativity, the big five and psychosocial adaptation in midlife adults. *Journal of Personality, 78*(4), 1185-1208. http://dx.doi.org/10.1111/j.1467-6494.2010.00647.x

Coy, K., & Kovacs-Long, J. (2005). Maslow and miller: An exploration of gender and affiliation in the journey to competence. *Journal of Counseling & Development, 83*(2), 138-145. http://dx.doi.org/10.1002/j.1556-6678.2005.tb00590.x

Creswell, J. W. (2007). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Upper Saddle River, NJ: Pearson Education.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. (3rd ed.). Thousand Oaks, CA: Sage Publications.

Cunningham, D. H. (2009). *Baby boomers and community college: A study of motivations* (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global. (UMI No. 305085746)

Dark, T. E., III (2011). The economic crisis and organized labor: Resentment over solidarity. *New Political Science 33*(4), 526-639. http://dx.doi.org/10.1080/07393148.2011.619823

DeCarlo, M. J. T., Grant, A., Lee, V. J., & Neuman, D. (2018). Information and digital

literacies in a kindergarten classroom: An i-learn case study. *Early Childhood Education Journal, 46*(3), 265-275. http://dx.doi.org/10.1007/s10643-017-0857-7

Duffy, R. D., Douglass, R. P., & Autin, K. L. (2015). Career adaptability and academic satisfaction: Examining work volition and self efficacy as mediators. *Journal of Vocational Behavior 90*, 46-54. https://dx.doi.org/10.1016/j.jvb.2015.07.007

Dunlop, W. L., Bannon, B. L., & McAdams, D. P. (2017). Studying the motivated agent through time: Personal goal development during the adult life span. *Journal of Personality, 85*(2), 207-219. http://dx.doi.org/10.1111/jopy.12234

Edelman, M. (2018). Career development facilitators become facilitators of development…22 years and still evolving. *Career Developments, 34*(3), 22-23. Retrieved from http://www.NCDA.org

Egan, P., & Gray, K. (2018, Jan 23). Gov. Rick Snyder takes victory lap in final state of the state address. *Detroit Free Press*. Retrieved from https://www.freep.com/story/news/local/michigan/2018/01/23/gov-rick-snyder-state-state-address/1058380001/

Ehlman, K., & Ligon, M. (2012). The application of a generativity model for older adults. *International Journal of Aging and Human Development, 74*(4), 331-344. http://dx.doi.org/10.2190/AG.74.4.d

Einstein, E. E. (2008). *Creating lifelong learning: Implications for instructional design* (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global. (UMI No. 3304473)

Elueze, I., & Quan-Haase, A. (2018). Privacy attitudes and concerns in the digital lives of

older adults: Westin's privacy attitude typology revisited. *American Behavioral Scientist, 62*(10), 1372-1391. http://dx.doi.org/10.1177/0002764218787026

Epstein, S. (1993). Implications of cognitive-experiential self-theory for personality and developmental psychology. In D. C. Funder, R. D. Parke, C. Tomlinson-Keasey, & K. Wildaman (Eds.), *Studying lives through time: Personality and development* (pp.399-438). Washington, DC: American Psychological Association.

Epstein, S. (1998). *Constructive thinking: The key to emotional intelligence*. Westport, CT: Praeger Publishers.

Epstein, S., & Meier, P. (1989). Constructive thinking: A broad coping variable with specific components. *Journal of Personality and Social Psychology, 57*(2), 332-350. http://dx.doi.org/10.1037/0022-3514.57.2.332

Erikson, E. H. (1950). *Childhood and society*. New York, NY: W.W. Norton.

Erikson, E. H. (1980). *Identity and the life cycle*. New York, NY: W.W. Norton.

Erikson, E. H. (1997). *The life cycle completed* (Extended version), 1997. New York, NY: W.W. Norton.

Evans-Thompson, C. (2017). *Counselor perceived barriers and supports to employment in rural areas and rehabilitation counselor self-efficacy*. Doctoral dissertation. Available from ProQuest Dissertations and Theses Global. (UMI No. 10263873)

Exec. Order No. 13578, 3 C.F.R. 40591 (2011).

Feller, R. (2014). College and career readiness for learners of all ages. *Career Developments*, *30*(3), 5-9. Retrieved from http://www.NCDA.org

Feller, R., Hardin, P., Cunningham, T., Whichard, J., & Long, J. (2014). Assessing

aptitudes and YouScience: Enhancing career development for learners of all ages. *Career Planning & Adult Development Journal*, *30*(4), 209-233. Retrieved from http://www.careernetwork.org/

Fida, R., Paciello, M., Tramontano, C., Barbaranelli, C., & Farnese, M. L. (2015). "Yes, I can": The protective role of personal self-efficacy in hindering counterproductive work behavior under stressful conditions. *Anxiety, Stress, & Coping, 28*(5), 479-499. http://dx.doi.org/10.1080/10615806.2014.969718

Fisher, G. G., Chaffee, D. S., Davalos, D. B., Tetrick, L. E., & Potter, G. G. (2017). Cognitive functioning, aging, and work: A review and recommendations for research and practice. *Journal of Occupational Health Psychology, 22*(3), 314-336. http://dx.doi.org/10.1037/ocp0000086

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*(6), 250-257. http://dx.doi.org/10.1108/SHR-08-2016-0068

Flavin, P., & Shufeldt, G. (2016). Labor union membership and life satisfaction in the United States. *Labor Studies Journal, 41*(2), 171-184. http://dx.doi.org/10.1177/0160449X16643321

Fox, R. (2004). Field instruction and the mature student. *Journal of Teaching in Social Work, 24*(3-4), 113-129. http://dx.doi.org/10.1300/J067v24n03_08

Frank, T. H. J., & Castek, J. (2017). From digital literacies to digital problem solving: Expanding technology-rich learning opportunities for adults. *Journal of Research*

and Practice for Adult Literacy, Secondary, and Basic Education, 6(2), 66-70.

Retrieved from http://www.coabe.org

Gage, N. A., Cook, B. G., & Reichow, B. (2017). Publication bias in special education

meta-analyses. *Exceptional Children 83*(4), 428-445.

http://dx.doi.org/10.1177/0014402917691016

Gardner, S. (2017). Is retraining worth it? Laid off paper millworkers weigh the benefits.

Retrieved from http://www.marketplace.org

Glover, D., & Bush, T. (2005). The online or e-survey: A research approach for the ICT

age. *International Journal of Research & Method in Education, 28*(2), 135-146.

http://dx.doi.org/10.1080/01406720500256202

Goddu, K. (2012). Meeting the challenge: Teaching strategies for adult learners. *Kappa

Delta Pi Record, 48*,169-173. http://dx.doi.org/10.1080/00228958.2012.734004

Golant, S. M. (2017). A theoretical model to explain the smart technology adoption

behaviors of elder consumers (Elderadopt). *Journal of Aging Studies, 42*, 56-73.

http://dx.doi.org/10.1016/j.aging.2017.07.003

Goodman, J., & Anderson, M. L. (2012). Applying Schlossberg's 4-s transition model to

retirement. *Career Planning & Adult Development Journal*, 28(2), 10-20.

Retrieved from http://www.careernetwork.org

Goodman, J., & Hansen, S. (2005). Career development and guidance programs across

cultures: The gap between policies and practice. *Career Development Quarterly,

54*, 57-65. Retrieved from https://ncda.org

Goodman, J., & Hoppin, J. (2007). *Adult career counseling: New clients, new strategies*.

(ACAPCD-10). Alexandria, VA: American Counseling Association.

Goolsbee, A. D., & Krueger, A. B. (2015). A retrospective look at rescuing and
restructuring General Motors and Chrysler. *Journal of Economic Perspectives,*
29(2), 3-24. http://dx.doi.org/10.1257/jep.29.2.3

Green, S. B., & Salkind, N. J. (2011). *Using SPSS for Windows and Macintosh:*
Analyzing and understanding data. (6th ed.). Uppersaddle River, NJ: Prentice
Hall.

Greenleaf, A. T. (2014). Making the best of a bad situation: Career counseling young
adults in the aftermath of the Great Recession. *Journal of Employment*
Counseling, 51(4), 158-169. http://dx.doi.org/10.1002/j.2161-1920.2014.00049x

Gretter, S., & Yadav, A. (2016). Computational thinking and media & information
literacy: An integrated approach to teaching twenty-first century skills. *Tech*
Trends, 60(5), 510-516. http://dx.doi.org/10.1007/s11528-016-0098-4

Grossman, M. R., & Gruenewald, T. L. (2018). Failure to meet generative self-
expectations is linked to poorer cognitive-affective well-being. *Journals of*
Gerontology: Series B. http://dx.doi.org/10.1093/geronb/gby069

Gysbers, N. C., Heppner, M. J., & Johnston, J. A. (2014). *Career counseling: Holism,*
diversity, and strengths. Alexandria, VA: American Counseling Association.

Haddaway, N. R., Collins, A. M., Coughlin, D., & Kirk, S. (2015). The role of google
scholar in evidence reviews and its applicability to grey literature searching. *PLos*
One 10(9). http://dx.doi.org/10.1371/journal.pone.0138237

Halvorsen, C. J., & Emerman, J. (2014). The encore movement: Baby Boomers and older

adults can be a powerful force to build community. *Generations, 37*(4), 33-39.

> Retrieved from http://asaging.org

Hannay, M., & Fretwell, C. (2011). The higher education workplace: Meeting the needs

> of multiple generations. *Research in Higher Education Journal, 10*, 1-12.

> Retrieved from http://www.aabri.com

Hansen, L. S. (2002). Integrative life planning (ILP): A holistic theory for career

> counseling with adults. In S.G. Niles (Ed.), *Adult Career Development* (pp.59-

> 76). Tulsa, OK: National Career Development Association.

Hansen, R.J., Brady, E. M., & Thaxton, S. P. (2016). Demographic and behavioral

> characteristics of Osher Lifelong Learning Institute members. *Journal of*

> *Continuing Higher Education, 64*(1), 42-50.

> http://dx.doi.org/10.1080/07377363.2016.1131541

Hansen, S., & Tovar, L. Z. (2013). Born free to integrated life planning: Advancing

> equity in career development. *Career Development Quarterly, 61*(4), 374-378.

> http://dx.doi.org/10.1002/j.2161-0045.2013.00064.x

Hansen, S. S. (2011). Integrated life planning: A holistic approach. *Journal of*

> *Employment Counseling, 48*(4), 167-169. Retrieved from

> http://www.employmentcounseling.org

Harlow, A. (2010). Online surveys-possibilities, pitfalls and practicalities: The

> experience of the TELA evaluation. *Waikato Journal of Education*, *15*(2), 95-108.

> Retrieved from http://wje.org.nz

Harrington, T., & Long, J. (2013). The history of interest inventories and career

assessments in career counseling. *Career Development Quarterly, 61*(1), 83-92. http://dx.doi.org/10.1002/j.2161-0045.2013.00039.x

Harris, J. (2012). The world economic crisis and transnational corporations. *Perspectives on Global Development & Technology*, *11*(1), 168-181. http://dx.doi.org/10.1163/156914912X620815

Harris-Bowlsbey, J. (1984). The computer and career development. *Journal of Counseling and Development, 63*, 145-148. http://dx.doi.org/10.1002/j.1556-6676.1984.tb02786.x

Harris-Bowlsbey, J. (2003). A rich past and a future vision. *Career Development Quarterly, 52*(1), 18-25. http://dx.doi.org/10.1002/j.2161-0045.2003.tb00623.x

Harris-Bowlsbey, J. (2013). Computer-assisted career guidance systems: A part of NCDA history. *Career Development Quarterly, 61*(2), 181-185. http://dx.doi.org/10.1002/j.2161-0045.2013.00047.x

Harris-Bowlsbey, J. (2019). The role of assessment in guided career intervention. *Career Developments, 35*(3), 7-13. Retrieved from www.ncda.org

Harris-Bowlsbey, J., & Sampson, J. P., Jr. (2005). Use of technology in delivering career services worldwide. *The Career Development Quarterly, 54*(1), 48-56. http://dx.doi.org/10.1002/j.2161-0045.2005.tb00140.x

Hartling, L., Featherstone, R., Nuspl, M., Shave, K., Dryden, D. M., & Vandermeer, B. (2017). Grey literature in systematic reviews: A cross-sectional study of the contribution of non-English reports, unpublished studies and dissertations to the result of meta-analyses in child-relevant reviews. *BMC Medical Research*

Methodology, 17(64), 1-11. http://dx.doi.org/10.1186/s12874-017-0347-z

Hees, C. K., Rottinghaus, P. J., Briddick, W. C., & Conrath, J. A. (2012). Work-to-school transitions in the age of the displaced worker: A psychology of working perspective. *Career Development Quarterly, 60*(4), 333-342. http://dx.doi.org/10.1002/j.2161-0045.2012.00025.x

Helterbran, V. R. (2017) Lessons in lifelong learning: Earning a bachelor's degree in retirement. *Adult Learning, 28*(1), 12-19. http://dx.doi.org/10.1177/1045159516643942

Heppner, M. J., & Jung, A. K. (2012). When the music changes, so does the dance: With shifting US demographics, how do career centers need to change. *Asian Journal of Counselling*, *19*(1), 2-27. Retrieved from http://www.hkpca.org.hk/

Heppner, M. J., Multon, K. D., Gysbers, N. C., Ellis, C. A., & Zook, C. E. (1998). The relationship of trainee self-efficacy to the process and outcome of career counseling. *Journal of Counseling Psychology, 45*(4), 393-402. http://dx.doi.org/10.1037/0022-0167.45.4.393

Hermon, D., & Lent, J. (2012). Transition from career to retirement: A psychoeducational group design. *Career Planning & Adult Development Journal, 28*(2), 33-45. Retrieved from http://www.careernetwork.org

Herr, E. L. (2013). Trends in the history of vocational guidance. *Career Development Quarterly, 61*(3), 277-282. http://dx.doi.org/10.1002/j.2161-0045.2013.00056.x

Hettler, B., Sorokina, N., Tanai, Y., & Booth, D. (2015). Analyst optimism in the automotive industry: A post bailout boost and methodological insights. *Journal of*

Data Science, 13(3), 473-493. Retrieved from https://datascience.codata.org/

Heylighen, F. (1992). A cognitive-systemic reconstruction of Maslow's theory of self-
actualization. *Behavioral Science, 37*(1), 39-58.
http://dx.doi.org/10.1002/bs.3830370105

Hipple, S. F. (2015). People who are not in the labor force: Why aren't they working?
Beyond the Numbers: Employment & Unemployment, 4(15). Retrieved from U.S.
Bureau of Labor Statistics website: https://www.bls.gov/opub/btn/volume-
4/people-who-are-not-in-the-labor-force-why-arent-they-working.htm

Hoare, C. H. (2005). Erikson's general and adult developmental revisions of Freudian
thought: "Outward, forward, upward". *Journal of Adult Development, 12*(1), 19-
31. http://dx.doi.org/10:1007/S10804-005-1279-0

Holland, J., & Holland, J. (2014). Implication of shifting technology in education.
Techtrends: Linking Research & Practice to Improve Learning, 58(3), 16-25.
http://dx.doi.org/10.1007/s11528-014-0748-3

Holtgrave, P. L., Norrick, C., Teufel, J., & Gilbert, P. (2014). Building community and
social capital by engaging capacity-building volunteers in intergenerational
programs. *Journal of Intergenerational Relationships, 12*(2), 192-196.
http://dx/doi.org/10.1080/15350770.2014.899836

Hoppin, J. M., & Splete, H. H. (2013). The career development facilitator project: Then
and now. *Career Development Quarterly, 61*(1), 77-82.
http://dx.doi.org/10.1002/j.2161-0045.2013.00038.x

Hoskins, B. J. (2010). The art of e-teaching. *Journal of Continuing Higher Education,*

58(1), 53-56. http://dx.doi.org/10.1080/07377360903524641

Hughes-Tutass, M. (2009). *How are the needs of the baby boomers being addressed at the university*? (Doctoral dissertation). Available from ProQuest Dissertations and Theses Global. (UMI No.3358404)

Internal Revenue Service (2014). *Distributions from Individual Retirement Arrangements (IRAs)* (IRS Publication No. 590-B). Retrieved from https://www.irs.gov/pub/irs-pdf/p590b.pdf

Jacobson, W. S. (2010). Preparing for tomorrow: A case study of workforce planning in North Carolina municipal governments. *Public Personnel Management, 39*(4), 353-377. http://dx.doi.org/10.1177/009102601003900404

Jarvis, P., Holford, J., & Griffin, C. (2003). *Theory and practice of learning (2nd ed)*. London, GBR: Falmer Press.

Jiang, M., Tsai, H. S., Cotton, S. R., Rifon, N. J., LaRose, R., & Alhabash, S. (2016). Generational difference in online safety perceptions, knowledge, and practices. *Educational Gerontology, 42*(9), 621-634. http://dx.doi.org/10.1080/03601277.2016.1205408

Johnson, J. H., & Parnell, A. M. (2017). The challenges and opportunities of the American demographic shift. *Generations*, *40*(4), 9-15. Retrieved from http://www.asaging.org

Jokić, B., & Purić, D. (2019). Relating rational and experiential thinking styles with trait emotional intelligence in broader personality space. *Europe's Journal of Psychology, 15*(1), 140-158. http://dx.doi.org/10.5964.ejop.v15I1.1692

Jones, B. K., & McAdams, D. P. (2013). Becoming generative: Socializing influences

recalled in life stories in late midlife. *Journal of Adult Development, 20*(3). 158-

172. http://dx/doi.org/10.1007/s10804-013-9168-4

Kail, B., & Warner, D. (2013). Leaving retirement: Age-graded relative risks of

transitioning back to work or dying. *Population Research & Policy Review, 32*(2),

159-182. http://dx.doi.org/10.1007/s11113-012-9256-3.

Kanfer, R., & Ackerman, P. L. (2004). Aging, adult development, and work motivation.

Academy of Managerial Review, 29(3), 440-458.

http://dx.doi.org/10.5465/AMR.2004.13670969

Kanfer, R., Beier, M. E., & Ackerman, P. L. (2013). Goals and motivation related to

work in later adulthood: An organizing framework. *European Journal of Work

and Organizational Psychology, 22*(3), 253-264.

http://dx.doi.org/10.1080/1359432X.2012.734298

Katz, L., & Epstein, S. (1991). Constructive thinking and coping with laboratory-induced

stress. *Journal of Personality and Social Psychology, 61*(5), 789-800.

http://dx.doi.org/10.1037/0022-3514.61.5.789

Kaufman, K. J. (2013). 21 ways to 21st century skills: Why students need them and ideas

for practical implementation. *Kappa Delta Pi Record, 49*(2), 78-83.

http://dx.doi.org/10.1080/00228958.2013.786594

Kaye, B., & Smith, C. P. (2012). Career development: Shifting from nicety to necessity.

Training and Development, 52-55. Retrieved from https://www.td.org

Kern, D. (2018). Research on epistemological models of older adult education: The need

of a contradictory discussion. *Educational Gerontology, 44*(5-6), 338-353.

http://dx.doi.org/10.1080/03601277.2018.1475123

Kerr, J. D. (2004). *A study of the educational needs of baby boomers entering older adult education programs in California* (Doctoral dissertation). Available from ProQuest Dissertations and Theses Global (UMI No. 3150302)

Kiel, J. M. (1999). Reshaping Maslow's hierarchy of needs to reflect today's educational and managerial philosophies. *Journal of Instructional Psychology, 26*(3), 167. Retrieved from

http://www.projectinnovation.biz/journal_of_instructional_psychology

Killam, W., & Weber, B. (2014). Career adaptation wheel to address issues faced by older workers. *Adultspan Journal*, *13*(2), 68-78. http://dx.doi.org/10.1002/j.2161-0029.2014.00027.x

Kim, B., Rhee, E., Ha, G., Yang, J., & Lee, S. M. (2016). Tolerance of uncertainty: Links to happenstance, career decision self-efficacy, and career satisfaction. *Career Development Quarterly*, *64*(2), 140-152. http://dx.doi.org/10.1002/cdq.12047

Kirk, C. P., Chiagouris, L., Lala, V., & Thomas, J. E. (2015). How do digital natives and digital immigrants respond differently to interactivity online? *Journal of Advertising Research*, *55*(1), 81-94. http://dx.doi.org/10.2501/JAR-55-1-081-094

Kittrick, M. (2014). Public libraries providing essential support services for job seekers. *National Career Development Association*. November issue. Retrieved from https://www.ncda.org

Kleiber, D., & Nimrod, G. (2008). Expressional of generativity and civic engagement in a

'learning in retirement' group. *Journal of Adult Development, 15*(2), 76-86. http://dx.doi.org/10.1007/s10804-008-9038-7

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*(1), 89-103. http://dx.doi.org/10.1007/s10734-014-9825-y

Kohler, E. (2015). Helping staff navigate career development & change: A model from higher education. *NCDA Career Developments*, Summer 2015. 22-23. Retrieved from https://ncda.org

Kojola, E., & Moen, P. (2016) No more lock-step retirement: Boomers' shifting meanings of work and retirement. *Journal of Aging Studies 36*, 59-70. http://dx/doi.org/10.1016/j.jaging.2015.12.003

Kooij, D., & Van De Voorde, K. (2011). How changes in subjective general health predict future time perspective, and development and generativity motives over the lifespan. *Journal of Occupational & Organizational Psychology, 84*(2), 228-247. http://dx.doi.org/10.1111/j.2044-8325.2010.02012.x

Kooij, D. T. A. M., & Zacher, H. (2016). Why and when do learning goal orientation and attitude decrease with aging? The role of perceived remaining time and work centrality. *Journal of Social Issues, 72*(1), 146-168. http://dx.org/10.1111/josi.12160

Krepcio, K. (2007). Baby Boomers in retirement. *Journal of Jewish Communal Service*, *82*(3), 155-158. Retrieved from https://jpro.org

Krumboltz, J. D., Foley, P. F., & Cotter, E. W. (2013). Applying the happenstance learning theory to involuntary career transitions. *Career Development Quarterly, 61*(1), 15-26. http://dx.doi.org/10.1002/j.2161-0045.2013.0032.x

Krumboltz, J. D., & Henderson, S. (2002). A learning theory for career counselors. In S.G. Niles (Ed.), *Adult Career Development* (pp.41-57). Tulsa, OK: National Career Development Association.

Kruse, A., & Schmitt, E. (2012). Generativity as a route to active ageing [Special issue]. *Current Gerontology & Geriatrics Research*, 1-9. http://dx.doi.org/10.1155/2012/647650

Krutka, D. G., & Carpenter, J. P. (2016). Why social media must have a place in schools. *Kappa Delta Pi Record, 52*(1), 6-10. http://dx.doi.org/10.1080/00228958.2016.1123048

Kuron, L. K., Lyons, S. T., Schweitzer, L., & Ng, E. S. (2015). Millennials' work values: Differences across the school to work transition. *Personnel Review*, *44*(6), 991-1009. http://dx.doi.org/10.1108/PR-01-2014-0024

Lacey, T. A., Toossi, M., Dubina, K. S., & Gensler, A. B. (2017). Projections overview and highlights, 2016–26. *Monthly Labor Review, Oct 2017*. Retrieved from U.S. Bureau of Labor Statistics website: https://www.bls.gov/opub/mlr/2017/article/projections-overview-and-highlights-2016-26.htm

Lahner, J. M., Hayslip, B., Jr., McKelvy, T. N., & Caballero, D. M. (2014). Employee age and reactions to downsizing. *International Journal of Aging and Human*

Development, 79(3), 225-255. http://dx.doi.org/10.2190/AG.79.3.c

Langdon, T. L. (2012). *Workforce understanding: Multigenerational workforce influence on organizational leadership* (Doctoral dissertation). Available from ProQuest Dissertations and Theses Global. (UMI No. 3506700)

Lavallière, M., Burstein, A. A., Arezes, P., & Coughlin, J. F. (2016). Tackling the challenges of an aging workforce with the use of wearable technologies and the quantified-self. *Dyna, 83*(197), 38-43. http://dx.doi.org/10.15446/dyna.v83n197.57588

Lawrence, A. (2012). Electronic documents in a print world: Grey literature and the internet. *Media International Australia 143*(1), 122-131. http://dx.doi.org/10.1177/1329878x1214300114

Lawrence, A., Thomas, J., Houghton, J., & Weldon, P. (2015). Collecting the evidence: Improving access to grey literature and data for public policy and practice. *Australian Academic & Research Libraries, 46*(4), 229-248. http://dx.doi.org/10.1080/00048623.2015.1081712

Leffel, G. (2008). Who cares? Generativity and the moral emotions-Part 1. Advancing the "psychology of ultimate concerns". *Journal of Psychology & Theology, 36*(3), 161-181. Retrieved from http://journals.biola.edu

Lent, R. W. (2013). Career-life preparedness: Revisiting career planning and adjustment in the new workplace. *Career Development Quarterly, 61*(1), 2-14. http://dx.doi.org/10.1002/j.2161-0045.2013.00031.x

Lent, R. W. (2016). Self-efficacy in a relational world: Social cognitive mechanisms of

adaption and development. *The Counseling Psychologist 44*(4), 573-594. http://dx.doi.org/10.1177/0011000016638742

Leonard, B. (2009). Q&A-The internal optimist-The equal employment opportunity commission's Nicholas Inzeo voices optimism that a heavy backlog of cases can be handled. *HR Magazine, 54*(8), 34. Retrieved from https://www.shrm.org

Leonard, G. E., & Splete, H. H. (1978). Career education in colleges of education: A neglected responsibility. *Journal of Career Education, 4*(4), 42-48. http://dx.doi.org/10.1177/089484537800400409

Leson, A., Long, J., & Severy, L. (2017). The era of professional growth: Three new credentials offered by NCDA. *Career development, 33*(3). 22-23. Retrieved from https://ncda.org

Levinson, D. J. (1986). A conception of adult development. *American Psychologist, 41*(1), 3-13. http://dx.doi.org/0003-066x/86/$00.75

LinkedIn. (2014) Retrieved from https://www.linkedin.com/home?trk=nav_responsive_tab_home

LinkedIn. (2017). Retrieved from https://press.linkedin.com/about-linkedin?trk=uno-reg-guest-home-about

Lipsey, M. W. (1990). *Design sensitivity: Statistical power for experimental research*. Newbury Park, CA: Sage.

Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2006). *Methods in educational research: From theory to practice*. San Francisco, CA: Jossey Bass.

Loe, M., & Johnston, D. K. (2016). Professional woman "rebalancing" in retirement:

Time, relationships, and body. *Journal of Women & Aging, 28*(5), 418-430. https://dx.doi.org/10.1080/08952841.2015.1018047

Lohman, D. F. (2005). An aptitude perspective on talent: Implications for identification of academically gifted minority students. *Journal for the Education of the Gifted, 23*(3/4), 333-360. http://dx.doi.org/10.4219/jeg-2005-341

Lu, Y. (2015). Is experiential-intuitive cognitive style more inclined to err on conjunction fallacy than analytical-rational cognitive style? *Frontiers in Psychology, 6*(85). http://dx.doi.org/10.3389/fpsyg.2015.00085

Lytle, M. C., Foley, P. F., & Cotter, E. W. (2015). Career and retirement theories: Relevance for older workers across cultures. *Journal of Career Development, 42*(3), 185-198. http://dx.doi.org/10.1177/0894845314547638

Malone, E. A., & Wright, D. (2018). "To promote that demand": Toward a history of the marketing white paper as a genre. *Journal of Business and Technical Communication, 32*(1), 113-147. http://dx.doi.org/101177/1050651917729861

Marchiondo, L. A., & Cortina, L. M. (2014). Plus ça change…Women's top employment concerns during the Great Recession. *Analyses of Social Issues and Public Policy, 14*(1), 239-260. http://dx.doi.org/10.1111/asap.12028

Marinova, D., de Ruyter, K., Huang, M., Meuter, M. L., & Challagalla, G. (2017). Getting smart: Learning from technology-empowered frontline interactions. *Journal of Service Research, 20*(1), 29-42. http://dx.doi.org/10.1177/1094670516679273

Maslow, A. (1954). *Motivation and personality*. New York, NY: Harper and Row.

McAdams, D. P., & de St. Aubin, E. (1992). A theory of generativity and its assessment
through self-report, behavioral acts, and narrative themes in autobiography.
Journal of Personality & Social Psychology, 62(6), 1003-1015.
http://dx.doi.org/10.1037/0022-3514.62.6.1003

McAdams, D. P., Diamond, A., de St. Aubin, E., & Mansfield, E. (1997). Stories of
commitment: The psychosocial construction of generative lives. *Journal of
Personality & Social Psychology, 72*(3), 678-694. http://dx.doi.org/10.1037/0022-
3514.72.3.678

McAdams, D. P., & Guo, J. (2015). Narrating the generative life. *Psychological Science,
26*(4), 475-483. http://dx.doi.org/10.1177/0956797614568318

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood:
A comprehensive guide.* (3rd ed.) San Francisco, CA: Josey Bass.

Metz, A. J., & Jones, J. E. (2013) Ability and aptitude assessment in career counseling. In
Brown, S. D., & Lent, R. W. (Eds.), *Career development and counseling: Putting
theory and research to work* (2nd ed., pp449-476). Hoboken, NJ: John Wiley &
Sons, Inc.

Michigan Career Development Association (2018). Retrieved from http://michcda.org

Miller, D. B., Hokenstad, M. T., & Berg, K. (2017). The present retirement crisis and
how social workers can respond. *Journal of Gerontological Social Work, 60*(5),
395-407. https://doi.org/10.1080/01634372.2017.1343756

Miraglia, M., Alessandri, G., & Borgogni, L. (2015). Trajectory classes of job
performance: The role of self-efficacy and organizational tenure. *Career

Development International 20(4), 424-442. http://dx.doi.org/10.1108CDI-03-2015-0032

Montealegre, R., & Cascio, W. F. (2017). Technology-driven changes in work and employment. *Communications of the ACM, 60*(12), 60-67. http://dx.doi:10.1145/3152422

Murray, C., & Ullman, E. (2011). Local workforce. *Community College Journal, 81*(6), 26-31. Retrieved from http://www.aacc.nche.edu

Murray, T. E. (2016). The forecast for special libraries. *Journal of Library Administration, 56*(2), 188-198. http://dx/doi.org/10.1080/01930826.2015.1124699

Nascimbeni, F., & Burgos, D. (2016). In search for the open educator: Proposal of a definition and a framework to increase openness adoption among university educators. *International Review of Research in Open and Distance Learning, 17*(6), 1-17. http://dx.doi.org/10.19173/irrodl.v17i6.2736

National Career Development Association (n.d.). Retrieved from https://ncda.org/aws/NCDA/pt/sp/about_history

Nelms, K. R. (2015). Technology knowledge self-assessment and pre-test performance among digital natives. *Journal of Learning in Higher Education, 11*(1), 99-107. Retrieved from http://jwpress.com/JLHE/JLHE.htm

Ng, E. S. W., Gossett, C. W., & Winter, R. (2016). Millennials and public service renewal: Introduction on Millennials and public service motivation. *Public Administration Quarterly, 40*(3), 412-428. Retrieved from https://paq.spaef.org

North, M. S., & Fiske, S. T. (2016). Resource scarcity and prescriptive attitudes generate subtle, intergenerational older-worker exclusion. *Journal of Social Issues, 72*(1), 122-145. http://10.1111/josi.12159

O'Brien, K. M. (2003). Measuring career self-efficacy: Promoting confidence and happiness at work. In Lopez, S.J. & Snyder, C.R. (Eds.), *Positive psychological assessment: A handbook of models and measures* (pp. 109-126). Washington, DC: American Psychological Association.

O'Brien, K. M., Heppner, M. J., Flores, L. Y., & Bikos, L. H. (1997a). The Career Counseling Self-Efficacy Scale: Instrument development and training applications. *Journal of Counseling Psychology*, *44*(1), 20-31. http://dx.doi.org/10.1037/0022-0167.44.1.20

O'Brien, K. M., Heppner, M. J., Flores, L. Y., & Bikos, L. H. (1997b). Career Counseling Self-Efficacy Scale. Retrieved from PsycTESTS: http://dx.doi.org/10.1037/t04298-000

Oladapo, V. (2014). The impact of talent management on retention. *Journal of Business Studies Quarterly, 5*(3), 19-36. Retrieved from http://jbsq.org/

Oppawsky, J. (2016). Reaching and teaching graduate counseling students and therapists of five generations in their cyber-world. *Annals of Psychotherapy & Integrative Health*, 1. Retrieved from http://www.annalsofpsychotherapy.com/

Oswald, M. (2013). Should policy ethics come in two colours: Green or white? *Journal of Medical Ethics, 39*(5), 312-315. http://dx.doi.org/10.1136/medethics-2012-1011191

Paggi, M. E., & Jopp, D. S. (2015). Outcomes of occupational self-efficacy in older

    workers. *International Journal of Aging and Human Development, 80*(4) 357-378.

    http://dx.doi.org/10.1177/0091415015607640

Paquette, E. W. (2017). Shade of gray: Ethics and the professional career counselor.

    Career Developments, 33(3), 16-17. Retrieved from https://ncda.org

Parks, R., Evans, B., & Getch, Y. (2013). Motivations and enculturation of older adult

    students returning to a traditional university. *New Horizons in Adult Education &*

    Human Resource Development, 25(3), 62-75.

    http://dx.doi.org/10.1002/nha3.20031

Parsons, F. (1909). *Choosing a vocation*. Boston, MA: Houghton Mifflin.

Pedroni, T. C. (2011). Urban shrinkage as a performance of whiteness: Neoliberal urban

    restructuring, education, and racial containment in the post-industrial, global

    niche city. *Discourse: Studies in the Cultural Politics of Education, 32*(2), 203-

    215. http://dx.doi.org/10.1080/01596306.2011.562666

Perrone, K. M., Perrone, P. A., Chan, F., & Thomas, K. R. (2000). Assessing efficacy and

    importance of career counseling competencies. *Career Development Quarterly,*

    48(3), 212-225. http://dx.doi.org/10.1002/j.2161-0045.2000.tb00287.x

Persing, J. A. (2015). White paper. *Performance Improvement, 54*(8), 2-5.

    http://dx.doi.org/10.1002/pfi.21505

Peterson, D. A., & Masunaga, H. (1998). Policy for older adult education. *New*

    Directions for Adult and Continuing Education 77(1), 55-60.

    http://dx.doi.org/10.1002/ace.7705

Phillips, R. (2015). *Lived experiences of women over 50 who have experienced involuntary job loss* (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global. (UMI No. 3734183)

Phillipson, C. (2013). Commentary: The future of work and retirement. *Human Relations 66*(1), 143-153. http://dx.doi.org/10.1177/0018726712465453

Plikuhn, M., Niehaus, A., & Reeves, R. (2014). Sixty-five isn't what it used to be: Changes and trends in the perceptions of older adults. *International Social Science Review, 88*(3), 1-21. Retrieved from http://digitalcommons.northgeorgia.edu

Powell, V. (2012). Revival of the position paper: Aligning curricula and professional competencies. *Communication Teacher, 26*(2), 96-103. http://dx.doi.org/10.1080/17404622.2011.643805

Preskill, H., & Donaldson, S. (2008). Improving the evidence base for career development programs: Making use of the evaluation profession and positive psychology movement. *Advances in Developing Human Resources 10*(1), 104-121. http://dx.doi.org/10.1177/1523422307310117

Pressman, R. (2017). Closing the guarantee gap: Protecting workers from outliving their retirement savings. *Higher Education Workplace, 9*(3), 28-30. Retrieved from cupahr.org.

Rasheed, A., Khan, S., Rasheed, M. F., & Munir, Y. (2015). The impact of feedback orientation and the effect of satisfaction with feedback on in-role job performance. *Human Resource Development Quarterly*, *26*(1), 31-51.

http://dx.doi.org/10.1002/hrdq.21202

Reeve, C., Scherbaum, C., & Goldstein, H. (2015). Manifestations of intelligence:

Expanding the measurement space to reconsider specific cognitive abilities.

Human Resource Management Review 25, 28-37.

http://dx.doi.org/10.1016/j.hrmr.2014.09.005

Reynolds, S. J., Dang, C. T., Yam, K. C., & Leavitt, K. (2014). The role of moral

knowledge in everyday immorality: What does it matter if I know what is right?

Organizational Behavior and Human Decision Processes, 123(2), 124-137.

http://dx.doi.org/10.1016/j.obhdp.2013.10.008

Robertson, C. (2006). Helping clients to create the third stage of life. *Career Planning &*

Adult Development Journal, 22(3), 36-45. Retrieved from

http://www.careernetwork.org

Root, L. S. (2000). Education and training in the workplace: Social work interventions in

the private sector. *Administration in Social Work, 23*(3/4), 13-28.

http://dx.doi.org/10.1300/J147v23n03_02

Rotarius, T., & Rotarius, V. (2016). Preparing a health care white paper: Providing

structure to the writing process. *Health Care Manager, 35*(2), 180-185.

http://dx.doi.org/10.1097/hcm.0000000000000109

Rubb, S. (2009). Over education among older workers: Impact on wages and early

retirement decisions. *Applied Economics Letters, 16*(16), 1621-1626.

http://dx.doi.org/10.1080/13504850701604052

Rutherford, T. D., & Holmes, J. (2014). Manufacturing resiliency: Economic

restructuring and automotive manufacturing in the Great Lakes region. *Cambridge Journal of Regions, Economy & Society*, *7*(3), 359-378. http://dx.doi.org/10.1093/cjres/rsu014

Sabo, R. M. (2017). Lifelong learning and library programming for third agers. *Library Review. 66* (1/2), 39-48. http://dx.doi.org/10.1108/LR-08-2016-0065

Sackett, S. J. (1998). Career counseling as an aid to self-actualization. *Journal of Career Development, 24*(3), 235-244. http://dx.doi.org/10.1177/089484539802400306

Schaefers, G. K. (2012). Working for good: The encore career movement. *Career Planning & Adult Development Journal, 28*(2), 84-95. Retrieved from http://www.careernetwork.org

Selwyn, N. (2016). Digital downsides: Exploring university students' negative engagements with digital technology. *Teaching in Higher Education, 21*(8), 1006-1021. http://dx.doi.org/10.1080/13562517.2016.1213229

Shapiro, S. S., & Wilk, M. B. (1965). An analysis of variance test for normality (complete samples). *Biometrika, 52*(3/4), 591-611. http://dx.doi.org/10.2307/2333709

Sitzmann, T., & Yeo, G. (2013). A meta-analytic investigation of the within-person self-efficacy domain: Is self-efficacy a product of past performance or a driver of future performance? *Personnel Psychology 66*(3), 531-568. http://dx.doi.org/10.1111/peps.12035

Slater, C. L. (2003). Generativity versus stagnation: An elaboration of Erikson's adult stage of a human development. *Journal of Adult Development, 10*(1), 53.

Retrieved from http://www.adultdevelopment.org/

Smith-Keller, K., & Patterson-Mills, S. (2017). Millenials, Gen X'ers, and Boomers, oh

my! ethical cohort concerns. *Career Developments 33*(3), 27-28. Retrieved from

http://NCDA.org

Snow, R. E. (1986). Individual differences and the design of educational programs.

American Psychologist, 41(10), 1029-1039. http://dx.doi.org/10.1037/003-

066X.41.10.1029

Snow, R. E. (1992). Aptitude theory: Yesterday, today, and tomorrow. *Educational*

Psychologist, 27(1), 5-32. http://dx.doi.org/10.1207/s15326985ep2701_3

Snow, R. E., & Lohman, D. F. (1984). Toward a theory of cognitive aptitude for learning

from instruction. *Journal of Educational Psychology, 76*(3), 347-376.

http://dx.doi.org/10.1037/0022-0663.76.3.347

Snyder, T. D., de Brey, C., & Dillow, S. A. (2016). *Digest of education statistics 2014*

(NCES2016-006). Retrieved from National Center for Education Sciences, U.S.

Department of Education, DC. website:

https://nces.ed.gov/pubs2016/2016006.pdf

Social Security Administration (2017). *How work affects your benefits*. (Publication

No.05-10069). Retrieved from https://www.ssa.gov/pubs/EN-05-10069.pdf

Son, J., & Wilson, J. (2011). Generativity and volunteering. *Sociological Forum, 26*(3),

644-667. http://dx.doi.org/10.1111/j.1573-7861.2011.01266.x

Spaulding, D. T. (2008). *Program evaluation in practice: Core concepts and examples*

for discussion and analysis. San Francisco, CA: Jossey Bass.

Splete, H. H., & Hoppin, J. M. (2000). The emergence of career development facilitators. *Journal of Employment Counseling, 37*(2), 107-116. http://dx.doi.org/10.1002/j.2161-1920.2000.tb00828.x

Splete, H. H., Paquette, E. E., & Atiyyah, S. S. (2011). A view of global career development and practitioner training. *Career Planning & Adult Development Journal, 27*(1), 87-94. Retrieved from http://www.careernetwork.org

Stebleton, M. J., & Franklin, M. (2017). Positive impact of career planning courses: Applying narrative strategies to empower teaching and practice. Retrieved from http://www.ncda.org

Stegman, B. (2014). Inquiry, new literaces, and the common core. *Kappa Delta Pi Record, 50*, 31-36. http://dx.doi.org/10.1080/00228958.2014.871688

Stelzner, M. A. (2006). *Writing white papers: How to capture readers and keep them engaged*. Poway, CA: WhitePaperSource Publishing.

Stemler, S. E. (2012). What should university admissions test predict? *Educational Psychologist, 47*(1), 5-17. http://dx.doi.org/10.1080/00461520.2011.611444

Stemler, S. E., & Sternberg, R. J. (2013). The assessment of aptitude. In Geisinger, K. F., Bracken, B. A., Carlson, J. F, Hansen, J.-I.C, Kuncel, N. R, Reise, Steven, P., & Rodriguez, M. C. (Eds.), *APA handbook of testing and assessment in psychology, Vol 3: Testing and assessment in school psychology and education* (pp. 281-296). Washington, DC, US: American Psychological Association. http://dx.doi.org/10.1037/14049-013

Sullivan, S. C., & Downey, J. A. (2015). Shifting educational paradigms: From

traditional to competency-based education for diverse learners. *American*

Secondary Education, 43(3), 4-19. Retrieved from https://www.ashland.edu

Super, D. E. (1980). A life-span, life-space approach to career development. *Journal of*

Vocation Behavior, 16(3), 282-298. http://dx.doi.org/10.1016/0001-

8791(80)90056-1

Super, D. E. (1990). A life-span, life-space approach to career development. In D. Brown

& L. Brooks (Eds.), *Career choice and development: Applying contemporary*

theories to practice (2nd ed., pp. 197-261). San Francisco, CA: Jossey-Bass.

Survey Monkey (2017). Retrieved from https://www.surveymonkey.com/

Suskie, L. (2009). *Assessing student learning: A common sense guide.* San Francisco,

CA: Jossey-Bass.

Tabb, W. K. (2015). If Detroit is dead, some things need to be said at the funeral. *Journal*

of Urban Affairs, 37(1), 1-12. http://dx.doi.org/10.1111/juaf.12173

Tansey, T. N., Bezyak, J., Chan, F., Leahy, M. J., & Lui, J. (2014). Social-cognitive

predictors of readiness to use evidence-based practice: A survey of state

vocational rehabilitation counselors. *Journal of Vocational Rehabilitation*, *41*(2),

127-136. http://dx.doi.org/10.3233/JVR-140705

Tate, K. A., Bloom, M. L., Tassara, M. H., & Caperton, W. (2014). Counselor

competence, performance assessment, and program evaluation: Using

psychometric instruments. *Measurement & Evaluation in Counseling &*

Development, *47*(4), 291-306. http://doi.org/10.1177/0748175614538063

Temin, P. (2016). The American dual economy race, globalization, and the politics of

exclusion. *International Journal of Political Economy, 45*(2), 85-123.

http://dx.doi.org/10.1080/08911916.2016.1185311

Thrift, J. (2012). *An examination of talent management strategies for a large investor-owned utility company: Facing the market pressures of the 21st century* (Doctoral dissertation). Available from ProQuest Dissertations and Theses Global. (UMI No. 3518883)

Toossi, M. (2006). A new look at long-term labor force projections to 2050. *Monthly Labor Review, Nov 2006*, 19-39. Retrieved from U.S. Bureau of Labor Statistics website: https://www.bls.gov/opub/mlr/2006/11/art3full.pdf

Toossi, M. (2015). Labor force projections to 2024: The labor force is growing, but slowly. *Monthly Labor Review, Dec 2015*. Retrieved from U.S. Bureau of Labor Statistics website: https://www.bls.gov/opub/mlr/2015/article/labor-force-projections-to-2024.htm

Toossi, M., & Morisi, T. L. (2017). Women in the workforce before, during, and after the Great Recession. *Spotlight on Statistics, July 2017*. Retrieved from U.S. Bureau of Labor Statistics website: https://www.bls.gov/spotlight/2017/women-in-the-workforce-before-during-and-after-the-great-recession/home.htm

Toossi, M., & Torpey, E. (2017). *Older workers: Labor force trends and career options*. Retrieved from U.S. Bureau of Labor Statistics website: https://www.bls.gov/careeroutlook/2017/article/print/older-workers.htm

Urick, M. (2017). Adapting training to meet the preferred learning styles of different generations. *International Journal of Training and Development*, *21*(1), 53-59.

http://dx.doi.org/10.1111/ijtd.12093

U.S. Bureau of Labor Statistics. (2017). *Union Members-2017*. Retrieved from

    https://www.bls.gov/news.release/archives/union2_01192018.pdf

U.S. Census Bureau. (2015a). *Educational attainment 2011-2015 American community*

    survey 5-year estimates. Retrieved from

    https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid

    =ACS_15_5YR_S1501&src=pt

U.S. Census Bureau. (2015b). *Population 65 years and over in the United States 2011–*

    2015 American community survey 5-year estimates. Retrieved from

    https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid

    =ACS_15_5YR_S0103&prodType=table

U.S. Department of Education. (2014). *OCTAE: Workforce innovation and opportunity*

    act. Retrieved from http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-

    reauthorization.html

U.S. Department of Labor. (2013). *Obama administration announces $474.5 million in*

    grants to expand demand-driven skills training and strengthen employer

    partnerships. Retrieved from

    https://www.dol.gov/newsroom/releases/eta/eta20131932

U.S. Department of Labor. (2017). Retrieved from http://www.doleta.gov/WIOA/

U.S. Department of Labor Employment and Training Administration. (2010, June 29).

    Encouraging partnerships between the workforce investment system and public

    libraries to meet career and employment needs. Training and Employment Notice

No.50-09. Retrieved from

http://wdr.doleta.gov/directives/attach/ten/ten2009/ten50-09.pdf

Valero, D., Hirschi, A., & Strauss, K. (2015). Hope in adolescent careers: Mediating

effects of work motivation on career outcomes in Swiss apprentices. *Journal of*

Career Development 42(5), 381-395.

http://dx.doi.org/10.1177/0894845314566866

Valtchanov, B. L., & Parry, D. C. (2017). "I like my peeps": Diversifying the Net

generation's digital leisure. *Leisure Sciences, 39*(4), 336-354.

http://dx.doi.org/10.1080/01490400.2016.1203846

Venter, E. (2017). Bridging the communication gap between Generation Y and the Baby

Boomer generation. *International Journal of Adolescence and Youth, 22*(4), 497-

507. http://dx.doi.org/10.1080/02673843.2016.1267022

Vespia, K. M., Fitzpatrick, M. E., Fouad, N. A., Kantamneni, N., & Chen, Y. (2010).

Multicultural career counseling: A national survey of competencies and practices.

The Career Development Quarterly, 59(1), 54-71. https://doi.org/10.1002/j.2161-

0045.2010.tb00130.x

Walden Research Ethics and Compliance. (2017). Retrieved from

http://academicguides.waldenu.edu/researchcenter/orec

Walden University (2019). Retrieved from

https://academicguides.waldenu.edu/formandstyle/kits/postgraduation#s-lg-box-

19111020

Wang, M., & Shi, J. (2014). Psychological research on retirement. *Annual Review of*

Psychology, 65, 209-223. http://dx.doi.org/10.1146/annurev-psych-010213-115131

Warburton, J., McLaughlin, D., & Pinsker, D. (2006). Generative acts: Family and community involvement of older Australians. *International Journal of Aging and Human Development, 63*(2), 115-137. http://dx.doi.org/10.2190/9TE3-T1G1-333V-3DT8

Watson, S. A. (2016). Challenges faced by older job seekers in a technology driven age. *Career Planning & Adult Development Journal, 32*(3), 38-44. Retrieved from http://www.careernetwork.org/

Weber, J. (2017). Discovering the millennials' personal values orientation: A comparison to two managerial populations. *Journal of Business Ethics, 143*(3), 517-529. http://dx.doi.org/10.1007/s10551-015-2803-1

Weeks, K. P., Weeks, M., & Long, N. (2017). Generational perceptions at work: In-group favoritism and out-group stereotypes. *Equality, Diversity & Inclusion, 36*(1), 33-53. http://dx.doi.org/10.1108/EDI-07-2016-0062

Wiedenfeld, S. A., O'Leary, A., Bandura, A., Brown, S., Levine, S., & Raska, K. (1990). Impact of perceived self-efficacy in coping with stressors on components of the immune system. *Journal of Personality & Social Psychology, 59*(5), 1082-1094. http://dx.doi.org/10.1037/0022-3514.59.5.1082

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 dkg.org

Willerton, R. (2013). Teaching white papers through client projects. *Business Communication Quarterly, 76*(1), 105-113. http://dx.doi.org/10.1177/1080569912454713

Wilt, J., Cox, K., & McAdams, D. (2010). The Eriksonian life story: Developmental scripts and psychosocial adaption. *Journal of Adult Development, 17*(3), 156-161. http://dx.doi.org/10.1007/s10804-020-9093-8

Winston, C. N. (2016). An existential-humanistic-positive theory of human motivation. *The Humanistic Psychologist, 44*(2), 142-163. http://dx.doi.org/10.1037/hum0000028

Wöhrmann, A. M., Deller, J., & Wang, M. (2014a). A mixed-method approach to post-retirement career planning. *Journal of Vocational Behavior, 84*(3), 307-317. http://dx.doi.org/10.1016/j.jvb.2014.02.003

Wöhrmann, A. M., Deller, J., & Wang, M. (2014b). Postretirement career planning: Testing a model based on social cognitive career theory. *Journal of Career Development, 41*(5), 363-381. http://dx.doi.org/10.11770894845313507749

Yamashita, T., López, E. B., Keene, J. R., & Kinney, J. M. (2015). Predictors of adult education program satisfaction in urban community-dwelling older adults. *Educational Gerontology, 41*(11), 825-838. http://dx.doi.org/10.1080.03601277.2015.1050909

Yoo, J. H. (2016). The effect of professional development on teacher efficacy and teachers' self-analysis of their efficacy change. *Journal of Teacher Education for Sustainability, 18*(1), 84-94. http://dx.doi.org/10.1515/jtes-2016-0007

Zacher, H., Rosing, K., Henning, T., & Frese, M. (2011). Establishing the next generation at work: Leader generativity as a moderator of the relationships between leader age, leader-member exchange, and leadership success. *Psychology & Aging, 26*(1), 241-252. http://dx.doi.org/10.1037/a0021429

Zondag, M. M., & Brink, K. E. (2017). Examining U.S. college students' career information sources across three decades. *Education and Training, 59*(9), 978-989. http:/dx.doi.org/10.1108/ET-01-2017-0002

Appendix: The Project

White Paper: Evolving Career Development for Baby Boomer Clients from the

Automotive Industry

March 2020

Table of Contents

List of Tables

Executive Summary

The labor market has shifted toward automation with an aging workforce as jobs transitioned from vocational to career. Following the Great Recession, career development professionals struggled to prepare older workers for an evolving, competitive, global workforce for the generation known as baby boomers. The problem in this study was the gap between the career development needs of baby boomers from the automotive industry and the level of support provided by the career development professionals who serve this population. Grounded in Bandura's social cognitive theory (1986, 1989, 1993, 1997), the purpose of the comparative quantitative study presented in this paper was to compare career development professionals' perceived self-efficacy based on three career advising roles, as they provide career advice to baby boomers from the automotive industry in the United States. Research questions for the study focused on perceived self-efficacy differences among three types of career development professionals; educator, counselor, and human resource professional. Ninety-nine career development professionals and members of a partner organization of such professionals using a convenience and snowball sampling participated in the online survey using the career counseling self-efficacy scale. The results revealed statistically significant differences in composite measure of vocational assessment and interpretation skills ($p = .02$), and the Hochberg post hoc test indicated a statistically significant difference among two of the three employment roles. The project deliverable as a result of this study was a white paper which included a recommendation for a professional development workshop

for career development professionals who advise baby boomers from the automotive industry.

Introduction

This white paper provides a summary of my research findings and offers a recommendation for career development professionals, including their organizations to strive for solutions to improve the level of support provided by career development professionals with baby boomers from the automotive industry. The intended audience for the white paper is career development professionals who provide career-related advice for baby boomers from the automotive industry. Although the audience is narrowly defined and not generalizable, I would encourage readers to understand specific career development needs of baby boomers and reflect how the suggestions presented in the white paper can improve their confidence level providing career-related service for baby boomers from the automotive industry. The white paper with a recommendation can potentially be implemented by all professionals who provide career-related advice. The research study included employment roles such as counselor, educator, and human resource professionals. However, I would like all professionals who provide career-related advice to consider how they can improve their level of confidence to offer advice that address baby boomers career-related needs. Providing career-related advice may include a formal, large-scale program. However, I would like readers to consider the potential positive influence with a baby boomer colleague or employee from a brief conversation because of the respect the baby boomer has for the individual if they ask for advice or express a concern.

Problem Statement

The problem is the gap between the career development needs of baby boomers from the automotive industry and the level of support provided by career development professionals.

Purpose

The purpose of the quantitative study was to compare career development professionals' perceived self-efficacy based on employment role as they advise baby boomers from the automotive industry in the United States.

What the Research Says

The United States is rebounding from the Great Recession of 2007 -2009 and its aftermath. The economic recovery of the devastated automotive industry that dominates southeastern Michigan has endured short- and long- term struggles (Aronson, Callahan, & Davis, 2015; Clement & Kanai, 2015; Constantelos, 2014; Executive Order No. 13,578, 2011; Goolsbee & Krueger, 2015; Harris, 2012; Marchiondo & Cortina, 2014; Rutherford & Holmes, 2014) specifically in the labor force and higher education (Aronson, 2017; Hettler, Sorokina, Tanai, & Booth, 2015). Southeastern Michigan is an example of how a region and an industry responded to an economic downturn.

In the years preceding the federal bailout of the automotive industry, labor markets moved away from a dependence on skilled labor toward automation with an aging workforce. The shift towards automation increased the use of, and demand for, technology in the local labor market (Anctil, 2017; Bevins, Carter, Jones, Moye, & Ritz, 2012; Colbert, Yee, & George, 2016; Killam & Weber, 2014; Rutherford & Holmes,

2014; Sullivan & Downey, 2015; Temin, 2016). In 2014, the Bureau of Labor Statistics indicated that 40% of the U.S. labor force was 55 or older, with 18.6% 65 or older (Toossi, 2015). As older workers remain in the workforce, Krepcio (2007) stressed the need to prevent another national financial crisis by offering an increase in employment options and resources. As a result of the labor market shift and an aging workforce, there were labor shortages. Thus, educators, human resource, and career development professionals experienced an increasing need to provide career-related guidance for baby boomers as the definition of work for the baby boomers remaining in the workforce changes.

Career development professionals are not offering the same level of support to diverse ages and populations, as noted in education, counseling, human resources, and business research. Researchers noted that baby boomer labor shortages reached critical concern in education (Alcaraz-Chavez, 2015; Krepcio, 2007; Sabo, 2017) and education composition (Banerjee & Blau, 2016). Existing research on retirement and late careers does not reflect baby boomers because it is constructed on prior cohorts (Bennett, Beehr, & Lepisto, 2016; Boveda & Metz, 2016; Kojola & Moen, 2016; Paggi & Jopp, 2015; Phillipson, 2013). As the baby boomer generation seeks employment in their later years, access to career assistance or vocational training may not be prevalent or relevant to the older generation.

The theoretical framework for this project study was grounded in the social cognitive theory of perceived self-efficacy of Bandura (1986, 1989, 1993, 1997). In the context of the broader problem, a review of the literature unveiled changes to labor

market trends. With changes in labor market trends, there were influences to career development in terms of clients in need of career-related services and professionals who provide the service. As a result, the following evolving and recurring themes emerged: shift in workforce demographics, the expansion of career development, aptitude, job performance, and public sector invention.

Research Design

I used a comparative quantitative design to explore the career development professional's perceived self-efficacy (dependent variable) based on employment role (independent variable), when advising baby boomers from the automotive industry. A quantitative study allows for the application of the findings to a broader audience and for the collected data to be statistically analyzed (Creswell, 2007; Creswell, 2009; Lodico, Spaulding, & Voegtle, 2006). Prior researchers (Cunningham, 2009; Einstein, 2008; Hughes-Tutass, 2009; Kerr, 2004; Parks, Evans, & Getch, 2013; Thrift, 2012) used qualitative approaches and inventories to provide insight, and a greater understanding of, a defined small subset of baby boomers to understand attitudes and behaviors and provided insights to specific colleges and universities, organizations, and other communities. As is standard with qualitative studies, attitudes and behaviors are understood and analyzed through observations and interviews (Creswell, 2007; Creswell, 2009; Lodico et al., 2006). Based on the growth of a dominant generation exiting the workforce, which creates shifts in the traditional approach to employment and retirement trends, there is a need to apply to a broad audience.

Data Collection

In the study, I compared differences in self-efficacy among the types of career development professionals, including educators, human resource professionals, and counselors. The literature review included providers of career development services and programs from varied disciplines, including educators, counselors, talent management, and career development and human resource professionals, which accounted for the varied sources and perspectives in education and training of the professional providing adult career development programs and services. Assuming potential differences in responses based on advisor role, I inquired about the demographics of the participant which included a description of their current employment role.

The setting included post-secondary educational institutions, organizations, and employment–career centers whose students, employees, or clients work in or support the automotive industry in southeastern Michigan. The participants were career development professionals who counsel, advise, provide, or offer career-development-related services to private sector adult students, employees, and students in organizations and adults in post-secondary educational institutions who have an association with the automotive industry in southeastern Michigan. The population was relevant to the proposed study because they are in direct contact with baby boomer job seekers who desire employment in the private sector.

For the purpose of this study, self-efficacy was operationalized using the Career Counseling Self-Efficacy Scale (O'Brien, Heppner, Flores, & Bikos, 1997b), including

the four corresponding subscales: Therapeutic Process Alliance Skills (TPAS),

Vocational Assessment and Interpretation Skills (VAIS), Multicultural Competency

Skills (MCS), and Current Trends in the World of Work, Ethics, and Career Research

(TWER) (O'Brien, Heppner, Flores, & Bikos, 1997a; Vespia, Fitzpatrick, Fouad,

Kantamneni, & Chen, 2010).

Each research question in Table A1 was addressed using the numeric score from

the Career Counseling Self-Efficacy Scale (continuous variable) and employment data

(nominal data) provided by participants. Data were obtained from the self-efficacy scale

to compare differences in self-efficacy (dependent variable), employment role

(independent variable) using statistical analysis of a one-way ANOVA.

Table A1

Summary of Research Questions

	Research Question
RQ1	What is the difference in self-efficacy between education, counselors, and human resource professionals who advise baby boomers who have an association with the automotive industry?
RQ2	What is the difference in self-efficacy of TPAS between education, counselors, and human resource professionals who advise baby boomers who have an association with the automotive industry?
RQ3	What is the difference in self-efficacy of VAIS between education, counselors, and human resource professionals who advise baby boomers who have an association with the automotive industry?
RQ4	What is the difference in self-efficacy of MCS between education, counselors, and human resource professionals who advise baby boomers who have an association with the automotive industry?
RQ5	What is the difference in self-efficacy of TWER between education, counselors, and human resource professionals who advise baby boomers who have an association with the automotive industry?

Data Analysis

Participants participated in an e-survey measuring self-efficacy consisting of the CCSES and a demographic question regarding employment role. The CCSES is a 25-item scale that includes four subscales; (a) TPAS (10 items), (b) VAIS (6 items), (c) MCS (6 items), and (d) TWEResearch (3 items) (Heppner, Multon, Gysbers, Ellis, & Zook, 1998; O'Brien, 2003; O'Brien et al., 1997a; Vespia et al., 2010). As per instructions, the scores within each subscale were scored, and then added the four subscale scores to obtain the total self-efficacy score.

Once the participants completed the online e-survey and the additional demographic data were collected, I reviewed for completeness, and determined the power analysis of at least 65 was met. The survey was closed, and the data were exported from Survey Monkey into Excel and then imported to SPSS to analyze descriptive statistics and examine for statistical significance using inferential statistics.

I addressed five central questions in this project study in order to address the gap between the needs of baby boomers from the automotive industry in career development programs and services and the level of support provided by career development professionals. The research questions and corresponding alternate and null hypotheses are summarized below.

Research Question 1

RQ1: What is the difference in self-efficacy between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry?

$H1_a$: There is a significant difference in self-efficacy between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry.

$H1_0$: There is no significant difference in self-efficacy between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry.

This question and hypotheses were addressed using the total numeric score from the CCSES (dependent variable) and three levels of employment data (independent variable) provided by participants. Assuming normal distribution of CCSES scores on the interval scale (continuous variable), I conducted a one-way ANOVA to compare differences in self-efficacy of educators, counselors, and human resource professionals (nominal data). Because the samples were independent, the mean was the appropriate measure of central tendency (Creswell, 2007; Creswell, 2009; Lodico et al., 2006). Descriptive statistics of CCSES scores are summarized in Table A2.

Table A2

Descriptive Statistics of CCSES Scores

Role	N	Mean	Std. Dev	Min	Max
Educator	36	100.33	13.571	72	125
Human Resource	9	94.00	7.937	86	108
Counselor	54	101.39	13.127	71	125
Total	99	100.33	12.977	71	125

Research Question 2

RQ2: What is the difference in self-efficacy of TPAS between education,

counselor, and human resource professionals who advise baby boomers who have

an association with the automotive industry?

H2$_a$: There is a significant difference in self-efficacy of TPAS between

education, counselor, and human resource professionals who advise baby

boomers who have an association with the automotive industry.

H2$_0$: There is no significant difference in self-efficacy of TPAS between

education, counselor, and human resource professionals who advise baby

boomers who have an association with the automotive industry.

Research Question 2 and its hypotheses were addressed using the numeric score

from the CCSES's TPAS component scale (continuous variable) and the three levels of

employment data (nominal data) provided by participants. Data were obtained from the

self-efficacy TPAS composite scale to compare differences in self-efficacy related to

therapeutic process and alliance skills (dependent variable) based on employment role

(independent variable) using a one-way ANOVA. With one independent variable with

three levels, a one-way ANOVA is the appropriate analysis (Creswell, 2007; Creswell,

2009; Lodico et al., 2006). The mean, standard deviation, and range are presented in

Table A3.

Table A3

Descriptive Statistics of TPAS Scores

Role	N	Mean	Std. Dev	Min	Max
Educator	36	41.67	4.745	30	50
Human Resource	9	40.11	3.689	35	47
Counselor	54	43.15	5.289	28	50
Total	99	42.33	5.026	28	50

Research Question 3

RQ3: What is the difference in self-efficacy of VAIS between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry?

$H3_a$: There is a significant difference in self-efficacy of VAIS between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry.

$H3_0$: There is no significant difference in self-efficacy of VAIS between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry.

Research Question 3 and its hypotheses were addressed using the numeric score from the CCSES's VAIS (continuous variable) and employment data (nominal data) provided by participants. Data were obtained from the self-efficacy scale to compare differences in vocational assessment and interpretation self-efficacy (dependent variable)

based on employment role (independent variable) using statistical analysis of a one-way

ANOVA. The mean, standard deviation, and range are presented in Table A4.

Table A4

Descriptive Statistics of VAIS Scores

Role	N	Mean	Std. Dev	Min	Max
Educator	36	24.64	4.330	14	30
Human Resource	9	20.89	3.586	15	26
Counselor	54	24.96	3.971	17	30
Total	99	24.47	4.195	14	30

Research Question 4

RQ4: What is the difference in self-efficacy of MCS between education,

counselor, and human resource professionals who advise baby boomers who have

an association with the automotive industry?

$H4_a$: There is a significant difference in self-efficacy of MCS between

education, counselor, and human resource professionals who advise baby

boomers who have an association with the automotive industry.

$H4_0$: There is no significant difference in self-efficacy of MCS between

education, counselor, and human resource professionals who advise baby

boomers who have an association with the automotive industry.

Research Question 4 and hypotheses were addressed using the numeric score

from the CCSES's MCS composite scale (continuous variable) and employment data

(nominal data) provided by participants. Data were obtained from the self-efficacy scale to compare differences in multicultural self-efficacy (dependent variable), employment role (independent variable) using statistical analysis of a one-way ANOVA. The mean, standard deviation, and range are presented in Table A5.

Table A5

Descriptive Statistics of MCS Scores

Role	N	Mean	Std. Dev	Min	Max
Educator	36	22.08	4.771	12	30
Human Resource	9	22.44	1.878	20	25
Counselor	54	21.65	4.071	11	30
Total	99	21.88	4.178	11	30

Research Question 5

RQ5: What is the difference in self-efficacy of TWER between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry?

$H5_a$: There is a significant difference in self-efficacy of TWER between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry.

$H5_0$: There is no significant difference in self-efficacy of TWER between education, counselor, and human resource professionals who advise baby boomers who have an association with the automotive industry.

Research Question 5 and hypotheses addressed using the numeric score from the CCSES's TWER composite scale (continuous variable) and employment data (nominal data) provided by participants. Data were obtained from the self-efficacy scale to compare differences in current trends in work self-efficacy (dependent variable), employment role (independent variable) using statistical analysis of a one-way ANOVA. The mean, standard deviation, and range are presented in Table A6.

Table A6

Descriptive Statistics of TWER Scores

Role	N	Mean	Std. Dev	Min	Max
Educator	36	11.94	2.151	6	15
Human Resource	9	10.56	1.944	7	13
Counselor	54	11.63	2.059	8	15
Total	99	11.65	2.096	6	15

Discussion of the Findings

The five research questions for this study were directed towards the career development professional and their perceived self-efficacy based on their employment roles as they advise baby boomer adults in the automotive industry. The analyses of variance (ANOVA) were used to answer the five research questions. The shift in workforce demographics coupled with the expansion of career development, aptitude, performance, and public sector interventions, the purpose of the design was to determine if there was a significant difference in self-efficacy between education, counselor, and

human resource professionals who advise baby boomers from the automotive industry.

Table A7 summarizes the results for research questions. The study supported the third

hypothesis in RQ3, concluding there was a significant difference in VAIS scores between

human resource professionals and other roles, educators and counselors. However, total

CCSES scores in RQ1 and three of the four subscales (RQ2, RQ4, & RQ5) concluded no

significant difference between employment roles.

Table A7

Summary of Results for Research Questions 1-5

RQ	Dependent Variable	Independent Variable	Test	Sig.	Fail to reject/Reject
1	CCSES	Employment Role	ANOVA	.29	Fail to reject
2	TPAS	Employment Role	ANOVA	.15	Fail to reject
3	VAIS	Employment Role	ANOVA	.02	Reject
4	MCS	Employment Role	ANOVA	.82	Fail to reject
5	TWER	Employment Role	ANOVA	.21	Fail to reject

Recommendation for Improving Career Counseling Self-Efficacy

The purpose of the study was to compare career development professionals'

perceived self-efficacy and their employment roles as they advise baby boomers from the

automotive industry. Based on the results of the study, coupled with the literature review

of the developmental stage of baby boomers and their career development needs, I

recommend a professional development workshop for career development professionals

to improve self-efficacy. The optimal workshop content would improve the gap in career

development needs of baby boomers and the career development professionals who advise the baby boomers. Because there was no significant difference between employment roles in RQ1, RQ2, RQ4, and RQ5, all employment roles would benefit by improving their understanding of career development needs of baby boomers.

The theoretical framework was based on the research findings and a review of the literature on Erikson's developmental stage theory, including the theory of generativity because they address the developmental concerns of the baby boomer. Review of the literature revealed career development needs of the baby boomers, including the role of technology, retirement, reflective thinking, and constructive thinking.

Erikson's Developmental Stage Theory

The aging population contributed to the increased study in social and psychological factors surrounding the successful aging such as the theories of lifespan development (Akkermans et al., 2016; Ehlman & Ligon, 2012; Halvorsen & Emerman, 2014; Kooij & Zacher, 2016; Warburton, McLaughlin, & Pinsker, 2006). This part of the literature review begins with a broad perspective of Erik Erikson psychosocial theory of human development (Erikson, 1950, 1980, 1997), including the theory of generativity. Whereby generativity is the most relevant stage to the baby boomers and occurs in middle adulthood.

Parallel to the human development stage theories, career development theories also span a lifetime as in developmental stages. Erikson (1950, 1997) proposed that adulthood is integrative and illustrates normal development throughout life in a non linear progression of eight stages from infancy to old age (Grossman & Gruenewald, 2018;

Hoare, 2005; Slater, 2003). The eight stages are conflicts of polar opposites that begin

with trust, autonomy, initiative, industry, identity, intimacy, generativity, and conclude

with ego integrity (Erikson, 1950, 1980, 1997; Wilt, Cox, & McAdams, 2010). Stage

theories, including Erikson's, span a lifetime and evolve over time in a series of

developmental stages.

Adult development in an aging population is of increasing importance in a variety

of disciplines. Levinson (1986) concluded life course as a sequence of orderly

progressions that evolve from beginning to end over a span of years. Furthermore, life

cycle extends beyond life course to incorporate cycles that unfold through the progression

of life which require a distinct change or transition to occur as one progresses or

transitions through each phase or season (Levinson, 1986). Despite the literature and

organizational practices on chronological age, work motivation, and capabilities do not

decline as employees age (Akkermans et al., 2016; Kooij & Zacher, 2016). As the

population ages, researchers, practitioners, and educators need to decipher how this

demographic could shift or alter the development stages and be able to counsel their

clients as they navigate through the retirement process.

Generativity

Erikson's development stage theory (Erikson, 1950, 1980, 1997) relevant to the

project study of career development needs of baby boomers is the seventh stage of

generativity versus stagnation stage, which occurs in middle adulthood. Warburton,

McLaughlin, and Pinsker (2006) contended that the expanding older adult demographic

population might ultimately elongate the generativity versus stagnation stage outlined in

Erikson's stage theory. Although Erikson's stage theory is not age specific, the seventh stage occurs between the stages of young adulthood and old age after the resolution of the earlier conflicts are satisfied. Erikson's (1950,1980, 1997) developmental stage of generativity is relevant to the project because of the growing population in the workforce are baby boomers as they remain in the workforce beyond retirement and are at a different developmental stage than younger cohorts.

The theory of generativity is the main developmental concern, a primary conflict of middle adulthood which has interest in the next generation (Cox, Wilt, Olsen, & McAdams, 2010; Dunlop, Bannon, & McAdams, 2017; Erikson, 1950, 1980, 1997; Grossman & Gruenewald, 2018; Halvorsen & Emerman, 2014; Jones & McAdams, 2013; Kooij & Van De Voorde, 2011; Kruse & Schmitt, 2012; Leffel, 2008; McAdams & de St. Aubin, 1992; McAdams, Diamond, de St. Aubin, & Mansfield, 1997; McAdams & Guo, 2015; Slater, 2003; Son & Wilson, 2011; Warburton et al., 2006; Wilt et al., 2010). The commitment and caring for a future generation has an expansive application to family, relationship, work, and society (Grossman & Gruenewald, 2018; Halvorsen & Emerman, 2014; Slater, 2003), including religious activities (Bragg, 2013). Narushima (as cited in Ehlman & Ligon, 2012) illustrated young volunteers as a means to give back to the community, whereas older volunteers often support future generations and their overall contribution to the well-being of future generations (Grossman & Gruenewald, 2018; Holtgrave, Norrick, Teufel, & Gilbert, 2014). Volunteering with the goal to support future generations extends beyond one's self and is acquired during the course or span of development. Therefore, only adults are generative.

Erikson's stage development and theory of generativity help understand the developmental concerns of the baby boomer client. The remaining review of the literature revealed themes significant to the baby boomer in the career development process. Technology, retirement, reflective thinking, and constructive thinking are suggested themes for the professional development workshop.

Technology

There are various applications of technology related to the career planning process. The role of technology became widely accepted practices in areas such as education, career planning process, and ultimately seen in the workplace. Net generation wide use of technology in everyday life influenced transformation in institutions, from education, workforce, and commerce (Kleinhans, Chakradhar, Muller, & Waddill, 2015; Selwyn, 2016; Valtchanov & Parry, 2017). As the role of technology is examined in education, career planning, and workforce, it is pertinent to study their interdependence as career development professionals as they advise baby boomers clients as they navigate toward meaningful work in retirement.

Technology terms. There are terms associated with the role of technology and consumers of technology. These terms are useful to career development professionals as they advise baby boomer clients because of varying digital literacies among generations.

Digital immigrants. In contrast to digital natives, digital immigrants are not native speakers of the digital language. However, they have adapted to digital technology, in varying degrees (Colbert et al., 2016; Jiang et al., 2016; Kirk, Chiagouris, Lala, & Thomas, 2015; Nelms, 2015).

Digital natives. Current and younger generations, born after 1980 who are native users of the computers, video games and Internet (Colbert et al., 2016; Jiang et al., 2016; Kirk et al., 2015; Venter, 2017), which does not imply proficient use in academic environments (Krutka & Carpenter, 2016; Nelms, 2015). They are considered native speakers of the digital language.

Smart technology. Electronic device capable of monitoring and supporting individuals in real-time (Golant, 2017). The use of technology has expanded beyond the use of computers (Killam & Weber, 2014), and with increased affordability and access (Marinova, de Ruyter, Huang, Meuter, & Challagalla, 2017).

Twenty-first century skills (TFCS). Skill set of technological competencies required for a global and changing 21st-century workforce (Gretter & Yadav, 2016; Krutka & Carpenter, 2016; Sullivan & Downey, 2015) that include critical thinking, problem-solving, interpersonal, communication, information, and media literacy.

Education. The evolution of digital literacy is a paradigm shift for both student and educator since literacy in primary education has been expanded to include technology. The definition of literacy evolved with the transformation from print to digital, and literacy activities in the classroom must also evolve (DeCarlo, Grant, Lee, & Neuman, 2018; Frank & Castek, 2017; Selwyn, 2016). Digital literacy skills in a 21st-century are more than use in a social media context, and online reading comprehension differs from traditional print (Elueze & Quan-Haase, 2018; Stegman, 2014; Venter, 2017). Digital literacy is required for successful aging (Golant, 2017; Johnson & Parnell, 2017) and provides access and communication with public services, family and friends,

politics, prospective employment, and educational endeavors (Frank & Castek, 2017). Elueze and Quan-Haase (2018) argued for the need for training to protect online privacy as older adults participate in the digital world. With digital literacy commencing at an early age, it follows that digital literacy skills continue into higher education, and ultimately the workforce. However, as schools incorporate digital reading instruction in the K-12 setting, older adults in the workplace may not have comparable literacy skills with technology as the younger generations. Frank and Castek (2017) advanced that adult learners should learn digital literacies in the framework of digital problem solving as adult learners are taught to navigate through complex digital resources in real-world applications. With a lack of current engrained literacy skills throughout primary and secondary education, baby boomers can struggle to navigate through the career planning process that ultimately leads them to an evolving workforce.

As education and distance education relies on digital literacy, learning shifted from a static or linear approach to a student-centered, non-linear approach. Over the last three decades, higher education in economically advanced countries evolved curriculum and teaching practices to prepare students for skills and competencies in the 21st-century (Selwyn, 2016). Baby boomer faculty members may use technology on a daily basis for tasks such as email, work processing, Internet and library searches, however, consistent application of technology could be lacking in a learning environment because older adults are most familiar with a traditional classroom with a lecture format (Goddu, 2012; Hoskins, 2010) despite the necessity for older adults to participate in learning and development activities to evolve with technology demands before their skills become

obsolete (Kooij & Zacher, 2016). Similarly, students in higher learning, particularly generations of current and younger generations expect the use of technologies in teaching and learning environments because of their use extensive use in and out of the classroom (Selwyn, 2016; Venter, 2017). The evolution and integration of digital literacy is a paradigm shift for both student and educator.

Higher education institutions, as providers of formal learning, must address the significant demographic shift of its student population. The Digest of Education Statistics 2014 reported an increase over 19% in the number of student enrollment of older adults from 2003 to 2013 and is projected to increase 14% in the years 2013 to 2024 (Snyder, de Brey, & Dillow, 2016). Despite the awareness of the demographic shift, college leaders and educational policy makers have not responded to the educational demand and behavior of the baby boomers (Chen, 2017; Hansen, Brady, & Thaxton, 2016; Sabo, 2017; Yamashita, López, Keene, & Kinney, 2015). To understand the interests of baby boomers, Sabo (2017) suggested partnering with community organizations and groups, providers of informal learning, to help providers of formal learning align coursework suitable for older adults. Peterson and Masunaga (1998) warned that large groups of older people such as American Association of Retired Person (AARP) and National Council on Aging (NCOA) address issues to Congress and the President, presenting education as a federal level when education is the responsibility of the state. In the years that followed, Sabo (2017) argued the need to partner with local agencies on aging, such as senior centers, recreation programs, health-care centers, and older adult volunteer programs.

Similarly, employers, as in-house providers of coursework, must also address the same issue as they respond to the demographic shift of employees in the workplace.

Workplace learning is a new development in the fields of management and education because learning is occurring at all levels of an organization and is more diverse than in previous decades (Bausch, Michel, & Sonntag, 2014; Boud & Garrick, 1999; Fisher, Chaffee, Davalos, Tetrick, & Potter, 2017; Kiel, 1999; Kojola & Moen, 2016). As learning extended beyond in-house training programs and educational institutions into the workplace, greater opportunities arose for learning in the workplace. In their early work, Boud and Garrick (1999) contended that if there will be a dissolution of boundaries among education, learning, and training. Kooij and Zacher (2016) contended that if older workers perceive their skills as obsolete despite the training and development opportunities available, they would exit the workforce. Baby boomers are of the generation that may have chosen a vocation as opposed to a career, which may present barriers for the boomer to critically analyze their role(s) in alignment with their employer's goals as learning and development opportunities.

Career planning process. From the early years of career development in the early 1900s, computer-assisted career guidance systems (CACGS) began in the 1960s. CACGS are universally accepted practice in career guidance in the United States and governmental agencies have developed and maintained quality systems (Harris-Bowlsbey, 2013). Super, Katz, and Tiedeman as early developing pioneers in the late 1960s, envisioned technology as a method to operationalize their respective theories related to career development, choice, and decision-making (Harris-Bowlsbey &

Sampson, 2005). Technology systems introduced at the end of a generation(s) may not be utilized as a traditional method for career guidance until generations to follow.

The use of technology has become an emergent trend in the career planning process. Harris-Bowlsbey (2003, 2013) contended that computer-assisted career guidance systems, including systems she developed beginning in 1966, improve implementation of career development and decision-making theory, yet research is needed to ensure quality, effectiveness, and access. With the rapid emergence and proliferated use of technology as a career counseling tool, there is a need for formal training, guidelines, and standards as they are integrated into the career counseling process (Harris-Bowlsbey, 2003, 2019; Watson, 2016). Watson (2016) asserted that older adults are not embracing technology because older adults lack the skills or methods to obtain training with technology. Furthermore, (Jiang et al., 2016) asserted the need for generation specific online safety training since older workers are more vulnerable to online threats due to their lack of technology skills. Technology, including CACGS, is a significant tool of the career planning process, yet it may yield results if combined with professional support such as career counseling.

Public policy. As the trend for increased dependency with technology and digital literacy, the federal government has responded by improving access to career-related services. U.S. Department of Labor Employment and Training Administration (2010) reported a demand for employment and career-related services stemming from the Great Recession, estimating that 30 million Americans utilized a library computer for career assistance services each year. Public libraries offered free access to computers and the

internet, including basic use instruction and assistance. As the demand for essential job seeking support and resource increased, so has federal funding and partnerships. The U.S. Department of Labor Employment and Training Administration (2010) instituted a federal effort to collaborate the delivery of employment related services at the state and local level, encouraging partnerships between the public workforce investment system and public libraries.

Despite increased funds to improve access in career-related services through public libraries in 2010, additional federal legislative efforts have been introduced. On July 22, 2014, President Obama signed the Workforce Innovation and Opportunity Act (WIOA) to assist job seekers with access to a variety of employment, education, training, and other services to be competitive in a global economy (U.S. Department of Education, 2014; U.S. Department of Labor, 2017). The WOIA was touted as the first legislative reform to the public workforce system in 15 years as it supersedes the Workforce Investment Act of 1998 and was met with bipartisan majority. Commencing July 1, 2015, the WIOA amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973 (U.S. Department of Education, 2014; U.S. Department of Labor, 2017). Although the WIOA is in its infancy, more time is necessary to determine its effectiveness, or lack thereof. However, it is the first notable legislative reform in 15 years with bipartisan majority regarding the public workforce system.

Peterson and Masunaga (1998) articulated that policy for older adult education is limited since it is the responsibility of the state, yet groups of older persons such as

AARP and NCOA attempt to cultivate change and advancement through the federal government. Academic and public libraries are considered the information industry, and the shift in demographics has influenced how libraries interact between content providers and end users (Murray, 2016; Sabo, 2017). Watson (2016) observed a need for collective efforts such as community-based, employer, government, and other sources like unions as a means to reach older workers. Kooij and Zacher (2016) suggested government campaigns promoting the value of older workers and opportunities available for older workers. With education addressed at a state level and groups at a national level, there provides an opportunity to improve how advocate groups for older adults could influence or improve educational development for the older adult population.

Although technology is widely accepted and practiced in educational, career planning, and workplaces, the research identified implications for further study to improve learning efficiencies. Arguments have made that use of digital technologies has not been correlated to competencies, and further research is warranted, particularly in higher education (Watson, 2016). As the dependency on technology increases, Holland and Holland (2014), and Oppawsky (2016) advised that with technology shifts, there remains missing components of valued knowledge and skills that are needed to be taught. Smart technology can be an obstacle for baby boomers that have already been content with their current performance level and may view smart technology as a hindrance if they struggle with mobility issues (Fishman, 2016; Kooij & Zacher, 2016; Watson, 2016). As the role of technology continues to evolve, the educational, career planning, and workforce require ongoing evaluation, research, and assessment.

Retirement

Retirement is taking on new meaning as baby boomers are living healthier and longer. Whether it is labeled as full retirement, partial retirement, transitional retirement, bridge employment, third age, unretirement, or encore employment, baby boomers are looking for meaning and purpose in the latter stage of their life or career cycle. As the baby boomer transitions from working toward retirement or the latter stages of their career, boomers may need assistance from an educator, career development, or human resource professional to define meaning and purpose. As the workforce is aging, researchers proposed that retirement is an obsolescent concept as boomers are continuing to enjoy fulfilling work, despite retirement from their primary jobs (Akkermans et al., 2016; Beehr & Bennett, 2015; Helterbran, 2017; Kojola & Moen, 2016; Paggi & Jopp, 2015; Watson, 2016; Wiedmer, 2015). Schaefers (2012) acknowledged that community-based peer initiatives in the United States and globally continues to form in efforts to connect, educate, and support boomers in transition into retirement. Furthermore, adult development is a process whereby one integrates culture and life experiences that extend beyond the self with a progression of development (Akkermans et al., 2016; Beehr & Bennett, 2015; Chen, 2011a, 2011b; Kern, 2018; Kiel, 1999; Lytle, Foley, & Cotter, 2015; Robertson, 2006). Although the baby boomer has many decades of life experiences; both personal and professional, they may need assistance envisioning their retirement years beyond the linear, or lock step process as in earlier career development models.

Reflective Thinking

Reflective thinking can aid the baby boomer as they define meaning and purpose for a new career in retirement years of life. Boomers, given their maturity and chronological age, have decades of personal and professional experience (Kern, 2018; Kojola & Moen, 2016; Merriam, Caffarella, & Baumgartner, 2007; Paggi & Jopp, 2015). However, the literature proposed that learning must occur as a result of the experience (Boud, Keogh, & Walker, 1985; Merriam et al., 2007). Baby boomers need to learn from their vast years of experience in order to translate those experiences into meaning and purpose. Life experiences, whether personal or professional, can be significant experiences to the process as baby boomers find their new role in retirement. A professional in the field of education, human resources, or counseling may need to facilitate the baby boomer in identifying transferable skills by relating to the vast array of experiences and skills they possess or have demonstrated over a lifetime.

Despite the term reflection utilized in educational literature, there is a lack of agreement of its meaning, yet to learn from experience requires reflection and analysis, which require critical thinking and deeper learning (Clarà, 2015). Reflective thinking is a meaning making process whereby learning occurs from experience (Boud et al., 1985). Reflective learning goes beyond the experience and is the process of reflecting upon that experience. Experience refers to the whole person, incorporating cognitive, physical, emotional, and spiritual (Jarvis, Holford, & Griffin, 2003). Reflection may provide a new frame of reference. However, reflection may not be a familiar or well-developed process

with older generations as they contemplate meaningful and productivity beyond

retirement.

Constructive Thinking

Constructive thinking can provide baby boomers a method to cope with stressful

situations such as a career change. Constructivism is an active process to make sense of

experience (Merriam et al., 2007). Intelligence is utilized constructively to solve

everyday problems with minimal stress (Epstein, 1998; Epstein & Meier, 1989; Katz &

Epstein, 1991). Cognitive-experiential self-theory (CEST) is a constructivist theory

assuming continuous interaction between the rational (analytical) system and experiential

(intuitive) system (Epstein, 1993; Jokić, & Purić, 2019; Lu, 2015). Self-theory refers to a

theory of self, world theory, and connections between the two (Epstein, 1993; Jokić, &

Purić, 2019; Lu, 2015). Epstein (1993) contended that CEST can be understood by

nonprofessionals because they are able to apply their own experiences to resolve conflicts

between the rational and intuitive intelligences. The application of CEST is a tool for

clients to solve problems in a constructive manner.

<div align="center">

Conclusion

</div>

The goal of the white paper was to narrow the gap in career development needs of

baby boomers from the automotive industry and the level of support provided by career

development professionals. Although career counseling is rooted in the counseling field,

other disciplines provide career-related advice. The white paper was intended for an

audience who provides career advice to baby boomers, whether the population of baby

boomers they serve is a small or large function of their job duties. The proposed

recommendation can potentially be implemented as an in-service or on a larger scale as a

professional development program for a department or organizations of career

development professionals.

References

Akkermans, J., de Lange, A. H., van der Heijden, B. I. J. M., Kooij, D. T. A. M., Jansen, P. G. W., & Dikkers, J. S. E. (2016). What about time? Examining chronological and subjective age and their relation to work motivation. *Career Development International, 21*(4), 419-439. http://dx.doi.org/10.1108/cdi-04-2016-0063

Alcaraz-Chavez, M. J. (2015). Generational diversity in the academia: Ramifications and challenges for educational leaders. *Journal of International Education and Leadership*, *5*(1). Retrieved from http://www.jielusa.org/

Anctil, E. (2017). School counseling and the digital revolution: The future has never been so uncertain. *Career Developments, 34*(1), 17-18. Retrieved from http://www.NCDA.org

Aronson, P. (2017). 'I've learned to love what's going to pay me': A culture of despair in higher education during a time of insecurity. *Critical Sociology, 43*(3), 389-403. http://dx.doi.org/10.1177/089692516633276

Aronson, P., Callahan, T., & Davis, T. (2015). The transition from college to work during the Great Recession: employment, financial, and identity challenges. *Journal of Youth Studies*, *18*(9), 1097-1118. http://dx.doi.org/10.1080/13676261.2015.1020931

Bandura, A. (1986). Fearful expectations and avoidant actions as coeffects of perceived self-inefficacy. *American Psychologist, 41(12),* 1389-1391. http://dx.doi.org/10.1037/0003-066X.41.12.1389

Bandura, A. (1989). Regulation of cognitive processes through perceived self-efficacy.

Developmental Psychology, *25*(5), 729-735. http://dx.doi.org/10.1037/0012-1649.25.5.729

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, *28*(2), 117-148. http://dx.doi.org/10.1207/s15326985ep2802_3

Bandura, A. (1997). Self-efficacy. *Harvard Mental Health Letter*, *13*(9), 4. Retrieved from https://www.health.harvard.edu

Banerjee, S., & Blau, D. (2016). Employment trends by age in the United States. *Journal of Human Resources, 51*(1), 163-199. http://doi.org/10.3368/jhr.51.1.163

Bausch, S., Michel, A., & Sonntag, K. (2014). How gender influences the effect of age on self-efficacy and training success. *International Journal of Training and Development, 18*(3), 171-187. http://dx.doi.org/10.1111/ijtd.12027

Beehr, T. A., & Bennett, M. M. (2015). Working after retirement: Features of bridge employment and research directions. *Working, Aging and Retirement, 1*(1), 112-128. http://dx.doi.org/10.1093/workar/wau007

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*(3), 228-255. http:/dx.doi.org/10.1177/0091415016652403

Bevins, P. S., Carter, K., Jones, V. R., Moye, J. J., & Ritz, J. M. (2012). Producing a 21st century workforce. *Technology & Engineering Teacher, 72*(3), 8-12. Retrieved from http://www.iteaconnect.org

Boud, D., & Garrick, J. (1999). *Understanding learning at work*. New York, NY: Routledge.

Boud, D., Keogh, R., & Walker, D. (Eds.) (1985). *Reflection: Turning experience into learning*. London, Croom Helm: Kogan Page

Boveda, I., & Metz, A. J. (2016). Predicting end-of-career transitions for Baby Boomers nearing retirement age. *Career Development Quarterly, 64*(2), 153-168. http://dx.doi.org/10.1002/cdq.12048

Bragg, R. F., III. (2013). *A study of the functional motivation of boomers and older adults who volunteer through church*. (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global. (UMI No. 3607644)

Chen, C. P. (2011a). Life-career re-engagement: A new conceptual framework for counseling people in retirement transition-Part 1. *Australian Journal of Career Development (ACER Press), 20*(2), 25-31. http://dx.doi.org/10.1177/103841621102000204

Chen, C. P. (2011b). Life career re-engagement: Considerations and implications for counseling people in retirement transition-Part 2. *Australian Journal of Career Development (ACER Press), 20*(2), 32-41. http://dx.doi.org/10.1177/103841621102000205

Chen, J. C. (2017). Nontraditional adult learners: The neglected diversity in postsecondary education. *SAGE Open, 7*(1), 1-12. http://dx.doi.org/10.1177/2158244017697161

Clarà, M. (2015). What is reflection? Looking for clarity in an ambiguous notion. *Journal*

of Teacher Education, 66(3), 261-271.

http://dx.doi.org/10.1177/0022487114552028

Clement, D., & Kanai, M. (2015). The Detroit future city: How pervasive neoliberal

urbanism exacerbates racialized spatial injustice. *American Behavioral Scientist,*

59(3), 369-385. http://dx.doi.org/10.1177/0002764214550306

Colbert, A., Yee, N., & George, G. (2016). The digital workforce and the workplace of

the future. *Academy of Management Journal, 59*(3), 731-739.

http://dx.doi.org/10.5465/amj.2016.4003

Constantelos, J. (2014). Vetoes and venues: Economic crisis and the roads to recovery in

Michigan and Ontario. *Canadian Journal of Political Science, 47*(4), 827-853.

http://dx.doi.org/10.1017/S0008423914001073

Cox, K. S., Wilt, J., Olsen, B., & McAdams, D. P. (2010). Generativity, the big five and

psychosocial adaptation in midlife adults. *Journal of Personality, 78*(4), 1185-

1208. http://dx.doi.org/10.1111/j.1467-6494.2010.00647.x

Creswell, J. W. (2007). *Educational research: Planning, conducting, and evaluating*

quantitative and qualitative research. (3rd ed.). Upper Saddle River, NJ: Pearson

Education.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods*

approaches. (3rd ed.). Thousand Oaks, CA: Sage Publications.

Cunningham, D. H. (2009). *Baby boomers and community college: A study of*

motivations (Doctoral dissertation). Available from ProQuest Dissertations &

Theses Global. (UMI No. 305085746)

DeCarlo, M. J. T., Grant, A., Lee, V. J., & Neuman, D. (2018). Information and digital literacies in a kindergarten classroom: An i-learn case study. *Early Childhood Education Journal, 46* (3), 265-275. http://dx.doi.org/10.1007/s10643-017-0857-7

Dunlop, W. L., Bannon, B. L., & McAdams, D. P. (2017). Studying the motivated agent through time: Personal goal development during the adult life span. *Journal of Personality, 85*(2), 207-219. http://dx.doi.org/10.1111/jopy.12234

Ehlman, K., & Ligon, M. (2012). The application of a generativity model for older adults. *International Journal of Aging and Human Development, 74*(4), 331-344. http://dx.doi.org/10.2190/AG.74.4.d

Einstein, E. E. (2008). *Creating lifelong learning: Implications for instructional design* (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global. (UMI No. 3304473)

Elueze, I., & Quan-Haase, A. (2018). Privacy attitudes and concerns in the digital lives of older adults: Westin's privacy attitude typology revisited. *American Behavioral Scientist, 62*(10), 1372-1391. http://dx.doi.org/10.1177/0002764218787026

Epstein, S. (1993). Implications of cognitive-experiential self-theory for personality and developmental psychology. In D. C. Funder, R. D. Parke, C. Tomlinson-Keasey, & K. Wildaman (Eds.), *Studying lives through time: Personality and development* (pp.399-438). Washington, DC: American Psychological Association.

Epstein, S. (1998). *Constructive thinking: The key to emotional intelligence*. Westport, CT: Praeger Publishers.

Epstein, S., & Meier, P. (1989). Constructive thinking: A broad coping variable with

specific components. *Journal of Personality and Social Psychology, 57*(2), 332-350. http://dx.doi.org/10.1037/0022-3514.57.2.332

Erikson, E. H. (1950). *Childhood and society*. New York, NY: W.W. Norton.

Erikson, E. H. (1980). *Identity and the life cycle*. New York, NY: W.W. Norton.

Erikson, E. H. (1997). *The life cycle completed* (Extended version), 1997. New York, NY: W.W. Norton.

Exec. Order No. 13578, 3 C.F.R. 40591 (2011).

Fisher, G. G., Chaffee, D. S., Davalos, D. B., Tetrick, L. E., & Potter, G. G. (2017). Cognitive functioning, aging, and work: A review and recommendations for research and practice. *Journal of Occupational Health Psychology, 22*(3), 314-336. http://dx.doi.org/10.1037/ocp0000086

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*(6), 250-257. http://dx.doi.org/10.1108/SHR-08-2016-0068

Frank, T. H. J., & Castek, J. (2017). From digital literacies to digital problem solving: Expanding technology-rich learning opportunities for adults. *Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education, 6*(2), 66-70. Retrieved from http://www.coabe.org

Goddu, K. (2012). Meeting the challenge: Teaching strategies for adult learners. *Kappa Delta Pi Record, 48*, 169-173. http://dx.doi.org/10.1080/00228958.2012.734004

Golant, S. M. (2017). A theoretical model to explain the smart technology adoption

behaviors of elder consumers (Elderadopt). *Journal of Aging Studies, 42*, 56-73. http://dx.doi.org/10.1016/j.aging.2017.07.003

Goolsbee, A. D., & Krueger, A. B. (2015). A retrospective look at rescuing and restructuring General Motors and Chrysler. *Journal of Economic Perspectives, 29*(2), 3-24. http://dx.doi.org/10.1257/jep.29.2.3

Gretter, S., & Yadav, A. (2016). Computational thinking and media & information literacy: An integrated approach to teaching twenty-first century skills. *Tech Trends, 60*(5), 510-516. http://dx.doi.org/10.1007/s11528-016-0098-4

Grossman, M. R., & Gruenewald, T. L. (2018). Failure to meet generative self-expectations is linked to poorer cognitive-affective well-being. *Journals of Gerontology: Series B*. http://dx.doi.org/10.1093/geronb/gby069

Halvorsen, C. J., & Emerman, J. (2014). The encore movement: Baby Boomers and older adults can be a powerful force to build community. *Generations, 37*(4), 33-39. Retrieved from http://asaging.org

Hansen, R.J., Brady, E. M., & Thaxton, S. P. (2016). Demographic and behavioral characteristics of Osher Lifelong Learning Institute members. *Journal of Continuing Higher Education, 64*(1), 42-50. http://dx.doi.org/10.1080/07377363.2016.1131541

Harris, J. (2012). The world economic crisis and transnational corporations. *Perspectives on Global Development & Technology*, *11*(1), 168-181. http://dx.doi.org/10.1163/156914912X620815

Harris-Bowlsbey, J. (2003). A rich past and a future vision. *The Career Development*

Quarterly, 52(1), 18-25. http://dx.doi.org/10.1002/j.2161-0045.2003.tb00623.x

Harris-Bowlsbey, J. (2013). Computer-assisted career guidance systems: A part of

NCDA history. *Career Development Quarterly, 61*(2), 181-185.

http://dx.doi.org/10.1002/j.2161-0045.2013.00047.x

Harris-Bowlsbey, J. (2019). The role of assessment in guided career intervention. *Career*

Developments, 35(3), 7-13. Retrieved from www.ncda.org

Harris-Bowlsbey, J., & Sampson, J. P., Jr. (2005). Use of technology in delivering career

services worldwide. *Career Development Quarterly, 54*(1), 48-56.

http://dx.doi.org/10.1002/j.2161-0045.2005.tb00140.x

Helterbran, V. R. (2017) Lessons in lifelong learning: Earning a bachelor's degree in

retirement. *Adult Learning, 28*(1), 12-19.

http://dx.doi.org/10.1177/1045159516643942

Heppner, M. J., Multon, K. D., Gysbers, N. C., Ellis, C. A., & Zook, C. E. (1998). The

relationship of trainee self-efficacy to the process and outcome of career

counseling. *Journal of Counseling Psychology, 45*(4), 393-402.

http://dx.doi.org/10.1037/0022-0167.45.4.393

Hettler, B., Sorokina, N., Tanai, Y., & Booth, D. (2015). Analyst optimism in the

automotive industry: A post bailout boost and methodological insights. *Journal of*

Data Science, 13(3), 473-493. Retrieved from https://datascience.codata.org/

Hoare, C. H. (2005). Erikson's general and adult developmental revisions of Freudian

thought: "Outward, forward, upward". *Journal of Adult Development, 12*(1), 19-

31. http://dx.doi.org/10:1007/S10804-005-1279-0

Holland, J., & Holland, J. (2014). Implication of shifting technology in education. *Techtrends: Linking Research & Practice To Improve Learning, 58*(3), 16-25. http://dx.doi.org/10.1007/s11528-014-0748-3

Holtgrave, P. L., Norrick, C., Teufel, J., & Gilbert, P. (2014). Building community and social capital by engaging capacity-building volunteers in intergenerational programs. *Journal of Intergenerational Relationships, 12*(2), 192-196. http://dx/doi.org/10.1080/15350770.2014.899836

Hoskins, B. J. (2010). The art of e-teaching. *Journal of Continuing Higher Education, 58*(1), 53-56. http://dx.doi.org/10.1080/07377360903524641

Hughes-Tutass, M. (2009). *How are the needs of the baby boomers being addressed at the university*? (Doctoral dissertation). Available from ProQuest Dissertations and Theses Global. (UMI No.3358404)

Jarvis, P., Holford, J., & Griffin, C. (2003). *Theory and practice of learning (2nd ed)*. London, GBR: Falmer Press.

Jiang, M., Tsai, H. S., Cotton, S. R., Rifon, N. J., LaRose, R., & Alhabash, S. (2016). Generational difference in online safety perceptions, knowledge, and practices. *Educational Gerontology, 42*(9), 621-634. http://dx.doi.org/10.1080/03601277.2016.1205408

Johnson, J. H., & Parnell, A. M. (2017). The challenges and opportunities of the American demographic shift. *Generations*, *40*(4), 9-15. Retrieved from http://www.asaging.org

Jokić, B., & Purić, D. (2019). Relating rational and experiential thinking styles with trait

emotional intelligence in broader personality space. *Europe's Journal of Psychology, 15*(1), 140-158. http://dx.doi.org/10.5964.ejop.v15I1.1692

Jones, B. K., & McAdams, D. P. (2013). Becoming generative: Socializing influences recalled in life stories in late midlife. *Journal of Adult Development, 20*(3). 158-172. http://dx/doi.org/10.1007/s10804-013-9168-4

Katz, L., & Epstein, S. (1991). Constructive thinking and coping with laboratory-induced stress. *Journal of Personality and Social Psychology, 61*(5), 789-800. http://dx.doi.org/10.1037/0022-3514.61.5.789

Kern, D. (2018). Research on epistemological models of older adult education: The need of a contradictory discussion. *Educational Gerontology, 44*(5-6), 338-353. http://dx.doi.org/10.1080/03601277.2018.1475123

Kerr, J. D. (2004). *A study of the educational needs of baby boomers entering older adult education programs in California* (Doctoral dissertation). Available from ProQuest Dissertations and Theses Global (UMI No. 3150302)

Kiel, J. M. (1999). Reshaping Maslow's hierarchy of needs to reflect today's educational and managerial philosophies. *Journal of Instructional Psychology, 26*(3), 167. Retrieved from http://www.projectinnovation.biz/journal_of_instructional_psychology

Killam, W., & Weber, B. (2014). Career adaptation wheel to address issues faced by older workers. *Adultspan Journal*, *13*(2), 68-78. http://dx.doi.org/10.1002/j.2161-0029.2014.00027.x

Kirk, C. P., Chiagouris, L., Lala, V., & Thomas, J. E. (2015). How do digital natives and

digital immigrants respond differently to interactivity online? *Journal of*

Advertising Research, *55*(1), 81-94. http://dx.doiorg/10.2501/JAR-55-1-081-094

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*(1), 89-103. http://dx.doi.org/10.1007/s10734-014-

9825-y

Kojola, E., & Moen, P. (2016) No more lock-step retirement: Boomers' shifting

meanings of work and retirement. *Journal of Aging Studies 36*, 59-70.

http://dx/doi.org/10.1016/j.jaging.2015.12.003

Kooij, D., & Van De Voorde, K. (2011). How changes in subjective general health

predict future time perspective, and development and generativity motives over

the lifespan. *Journal of Occupational & Organizational Psychology, 84*(2), 228-

247. http://dx.doi.org/10.1111/j.2044-8325.2010.02012.x

Kooij, D. T. A. M., & Zacher, H. (2016). Why and when do learning goal orientation and

attitude decrease with aging? The role of perceived remaining time and work

centrality. *Journal of Social Issues, 72*(1), 146-168.

http://dx.org/10.1111/josi.12160

Krepcio, K. (2007). Baby boomers in retirement. *Journal of Jewish Communal Service*,

82(3), 155-158. Retrieved from https://jpro.org

Kruse, A., & Schmitt, E. (2012). Generativity as a route to active ageing. *Current*

Gerontology & Geriatrics Research, 1-9. http://dx.doi.org/10.1155/2012/647650

Krutka, D. G., & Carpenter, J. P. (2016). Why social media must have a place in schools.

Kappa Delta Pi Record, 52(1), 6-10. http://dx.doi.org/10.1080/00228958.2016.1123048

Leffel, G. (2008). Who cares? Generativity and the moral emotions–Part 1. Advancing the "psychology of ultimate concerns". *Journal of Psychology & Theology, 36*(3), 161-181. Retrieved from http://journals.biola.edu

Levinson, D. J. (1986). A conception of adult development. *American Psychologist, 41*(1), 3-13. http://dx.doi.org/0003-066x/86/$00.75

Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2006). *Methods in educational research: From theory to practice*. San Francisco, CA: Jossey Bass.

Lu, Y. (2015). Is experiential-intuitive cognitive style more inclined to err on conjunction fallacy than analytical-rational cognitive style? *Frontiers in Psychology, 6*(85). http://dx.doi.org/10.3389/fpsyg.2015.00085

Lytle, M. C., Foley, P. F., & Cotter, E. W. (2015). Career and retirement theories: Relevance for older workers across cultures. *Journal of Career Development 42*(3), 185-198. http://dx.doi.org/10.1177/0894845314547638

Marchiondo, L. A., & Cortina, L. M. (2014). Plus ça change…Women's top employment concerns during the Great Recession. *Analyses of Social Issues and Public Policy, 14*(1), 239-260. http://dx.doi.org/10.1111/asap.12028

Marinova, D., de Ruyter, K., Huang, M., Meuter, M. L., & Challagalla, G. (2017). Getting smart: Learning from technology-empowered frontline interactions. *Journal of Service Research, 20*(1), 29-42. http://dx.doi.org/10.1177/1094670516679273

McAdams, D. P., & de St. Aubin, E. (1992). A theory of generativity and its assessment through self-report, behavioral acts, and narrative themes in autobiography. *Journal of Personality & Social Psychology, 62*(6), 1003-1015. http://dx.doi.org/10.1037/0022-3514.62.6.1003

McAdams, D. P., Diamond, A., de St. Aubin, E., & Mansfield, E. (1997). Stories of commitment: The psychosocial construction of generative lives. *Journal of Personality & Social Psychology, 72*(3), 678-694. http://dx.doi.org/10.1037/0022-3514.72.3.678

McAdams, D. P., & Guo, J. (2015). Narrating the generative life. *Psychological Science, 26*(4), 475-483. http://dx.doi.org/10.1177/0956797614568318

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide.* (3rd ed.) San Francisco, CA: Josey Bass.

Murray, T. E. (2016). The forecast for special libraries. *Journal of Library Administration, 56*(2), 188-198. http://dx/doi.org/10.1080/01930826.2015.1124699

Nelms, K. R. (2015). Technology knowledge self-assessment and pre-test performance among digital natives. *Journal of Learning in Higher Education, 11*(1), 99-107. Retrieved from http://jwpress.com/JLHE/JLHE.htm

O'Brien, K. M. (2003). Measuring career self-efficacy: Promoting confidence and happiness at work. In Lopez, S.J. & Snyder, C.R. (Eds.), *Positive psychological assessment: A handbook of models and measures* (pp. 109-126). Washington, DC: American Psychological Association.

O'Brien, K. M., Heppner, M. J., Flores, L. Y., & Bikos, L. H. (1997a). The Career

Counseling Self-Efficacy Scale: Instrument development and training

applications. *Journal of Counseling Psychology*, *44*(1), 20 31.

http://dx.doi.org/10.1037/0022-0167.44.1.20

O'Brien, K. M., Heppner, M. J., Flores, L. Y., & Bikos, L. H. (1997b). Career

Counseling Self-Efficacy Scale. Retrieved from PsycTESTS:

http://dx.doi.org/10.1037/t04298-000

Oppawsky, J. (2016). Reaching and teaching graduate counseling students and therapists

of five generations in their cyber-world. *Annals of Psychotherapy & Integrative

Health*, 1. Retrieved from http://www.annalsofpsychotherapy.com/

Paggi, M. E., & Jopp, D. S. (2015). Outcomes of occupational self-efficacy in older

workers. *International Journal of Aging and Human Development, 80*(4) 357-378.

http://dx.doi.org/10.1177/0091415015607640

Parks, R., Evans, B., & Getch, Y. (2013). Motivations and enculturation of older adult

students returning to a traditional university. *New Horizons in Adult Education &

Human Resource Development, 25*(3), 62-75.

http://dx.doi.org/10.1002/nha3.20031

Peterson, D. A., & Masunaga, H. (1998). Policy for older adult education. *New

Directions for Adult and Continuing Education 77*(1), 55-60.

http://dx.doi.org/10.1002/ace.7705

Phillipson, C. (2013). Commentary: The future of work and retirement. *Human Relations

66*(1), 143-153. http://dx.doi.org/10.1177/0018726712465453

Robertson, C. (2006). Helping clients to create the third stage of life. *Career Planning &*

    Adult Development Journal, 22(3), 36-45. Retrieved from

    http://www.careernetwork.org

Rutherford, T. D., & Holmes, J. (2014). Manufacturing resiliency: Economic

    restructuring and automotive manufacturing in the Great Lakes region.

    Cambridge Journal of Regions, Economy & Society, *7*(3), 359-378.

    http://dx.doi.org/10.1093/cjres/rsu014

Sabo, R. M. (2017). Lifelong learning and library programming for third agers. *Library*

    Review. 66 (1/2), 39-48. http://dx.doi.org/10.1108/LR-08-2016-0065

Schaefers, G. K. (2012). Working for good: The encore career movement. *Career*

    Planning & Adult Development Journal, 28(2), 84-95. Retrieved from

    http://www.careernetwork.org

Selwyn, N. (2016). Digital downsides: Exploring university students' negative

    engagements with digital technology. *Teaching in Higher Education, 21*(8), 1006-

    1021. http://dx.doi.org/10.1080/13562517.2016.1213229

Slater, C. L. (2003). Generativity versus stagnation: An elaboration of Erikson's adult

    stage of a human development. *Journal of Adult Development, 10*(1), 53.

    Retrieved from http://www.adultdevelopment.org/

Snyder, T. D., de Brey, C., & Dillow, S. A. (2016). *Digest of education statistics 2014*

    (NCES2016-006). Retrieved from National Center for Education Sciences, U.S.

    Department of Education, DC. website:

    http://nces.edu/gov/pubsearch/pubsinfo.asp?pubid=2016006.

Son, J., & Wilson, J. (2011). Generativity and volunteering. *Sociological Forum, 26*(3), 644-667. http://dx.doi.org/10.1111/j.1573-7861.2011.01266.x

Stegman, B. (2014). Inquiry, new literaces, and the common core. *Kappa Delta Pi Record, 50*, 31-36. http://dx.doi.org/10.1080/00228958.2014.871688

Sullivan, S. C., & Downey, J. A. (2015). Shifting educational paradigms: From traditional to competency-based education for diverse learners. *American Secondary Education, 43*(3), 4-19. Retrieved from https://www.ashland.edu

Temin, P. (2016). The American dual economy race, globalization, and the politics of exclusion. *International Journal of Political Economy, 45*(2), 85-123. http://dx.doi.org/10.1080/08911916.2016.1185311

Thrift, J. (2012). *An examination of talent management strategies for a large investor-owned utility company: Facing the market pressures of the 21st century* (Doctoral dissertation). Available from ProQuest Dissertations and Theses Global. (UMI No. 3518883)

Toossi, M. (2015). Labor force projections to 2024: The labor force is growing, but slowly. *Monthly Labor Review, Dec 2015*. Retrieved from U.S. Bureau of Labor Statistics website: https://www.bls.gov/opub/mlr/2015/article/labor-force-projections-to-2024.htm

U.S. Department of Education. (2014). *OCTAE: Workforce innovation and opportunity act*. Retrieved from U.S. Department of Education website: http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html

U.S. Department of Labor. (2017). Retrieved from http://www.doleta.gov/WIOA/

U.S. Department of Labor Employment and Training Administration. (2010, June 29). *Encouraging Partnerships between the Workforce Investment System and Public Libraries to Meet Career and Employment Needs*. Training and Employment Notice No.50-09. Retrieved from U.S. Department of Labor website: http://wdr.doleta.gov/directives/attach/ten/ten2009/ten50-09.pdf

Valtchanov, B. L., & Parry, D. C. (2017). "I like my peeps": Diversifying the Net Generation's digital leisure. *Leisure Sciences, 39*(4), 336-354. http://dx.doi.org/10.1080/01490400.2016.1203846

Venter, E. (2017). Bridging the communication gap between Generation Y and the Baby Boomer generation. *International Journal of Adolescence and Youth, 22*(4), 497-507. http://dx.doi.org/10.1080/02673843.2016.1267022

Vespia, K. M., Fitzpatrick, M. E., Fouad, N. A., Kantamneni, N., & Chen, Y. (2010). Multicultural career counseling: A national survey of competencies and practices. *The Career Development Quarterly, 59*(1), 54-71. https://doi.org/10.1002/j.2161-0045.2010.tb00130.x

Warburton, J., McLaughlin, D., & Pinsker, D. (2006). Generative acts: Family and community involvement of older Australians. *International Journal of Aging and Human Development, 63*(2), 115-137. http://dx.doi.org/10.2190/9TE3-T1G1-333V-3DT8

Watson, S. A. (2016). Challenges faced by older job seekers in a technology driven age. *Career Planning & Adult Development Journal*, *32*(3), 38-44. Retrieved from http://www.careernetwork.org/

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 dkg.org

Wilt, J., Cox, K., & McAdams, D. (2010). The Eriksonian life story: Developmental scripts and psychosocial adaption. *Journal of Adult Development, 17*(3), 156-161. http://dx.doi.org/10.1007/s10804-020-9093-8

Yamashita, T., López, E. B., Keene, J. R., & Kinney, J. M. (2015). Predictors of adult education program satisfaction in urban community-dwelling older adults. *Educational Gerontology, 41*(11), 825-838. http://dx.doi.org/10.1080.03601277.2015.1050909