

INDEX

A

- Aaron, H., 11
- Abstract Random, 136
- Abstract Sequential, 135–136
- Accenture (formerly Anderson Consulting), 222
- Accessibility, 181, 182
- Accommodation: for learning styles and challenges, 148; for physiological challenges, 180–181; in the classroom, 272; in the workplace, 13, 308. *See also* Accessibility; Aging brain; Aging ear; Aging eye; Assistive technologies, Nutrition, Fitness, Sensory changes
- Accommodators, 133, 134. *See also* Sensory changes
- Action Steps to help OWLS, 13–14, 38–39, 60–65, 84–85; 112; 115; 116–117; 118–120, 121; 122–123; 145–148;
- Action Learning: action plan, 220–221; action teams, 222, 223; activities, 215; additional resources, 225–226; analytical approach, 212, 214; requires action, 211; and experiential learning, 210; and OWLS, 215–219; benefits, 217–219, 222; components, 211–212; creative approach, 212–213, 214; definition, 210; scope, 210, 211; selecting OWLS for action learning teams, 221–222; workplace application, 224–225
- Adult Development: *See* Cognitive development; Physiological development; Psychosocial development
- Adulthood: *See* Middle adulthood, Late adulthood
- Adult Learner Competencies, 91–96. *See also* Older worker-learners (OWLS) as learners
- Adult Learning (theory and practice): andragogy, 75; andragogical approach in the workplace, 75; foundations, 74; incidental, 76; informal, 76; self-directed, 75; transformational, 76; women and learning, 77

- Advocate: *See* Champion
- Ageing Workforce. *See* Demographic shift; Research; Trends
- Age Bias, 34
- Age Discrimination, 34
- Age Discrimination in Employment Act (ADEA), 34, 51, 60, 308
- Age Groups, 8–10, 28. *See also* Mid-Old OWLS; Old OWLS; Old-Old OWLS; Oldest-Old OWLS; Young OWLS
- Ageing Brain: accommodation, 185; age-related changes, 180; effect on WLP, 179–180; functional changes, 179; structural changes, 179. *See also* Cognitive development
- Ageing Ear, accommodation strategies, 184; hearing loss, 174; overview, 173–174; psychosocial effects, 174
- Ageing Eye: accommodation strategies, 182–184; color sensitivity, 173; contrast sensitivity, 173; lens, 171; pupil, 171; typeface differences, 183; vision problems, 171–173
- Air Canada, 291
- Albert, M., 105, 106, 115, 178, 179
- Albrecht, K., 118
- Aldrich, C., 267
- Allen, A., 34
- Allier, J., 3, 9, 10, 60
- Alpine Media, 311
- American Association of Retired Persons (AARP), 7, 8, 26, 63
- American Society for Training and Development (ASTD), 11, 291
- Americans With Disabilities Act (ADA), 148
- Ameritech, 222
- Analysis of Workplace: *See* Organizational audits.
- Anspaugh, D., 194
- Appelman, R., 267
- Armstrong, T., 124
- Arrowsmith, J., 7
- Asia Pacific, 4–5, 25. *See also* China, Japan, South Korea
- Assimilators, 133, 134
- Assistive Technologies, 180–181
- Attention Deficit Disorder (ADD): action steps to help OWLS, 148; characteristics, 143; definition, 142; duration, 142; scope, 142; signs, 142; treatment 144
- Attention Deficit Hyperactivity Disorder (ADHD): action steps to help OWLS, 148; characteristics, 143; definition, 142; diagnosis, 143; scope, 142; signs, 142; treatment, 144
- Atchley, R., 10, 27
- Attention: action steps to help OWLS, 116–117; attentional capacity, 116; definition, 105; implications for WLP, 116; selective, 106; sustained, 106. *See also* Executive control
- AT&T, 222
- Audit: *See* Organizational audit
- Automaticity, 115
- B**
- Baby Boomers/Boomers: *See* Generations
- Balkin, D., 58, 215
- Baltes, P., 28
- Baron, R., 316
- Baumgartner, L., 76
- Begley, S., 101, 179
- Beigel, J., 35, 163, 315
- Bell, C., 321
- Bellantoni, M., 169
- Benefits (health care, vacation, and so forth), 56
- Bernthal, P., 91
- Bichelmeyer, B., 305
- Bickham, T. 312
- Biech, E., 312, 321
- Big BOP (Burnout, Obsolescence, Paternalism), 34–35
- Binstock, R., 78
- Blackman, M., 169
- Blank, R., 51, 160, 162
- Blumberg, J., 185
- Boehle, S., 261
- Boeing, 222
- Bolch, M., 29, 37
- Bond, K., 142
- Borders, C., 305
- Botsworth, B., 11
- Boulmetis, J., 323
- Bradford, M., 203
- Brain Drain: and OWLS, 58–59; causes 59; solutions, 60

- Bransford, J., 123
 Brockett, R., 76
 Brookfield, S., 91
 Brown, K., 297.
 Buckley, M., 236, 237, 238
 Buddha, 199
 Burnout: *See Big BOP*
 Burns, J., 59.
 Burtless, G., 11
 Byrnes, G., 142
 Byrnes, N., 315
- C**
- Caffarella, R., 77, 81, 123.
 Callahan, J., 4, 101, 102, 317
 Camp, C., 105, 108
 Canada, 5, 31, 79
 Capital One, 300
 Cardy, R., 58, 215
 Center for Economic Development (CED), 12
 Certification, 308, 311–312
 Champion, 38, 64
 Chang, C., 256
 Checklist for Evaluating WLP Programs, 324–327
 Chief Human Resource Officers (CHRO), 60
 China, 5
 Chunking Strategies, 115
 Churchill, W., 144
 Clark, D., 125, 127, 133
 Clark, R., 228
 Clark, R., 305
 Clark, T., 294
 Classroom Learning: about classroom learning, 269–270; additional resources, 284–285; audience analysis, 270–271; connectivity, 275–277; cost analysis, 272; ergonomics, 278–279; learner focus, 280; motivation, 278–280; practice, 271; training aids, 271, 272; scope, 270, 272; selecting classroom training, 272–274; strategies, 284visuals, 279–280, 284; WLP application, 280–284
 Coaching, xxiv, 309, 315–316: *See also* Workflow learning
 Cognitive Development: action steps to help OWLS, 110–112; cognitive ability, 100, 101–105; cognitive agility, 100, 103–105; cognitive factors, 100–105; effect of aging, 101–102; implications for WLP, 110; noncognitive factors, 100–101. *See also* Aging brain; Attention; Executive control; Intelligence; Memory; Problem solving; Thinking; Visuospatial processing. *See also* Aging brain
 Cognitive Load Theory, 115
 Collaborate With OWLS: about collaboration, 307–309; to analyze training needs, 308, 309–317; to design and develop training, 317–319; to implement and evaluate training, 319–328; suggestions for involving OWLS, 329–330
 Colteryahn, K., 91
 Communication, 270, 309, 313
 Computer-Based Training (CBT), about CBT, 287; design, 288–289; ergonomic factors, 289–290
 Concelman, J., 59
 Concrete Random, 135
 Concrete Sequential, 136
 Conference Board, 36–37
 Confirmative Evaluation: *See* Evaluation
 Conley, L., 295
 Conlin, M., 202
 Connectivity, 307. *See also* Classroom learning
 Convergents, 133, 134
 Costa, P., 190, 191, 194
 Cotman, C., 179
 Coutu, D., 252, 253
 Crimmins, E., 27, 35, 189
 Cross, J., 65, 82, 247, 248, 249, 256, 267, 287
 Cross, K., 74, 82
 Cross, T., 4, 101, 102, 317
 Culture of Retention (organizational: discussion, 60–62; how to analyze, 66–71
 CVS Pharmacy, 163
- D**
- Darwin, S., 159
 Davenport, T., 58
 Davidson, E., 328
 Davis, P., 91

- Dell, 315
 DeLoitte Consulting, 164
 DeLong, D., 59, 61, 63
 Demographic Shift, 5–6; Asia Pacific, 5, 25; Canada, 5, 31; Europe, 5, 3; Japan, 5, 12, 26; South Korea, 5, 12; United Kingdom, 7; United States, 5, 12, 25, 31
 Dengel, D., 185
 Dessinger, J., 13, 64, 211, 215, 249, 252, 255, 272, 281, 295, 297, 310, 323, 327, 328
 Deutsche Bank, 222
 Dialogue, 222, 233, 281
 Dick, B., 210.
 Digital Learning: about digital learning, 300; designing OWL-friendly digital learning 300–301
 Digital Revolution, 159
 Dilworth, R., 222.
 Distance Learning: about distance learning, 294; asynchronous, 294, 298; designing OWL-friendly distance learning, 295–299; synchronous, 295; 298–299; WLP application,
 Divergers, 133, 134
 Dixon, N., 211.
 Dow Chemical, 222, 291
 Dual Processing, 115
 Dunn, K., 127, 128, 130
 Dunn, R., 127, 128, 130
 DuPont, 291
 Dutwin, P., 323.
 Dychtwald, K., 57, 64
 Dyscalculia, 140, 141, 145, 147, 148
 Dys-Functions or Three Dys, 140. *See also* Dyscalculia; Dysgraphia; Dyslexia
 Dysgraphia, 140, 141, 145, 147
 Dyslexia, 140, 141, 145, 147
- E**
 Eclectic Learning Style, 132–133
 Edlin, G., 188, 191, 194, 199
 Edmondson, B., 328
 Eggen, P., 107, 116
 Eichinger, R., 91.
 Ekstrom, I., 170, 173, 183
 Elderhostel, 204
 e-Learning: about e-learning, 291; benefits, 292–293; OWL-friendly e-learning, 294
 Electronic Data Services (EDS), 58
 Electronic Performance Support Systems (EPSS): *See* Workflow learning
 Electronic Support system (EPSS): *See* Workflow learning
 Elliott, L., 297
 Elliott, P., 267
 Ellis, M., 159
 Emotional Health, 191–192
 Employment Policy Foundation, 5
 Encoding strategies, 114
 Endicott, J., 267.
 Epilogue, 328–330
 Ergonomics, and classroom training,: and CBT, 289–290
 Erickson, T., 64
 Erikson, E., 151, 152, 153.
 European Union (EU), 4, 5, 12, 25, 163, 308
 European White Paper, 207
 Evaluation: about program evaluation, 281; 319; 321–323; 324–327; additional resources, 328; confirmative, 281; formative, 281; full-scope, 281; meta, 281; summative, 281. *See also* Checklist for Evaluating WLP Programs; Collaborate With OWLS; The Joint Committee on Standards for Educational Evaluation
 Executive Control, 100, 106
 Experience: learning, 79; work, 29
 Experience Works, 8
 Experiential Learning, 210
- F**
 Farrell, B., 4, 5, 12, 26, 59, 160, 163, 164
 Federal Bureau of Investigation (FBI), 159
 Feld, J., 314.
 Feldman, R., 105, 108
 Ferrini, A., 175, 178
 Ferrini, R., 175, 178
 Feuerpeil, S., 4, 59, 163
 Filipczak, B., 155, 237
 Findsén, B., 27, 78
 Fink, J., 323
 Fisher, G., 51
 Fisher, J., 153, 154
 Fitness: as accommodation strategy, 185
 Fitzpatrick, G., 323
 Flower, J., 57.
 Ford Motor Company 291, 295

- Ford, R., 250
 FORDSTAR, 295
 Formal Learning Style, 132–133
 Formative Evaluation: *See* Evaluation
 Franklin, B., 144
 Freire, P., 77
 Friedman, H., 190
 Friedman, T., 34, 307, 319
 Fugate, M., 199, 204
 Fullerton, H. Jr., 4
 Full-Scope Evaluation: *See* Evaluation
- G**
- Gagne, R., 106, 231
 Gardner, H., 109
 Gartner, 261
 Gatz, M., 190
 Gautier-Downes, J., 255, 256
 General Electric (GE), 222
 General Motors (GM), 222
 Generations: about generations, 154–155;
 Baby Boomers, 29, 49, 59, 156, 158,
 232; definition, 155; Gen X, 59, 157,
 158–159, 162, 224, 280, 282, 283, 314;
 Gen Y, 157, 159, 162, 224, 232, 262,
 280, 282, 283, 313; multigenerational
 EPSS user model, 262; multigenerational
 classroom, 275–277, 280–284;
 multigenerational leadership training,
 314–315; multigenerational learning
 teams, 240–246; multigenerational work-
 place, 155–157, 159, 270, 309; Sheehy's
 passages, 150; Silent generation, 156,
 158, 232, 280, 282; Seniors, 156, 158
 George, L., 78
 Gerontology (educational), 78
 Gery, G., 248, 256
 Glanz, D., 8, 83
 Global Workplace, xvii, 3–5, 10, 12, 26,
 163, 308. *See also* Research, Trends
 Godlin, D., 228, 230, 231
 Golanty, E., 188, 191, 194, 199
 Goldberg, A., 185
 Goleman, D., 322
 Gomez-Mejia, L., 58, 215
 Goodman, P., 160
 Goodpaster, J., 123
 Gredler, M., 123
 Greenberg, J., 316
- Gregorc Learning Style Delineator,
 135–137, 146. *See also* Abstract sequen-
 tial, Abstract random, Concrete se-
 quential, Concrete random
 Gregorc, A., 135–137
 Grossman, R., 30, 31, 37, 60
 Gustafson, K., 83
- H**
- Hagberg, J., 185
 Hahn, D., 188
 Hale, J., 323
 Hale, N., 6
 Hall, B., 5
 Hall, E., 108
 Hamrick, M., 194
 Hardy, M., 50, 52
 Harris, P., 59, 155, 159, 160, 166
 Hartmann, T., 144
 Harvard Business School, 252
 Hausmann, C., 4, 59, 163
 Havighurst, R., 151, 153
 Hayslip, B., Jr., 81, 82, 83, 99, 103, 111,
 113, 167
 Health and Retirement Study (HRS), 35
 Health: overview, 187–188; need for train-
 ing, 316. physical health, 189. *See also*
 Emotional health, Mental health, Physi-
 cal health
 Hearing Problems: *See* Aging Ear
 Heinen, L., 200
 Hiatt, L., 183.
 Higgins, M., 252
 Hiring OWLS: research 12; practice 29, 53,
 54, 60, 62, 63. *See also* Rehiring OWLS
 Hodges, T., 328.
 Hodson, R., 31, 53
 Home Depot, 63
 Hooyman, N., 28, 29
 Houle, C., 76, 228, 229
 House, R., 280
 Human Performance Technology (HPT)
 Model, 310
- I**
- IBM Business Consulting Services, 308,
 309
 IBM Global Human Surveys (2002),
 (2005), 60, 308

- Implications for WLP: *See* Cognitive development, Learning challenges, Learning styles, OWLS as learners; OWLS as workers; OWLS as retirees—or not; Psychosocial development
- Individuals With Disabilities Act (IDEA), 138, 139
- International Symposium on Self-Directed Learning, 84
- Intelligence: action steps to help OWLS, 118–120; crystallized, 108–109; fluid, 108; general, 107; implications for WLP, 117–118; multiple, 109, 118–120; nature of, 107; social, 120; traditional view of, 107
- Institutes for Learning in Retirement (IRL), 204
- Internet Technologies, 159
- Interventions: non-training, xxi, 64
- The Intervention Selection Tool, 64, 272
- Involving OWLS in Planning Training, 329–330
- iPods, 300
- International Society for Performance and Instructions (ISPI), 308
- Izzo, J., 159
- J**
- Jacobs, R., 267
- Jacoby, S., 111
- Japan, 5, 8, 25, 26
- Jarvis, P., 49, 59, 83, 108, 109, 207
- Jezsik, L., 256
- Job Performance Aids (JPA): *See* Workflow learning
- Job Demands (non-physical and physical), 27, 35–36
- Johnson, R., 11, 35, 58
- The Joint Committee on Standards for Educational Evaluation, 281, 319
- Jonassen, D., 122
- Joyce, A., 6, 83
- Just-In-Time Training (JITT): *See* Workflow learning
- K**
- Accommodators, Assimilators, Convergents, Divergers
- Kaeter, M., 81, 83
- Kaplan-Leiserson, E., 59, 155, 160, 164
- Karel, M., 190
- Kasl-Godley, J., 190
- Kauchak, D., 107, 116
- Kayes, A., 243
- Kayes, D., 243
- Kazanas, H., 251, 267
- Kearsley, G., 305
- Keeps, E., 73, 79, 84, 101, 278, 285
- Kennelly, K., 81, 82, 83, 99, 103, 111, 113, 167
- Kesting, B., 211
- Kidd, J., 74
- Kiker, D., 4, 101, 102, 317
- Kim, K., 269, 291
- Kirby, G., 123
- Kiyak, H., 28, 29
- Klein, J., 257
- Knowledge: champions of, 64; definition, 58; implicit, 63–64; tacit, 63–64; knowledge management, 308; knowledge-sharing practices (organizations), 63; knowledge workers, 58
- Knowles, M., 270
- Knowles, M., 75, 76, 80, 81, 270
- Knox, A., 74
- Kolb Learning Style Inventory (LSI): 133–134, 146.
- Kolb Team Learning Experience Model (KTLE), 243
- Kolb, D., 133, 134, 243
- Kolosh, K., 3, 9, 10, 60
- Kramer, L., 59
- Kraut, A., 13
- Kroll, K., 57
- L**
- Lamdin, L., 199, 204
- Late Adulthood, 152
- Lawler, E., 4, 13
- Learning Challenges: action steps to help OWLS, 145–148; definition, 126; effects of aging, 126; implications for WLP, 144–145; *See also* Learning disability; Attention deficit disorder (ADD); Attention deficit hyperactivity disorder (ADHD); Dys-functions

- Learning Disability: causes, 139; coping signs, 139; definition, 138; duration, 139; intelligence and, 138–139; scope, 139
- Learning Styles: action steps to help OWLS, 145–148; age-related changes, 129; classroom training, 283; cognitive styles; definition, 125; effect of aging, 125; environmental elements, 130, 131, 136; generational differences, 282; implications for WLP, 144–145; perceptual styles, 127, 128; personality and, 127; preferences, 129; research, 137; stimuli, 131. *See also* Eclectic learners; Formal-structured learners; Dunn and Dunn Learning Style Questionnaire; Gregorc Style Delineator; Kolb Learning Style Inventory; Self-directed learners; Non-learners; Productivity Environmental Preference Survey (PEPS); VAK Learning Styles Self-Assessment; VAK/VAKT
- Leisure: definition, 198; learning as a leisure activity, 199; leisure learning opportunities, 203–204; other leisure pursuits, 199
- Lesser, E., 4, 5, 12, 26, 59, 160, 163, 164
- Leven, C., 5
- Life Expectancy, 26. *See also* Older Worker-Learners (OWLS) As Workers
- Lifespan, 8
- Lombardo, M., 91
- Longworth, N., 79.
- Lowenstein, D., 101, 103, 108, 110
- Lumsden, D., 78, 132, 155, 308
- Lundy, J., 261
- M**
- Magai, C., 191
- Maher, K., 6
- Manheimer, R., 204
- Margolis, F., 321
- Marquardt, M., 210, 211, 225, 305
- Marsick, V., 76
- Martin, C., 231–232
- Mayer, R., 305
- Mayo Clinic, 169, 170, 177, 182
- McCormack-Brown, K., 188, 191, 194, 199
- McCrae, R., 190, 191, 194
- McDonnell, S., 230
- McGoldrick, A., 7
- McIntire, M., 12, 180, 181, 200
- McLagan, P., 91
- McMillan, R., 314
- Medication: as treatment for ADD/ADHD, 144; effect on adjusting to temperature changes, 170
- Medsker, K., 182, 231
- Memory: action steps to help OWLS, 112–116; cues, 115; explicit, 105; implicit, 105; implications for WLP, 112; long-term, 105; overview of memory, 103–104; sensory, 104; short-term, 104. *See also* Automaticity; Cognitive load theory; Chunking; Dual processing; Encoding; Rehearsal; Reinforcement; Repetition
- Mental Health: anxiety, 180; depression, 190; emotional disorders, 191; fractals, 191; paraphrenia, 190; personality disorders, 191; schizophrenia, 190
- Mentor/Mentoring, xxiv, 38. *See also* Workflow learning
- Merriam, S., 74, 76, 77, 81, 123, 132, 155
- Meta Evaluation: *See* Evaluation
- Metcalfe, H., 7
- Mezirow, J., 77
- Michalski, G., 294
- Microsoft, 181
- Middle Adulthood, 151–152
- Mid-Old OWLS, 9, 29–30, 50, 55, 156, 158, 314
- Miller, G., 115
- Mnemonics, 115
- Mobbs, C., 196, 197
- Mondy, R., 253
- Moody, H., 81, 167, 279, 280
- Morison, R., 64
- Moseley, J., 13, 64, 211, 215, 249, 252, 255, 272, 281, 295, 310, 323, 327, 328
- Moskow-McKenzie, D., 204.
- Moss, M., 105, 106, 115, 178, 179
- MP3s, 300
- MP3s., 300
- Mulkey, J., 311, 312

- Multigenerational Workplace: *See* Generations
- Myers Briggs Types Indicator (MBTI), 133
- N**
- NASA, 230
- National Business Group on Health, 200
- National Center for Learning Disabilities, 145
- National Employ Older Workers Week, 30
- National Older Worker Career Center (NOWCC), 12
- National Resource Center on ADHD, 146
- Naughton, J., 91, 311, 312
- Neeper, S., 179
- Neikrug, S., 8, 83
- Netherlands, 79
- Neugarten, B., 8
- Nguyen, F., 257
- Nicholas, H.J., 291
- Noe, R., 253
- Noise: external, 117; internal, 116
- Nonlearners, 132, 133
- Noor, A., 228, 230, 231
- Novartis, 222
- Novicevic, M., 236, 237, 238
- Nusbaum, B., 191
- Nutrition, 185, 323
- O**
- O'Driscoll, T., 65, 82, 247, 248, 249, 256, 267, 287
- O'Toole, J., 4, 13
- Obsolescence: *See* Big BOP
- Ochoa-Alcanta, J., 305
- Odums, G., 29
- Old OWLS, 9, 10, 53, 57, 152, 156, 158, 314
- Older Worker-Learners (OWLS) As Learners: competencies, 91–96; curriculum design for, 78; learning potential of, 78; motivation of, 78; OWLS' perceptions, 80; participation in education and training, 79; role of experience, 79; self-direction, 80; workplace perceptions, 79. *See also* Cognitive development: Learning styles; Learning challenges.
- Older Worker-Learners (OWLS) As Retirees—Or Not: retirement, 50; retention, 60; three categories of retirees, 52. *See also* Culture of retention; Rehire
- Older Worker-Learners (OWLS) as workers: economic reasons for working, 26; full-time, 55; impact on workplace, 31–32; negative workplace perceptions, 7, 31; part-time, 56; personal reasons for working, 27; positive workplace perceptions, 28–30; self employed, 56; trends, 51–58; volunteers, 57; workplace impact on OWLS, 32–35; workspan, 8
- OWLness, 11–12
- Oldest OWLS, 9, 10, 11, 50, 53, 57, 83, 152, 156, 158, 314
- Old-Old OWLS, 9, 10, 53, 57, 83, 152, 156, 158, 314
- Olsen, J., 311
- On-The-Job Training (OJT): *See* Workflow learning
- Organization for Economic Cooperation and Development (OECD), 5
- Organizational Audits: of current workplace, 13, 15–24; of OWLS as learners, 86–90; of culture of retention, 66–71; of OWLS as workers, 40–48
- Organization for Economic Cooperation and Development, (OECD), 5
- Organizational Learning (and team learning), 231
- P**
- Paas, F., 104
- Papalia, D., 105, 108
- Participation in Education and Training, 79
- Paternalism/Nonpaternalism, 33
- Patrick, J., 159
- Payne, M., 4, 5, 12, 26, 160, 163, 164
- Payne, W., 188
- PDA: 262, 271
- Pension Plans, 50, 56
- Perceptions: *See* OWLS as learners, OWLS as retirees, OWLS as workers, Organizational audits
- Performance Centered Design, 248
- Performance Support Tools (PST): *See* Workflow learning
- Perlmutter, M., 108
- Peterson, D., 51, 74

- Phillips, J., 322, 323
- Physical Changes: body composition, 169;; classroom accommodation, 272; musculoskeletal function, 169–170; skin, 168–169; teeth, 168. *See also* Accommodation, Accessibility, Assistive technologies, Psychomotor functions
- Physical Disability, 192
- Physical Health, 189
- Physical Injuries, 192–193
- Physiological Development: action steps to help OWLS, 182–186; implications for WLP, 180–181; overview, 167–168. *See also* Accessibility, Accommodation, Assistive technology, Aging brain; Aging eye; Aging ear; Physical changes, Sensory changes; System changes
- Piskurich, G., 305
- Plateauing: *See* Big BOP
- Plutowski, S., 103
- Powers, B., 284
- Premack Principle, 116
- Premeaux, S., 253
- Preskill, H., 328
- Problem Solving: action steps to help OWLS, 122–123; implications for WLP, 122; types of problem solvers, 122
- Proctor and Gamble, 316
- Productivity Environmental Preference Survey (PEPS), 130, 146
- Psychomotor Functions, 180
- Psychosocial Development, action steps to help OWLS, 164–166; implications for WLP, 163–164; periods, 153–154; 149–166: stages, 150, 152–53; theory base, 150–154. *See also* Generations; Middle adulthood; Late adulthood; Values
- R**
- Ragan, T., 124
- Raines, C., 155, 237
- Ramsey, R., 26, 27, 28, 29, 30, 34, 35
- Read, M., 142, 144
- Real Work Life Application, 235
- Real-Time Learning, 247, 248
- Real-Time Training, 250
- Recertification: *See* Certification
- Reductions, 32
- Reesman, M., 297
- Rehabilitation Institute of Chicago, 180
- Rehearsal, 113–114
- Rehiring OWLS, 29, 54, 60–65. *See also* Hiring OWLS
- Reinforcement, 113
- Repetition, 115
- Research: adult learning, 74–84; aging workforce, 3–5, 7–10; cognitive development, 101–109, 117–118, 121, 122; learning styles, 137; life expectancy, 26; workplace trends, 5–6, 11, 12, 26–27. *See also* Hiring OWLS, Participation; Retaining OWLS
- Restructuring, 32
- Retaining OWLS: practice, 54, 60, 63, 64, 163, 309; research, 12, 29
- Retraining OWLS, 12, 60. *See also* Training
- Reverse coaching/mentoring: *See* Workflow learning
- Reynolds, S., 27, 35, 189
- Rich, R., 138, 139, 140, 144
- Richey, R., 309
- Roberson, D., 11, 26, 36
- Rocco, T., 7
- Rocco, T., 82
- Rogers, M., 308
- Ronen, M., 8, 83
- Rosata, F., 194
- Rose, C., 128
- Rosenberg, M., 292
- Rossett, A., 255, 256, 284, 294
- Roth, C., 101, 102, 103, 111, 116, 175, 184, 189
- Rothwell, W., 13, 14, 84, 91, 92, 94, 210, 211, 212, 215, 217, 218, 225, 228, 231, 251, 267, 284
- Rothwell, W., 84, 91–96
- Russ-Eft, D., 328
- S**
- Saito, Y., 27, 35, 189
- Sales, G., 292
- Salopek, J., 211
- Sanders, E., 13, 14, 91
- Sanders, J., 323
- Santo, S., 135
- Santrock, J., 150, 152
- Schaie, K., 81, 151, 152

- Schank, R., 123
 Self Employed, 57
 Self-Directed: learners, 84, 132–133; workers, 30
 Senge, P., 228, 230, 231
 Sensory Changes: feeling the heat, 175; feeling the cold, 175–176; keeping OWLS cool, 184–185; keeping OWLS warm, 185; smell, 174–175; taste, 174–175; touch, 175. *See also* Aging
 Ear, Aging Eye
 Shapiro, J., 138, 139, 140, 144
 Sheehy, G., 150, 153, 154, 155
 Sheldon, K., 284
 Sheppard, N., 51
 Sherron, R., 78
 Sicker, M., 32.
 Silberman, M., 215, 226, 285
 Simulations: *See* Workflow learning
 Sleep Problems: broken sleep pattern, 196; decreased energy level and fatigue, 196; disturbances, 196; insomnia, 196
 Slipp, S., 51, 160, 162
 Sloman, M., 292
 Smith, P., 124
 Smola, K., 154
 Snodgrass, D., 204
 Social Security, 27, 50, 52, 55, 56
 Social Security Administration, 9
 Society of Human Resource Management (SHRM), 12
 Solano, K., 250
 Soper, J., 13, 14, 91
 Southern Baptist Hospital, 83
 Staying Ahead of the Curve, 6
 Stein, B., 123
 Stein, D., 7
 Stein, D., 82
 Stepanek, M., 159
 Stetson, S., 62
 Stolovitch, H., 73, 79, 84, 101, 278, 285
 Stone, D., 267
 Stress: about stress, 196; and aging, 197; and economic security, 197; causes, 197; responses to, 197
 Sugrue, B., 269, 291
 Sullivan, H., 257
 Sullivan, T., 31, 53
 Summative Evaluation: *See* Evaluation
 Summerfield, B., 200, 201, 314
 Sutton, C., 154
 Sweller, J., 104
 System Changes: about system changes, 176; cardiovascular, 176–177; digestive, 177; effect on WLP, 176–180; excretory, 177–178; immune, 178; nervous, 178; respiratory, 178
- ## T
- Tapscott, D., 159
 Teaff, J., 198
 Team Learning: additional resources, 246; about team learning, 228–231; benefits, 230–231; definition, 228; OWL-friendly design, 239–240; deliver, 239; evaluate, 239; multigenerational learning teams, 236–238; –242, 243, 245; OWLS and team building activities, 234–235; OWLS as team learners, 231–238; team learning competencies, 231–233, 233; virtual learning teams, 230, 236; workplace applications, 240–246
 Technology Interface Training, 312
 The Older Adult Services and Information System (OASIS), 204
 The Travelers Corporation, 316
 Thiagarajan, R., 124
 Thiagarajan, S., 124, 230, 236, 246, 267
 Thompson, M., 7
 Tiwana, A., 58, 64
 Toffler, A., 91
 Toffler, A., 91
 Tough, A., 76, 229
 Tracey, M., 107, 109
 Training Older Worker-Learners (OWLS): needs, 308, 309–317; cost, 272. *See also* OWLS as learners; Collaborate with OWLS, Retraining OWLS
 Transformation, 207–208
 Transitions, 97–98
 Trends in the Workplace, xix, 4–12, 26–27. *See also* Brain drain, Demographic shift, OWLS as workers, OWLS as retirees-or not; Reductions, Restructuring; Paternalism
 Troll, L., 178
 Tucker, J., 190
 Tulgan, B., 232

U

Union Pacific Railroad, 316
 United Way, 58
 United Kingdom (UK), 7, 79, 82, 163
 United States (U.S.), 4, 5, 6, 9–10, 12, 25,
 26, 29, 31, 79, 163
 U.S. Army, 291
 U.S. Department of Health, 170
 U.S. Department of Labor, 4, 7
 U. S. Library of Congress, 6, 312

V

VAK Learning Styles Self-Assessment,
 146
 VAK/VAKT (visual, auditory, kinesthetic,
 tactile): 127–130; 146, 147
 Values: by generation, 161; integration of,
 160; related to adulthood, 162; related
 to careers, 162; related to work, 160
 vanMerriënboer, J., 104
 VanTiem, D., 13, 64, 211, 215, 249, 252,
 255, 272, 295, 310
 Venneri, S., 228, 230, 231
 Verduin, J., 294
 Villachia, S., 267
 Virtual Learning: about virtual learning,
 287–288; additional resources, 305;
 types of virtual learning, 289–300;
 WLP application, 301–305. *See also*
 Computer-based training; Digital learn-
 ing, Distance learning, e-learning; Web-
 based learning
 Vision Problems: *See* Aging Eye
 Visuospatial Processing, 100, 106–107
 Vocational Rehabilitation Act, 148
 Vojta, C., 189, 192, 201

W

Wallis, C., 141, 142, 144
 Watanabe, C., 8, 25
 Watkins, C., 142
 Watkins, K., 76
 Web-Based Training: 291; *.See also*
 e-learning
 Well-Being: about well-being, 186, 194–195;
 action steps to help OWLS, 200–204;
 implications for WLP, 199–200; signs

that well-being is not so well, 195–198.
See also Health; Leisure, Mental health;
 Physical health; Sleep problems, Stress,
 Wellness

Wellins, R., 91
 Wellner, A., 10
 Wellness: benefits, 194; six types, 193–194;
 need for training, 316
 Whirlpool, 222
 Whitbourne, S., 178
 Whitney, K., 275, 308
 Whitney, K., 296
 Wild, R., 31
 Willis, S., 81, 151, 152
 Wilson, J., 267
 Wisdom, 28, 30
 Woodwell, W., Jr., 11, 49, 155, 308
 Workflow Learning: about workflow learn-
 ing, 247, 248; application to WLP,
 261–266; coaching, 252–253, 254;
 electronic performance support system
 (EPSS), 256–259, 261–266; job perfor-
 mance aid (JPA), 255–256; just in time
 training (JITT), 248–249, 250, 251,
 152, 253, 257, 261, 262; mentoring,
 252–254; on-the job training (OJT),
 249–250, 251, 252, 253; OWLS as
 workflow learners, 251–253; PDA, 262;
 performance centered design, 248; per-
 formance support tool (PST), 255–256;
 reverse coaching, 253, 254; selecting
 coaches, 252; simulations, 260–261;
 single source strategy, 260
 Workplace Audits: *See* Organizational
 audits
 Workplace Learning and Performance
 (WLP): definition xix–xx
 Workplace Learning and Performance
 (WLP) Practitioners: definition, xx; dis-
 ciplines xx, 12; roles, xx, 12, 328; com-
 petencies, xx, xxvi, 12–13, 14, 328–329
 Worthen, B., 323

Y

Young OWLS, 9, 11, 55
 Younger Worker-Learners, xvii, xxi, xxv, 6,
 81–82, 270, 315

