CONTINGENT WORK: THE EXPERIENCE OF CONTRACTORS IN LEARNING AND DEVELOPMENT

by

Françoise Munger

A Thesis

in

The Department

of

Education

Presented in the Fulfillment of the Requirements

for the Degree of Master of Arts (Educational Technology) at

Concordia University

Montreal, Quebec, Canada

June 15, 2017

CONCORDIA UNIVERSITY

School of Graduate Studies

This is to certify that the thesis prepared

By: Françoise Munger

Title: CONTINGENT WORK: THE EXPERIENCE OF CONTRACTORS IN LEARNING AND DEVELOPMENT

and submitted in partial fulfillment of the requirements for the degree of

Master of Arts (Educational Technology)

complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

Signed by the final Examining Committee:

Saul Carliner	Supervisor
Robert Bernard	Supervisor
Giuliana Cucinelli	Examiner
Steven Shaw	Examiner
Saul Carliner	Chair

Approved by _____
Chair of Department or Graduate Program Director

_____
Dean of Faculty

June 15, 2017

CONTINGENT WORK: THE EXPERIENCE OF CONTRACTORS

ABSTRACT

Contingent Work: The Experience of Contractors in Learning and Development

Françoise Munger

Market globalization and rapid changes in technology have led to an influx of contingent work arrangements in many occupational fields. This research investigates contracting, which is one of the growing contingent work arrangements for knowledge professionals. The study objective is to relate the attitudes and perceptions of contractors regarding satisfaction of work, life, and work-family balance. Sixty-two (62) independent contractors in learning and development across Canada responded to an invitation sent by a professional association in this field and completed the 54-item questionnaire. Learning and development is a broad field that encompasses many distinct roles, including instructional designers, instructors, and facilitators. Respondents assessed variables such as volition or preference to adopt contracting, autonomy of work, market demand, financial security, and feedback from organizations. Hypotheses on correlation between variables and outcomes were confirmed. Factor analysis provided three critical factors that explained 72 percent of the variance in 23 items. These factors are interpreted as (1) Performance Driver, (2) Environmental Enabler; and (3) Financial Stabilizer. Multiple regression provided significance on two outcome items that represent “Ideal Life” and “Fulfillment in Life.” The results suggest that the desire for contract work as well as traits, personal qualities, and life experience of contractors, positively affect the autonomy and uncertainty of the contractors. Organizations providing attractive conditions to contractors will appeal to qualified individuals. Scholars and professional

associations play a key role in pursuing the dissemination of new knowledge and have the expertise to foster the success of self-employed professionals.

Keywords: contingent work, non-standard work, contractors, independent contractors, knowledge contractors, Institute of Performance and Learning, IPL, learning and development, instructional design, facilitation.

CONTINGENT WORK: THE EXPERIENCE OF CONTRACTORS

RÉSUMÉ

Travail non classique: L'expérience des travailleurs autonomes dans le domaine de la formation et du développement des compétences

Françoise Munger

La mondialisation des marchés et les changements rapides technologiques ont amené une multitude de formes de travail non classiques dans plusieurs domaines professionnels. Cette recherche examine le travail autonome, une des formes de travail atypiques en croissance pour les professionnels du savoir. L'objectif de l'étude est d'établir un rapport entre les attitudes et les perceptions des travailleurs indépendants quant à la satisfaction au travail, satisfaction par rapport à la vie, et la conciliation travail-famille. Soixante- deux (62) travailleurs autonomes dans le domaine de la formation et du développement des compétences à travers le Canada ont répondu à l'invitation expédiée par une association professionnelle reconnue dans ce domaine et rempli le sondage de 54 questions. Le domaine de la formation et du développement des compétences est vaste et il inclut plusieurs rôles différents, y compris concepteurs pédagogiques, instructeurs, et facilitateurs. Les participants évaluaient les variables telles que la préférence d'adopter le travail autonome, l'autonomie au travail, la demande du marché, la sécurité financière, et la rétroaction des organisations. Les hypothèses sur le rapport entre les variables et la satisfaction ont été confirmées. L'analyse factorielle a décelé trois facteurs essentiels qui expliquent 72 pourcent de la variance dans 23 éléments. Ces facteurs sont interprétés comme (1) Moteurs de la réussite, (2) Catalyseurs environnementaux, et (3) Stabilisateurs financiers. La régression multiple a fourni de l'importance à deux éléments de

satisfaction représentant « La vie idéale » et « l'Épanouissement dans la vie. » Les résultats suggèrent que le désir de devenir travailleur autonome aussi bien que le caractère de l'individu, les qualités personnelles, et l'expérience des travailleurs ont un effet positif sur l'autonomie et l'incertitude vécu par les travailleurs autonomes. Les organisations qui procurent des modalités attrayantes d'emploi aux travailleurs autonomes attireront des candidats qualifiés. Les universitaires et les associations professionnelles jouent un rôle essentiel dans la poursuite de la diffusion de la connaissance,et ils ont l'expertise pour favoriser la réussite des travailleurs autonomes professionnels.

Mots clés: travail non classique, travail atypique, travailleur autonome, travailleur indépendant, professionnel du savoir, l'Institut pour la performance et l'apprentissage, IPL, formation et développement des compétences, concepteur pédagogique, facilitateur.

CONTINGENT WORK: THE EXPERIENCE OF CONTRACTORS

Acknowledgments

Firstly, I would like to thank professor emeritus Robert Bernard, co-supervisor. His insightful input was instrumental in the successful completion of this endeavor. I feel privileged to have worked with a great researcher, educator, and a mentor. Thank you for all your support.

Thanks to co-supervisor Dr. Saul Carliner who provided guidance throughout the project steps. His support was invaluable to the success of this project.

Thanks to my committee members, Dr. Steven Shaw and Dr. Giuliana Cucinelli, for their support and insight through the writing process.

Gratitude to my colleagues, who joined the validation team, for their encouragement, insight and professionalism: Magella Sergerie, Noel Burke, Liz Warwick, and Sonia Di Maulo. Thanks to Liz for encouraging me through the tough days and editing with a smile. I am also thankful to Lucie Ranger for sharing her expertise and providing the final edit of the document.

Gratitude to my daughter Geneviève Larouche, whom was my best supporter, editor, and cheerleader for sharing her scientific experience every step of the way. Thanks a lot.

To Caroline, Philippe and all members of my family, my dear friends who will recognize themselves, for their support all along the thesis process, thank you.

Gratitude to my 35-year partner, Pierre, who reminds me everyday that he is there too!!

Finally, this work is dedicated to my mother who will never see the final product but encouraged me to follow my passion; and to Annabelle, Émilie, Blake and Madison so they discover learning as a way of life and they always follow their passion in life.

CONTINGENT WORK: THE EXPERIENCE OF CONTRACTORS

Table of Contents

List of Figures

List of Tables

CONTINGENT WORK: THE EXPERIENCE OF CONTRACTORS

Nomenclature

ASTD	American Society of Training and Development - now known as ATD
ATD	Association for Talent Development
CSTD	Canadian Society for Training and Development
IPL	The Institute for Performance and Learning
IRS	Internal Revenue Services
PCA	Principal Component Analysis

Chapter 1 – Introduction

Globalization and technological development have caused labor market transformation with a continuous spread of contingent work over the last 20 years (Szabó & Négyesi, 2005). An "entrepreneurial era" has emerged, while the "managerial era" has languished (Drucker, 1984). The nature of employment is changing dramatically with the rise of contingent employment (Barley & Kunda, 2006).

A handful of studies have investigated the experience of contingent workers, still the results do not provide a full understanding of the experience, thus further research is required (Osnowitz, 2010; Redpath, Hurst, & Devine, 2007). Researchers (Barley & Kunda, 2004; Osnowitz, 2010) have mostly studied specific groups, namely in the information technology or communication occupations. Independent contracting as contingent work gained attention through the Microsoft legal case that provided criteria to assess differences between contingent workers and other employees (Connelly & Gallagher, 2006). The lack of research in the contingent workforce of diverse professions is the background for this study, which attempts to fill in the gap by investigating a specific form of contingent work used by professionals. This study aims to understand the contingent work experience of independent contractors in learning and development.

This chapter introduces contingent employment forms in the labor market. First, the definition of contingent work provides clarification of the diverse forms of work arrangement introduced. Subsequently, the magnitude of changes in labor markets is described along with the benefits contingent work brings to organizations and its impact on individuals. A discussion on the importance of contingent work in the occupational field of learning and the value of this study

follows. The chapter concludes by outlining the purpose of the study and the questions underlying it, and suggests contributions of the study to the body of literature in the field of learning and development.

Defining Contingent Work

A generally accepted definition of contingent work is "any job in which an individual does not have an explicit or implicit contract for long-term employment or one in which the minimum hours worked can vary in a non-systematic manner" (Polivka & Nardone [1989:11] cited in Connelly & Gallagher, 2004; Graaf-Zijl, 2012; Wilkin, 2013). Contingent employment in the literature is referred to as externalized labor or as nonstandard, alternative, flexible, boundaryless, or peripheral employment (Ashford, George, & Blatt, 2007; Cappelli & Keller, 2013a; Guest, 2004; Kalleberg, Reskin, & Hudson, 2000; Kalleberg, Reynolds & Marsden, 2003; Marler, Barringer, & Milkovich, 2002).

The labor market includes a variety of forms of contingent work arrangements: part-time work, seasonal work, day labor, hourly work, and contract work. Although the terms suggest different working arrangements, Kalleberg (2000) noted that these terms are used interchangeably, with some contingent workers self-identifying with terms that do not accurately reflect their actual work arrangements. This situation poses challenges when exploring the phenomenon, since several studies use different forms of employment to describe the experience of contingent workers. Thus some common terminology used in the labor market, along with definitions, will be reviewed.

Outsourcing is an arrangement that could be confused with a contingent work arrangement. Outsourcing is defined as a sourcing work arrangement, not an employment arrangement, where a vendor of services offers solutions to an organization, and its workers generally neither have

contact with the client organization employees nor work at the client location (Cappelli & Keller, 2013b). For example, an organization chooses to contract an outside vendor to develop training rather than developing the training in-house through internal resources available in the organization. When the vendor is located outside of the organization country, the sourcing arrangement is called offshoring.

Contracting is a contingent work form in which mobile workers undertake work with different organizations, called clients, for a short period of time. Contractors are generally paid an hourly rate or a project fee (a fixed amount agreed upon for a service) in exchange for their specialized knowledge and skills (Osnowitz, 2010). For example, a contractor has a contract with an organization to assess the performance gap of a group of employees, and in parallel, works for another organization to develop an eLearning program. Contractors are also known as independent contractors (Barley & Kunda, 2006; Cappelli & Keller, 2013b), freelancers (Osnowitz, 2010), portfolio workers (Clinton, Totterdell, & Wood, 2006), itinerant professionals (Barley & Kunda, 2006), self-employed workers (Duncan & Pettigrew, 2012; Prottas, 2008), knowledge workers (Matusik & Hill, 1998), or consultants (Weiss, 2005). These terms have similar meanings and will be defined in the next chapter. Each term depends on the sociological, economical, psychological, educational, or management perspective of the phenomenon.

Growth of Contingent Work

Contingent work has grown dramatically over the last decades. From 1986 to 1996, temporary service employment increased 10.3%, compared with a U.S. total employment increase of 1.7% (Kunda, Barley, & Evans, 2002). In 2005, contingent workers in the U.S. represented 4% of total workers employed (Redpath et al., 2007). At that time, in the U.K., self-employment had

almost doubled over the previous 20 years (Clinton et al., 2006) and 7% of all workers were considered contingent employees in 2005 (Redpath et al., 2007), while in Canada, contingent workers were estimated at over 11% (Vosko as cited in Redpath et al., 2007). In 2009, self-employment represented 10.9% of employment or 15.3 million individuals in the U.S. (Hipple, 2010).

Changes in the labor market create an increase in contracting work (Marler et al., 2002) and the growth of a professional contingent workforce (Rassuli, 2005). U.S. laws passed in 1978 and 1982 ensured that some occupational workers and brokers had a status as independent contractors (Kalleberg, 2000). Labor market sectors using a contingent workforce experienced a major shift in the U.S., with an increase in professional services (Kunda et al., 2002). Independent contracting as an alternative to full-time employment became very popular, in particular, for professionals or knowledge workers (Barley & Kunda, 2006; Rassuli, 2005). Contract arrangements with highly qualified professionals were a new phenomenon identified by researchers (Connelly & Gallagher, 2004; Ruiner, Wilkens, & Küpper, 2013).

Advantages for the organizations. The externalization of work has been adopted for several reasons. Organizations have mainly adopted contingent employment practices to reduce costs and improve flexibility (Bolton, Houlinan, & Laaser, 2012; Cappelli & Keller, 2013; Kalleberg, 2003; Matusik & Hill, 1998). In using contingent workers when needed for a specific project or to meet increased demand, organizations save on a variety of employment costs associated with hiring full-time employees who would need to be retrained for another project or reassigned to a different department (Cappelli & Keller, 2013).

Contingent workers, more specifically contractors, provide expertise that organizations crave to remain competitive (Barley & Kunda, 2006; Matusik & Hill, 1998). When expertise is

required to develop a new product or process, organizations hire external professional experts who bring new knowledge and share knowledge with full-time employees who then disseminate it in the organization (Matusik & Hill, 1998). Organizations also seek contingent workers to stimulate innovation to help organizations stay on top of different fields of expertise and compete effectively in the market (Matusik & Hill, 1998). Going from one organization to another, contingent workers, especially occupational professionals, gain new knowledge of trends in an industry or market, which is difficult to get from internal employees (Matusik & Hill, 1998). Contracting is one of the strategies organizations use to bring expertise to and compete in the market, thus accounting for growth of the contingent workforce (Rassuli, 2005).

Impact of contracting on individuals. Independent contractors or self-employed professionals choose contracting work arrangements mostly for the advantages, although a minority of them use it as a way to access the market and eventually obtain full-time employment with an organization (VanDyne & Ang cited by Kalleberg, 2000). The first benefit of contracting is flexibility. Contractors have control over the choice of work assignment, work schedule and appropriate work process to achieve expected results (Connelly & Gallagher, 2006). The temporal flexibility allows contractors to manage their schedules, spend time with their families, and enjoy leisure activities (Evans, Kunda, & Barley, 2004). The second benefit is the high level of autonomy available to contingent workers. Job autonomy positively correlates to work and life satisfaction (Prottas, 2008). In addition, Prottas found that contractors self-reported more job autonomy than employees. Contractors appreciate being far from organizational politics, incompetence, and inequalities (Kunda et al., 2002), and being able to choose assignments in the industry, organization, and project (Osnowitz, 2010; Redpath et al., 2007). The third benefit for independent contractors is the "right to control" many work facets (Connelly & Gallagher, 2006).

CONTINGENT WORK: THE EXPERIENCE OF CONTRACTORS

The contingent worker negotiates a contract with the organizations, sets the scope of the work, identifies collaboration required from organization employees, and then performs the approved work arrangement (Osnowitz, 2010).

Conversely, contingent work has some disadvantages affecting mostly workers, such as new college graduates, who do not willingly choose to adopt non-standard work arrangements (Bertrand-Cloodt, Cövers, Kriechel, & Van Thor, 2012; Auer, Kao, Hemphill, Johnston, & Teasley, 2014). The first drawback is insecurity and the inability to do long-term planning related to the lack of continued inflow of funds to meet personal financial obligations (Redpath et al., 2007). As the worker goes from one organization to another without knowing where the next contract will come from or when, it creates uncertainty about making ends meet. The second drawback is lack of social protection, including health care insurance, pension plan benefits and paid vacation (Kalleberg et al., 2000). For example, unproductive time due to illness or family death stays uncompensated compared with health care benefits offered to employees. The challenge of planning and managing a career (Redpath et al., 2007) is another perceived drawback. Contrary to full-time employees who have training and promotion within organizations, contingent workers usually have little opportunity for training or to receive regular performance evaluations and feedback from client organizations. However, feedback is important for contingent knowledge workers (Auer et al., 2014).

Contracting is not well understood as there is limited evidence on the experience of contractors (Guest, 2004; Kunda et al., 2002). “Contracting requires experience” asserted Osnowitz (2010, p. 47). Behaviors of workers in arrangements other than full-time employment are unknown (Cappelli & Keller, 2013b). Moreover, contingent work is not homogeneous; it depends on the work arrangement and the skills, preferences, attitudes, and behaviors of the

workers, so it is important to properly identify the group studied (Marler et al., 2002). Therefore, to better understand contingent work, this study has identified specifically independent contractors in the field of learning and development.

Contingent Work in Learning and Development

Learning and development practitioners are usually part of the non-core workforce in most organizations. For example, the main activities of banks are investment and lending, while training is a peripheral activity. Kalleberg (2000) argued that organizations save costs when they contract work for activities peripheral to their main activities. Training and development is part of Human Resources (HR) activities that are usually considered peripheral to the main business activities of organizations. However, most organizations have to onboard and develop their internal workforce to efficiently carry out core activities and meet the organization's vision and strategic goals. Consequently, new employees in organizations need to be trained on processes, policies, best practices, and safety related to their new job. Core employees have to sharpen their skills regularly with advanced training to meet organizational objectives. There is a variety of roles in a department of learning and development in a corporation and, therefore, a wide range of work that may be contracted out. For example, activities that contractors in learning and development often perform are instructional design, training, facilitation, learning management system (LMS) development, eLearning and mobile platforms or courseware development, project management, learning assessments and evaluations, strategic learning interventions, and other support activities.

Research has yet to provide an approximation of practitioners in the field of learning and development working in contingent work arrangements. Training and related department budgets show a continuous increase of about 10% in outside services from the mid-1990s to 2013 (ASTD,

2013). These outside expenditures are mostly contracts in learning and development and should reflect an increase in contracting work.

Limited information is available on the experience of contractors in the learning and development field. Peer-reviewed magazines in the field of learning and development lack empirical studies on contingent work experience. Scholarly studies have targeted specific occupations in contracting, such as postdoctoral researchers, writers, editors, programmers, and engineers in information technology (Auer et al., 2014; Kunda et al., 2002; Osnowitz 2000) to name just a few. Learning and development contractor experiences have yet to be confirmed as similar to those of other occupational groups or to be explained. Research needs to be done on professionals in learning and development who are involved in contingent work arrangements. The study provides educational scholars, policy makers, and professionals in learning and development knowledge about skills, work challenges, and the personal qualities needed to provide successful contracting in the labor market.

Purpose of the Study and Research Questions

The study intends to fill in the research gap on contingent work in the learning and development field in order to enlighten educational scholars, policy makers, and the learning and development community so as to develop appropriate support and tools enabling professionals to perform in the contingent work force.

The topic is vast, and thus, the study focuses on the experience of independent contractors in the occupational field of learning and development. The goal of the study is to explore how independent contractors self-assess emotional and attitudinal aspects of contracting, using

variables such as volition, autonomy, and uncertainty impact on work satisfaction, life, and work-life balance.

The research questions in this study aim to provide insight into the following: (a) How do feelings of autonomy and uncertainty relate to the work satisfaction and life satisfaction of contractors in learning and development?; and, (b) What factors influence the satisfaction of contractors?

This study offers many potential contributions with findings that provide evidence of significant trends in some variables of the experience of independent contractors. On a practical level, it creates a portrait of factors affecting contractors in learning and development performance which practitioners and potential candidates in the field can use to make informed decisions about work arrangements. Professional associations in management, human resources, and learning and development will also be interested in acquiring new knowledge to adapt their offering of services to support this important group of professionals. On a theoretical level, the study offers a view of independent contractor variables and predictors of satisfaction. The study elucidates paradigms to support the future endeavors of learning professionals, professional associations and educational scholars to align higher educational programs and research, and influence labor market regulatory agencies.

The next four chapters describe the study in more detail. The second chapter situates this research in the literature on contingent work and the field of learning and development, and introduces behavioral and attitudinal models used to develop the hypotheses underlying this study. In Chapter three, a description of the methodology used to conduct the research is presented. The fourth chapter presents the analysis and the results. Finally, the last chapter provides the discussion and conclusion of the study, along with its limitations and suggestions for future research.

Chapter 2 – Literature Review

This chapter situates the study within the research literature. In the first section, the process for searching literature on the nature of the experience of contractors is described. In the three sections thereafter, the literature is presented under key themes: contingent work, characteristics of contingent work arrangements, contracting as contingent work, and finally, variables affecting the experience of contractors which are presented with hypotheses developed for the study.

Selection of Literature for the Review

To find literature on contingent work that explained the nature of the experience of contractors and the factors that influenced the experience, a general review was conducted of databases containing literature on contingent work aimed at the experience of the contingent worker. This search included studies examining the contingent phenomenon from different perspectives, such as Human Resources, Labor Economics, Sociology, and Management. The searches were first conducted through EBSCO databases: Academic Search Complete, Education Source, Business Source Complete, ERIC, and PsyInfo, and included articles that were peer reviewed and published in the last 10 years at the time of the search (2004 through 2014) and that were screened.

Searches were done using the following keywords: contingen* work*, contingent professional*, contingen* arrangement*, contingent *employ*, flexible work*, alternative work*, nonstandard work*, work arrangement, freelanc*, casual work*, contract* and consultant*.

After an initial review, articles were retained which explored the nature of the experience of contingent work from the perspective of the worker, while articles that explored the concept

more broadly, such as solely from an economic, organizational, or societal perspective, were eliminated.

Furthermore, searches were performed using a branching out technique, drawing on the citations in the retained studies. Finally, a narrower search in the literature was conducted specifically in learning and development using Pro Quest (ABI/Inform). The same terms used in the EBSCO search above were used with the addition of the industry numbers (8305, 8310, 8306) with CC (6200) and training industry as a subject.

About Contingent Work

Over the last decades, a greater number of practitioners in different fields have opted to offer their professional services to a variety of organizations as contractors. For example, a professional trainer at IBM for many years decides to start contracting on her own in a similar capacity in the financial industry and manufacturing sector, primarily for large companies (Galagan, 2013). Another example, a woman laid off decides to embark on her own consulting journey (Estrin, 2009). These examples show how full-time employment is gradually surpassed by different work arrangements, namely contingent work, affecting many occupational fields.

The next section highlights the rise of contingent work over the years, the business conditions that have supported its growth, and how contingent work has impacted professionals in the field of learning and development.

Brief timeline. Contingent work has always existed in different forms of work arrangements (Kalleberg, 2000). For example, day labor workers or artists hired to perform at events occurring for a short period of time. However, during post-World War II, permanent employment in the manufacturing sector became the work norm in industrial countries (Kalleberg, 2000). Since the

1970s, there has been a "resurgence of extra-organizational forces" (Bidwell, Briscoe, Fernandez-Mateo, & Sterling, 2013), resulting in the growth of contingent work. This change in employment is mainly due to technological changes, global competition (Rassuli, 2005; Szabó & Négyesi, 2005), and shareholder value movement (Bidwell et al., 2013).

From 1986 to 1996, temporary service industry data show two trends in contingent work: an increase of 10.3 percent of workers on contract through temporary agencies while the growth of employment was only 1.7 percent in the U.S. (Kunda & al., 2002). At the same time, a change in the mix of contingent workers emerged from mostly clerical to industrial, technical, and professional (Kunda & al., 2002). Independent contractors represented over 6 percent (8 million) of employed people in 1999 in the U.S. In 2005, 10.7 percent of the U.S. workforce had contingent work employment, also called nonstandard work (Ashford et al., 2007). In Canada, about a third of the labor force was engaged in nonstandard jobs by 2003 (Cranford, Vosko, & Zukewich, cited by D'Amours, 2009).

Independent contractors increased to 7.4% of total U.S. workers employed in 2005 (Way, Lepak, Fay, & Thacker, 2010). In 2008, one out of nine workers declared to be self-employed (Hipple, 2010), accounting for 15.9 million individuals in the U.S., and the majority without reporting employees. In 1999, the growth among professional contingent workers (PCW) was forecasted to be over 66% from 1996 to 2006 (Rassuli, 2005). In the U.K., self-employment almost doubled over the last 20 years (Clinton & al., 2006). Research suggests changes in the labor market with an increase in contracting work (Marler et al., 2006), and an evolution in professional contingent work (Rassuli, 2005). Professional and technical contingent work within organizations has been used in 90 percent of companies, with 43 percent of the work affecting core activities of

the company (Matusik & Hill, 1998). The amplitude of the market change in contingent employment affects all spheres of the economy.

Business conditions of contingent work. Organizations have increased the contingent workforce for several reasons. In the1980s, new U.S. regulations in some industries, such as airlines and the telecommunications and finance sectors, intensified foreign and domestic competition in price and services in their respective markets (Pfeffer & Baron, 1988). The significant impact of competition required organizations to streamline their operations (Kalleberg, 2000). Concurrently, the economy became more reliant on foreign trade, with exports and imports requiring organizations to become more cost-efficient. Another aspect to consider is the changes required to meet the consumer demand, from economies of scale to the production of a variety of goods in smaller quantities, and organizations quickly adapting to survive (Pfeiffer & Baron, 1988). Nowadays, macroeconomic forces have brought more changes with the service economy (Okhuysen et al., 2015). Organizations have constantly adapted products and services to market changes and require a more flexible workforce to remain competitive.

New contingent employment practices were brought in for economic reasons in order to reduce costs and improve flexibility (Bolton et al., 2012; Kalleberg et al., 2003; Matusik & Hill, 1998). In using contingent workers when needed for a specific project or to meet increased demand, the organization provides flexibility and obtains savings. The savings are on a variety of employment costs associated with hiring full-time employees that would need to be retrained for other projects or for reassignment to a different department as needed (Marler et al., 2002). The cost of benefits accounts for 30 to 40 percent of total compensation costs related to full-time employment (Cascio as cited in Kalleberg & al., 2000). Marler et al. (2002) contend that for an organization to employ specialized capabilities full time is costly and thus triggers a move towards

using more temporary employment arrangements. Contingent professionals might have skills and knowledge that are difficult for organizations to replicate efficiently or to keep for a long period of time (Matusik & Hill, 1998). An additional reason to use contingent workers is to meet the organizations' resource needs for peak period activities to compensate insufficient numerical flexibility in the internal workforce of the organizations (Osnowitz, 2000).

In contrast, Cappelli & Keller (2013a) have identified variables other than cost savings and flexibility that may explain the use of contingent workers. The use of a greater number of workers by supervisors and teamwork are linked to more contingent workers (Cappelli & Keller, 2013a). Interestingly, Cappelli's study found an inverse association between the size of the contingent workforce and the training budgets of the corporations.

In parallel to contingent work, new labor market intermediaries emerged, such as brokers, temporary agencies, and professional employer organizations (PEOs). PEOs act as a third party in a three-way or triangular relationship between the contingent worker and the organization to provide information, match contractors to employers, or even administer the entire relationship (Bonet, Cappelli, & Hamori, 2013). Marler et al. (2002) identified market intermediaries as key contributors to the increased appeal of and demand for contingency work for both organizations and workers.

Although the motivations attributed to organizations for the emergence of contingent work are well known, other less-publicized reasons may have galvanized the phenomenon. Gallagher and Connelly (2008) argued that contingent work has increased because of the growing legal difficulties in laying off employees and the costs associated with the termination process. Organizations have offered new work arrangements to circumvent these kinds of costs. Some workers have had no choice between a standard and contingent work arrangement; they had to

adopt contingent work arrangements to earn a living (Hensen as cited in Rassuli, 2005). In the 1990s, downsizing the workforce shed mainly professionals and managers of their jobs to boost the stock price of companies (Barley & Kunda, 2004). However, contrary to expectations, in economic downturns when employees are laid off, an increase in independent contracting has been difficult to establish (Hipple, 2010).

A major shift in industries using contingent workers has been associated with an increase of temporary work in professional services (Kunda et al., 2002). Independent contracting as an alternative to full-time employment has become very popular, particularly for professionals or knowledge workers (Barley & Kunda, 2006; Rassuli, 2005).

Regulations have also changed the portrait of the U.S. labor market. U.S. laws passed in 1978 and 1982 ensured that some occupational workers and brokers are deemed to be independent contractors (Kalleberg, 2000). In 1987, as a result of a surge in independent contracting in information technology (IT), the IRS developed a 20-question test to determine whether a worker was an independent contractor or a full-time employee (Barley & Kunda, 2004). Laws were passed in the U.S. following the Microsoft case that recognized that contractors treated as employees have the right to the same benefits as employees, including pension plan and stock option benefits (Barley & Kunda, 2004). Similar regulations were introduced in Canada and other countries for the recognition of independent contractors.

During the 1980s, organizations adopted the shareholder value strategy that accelerated downsizing of the workforce in organizations and changed employment relationships (Bidwell & al., 2013). Organizational culture in the new economy which emphasizes performance through business drivers, shareholder value measures, cost cutting strategies, and outsourcing, as well as the emergence of personal values placed on lifestyle and self-awareness, has provided a normality

to contingent work discourses (Bolton et al., 2012). Contingent work has intertwined the fabric of organizations and, by extension, of our society.

Impact on Learning and Development Professionals

Learning and development, training, and talent development are terms used interchangeably in the field of human resources devoted to knowledge transfer. Professionals in the occupational field of learning and development have various backgrounds and competencies with expertise to develop training products, performance interventions, or learning activities.

However, research has yet to provide statistics on learning and development practitioners working in contingent work arrangements. Corporate expenditures for training grew from "$10 billion to $45 billion" during a period of 10 years (Nohria & Berkley as cited in Fulmer & Vicere, 1996). In 2012, organizations included in the Fortune Global 500 corporations (G500) worldwide spent 28 percent ($46 billion) of training budgets on external services, excluding tuition reimbursement (ASTD, 2013). From the organizations' external services training budgets, a share was allocated to contingent work and independent contractors in learning and development.

Learning and development practitioners are usually in the non-core workforce in most organizations. For example, the main activity of a manufacturing business is the production of goods, while training is a non-core activity, also known as a peripheral activity, even though all organizations need to train and develop their internal labor force. Large organizations that offer similar products and services to their competitors depend on their customer service as a differentiating factor in the market; thus training the sales force becomes imperative. Organizations save costs when they contract work for activities peripheral to the main activities of

the organization (Kalleberg, 2000). The learning and development occupational field has likely followed the work evolution to contingent work.

The importance of the contingent work phenomenon and, more specifically, independent contracting in the external labor market, for learning and development knowledge professionals needs to be assessed. In addition, the lack of data and research on contractors in the learning and development occupational field has provided a rationale for this study to explain the experience of independent contractors in learning and development through variables established by researchers.

The aim of this study is to explain the nature of the experience of contractors in learning and development through different variables that influence contractors' work satisfaction and life satisfaction. The characteristics of contingent work arrangements will be discussed in the following sections, including definitions and nomenclature used in the labor market to identify contingent work.

Characteristics of Contingent Work Arrangements

The purpose of this section is to further clarify the definitions provided in Chapter 1 and demonstrate where clarity and confusion exist. First, a general definition of contingent work will be reviewed. Then, the different forms of contingent work will be defined.

Most researchers agree on the definition that any work arrangements other than standard employment, also known as full-time employment, in an organization is considered contingent work. Thus, contingent work can be defined as "any job in which an individual does not have an explicit or implicit contract for long-term employment" (Polivka as cited in Marler & al., 2002). Contingent work is clearly not homogeneous; many forms of work arrangements are identified within this phenomenon (Wilkin, 2013; Connelly & Gallagher, 2004; Cappelli & Keller, 2013b).

Contingent work refers to a large range of short-term employment: "part-time employment, temporary employment, self-employment, contracting, outsourcing, and home-based work" (Kunda et al., 2002, p.235). This non-exhaustive list can be further expanded, so there is a need to elaborate on the definition to better grasp the large spectrum of contingent work arrangements.

Contingent work terms. Contingent work is alternatively described as externalized labor (Kalleberg et al., 2003; Pfeffer & Baron, 1988), nonstandard employment (Kalleberg et al., 2000; Ashford et al., 2007), or peripheral employment by others.

The labor market includes a variety of forms of contingent work arrangements: part-time work, seasonal work, day laborer, hourly work, contractor, and sub-contractor. Although the terms suggest different working arrangements, Kalleberg (2000) found that among different studies these terms are used interchangeably, with some contingent workers self-identifying with terms that do not accurately reflect their actual work arrangements. Complex dynamics and contradictions are sparked through contingent work findings in a variety of studies (Auer et al., 2014; Bolton et al., 2012). Heterogeneity among work arrangements may explain why there is a lack of consistency in definitions used in research findings (Connelly & Gallagher, 2004). In addition, it is difficult for researchers to draw conclusions that could be generalized and applicable to the labor market (Cappelli & Keller, 2013b) unless a definition is clearly accepted by the milieu. A great example of this disparity is a part-time employee in an organization, who is considered a contingent worker, even though his or her experience is quite different from a professional contracting his services for a short period of time to bring expertise to a project.

In response to the request of scholars to clarify contingent work arrangements, Cappelli and Keller (2013b) developed a classification of work arrangements to withstand changes over time in the labor market. In this work classification, all work arrangements but full-time employment are

considered contingent work. To define and then differentiate the groupings, Cappelli and Keller (2013b) used U.S. employment laws and contract laws (which are similar to laws in other countries). Furthermore, from the two broad legal work structures, two general categories emerged to differentiate the concept of control shared with third-party intermediaries as a form of co-employment or subcontracting. Direct employment provides the organization control over employees who are part-time, on-call, or direct hire temporary. When control is shared with a third party, namely co-employment, agency employment provides work arrangements (Cappelli & Keller, 2013b). Similarly, in contracting, organizations forgo direct control, managing only the work goals and deadlines of independent contractors. When organizations share this control with a third party, they subcontract work or use a vendor on the premises (Cappelli & Keller, 2013b).

Cappelli and Keller's (2013b) work classification is now used or cited by many researchers (Auer et al., 2014; Okhuysen et al., 2015), and this study adopts this approach in defining contractors in this body of work.

Specific types of contractor. Contractors are strategic actors in the labor market structure with knowledge, competencies, and a desire to provide services to meet client-organizations' needs (Osnowitz, 2010). Contractors are also known as independent contractors (Barley and Kunda, 2006), freelancers (Osnowitz, 2010), portfolio workers (Clinton et al., 2006), itinerant professionals (Barley & Kunda, 2006), self-employed workers (Duncan & Pettigrew, 2012; Prottas, 2006), knowledge workers (Matusik & Hill, 2006), "boundaryless" workers (Marler et al., 2002), or consultants (Weiss, 2005). These terms have similar meanings relating to the sociological, economical, psychological, educational, or management perspective of the authors, and they can be used interchangeably if the concept of work control exercised by the organizations is similar. This differentiator is explained in the next section.

Dependence on a single client. There are two types of contractors: those with fixed-term arrangements generally renewed every year, which is similar to full-time employment, and those with short-term contracts, who are known as independent contractors (Connelly & Gallagher 2006, Cappelli & Keller 2013b). Legally, consultants with long-term contracts can even be considered as employees under some conditions, in which case they are known as dependent contractors since the workers are dependent on one organization to provide earnings (Cappelli & Keller 2013b).

The Internal Revenue Service (IRS) has determined the criteria used to identify the type of contractors. The source of determination is based on the concept of who has the "right to control" how and when the work is performed. If the client has this "right to control," then dependence on the organization is created and the contractor is considered dependent (Connelly & Gallagher, 2006; Cappelli & Keller, 2013b). For example, a consultant with a one-year contract who performed work at the client organization site lost his independence with respect to how, where, and when he or she will work. The U.S. legal definition is similar to that of the IRS: an independent contractor is a person who "contracts to do a piece of work according to his own methods and is subject to his employer's control only as to the end product or final result of his work" (Muhl, 2002, p. 3), and different governing laws and regulations support the legal definition of this term.

Independent contractor. Independent contractors are self-employed and contract directly with client organizations even though they may find clients through market intermediates such as online social media, professional sources, or associations (Barley & Kunda, 2006). Independent contractors control how deliverables will be attained and expectations met while client organizations or third parties provide goals and deadlines (Cappelli & Keller, 2013b). Highly skilled contingent workers or itinerant professionals have a different experience than low-skilled

contingent workers (Barley & Kunda, 2006). IT, media, or consultancy industries have extensive labor forces under contracts. (Ruiner, et al., 2013).

In research papers, independent contractors are identified as professional contingent workers (Rassuli, 2005); itinerant professionals (Barley and Kunda, 2006); knowledge workers to emphasize competencies (Matusik & Hill, 2006); boundaryless workers for the ability to go from one industry to another in the market (Marler et al., 2002); or self-employed to underline the ability and capacity to manage and execute contracts under budget and deadline (Duncan & Pettigrew, 2012; Prottas, 2006). Independent contractors in learning and development are highly skilled knowledge professionals with the ability to work in different industries and client organizations.

Consultant and contractor. Consultant is also a term used to identify independent contractors; however, the term can be confusing (Connelly & Gallagher, 2006) because a firm like Boston Consulting has full-time employees, who are not independent contractors, working as consultants on client organization sites. In fact, the word consultant has no legal meaning, but is used socially to identify professionals bringing knowledge and value to organizations (Weiss, 2005) rather than being party to a legally binding work arrangement. A consultant is a person with influence on people or client-organizations, but with no direct control or authority on processes or end results (Block, 2011). Learning and development contingent professionals are identified as "consultants" in the market. The development of consulting skills is offered to this occupational field through professional associations or higher education.

Outsourcing, contrary to a work arrangement, is a sourcing arrangement with a third-party organization that, at the outset, manages functions otherwise performed by the organization as an external firm (Cappelli & Keller, 2013b). For example, outsourcing HR services related to

training, recruiting, or dismissing employees can be managed through an intermediate firm. If the intermediate is a vendor of services who controls, takes risks, hires employees, or engages independent contractors to complete the contract, the relationship is identified as "vendor on premises" when workers complete the work at the client-organization site, or "outsourcing" when the workers work from a location other than the client-organization premises (Cappelli & Keller, 2013b).

Impact of Contracting on Contingent Workers' Experience

The labor market had a negative conception of contingent workers, considering them as second-class workers compared to standard employees (Matusik & Hill, 2008). However, this perception has changed over the years. Today, the connotation of contingent worker is positive for workers making the choice in response to high stress or for personal reasons (Hipple cited in Vaiman, Lemmergaard, & Azevedo, 2011).

When discussing contingent work experience, researchers question the adequacy of theoretical models of regular employment since the contingent work environment has very different characteristics and frames of reference (de Graaf- Zijl, 2012). Contingent work models provide variables that affect independent contracting work experience.

Contracting: a contingent work arrangement. Independent contractors experience change across time and through the diversity of the clients. The attitudes of contractors depend on the relational dynamics within organizations and across different organizations as contractors move from one to another, and how relationships evolve over time (Connelly & Gallagher, 2004). The act of voluntarily choosing a work arrangement, or volition, and its impact on work satisfaction and life satisfaction is a key construct of the experience of contractors (Connelly &

Gallagher, 2004). Workers choose contingent work as an alternative to standard employment to achieve better outcomes, often equated with work satisfaction. However, a shortage of full-time work or increased demand in contingent work in their occupational field might force others to choose contract work. Some new college graduates might not willingly choose a contract work arrangement (Bertrand-Cloodt, et al., 2012; Auer et al., 2014). These involuntary contingent workers may perceive work differently from those who voluntarily chose their work arrangement. Work satisfaction of contingent workers is dependent on the voluntary or involuntary choice made regarding the form of the work arrangement (Redpath et al., 2007). Some aspects of contingent work arrangements attract workers, even though the downsides have to be taken into consideration.

Contract work: attractiveness and drawbacks. In the new economy, some workers may perceive standard work as more precarious than contingent work because of the continuous changes in organizations (Osnowitz, 2010). Today contingent work is often viewed as a personal response to the high stress environment in organizations (Hipple, 2010). Some choose contingent work to attain work-life balance (Jacobsen & Rasmussen, 2009). Others argue that individuals are attracted to contingent work for its flexibility, autonomy and freedom (Vaiman et al., 2011). In many ways, individuals adopt contingent work arrangements, and their experience is defined by the advantages and disadvantages related to contract work.

Independent contractors or self-employed occupational professionals choose contracting work arrangement for the advantages, even though some use it as a way to access the market and eventually obtain full time employment with an organization. The first benefit is flexibility, which is defined as the ability to choose the work assignment, work schedule and appropriate work process to achieve expected results (Osnowitz, 2010). Temporal flexibility allows contractors to

manage their schedules and spend time with their families and to enjoy leisure activities (Evans et al., 2004, Osnowitz, 2010). The second benefit is the high level of autonomy available to contingent workers. Many studies have found positive correlations between job autonomy and work satisfaction and life satisfaction (Prottas, 2008). In the Prottas study, independent contractors self-reported more job autonomy than did employees. The workers appreciate being far from organizational politics, incompetence, and inequalities (Kunda et al., 2002). Contractors value the opportunity to choose the industry, organization, and project assignments that appeal to them (Osnowitz, 2010; Redpath et al., 2007). The third benefit is the "right to control" many work facets for independent contractors (Connelly and Gallagher, 2006). Contingent workers negotiate contracts with the organizations, set the scope of the work, identify the collaboration required from the organizations' employees, and then perform with their expertise (Osnowitz, 2010).

Of course, contracting also has some disadvantages. The first drawback is financial insecurity or the difficulties in carrying out one's long term financial goals (Redpath & al., 2007) owing to the erratic inflow of funds to meet personal financial obligations. As the workers go from one organization to another without knowing where the next contract will come from, they experience uncertainty about making ends meet (Clinton et al., 2006). A regular flow of financial funds is necessary (Clinton et al., 2006). Experience is necessary to obtain contracts (Osnowitz, 2010). The second drawback is the lack of social protection, or worker benefits, including health care insurance, pension plan benefits, and paid vacation (Kalleberg, 2000). For example, time off due to illness or family death is unbilled time for contractors compared with sick leave or death benefits offered to regular employees. The challenges to planning and managing a career (Redpath et al., 2007) are another perceived drawback. Contrary to full-time employees who have access to

training and promotions within organizations, contingent workers usually have little opportunity for training and do not receive performance evaluations or feedback from client organizations.

Contracting is not well understood as there is limited evidence regarding the experience of contractors (Guest, 2004; Kunda et al., 2002). Cappelli and Keller (2013b) added that the behaviors of workers in arrangements other than full-time employment are unknown. A handful of studies have investigated the experience of contingent workers, and the mixed results do not allow a thorough understanding of the experience. Further research is therefore required (Osnowitz, 2010; Redpath et al., 2007). Moreover, contingent work is not homogeneous and context varies depending on the group, so it is important to properly identify which group is being studied (Marler et al., 2002). Job satisfaction is related to the group being studied and, more specifically, the type of contingent work (Wilkin, 2013).

To understand independent contractors in training and development, key attitude constructs are explored through three models: behavioral, managerial, and organizational. Characteristics of the self-employed knowledge professionals in learning and development are then taken into consideration in choosing the model for developing the variables in this study.

Key Variables of the Experience of Contractors

Two contingent work models are of interest in developing variables affecting contractors in the targeted occupational group of learning professionals. The behavioral framework on contingent work developed by Connelly and Gallagher (2004) emerged from the analysis of previous studies on contingent work; the model captured a variety of contingent work arrangements, behaviors, motivators, and outcomes. In contrast, the management framework is a portfolio-working model that captures the characteristics of self-employment (Clinton et al., 2006). The portfolio working

model features the main processes contractors use to generate work and revenue, manage workload and perform a variety of work activities for a large range of client-organizations (Clinton et al., 2006). The management framework in Clinton et al. (2006) reinforces the behavioral model findings from Connelly and Gallagher (2004).

The "model of the experience of portfolio working" in Clinton et al. (2006) provides the most specific variables for independent contractors' experience applicable to knowledge professionals in learning and development. Portfolio working relates to the artifacts workers develop while providing services to many organizations for short periods of time and the range of experiences workers brings to their clients (Clinton et al., 2006). A portfolio worker is an independent professional who provides knowledge and skills to develop solutions for the organization. The Clinton et al. (2006) model captures the characteristics and influencing factors, processes, and outcomes of individual contractor experiences.

In the following sections, variables that affect the experience of contractors are defined within a theoretical model of a portfolio working environment. First, the meaning of work satisfaction, life satisfaction, and work-life satisfaction is explained. Then, key determinants of the experience of portfolio workers are examined. Volition, autonomy, and uncertainty are shown to support the hypotheses of this study.

Satisfaction: work, life and work-family balance. Over the past decade, economists came to a consensus that work utility was defined by more than just the level of revenue earned; in fact, job satisfaction has been accepted as an appropriate measure of job utility (de Graaf-Zijl, 2012). Work satisfaction has a direct impact on individual well-being and the successful work-life balance pursued by individuals in the economy today (Connelly & Gallagher, 2004). Work-life balance and well-being are two main outcomes of the portfolio working model (Clinton & al.,

2006). The well-being variable includes affective components and a "cognitive-judgmental aspect" called life satisfaction (Diener, Emmons, Larsen, & Griffin, 1985). Life satisfaction captures the perception of self-realization, accomplishments, and self-fulfillment. Perception of work-family balance is affected by gender, with self-employed men relating negatively and women having a better outlook on the flexibility to meet work-family balance (Duncan & Pettigrew, 2012). Work satisfaction, work-family balance, and life are outcomes that measure the experience of contractors.

However, because this study is about the self-perception of contractors in learning and development, satisfaction items may be outcomes or predictors of a variable. For example, autonomy can affect the perception of work-family balance satisfaction, and work-family balance satisfaction can affect the perception of autonomy. As well, financial insecurity may create work dissatisfaction, work dissatisfaction may create a perception of financial insecurity. Therefore, the duality of some variables needs to be kept in mind in the study.

Volition. The discretion to choose one work arrangement over another can change the perception of work outcome. When a work arrangement is not voluntarily chosen, there can be a negative impact on work satisfaction (Connelly & Gallagher, 2004). Some people are forced into contracting because the labor market dictates it or the occupational field or organization does not offer other choices of work arrangements. For example, recent university graduates may not have any choice but contract work because economic conditions hinder permanent job position offerings (Bertrand-Cloodt et al., 2012).

Changes in labor market conditions also affect workers' choice of work arrangements. Greater availability of women and older workers in the labor market may drive the externalization of work (Pfeffer & Barron, 1988). However, women and older workers may prefer possibilities

offered inside organizations, such as being promoted and trained, to contingent work (Pfeffer & Barron, 1988). “In 2003, nearly half of all working Canadians aged 55 and over” had contingent work (Vosko as cited in D’Amours, 2009, p. 211), and whether they had voluntarily chosen their work arrangement or not had a direct impact on work satisfaction or dissatisfaction. Volition plays a role in the work satisfaction of contractors. Hence it is hypothesized:

H1. Perceived contract volition is positively associated with the level of work satisfaction.

Autonomy. Autonomy, meaning the exercise of responsibility and control, holds great appeal for workers who chose a self-management experience (Clinton et al., 2006). Independent contractors may have somewhat higher work satisfaction than dependent contractors because of the autonomy provided by this type of work arrangement (Wilkin, 2013). Prottas and Thompson (2006) found that positive job autonomy is associated with positive outcomes, and inversely, a lack of such autonomy has a negative affect on the outcomes.

Self-employment is an effective way to gain autonomy (Prottas, 2011). Workers who decide when and where to work have great autonomy that allows them to choose work engagements that fit their own personal needs (Redpath et al., 2007). Autonomy is directly related to work satisfaction and other outcomes (Prottas, 2008). Accordingly the following hypothesis is proposed:

H2. Perceived autonomy is positively associated with the level of work satisfaction.

The degree of control over working hours is an important motivational factor in becoming a contractor. Taking control of their schedules provides contractors the temporal flexibility desired, contrary to the presupposition that flexibility is only for those contractors looking for work-family balance or accommodation for external activities (Osnowitz, 2010). Men and women do not assess work-life balance the same way and flexibility does not hold the same priority: self-

employed men tend to be less satisfied about work-family balance than women (Duncan & Pettigrew, 2012). If women value temporal flexibility for work-life balance, men value revenue over the work flexibility gained from the autonomy in choosing self-employment (Duncan & Pettigrew, 2012). Therefore, it is hypothesized that:

H3. Women perceive a higher level of autonomy in contracting work than men do.

Women in both the low and high revenue groups of self-employed are "overrepresented" in the United States (Kalleberg et al., 2000). In contrast, Hipple (2010) asserted that most self-employed people were older men working mainly in three sectors, including the service industries. However, Osnowitz (2010 p.40) found that "contracting is not itself a gendered phenomenon," but reflects the legacy of the occupational workforce.

Uncertainty. Contrary to the popular belief that uncertainty about work and the future nurture negative experiences, Clinton et al. (2006) noted that for many, it is exciting and challenging not knowing what comes next. However, the importance of the steady revenue stream to meet personal obligations affects this perception. In contrast, Auer et al. (2014) noted that factors such as anxiety, frustration, and isolation cause uncertainty in contingent work and contribute to the overall negative experience in a highly skilled workforce. Uncertainty dimensions include the perceived level of financial need, the numbers of years of working experience, and the prevailing demand for occupational expertise in the market (Connelly & Gallagher, 2004). Uncertainty and job insecurity are distinct; while most people accept job turnover and contracting with a variety of organizations as a way to achieve security, uncertainty is constant (Clinton et al., 2006).

The first dimension of uncertainty refers to perceived financial needs. Adequate pay is one of the essential motivational factors (Vaiman et al., 2011). To avert financial insecurity, it is

recommended to build "safety nets," setting aside an appropriate amount of money for possible downtime between contracts (Clinton et al., 2006). However, knowledge workers on flexible contracts seem more confortable with job insecurity than lower-skilled temporary workers (Guess, 2004). The perception of job insecurity negatively affects many aspects of the worker's life, including work satisfaction and life satisfaction (Cheng & Chang cited by Bernhard-Oettel, Rigotti, Clinton, & de Jong, 2013). Nonetheless, workers who rely on an additional family income from their partner feel more secure (D'Amours, 2009). In contrast, feelings of job insecurity are accentuated when a worker does not find contract work arrangements appealing (Bernhard-Oettel et al., 2013). Consistent with prior research, it is predicted that:

H4. Perceived contract volition is positively associated with perceived financial security.

The second dimension of uncertainty is the length of time working. The number of years the person has worked is a factor that influences the perception of uncertainty (Clinton et al., 2006). Greater experience in the labor force leads to less uncertainty. Osnowitz (2010) argued more specifically that previous experience in the occupational field is required to embark in contracting.

Contingent work for younger workers and older workers aged 50 and over can be precarious (D'Amours, 2009). However, newly retired full-time employees joining the contingent workforce enjoy a flow of retirement funds; therefore, their expectations are low regarding contracting work income (D'Amours, 2009). Consequently, former retirees and older workers who usually have a lot of experience in the learning and development field will have higher life and work satisfaction than other contractors. Skill accumulation has been defined as age with education. Therefore, it is hypothesized that:

H5. Skill accumulation is positively associated with the level of work satisfaction.

H6. Older contractors show a stronger association between life satisfaction and work satisfaction.

The third dimension of uncertainty is the prevailing demand in the market for expertise in learning and development. It manifests itself through the challenges experienced in finding the next job or foreseeing where the opportunities would come from in the future (Clinton et al., 2006). Contingent knowledge workers, those who bring expertise, appreciate the possibility of working in different industries, with many organizations, and on a variety of interesting projects (Redpath et al., 2007). New skills acquired by going from one firm to another increase the value of these temporary workers (Marler et al., 2002). In addition, the ability to adapt to changing environments and move from one organization to another is often a guarantee of security for contractors (Osnowitz, 2010). Osnowitz argued that stability in the external labor market is assured by the ability of contractors to move on, having occupational skills, knowledge, and networks. Marler et al. (2002) argued that job insecurity is mitigated by the increased job opportunities in the market. Hence, it is hypothesized that:

H7. Perceived market demand is positively associated with perceived financial security.

The last dimension of uncertainty refers to the availability of timely feedback and support from client-organizations and peers (Clinton et al., 2006). Uncertainty is created by the challenges of working in collaboration with employees in organizations, within projects or teams where a lack of timely feedback on performance can create uncertainty (Auer et al., 2014). Mallon and Duberley (2000) reported similar findings where limited feedback from employers was a hindrance for contractors in identifying and meeting their own development needs. In contrast, Cappelli and Keller (2013b) argued that independent contractors are more likely to solicit feedback from their clients on proposed solutions and during work process. After all, “self-esteem,

depressed mood, and overall job satisfaction are important affective facets of the quality of employment" (Quinn & Shepard cited by Auer et al., 2014, p.542). Based on this evidence, the following hypothesis is proposed:

H8. Perceived feedback is positively associated with the level of work satisfaction.

The hypotheses elaborated in this last section have guided the data analysis to explain the nature of the experience of contractors in learning and development. The research questions previously shared at the end of Chapter 1 were answered through the data analysis.

In the next chapter, the study introduces the research methodology and characteristics of the participants. The instruments used are explained, as well as how the data were collected and analyzed. The following chapter presents the data analysis, and the final chapter, the discussion and conclusion, including limitations of the study.

Chapter 3 – Methodology

This study attempts to explain the experience of learning and development contractors in Canada. More specifically, this study shows that contract volition and the feelings of independent contractors in learning and development regarding autonomy and uncertainty affect the satisfaction of contractors. The uncertainty is assessed through the following variables: (a) financial security of contractors, (b) market demand for expertise in learning and development, and (c) feedback received from clients.

The study research questions are raised to provide answers to the following: (a) How do feelings of autonomy and uncertainty relate to the work satisfaction and life satisfaction of contractors in learning and development?; and (b) What factors influence the satisfaction of contractors?

The hypotheses developed in the previous chapter are as follows:

H1. Perceived contract volition is positively associated with the level of work satisfaction.

H2. Perceived autonomy is positively associated with the level of work satisfaction.

H3. Women perceive a higher level of autonomy in contracting work than men do.

H4. Perceived contract volition is positively associated with perceived financial security.

H5. Skill accumulation is positively associated with the level of work satisfaction.

H6. Older contractors show a stronger association between life satisfaction and work satisfaction.

H7. Perceived market demand is positively associated with perceived financial security.

H8. Perceived feedback is positively associated with the level of work satisfaction.

In the next sections, the choice of research methodology is explained, and participants' characteristics and recruitment processes are described. Explanations are also provided on the collection of data, including the instrument used and its administration. Finally, details are provided on the data analysis, as well as the validity and reliability of the instrument and data collected.

Choice of Research Methodology

This quantitative study is one of the first that focuses on the population of independent contractors in learning and development. The survey design confirms constructs and variables found in previous studies about contingent workers and contractors (Marler et al., 2002; Prottas, 2008; Rassuli, 2005). However, this cross-sectional online survey was designed to measure current beliefs, attitudes, opinions, and practices of independent contractors in learning and development. The objective was to relate the attitudes and perceptions of independent contractors regarding specific variables to satisfaction of work, life, and work-life balance.

Participants

The research sample represents a group of professionals in learning and development who perform contract work. The professionals have different educational degrees, qualifications, and competencies obtained through experience or formal education. In the learning and development field, formal certification is not government regulated; however, training courses and workshops are offered through professional associations, and some colleges offer comprehensive programs.

The contracts of the participants are short term, generally lasting a few days or a few weeks. Participants usually rely on agreed fee work or hourly rates. Many participants gain

contracts through personal professional contacts or from repeat business of client-organizations. Sometimes participants work through a third intermediary entity, such as a national training firm. Participants specialize in an industry or work across a broad range of industries, depending on demand. The breadth of skills of professionals in learning and development allow them to personalize their approach to fit the needs of their clients. For example, for one assignment, a learning and development professional may act as a facilitator and for another contract, may solve performance issues, thus acting as a performance consultant. A variety of jobs and a broad spectrum of contingent work arrangements are found in learning and development. Examples of activities independent contractors in learning and development are likely to perform include instructional design, training, facilitation, development of learning management systems (LMS) or courseware, project management, implementation of eLearning and mobile learning platforms, strategic learning interventions, assessments and learning activity evaluations, or support for learning activities.

Before the survey was administered, the expectation was that the majority of participants would be working in the financial, pharmaceutical, or health industries, as those are large sectors of employment in Canada. These expectations were met since most participants worked in the field of education, for the government, in the financial industry, or the pharmaceutical and health industries. A slight majority of participants was expected to be women because learning and development is an industry of services. The sample obtained showed a majority of women. Experience is a key attribute for contracting work (Osnowitz, 2010). Most participants in this study had experience. In addition, Prottas and Thompson (2006) noted that contractors are “more likely to be married” and have strong work satisfaction. The sample shows that the large majority

of participants lived with a partner and had a high level of work satisfaction. The sample characteristics met the expectations of the main researcher.

Participant eligibility. Eligibility criteria to qualify participants were as follows: Participants worked on contracts with organizations for short periods of time (less than 12 months), and more than 50% of their contracted time is spent on learning and development–related services. It is expected that they take care of their own tax arrangements for revenue from services rendered; consequently, they do not appear on the payrolls of their clients. As sole proprietors, participants are expected to not have employees. Participants should also live in Canada.

Participants had to acknowledge that they met the eligibility criteria. They did so at the beginning of the survey by answering five questions after providing informed consent to participate. The questions appear in Appendix H – Survey. Participants who did not meet the criteria by responding no to one of the five questions were immediately sent to the final page of the website and thanked for their participation.

Number of participants. A lack of statistics on the entire population of independent contractors in learning and development in Canada hinders determination of the size of the population and, by extension, the ideal target number of participants in the sample. A research supervisor attempted to determine the population with an extrapolation from The Institute for Performance and Learning (IPL) membership (2,700 members). The research member assumes that membership in this association represents an eighth to a quarter of the entire population of learning and development practitioners, which means 10,800 to 21,600 learning and development professionals in the Canadian market, 10 to 20 percent of whom represent independent contractors, for a total of 1,080 to 4,320 estimated contractors in the population of learning and development

practitioners. However, calculations were made with non-validated assumptions, therefore the estimates are only an attempt to indicate the size of the population.

Since the actual size of the population has not been established, it is difficult to confirm the size of the sample to truly represent the population. The researcher aims to avoid a sampling error, a misrepresentation of the actual population in the sample. Creswell (2012) recommends that an educational researcher for a survey plan study a sample of approximately 350 individuals. However, a target of 350 participants appears unrealistic with an estimated population between 1,080 to 4,320 individuals. Finally, the study attracted 101 professionals in learning and development who accessed the survey, and only 62 participants met the criteria for inclusion in the research. The sample may represent the population of independent contractors in the learning and development occupational field because of the specific criteria met by participants.

Recruitment of participants. To reach many potential participants in Canada, recruitment was done through the Institute for Performance and Learning (IPL) membership; an approval letter from IPL was obtained. The following recruitment activities were performed:

- An email message and two reminders over a four-week period were sent to the members of the Institute for Performance and Learning, which has about 3,000 members. See Appendix A.
- An announcement was posted on the Institute for Performance and Learning website. See Appendix B.
- An announcement was also posted on the personal LinkedIn pages of the main researcher and her supervisor. See Appendix B.

Protection of participants. Avoiding the collection of any private information in the survey protected the confidentiality of the participants. Study ethical rules were incorporated in the informed consent form (IFC) that appears on the first page of the survey website. IFC informs participants of the terms and conditions of the study, including the possibility for respondents to withdraw anytime. If they did not complete the survey, their data were discarded. Potential respondents were given access to the questionnaire only after agreeing to the study conditions by clicking on the "agree" button. The agreement was the official consent to participate in the study required by Research Canada; the informed consent form is in Appendix C.

Limitations to the recruitment of respondents. Lack of knowledge on total counts of individuals in the population of learning and development independent contractors in the market caused recruitment challenges, and options available for the selection of participants posed limitations. Sample bias appears when researchers target a professional association such as IPL. Although respondents either received an invitation by the professional association IPL, viewed the posted invitation on the IPL website, or viewed the researchers' personal LinkedIn pages, the respondents may appear not be representative of the population of independent contractors in learning and development from a statistical perspective. However, IPL direct invitations, IPL website posting and researchers' personal LinkedIn postings allowed the researcher to potentially reach a large group of targeted contractual professionals. Without choosing respondents or discarding any of the fully completed surveys of respondents who met the eligibility statements, the research team ensured some validity to the results.

Data Collection

The study survey was posted online using Lime Survey software hosted on the Concordia University website. The survey comprised the consent form and questionnaire with inclusion criteria. The survey data were collected over a four-week period, from mid-November to mid-December 2016.

Instrument. The instrument was an online questionnaire that contains mainly closed-ended questions. The list of items is found in Appendix H – Survey. The instrument was available in English and French and had been validated by two team members. The instrument in both languages was posted online. The questionnaire included five criteria questions and 15 demographic questions followed by 34 items that represent variables. The latest items were mixed in the survey, so items of a variable were not together, to reinforce internal consistency of the items for each variable. Data of the questionnaire in both languages were compiled for analysis.

Demographic items assess the personal characteristics of respondents. The details of some items' characteristics or created variables such as skill accumulation used in the hypotheses are presented in Appendix E.

Items used to assess variables were mostly replicated from established and validated scales, except for assessing market demand, feedback from clients, and job security. To obtain beliefs/opinions on the variables, the response choices were mostly captured on the Likert 5-point interval scale: "strongly agree," "agree," "neither agree nor disagree," "disagree," and "strongly disagree," starting with five points to one point. However, the scale was inversed for some of the variables. The variables were measured with grouped items, and Appendix F shows all the variables, corresponding items, and explanations of the source of the items.

Survey validation. The survey was validated before it was posted and the announcements were made. Three individuals joined the validation team for the original version in English and

one individual worked to validate the translation into French. The researcher tapped into personal contacts that fulfilled participant inclusion criteria to identify validation team members. The first contact was by phone. Then an email was sent to explain the validation process and obtain participation consent. Validation team member participants sent back the informed consent agreement. See Appendix D – Validation team email and consent form.

During the validation process, the researcher contacted each team member by phone and asked them to read the survey aloud and to express their thoughts aloud to the researcher as they went through the survey, including whether the statements were clear or not and, if not, what was unclear. The researcher used this feedback to clarify the survey so that, when it was formally announced and made available, it was as clear as possible to participants.

Since validation was not anonymous, validation team members did not share their responses and no data were collected. The validation team members were allowed to participate in the survey when available, since the final version was different from the version they went through with the researcher.

Data and design limitations. The primary source of data for this study was a web-based questionnaire. The data were self-reported by respondents and reflected their beliefs, not necessarily their actions (Creswell, 2012). The study did not verify with third party or observe research participants; only the perception of the participant was taken into consideration. In addition, "surveys do not control for many variables that might explain the relationship between independent and dependent variables, and they do not provide participants flexibility in responding to questions" (Creswell, 2012, p. 403). As well, since the survey is filled in at one point in time, participants' responses might be affected by events or situations that happen during the week. For

example, a child hospitalized might affect the level of contract volition or job security. Lack of awareness of these unknown variables precludes their control and can affect the results.

In addition, Sills and Song (as cited in Creswell, 2012) identified limitations of web surveys by a low response rate due to "non-random sampling, technological problems, security issues, and problems with Internet junk mail." Technological problems were experienced by some participants with the link to the survey posted on the IPL website. Generalization might also be difficult because the web-based design of the instrument can be biased toward a group of respondents that are more comfortable with technology (Creswell, 2012). However, in 2016 the latest bias was mitigated by ubiquitous technology at work and at home, and participants' familiarity with online surveys used by many organizations to assess satisfaction with their products.

Collection sources were biased in different ways. First, respondents were reached with an announcement on the Institute of Learning and Performance website and mass mailings from this association to its members across Canada. In addition, publishing on the personal LinkedIn web page of both researchers provided a window to attract more respondents. These collection practices can attract more people that have similar characteristics, but also reach a large pool of professionals in learning and development across Canada.

Non-random sampling of independent contractors in learning and development could affect the generalization of the results to the entire population. However, measures were taken to generate a representative sample of the population using different recruitment methods to reach a broad range of professionals in learning and development. Finally, respondents had to meet well-defined criteria that established them as independent contractors in learning and development, thus

ensuring a homogeneous sample. For these reasons, we are confident that the study data were diversified, went through a rigorous screening process, and are representative of the population.

Validation and reliability of the instrument. Some items of variables came from previous studies (Diener et al., 1985; Duncan & Pettigrew, 2012; Marler et al., 2002, Prottas, 2008; Prottas & Thompson, 2002). See key variable items in Appendix F. Reliability testing on each of the eight variables to validate scores on scales were performed, and the results appear in the next chapter. In addition, the stability and consistency of our instrument as a whole with the sample size obtained was assessed using factor analysis. See the section on data analysis for details.

Administration of the instrument. The administration process was the following:

1. The survey questionnaire (Appendix H) and the Informed Consent Form (Appendix C) were posted on a secured website from Concordia University using Lime Survey. The front page of the research website is in Appendix C.
2. An invitation to participate was posted on the Institute for Performance and Learning (IPL) website and posted on the personal LinkedIn pages of the main researcher's and the supervisor's network. See invitation in Appendix B.
3. Emails were sent directly by IPL to its members, a first email was sent to the Greater Toronto Area (GTA) members, followed by two emails to all members across Canada one week apart. See email pro forma in Appendix A.
4. Activities on the Lime Survey website were monitored daily by the main researcher, who liaised with the supervisor, who was the IPL contact person, to address low-level participation and technical challenges brought to her attention.

5. After about four weeks, the data were retrieved from Lime Survey and imported into SPSS to conduct statistical analyses. Invitations on the web were deleted.

Data Analysis

Data provided from participants' responses to 15 demographic questions and 34 items that represented measures of variables were processed. The demographic variables are described to assess the extent to which we can rely on the sample to make the conclusions applicable to the population of contractors in learning and development.

Frequency and relative percentages of demographic characteristics were calculated and presented. Measures of variability such as range, variance, and standard deviation provided the dispersion of scores for age, years of experience, contracting revenue, and household revenue. Skewness of a non-normal distribution is addressed to properly interpret probabilities applicable to the population. The non-normal distribution might accurately reflect the population for some variables, or the sampling method may have distorted the representation of the population for other variables (Urdan, 2010).

Hypothesis analysis. The level of statistical significance was determined acceptable below five percent alpha ($\alpha < .05$) used in social sciences. When the results were significant, we confirmed the hypothesis and rejected the null hypothesis. Every hypothesis was tested with correlations. For a correlation, the null hypothesis (H_0) is always that there is no impact or relationship in the population (Urdan, 2010). The correlation results either provided support for a hypothesis that postulated a relationship between variables, thus rejecting the null hypothesis, or provided no support for a hypothesis, thus accepting the null hypothesis, so possible explanations were provided.

Correlation analysis is not a cause to effect analysis; the results only show whether or not the variables are related to each other. The relationship found between two variables is in both directions and does not identify a reason for one particular direction. For example, a positive correlation between financial security and work satisfaction can be described as follows: the higher the level of work satisfaction, the more feelings of financial security, or, the more perceived financial security, the higher the level of work satisfaction.

Reliability analysis. Reliability analysis was performed on items grouped for each variable. First, correlation between two items of the same variable was evaluated. Correlation over 80 percent ($\alpha \geq .80$) indicates that the two items measure the same aspect of a variable; as a result, one of the two identified items was deleted. Second, optimization of the Cronbach alpha for each variable was performed by deleting items that did not provide the highest level of reliability possible for the overall variable construct; SPSS output provided this information. The statistical analysis of the variables follows. Cronbach's alpha obtained over 0.70 for each set of items shows that each variable is reliable (see Appendix F).

Factor analysis. Factor analysis sheds light on the co-variance between items. Items used to measure variables of hypotheses of the study lose their identity to a factor when entered in factor analysis. Item data are mathematically manipulated and correlated many times to each other to determine communalities between items. No theory or prefixed set of final number of items is defined. The key factors emerge from mathematical correlation permutations.

> In short, factor analysis simplifies large sets of data by reducing dimensionality and trading some loss of information for the recognition of ordered structure in fewer dimensions. As a tool for simplification, it has proved its great value in many disciplines. […] Factor analysis may help us to understand causes by directing us to information beyond the mathematics of correlation. But

> factors, by themselves, are neither things nor causes; they are mathematical abstractions. (Gould, 1981, pp. 253-254)

In this study, factor analysis was performed through Principal Component Analysis (PCA) and Varimax rotation. Rather than the reflection of a theory underlying variables and its items, PCA is a data driven analysis (Podsakoff, MacKenzie, Podsakoff, & Lee, 2003). Factor analysis allows us to discover "latent variable" or "value" of importance to the study (Urdan, 2010). "The goal of principal components analysis is to reduce a larger set of measures to a smaller set of component scores while retaining as much information as possible about the original measures" (Podsakoff et al., 2003, p. 618).

Principal Component Analysis (PCA) and Varimax rotation are used. To provide table output that is easier to read, we instructed SPSS to not print factors loading below 0.60. Criteria of minimum eigenvalue of at least 1.0 were also used, meaning that the factors explain at least 10% of the total of variance in the full set of items (Urdan, 2010).

Regression of the predictors. Regression determines whether a factor can predict an outcome. Multiple regression was performed to provide the strength of predictor variables in anticipating satisfaction. In the regression analysis, *t* tests and ANOVA were also used to determine key outcomes.

This chapter introduces the methodology, the participants, the instrument and its administration, data collection, and data analysis. Chapter 4 presents the results of the data analysis. Chapter 5 discusses the results, answers the research questions, and provides the practical implications of the results of the study.

Chapter 4 – Results

In this chapter, a description of the study sample is presented. Next, a reliability analysis of variables is performed, followed by the hypothesis testing results. Then, a factor analysis is performed using Principal Component Analysis (PCA) and Varimax rotation. Finally, factors encompassing 23 items are identified and described with multiple regression analysis.

Sample Description

A total of 62 qualifying participants completed the questionnaire; their characteristics appear in Table 1. The sample includes more women than men. The majority of participants live with a partner, and half of the participants have children at home. Most participants have partners who work full-time. The majority of the sample holds a master's or higher degree and offers their services in instructional design, facilitation, and training. Most participants are members of the Institute for Performance and Learning, and perform contract work directly with their clients and outside of clients' facilities.

Table 1

Frequencies and Relative Percentages of Demographic Characteristics

Demographic characteristics	Frequency	Relative %
Personal		
Gender		
Men	26	41.9
Women	36	58.1
Family status		
Single/separated/divorced	10	16.1
In couple or married	27	43.5
In couple or married with children at home	25	40.3
Partner work status (n=52)		
Employed full-time	40	76.9
Employed part-time	8	15.4
Partner not employed	4	7.7
Professional		
Education		
College/CEGEP degree or less	9	14.5
BA degree and Graduate studies/degree	17	27.4
Master's degree	31	50.0
PhD and Post docs	5	8.1
Occupation		
Instructional Design	19	30.6
Facilitation	10	16.1
Training	8	12.9
ELearning and mobile platforms	5	8.1
Learning and Development	4	6.5
Strategic learning interventions	3	4.8
Other activities	13	21.0
Field or Industries		
Education	12	19.4
Financial	11	17.7
Government	7	11.3
Health and Pharmaceutical	5	8.1
Oil and Gas	5	8.1
Services	5	8.1
Other industries	17	27.3
Work		
Working off-site	44	71.0
Contract directly with clients	39	62.9
IPL member	43	69.4
Other characteristics		
Language used in contracts		
English	41	66.1
French	6	9.7
Both French and English	15	24.2
Provinces		
Ontario	33	53.2
Quebec	21	33.9
Alberta, Saskatchewan, British Columbia	5	8.1
New Brunswick, Nova Scotia	3	4.8

On average, the age of participants is 51 with 10 years of contracting experience. Their average revenue from contracts is $78,300, and revenue for the household is $133,400; descriptions of these characteristics appear in Table 2. The mean age and household revenue of participants was slightly lower than the median, an indication of a slightly negatively skewed distribution. In contrast, a slightly positive skew was observed in the distributions of the averages of contracting revenue and years of contracting. Although, slight skewness was noted in the demographics, the study sample was considered to have a normal distribution for statistical purposes.

Table 2

Descriptive of Distribution of Scores for Age, Contracting years and Revenue

Measures	N	Range	M	SD	Median
Age (years)	62	33-71	50.82	9.69	52
Contracting experience (years)	62	0-40	9.82	7.61	8
Contracting revenue (In $)	57	12,500-212,500	78,300	51,000	62,500
Household revenue (In $)	55	37,500-212,500	133,400	51,500	137,500

Note. Contracting revenue and household revenue were reported in ranges of $25,000 in size up to $200,000 and over. The income ranges were recoded to the mid-level of the range for analysis, the last range being coded $212,500. Revenue appears in Canadian dollars.

Reliability Analysis of Instruments

Reliability analysis was performed on eight variables that are defined with 34 items in the survey. During the reliability analysis, explained previously in Chapter 3, five items were deleted to ensure strong reliability on the aggregation of items of the variables (see steps in Table 3). All grouped items of a variable produced a Cronbach's alpha higher than 0.70. A total of 29 items were grouped to measure eight variables. A description of grouped items under variables and reliability is illustrated in Appendix F.

Table 3

Items Variation in Reliability Analysis of the Instrument

Variables	# Items Start	Analysis Step 1	Step 2	Step 3	Results Cronbach's alpha	Final
Contract volition	4	-1			0.81	3
Autonomy	5				0.78	5
Financial security	7				0.84	7
Market demand	4		-1		0.83	3
Feedback	4		-1	-1	0.83	2
Life satisfaction	5			-1	0.85	4
Work satisfaction	3				0.75	3
Work-family balance	2	1	-1		0.83	2
# Items total	34	0	-3	-2		29

Note. Step 1: One item identified belonging to another variable after preliminary factor analysis; item moved to the other variable. Step 2: Two items of the same variable are too highly related, $r > .80$; One of the two items is deleted when identified in a group of items under a variable. Step 3: SPSS report shows an item that can be deleted to optimize the variable Cronbach's alpha; one item deleted when identified for a variable.

The correlations among demographic items and variables examined in this study appear in Table 4. Analysis of the results indicated positive, moderate, significant relationships between contracting revenue and volition, market demand, work satisfaction, and life satisfaction. Household revenue had a positive, moderate, significant relationship with family status, contracting revenue, and financial security. As well, family status had a significant, positive, moderate relationship with work-family balance. However, a negative, moderate, significant relationship was found between age and market demand.

Table 4

Summary of Intercorrelations and Correlations of Demographic Items

Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Correlation matrix for demographic items															
1 Gender	-	-.15	.04	.11	.08	.07	.07	-.13	.11	.06	.09	.05	.03	.04	. .03
2 Age		-	-.22	.03	-.28*	-.18	.09	-.03	.03	.38**	.03	-.06	.10	-.20	.52**
3 Family status			-	-.17	.16	-.19	-.02	.03	.37**	.07	.07	.42**	.16	-.03	-.22
4 Partner work status				-	.18	-.07	.03	.06	-.21	.09	.33*	.02	-.05	-.25	.08
5 Province					-	.17	-.06	-.21	-.22	-.08	.16	.12	-.08	-.04	-.34**
6 Language used						-	.13	.09	-.05	-1.0	-.05	.34**	.02	-.09	-.28*
7 Education							-	.15	.20	.26*	-.12	-.01	.05	.09	.19
8 Contracting revenue								-	.38**	.09	-.07	-.12	.10	.13	.20
9 Household revenue									-	.06	-.07	.09	.12	.01	-.001
10 Years of contracting										-	.00	-.05	.15	-.11	.35**
11 Field or Industry											-	.17	-.04	.02	-.07
12 Services provided												-	.18	-.18	-.23
13 On-site													-	-.10	.04
14 Direct contracting														-	.04
15 IPL															-
Correlation demographic items with variables															
Volition	.19	.04	-1.0	.01	-.08	-.03	-.08	.40**	.10	.22	.16	-.03	.01	.14	.22
Autonomy	.06	.11	.06	.23	.07	.02	-.03	.19	.08	.14	.21	.13	.10	.13	.16
Financial security	.00	.21	.06	.00	-.33*	-.12	.15	.25	.34*	.19	-.00	-.04	-.07	-.01	.26*
Market demand	-.03	-.28*	.21	.07	.01	.14	-.15	.31*	.20	-.01	.09	.09	.08	.07	-.16
Feedback	.08	.20	.01	.25	.11	-.03	-.14	.16	.06	.21	.20	-.02	-.10	-.16	.25*
Work satisfaction	.01	.05	.01	.12	-.05	-.01	-.16	.28*	.21	.17	.21	-.05	.03	.11	.19
Life satisfaction	.02	.12	.13	.18	-.04	-.09	.01	.30*	.25	.18	.15	.08	.12	-.00	.30*
Work-family balance	.22	-.08	.31*	-.05	-.01	.20	.06	-.11	.10	-.02	.14	.23	-.11	.16	-.03

Note. N =62, except for contracting revenue N = 57, household revenue N = 55.
*$p < .05$. **$p < .01$.

Hypothesis Analysis

The first hypothesis stated that perceived contract volition is positively associated with the level of work satisfaction. The correlation between volition and work satisfaction revealed a positive, very strong, and statistically significant relationship $r = .73$, $p < .001$, illustrated in Table 5. The coefficient of determination $r^2 = .53$ shows that 53 percent of variance in work satisfaction scores can be explained by the voluntary choice to perform contract work. Figure 1 shows the scatterplot of participants' volition related to their work satisfaction. That is, the more perceived

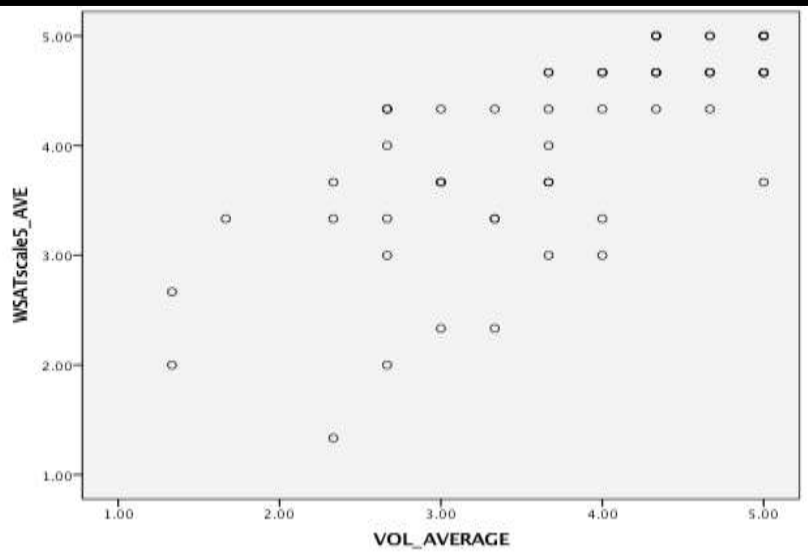
contract volition, the better the work satisfaction. The analysis of our sample supports this hypothesis.

Table 5

Descriptive Statistics and Intercorrelations of Variables

Variables	1	2	3	4	5	6	7	8
Correlation matrix								
1 Volition		.52*	.44**	.43**	.43**	.73**	.57**	.42**
2 Autonomy			.32*	.34**	.61**	.56**	.55**	.48**
3 Financial security				.31*	.34**	.52**	.59**	.45**
4 Market demand					.16	.46**	.40**	.24
5 Feedback						.44**	.42**	.38**
6 Work satisfaction							.64**	.42**
7 Life satisfaction								.33**
8 Work-family balance								
Descriptive statistics								
Mean	3.79	3.98	3.23	3.37	3.77	4.09	3.84	3.94
Standard deviation	1.00	0.71	0.86	0.83	0.91	0.90	0.75	0.86
Minimum	1.33	2.4	1.29	1.00	2.00	1.33	2.25	1.50
Maximum	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00

*$p < .05$. **$p < .01$.



Note: Volition is represented by VOL_AVERAGE. Work satisfaction is represented by WSATscale5_AVE.

The next two hypotheses relate to the autonomy of the participants. The first hypothesis was that perceived autonomy is positively associated with the level of work satisfaction. The Pearson correlation between autonomy and work satisfaction was positive, moderately strong, and statistically significant $r = .56$, $p < .001$. The coefficient of determination, $r^2 = .31$, shows that 31 percent of variance in work satisfaction scores can be explained by the perceived autonomy. That is, the more perceived autonomy the better the work satisfaction, suggesting support for the hypothesis.

The second hypothesis was that women's perceived autonomy is higher than men in contracting work. Women scored slightly higher on the autonomy scale than men, with a mean of 4.02 compared with 3.93, respectively. Correlations by gender were calculated for the relationship between autonomy and work satisfaction. Men's results show a positive, moderate, and statistically significant correlation, $r = .46$, $p < .05$, while women's results were also positive, but stronger and statistically significant $r = .61$, $p < .001$. Women's autonomy explained 37% of work satisfaction, $r^2 = .37$. Moreover, women's autonomy showed a higher correlation than men's autonomy compared with other variables as shown in Table 6. Therefore, data supported the hypothesis that women have higher perceived levels of autonomy than men in contracting work.

Table 6

Descriptive Statistics and Correlations: Men and Women Autonomy

Gender	Men (n = 26)	Women (n =36)
Correlation between autonomy		
1 Volition	.37	.60**
2 Financial security	.15	.42*
3 Market Demand	.24	.38*
4 Feedback	.59**	.64**
5 Work Satisfaction	.46*	.61**
6 Life Satisfaction	.32	.66**
7 Work-Family Balance	.44*	.52**
Descriptive statistics on autonomy		
Mean	3.93	4.02
Standard deviation	0.64	0.77
Minimum	2.60	2.40
Maximum	5.00	5.00

* $p < .05$. ** $p < .01$.

H4 stated that perceived contract volition is positively associated with perceived financial security. The correlation between volition and financial security is positive, moderate, and statistically significant $r = .44$, $p < .01$. Contract volition explained 19 percent of variance in financial security, $r^2 = .19$. Therefore, the data analysis supported the hypothesis that the lower the perceived contract volition of contractors, the lower the financial security, and vice versa.

H5 formulated that skill accumulation is positively associated with the level of work satisfaction. However, no significant relationship between skill accumulation and work satisfaction was found, $r = .02$, $p = .91$. The hypothesis did not receive support from the data. The possible reasons underlying the lack of a significant relationship will be discussed in the following chapter.

H6 stated that older contractors show a stronger association between life and work satisfaction. The sample was divided into two groups: 55 years and older and less than 55 years. Descriptive statistics of the two age groups are summarized in Table 7. Work satisfaction comparison between the means and standard deviations of both groups shows that the 55 years and

older group has more work satisfaction compared with the younger group. Moreover, the 55 years and older group has more life satisfaction compared with the younger group.

Table 7

Descriptive Statistics by Age Group

	55 Years old and over (n = 23)			Less than 55 years old (n = 39)		
Measures	Range	*M*	*SD*	Range	*M*	*SD*
Outcome variables						
Work satisfaction	2.33-5.00	4.20	0.71	1.33-5.00	4.00	0.99
Life satisfaction	2.25-5.00	3.90	0.68	2.25-5.00	3.80	0.79
Work- family balance	2.50-5.00	3.80	0.63	1.33-5.00	4.00	0.97
Demographics						
Age	55-71	60.9	4.70	33-54	44.9	6.30
Skill accumulation	69-92	79.3	6.00	50-73	62.6	6.20
Education	12-23	18.4	2.70	13-22	17.8	2.00

However, the analysis performed to address the presumption of a stronger association for older contractors between work and life satisfaction is not confirmed. The Pearson correlations between work and life satisfaction for the 55 years and older group is positive and moderate, but not statistically significant $r = .39$, $p = .07$. By contrast, the less than 55 years group has a positive, strong, and statistically significant relationship $r = .72$, $p < .01$ between work and life satisfaction. For the younger group, work satisfaction explained 52 percent of life satisfaction, $r^2 = .52$.

Even though, on average, work satisfaction and life satisfaction are greater for the 55 years and older group, as shown in Table 7, work satisfaction is not related to life satisfaction for that group. Thus, older contractors do not exhibit a stronger significant association. Data analysis does not support the hypothesis.

H7 stated that perceived market demand is positively associated with perceived financial security. Perception of market demand is on average higher than financial security (see Table 5). The correlation between market demand and financial security scores was positive, slightly moderate, and statistically significant $r = .31$, $p < .05$. The coefficient of determination $r^2 = .10$

showed that 10 percent of variance in financial security scores was explained by the perception of market demand by contractors. That is, the better the perception of market demand, the better the perception of financial security. The test results support the hypothesis.

H8 stated that perceived feedback is positively associated with the level of work satisfaction. The relationship between feedback and work satisfaction is positive, moderate, and statistically significant, $r = .44$, $p < .01$. Feedback explained 19 percent of work satisfaction, $r^2 = .19$. That is, the more perceived feedback, the better the work satisfaction. Data analysis supports the hypothesis.

Factor Analysis

Being data driven, factor analysis provides a different perspective on the experience of contractors. New factors were identified to answer the second research question: What factors influence the satisfaction of contractors?

Principal Component Analysis (PCA) and Varimax rotation. Factor analysis was performed in two stages. In the first stage, a total of 29 items (the same used for the hypothesis analysis) were processed with the PCA and Varimax rotation to assess the factor structure of the contractor's experience. Only factors with minimum eigenvalues of 1.0 and greater were considered meaningful (Urdan, 2010) and were retained. For each factor, only those items that loaded above 0.70 on the factor were retained. The PCA and Varimax rotation provided seven factors; two of the factors with two items each represented outcomes of life satisfaction and work-family balance, and were deleted from factor analysis to be used for regression analysis. In addition, two items belonging to one factor related to general financial market borrowing

conditions were deleted, namely *it is difficult to secure access to credit*, and *it is difficult to enter long-term financial commitments*. Therefore, 23 items were considered for the next stage.

In the second stage, items were analyzed through PCA and Varimax rotation. Items with loading factors over 0.60 and eigenvalues greater than 1.0 were retained. The model produced three factors with nine items. The three factors explained 72.5 percent of the variance in the 23 items, with Factor 1 explaining most of the variance (39.55%) and Factors 2 and 3, 19.7 and 13.24 percent, respectively, as shown in Table 8.

Correlation analysis was then performed between the three factors and the four items discarded earlier as possible outcomes; only three items appear to correlate significantly to the factors, and only two provided significance in regression analysis. The two outcome items were "In most ways, my life is close to my ideal," and "So far, I have gotten the important things I want in life."

Thereafter, reliability analysis was performed for each group of items. Factor 1 had a Cronbach's alpha of 0.810 (4 items). Factor 2 had an alpha of 0.819 (3 items) and factor 3, 0.856 (2 items). Overall, as expected the three factors' grouped items were considered to be reliable.

Table 8

Questionnaire Items with Factor Loadings Over 0.60

Factors	Factor 1	Factor 2	Factor 3
Eigenvalue	3.56	1.77	1.19
Percentage of variance	39.55	19.70	13.24
Questionnaire items			
I receive clear feedback from clients on the effectiveness of my performance.	.835		
I received feedback on the contracts I most recently completed.	.820		
What is the likelihood of taking a permanent job if one were available in the next six months? **	.722		
I would prefer to be a permanent employee. **	.660		
Learning and Development contractors are in high demand in the market.		.876	
In most ways, the market in Learning and Development is large and dynamic.		.837	
The market conditions for contract work in learning and development are excellent.		.795	
Financial insecurity is part of my life. **			.923
My financial situation is a source of anxiety. **			.838

** Reverse coding

Factor 1: Performance Driver. This factor is by far the most significant finding of the study, explaining 39.55% of variance in the items. The components of this factor relate to choosing contracting and systematic feedback to perform efficiently. See Table 8 for questionnaire items of Factor 1. The items included in this factor allude to three aspects: (a) the nature of the work arrangement that refers to autonomy and self-discipline to manage performance; (b) the organization's structure to provide feedback to contractors; and (c) the candid attitudes of contractors to receive feedback and perform efficiently. Finally, these components of feedback,

building relationships with organizations, and personal characteristics contribute to successful performance of the contracts, namely Performance Driver.

Factor 2: Environmental Enabler. The factor includes items affecting work context that refer to: (a) satisfactory working conditions established in organizations (b) a variety of job opportunities, tasks and expertise requirements, and a broad range of clients and industries; and (c) many opportunities for contract work in learning and development. These factor items relate to the supporting environment of contractors, namely Environmental Enabler.

Factor 3: Financial Stabilizer. The items of this factor convey that the financial situation of the participants is not a source of anxiety, and the participants feel financially secure. See Table 8 questionnaire items of Factor 3. This factor's items relate to some financial solidity, namely Financial Stabilizer.

Regression of the Three Predictors on Two Outcomes

Having established the predictors (i.e., the factor scores produced in factor analysis), satisfaction outcomes were determined before proceeding with regression analysis. The first outcome item used was "In most ways my life is close to my ideal," shortened to and named *Ideal Life*. This outcome item represents daily activities meeting life expectations. The second outcome item that was used is "So far I have gotten the important things I want in life," shortened to and named *Life Fulfillment.* This outcome item represents the sense of fulfillment and accomplishment of life projects thus far. Two more outcome items related to work-life balance were also tested, but were not retained for interpretation in regression analysis since the items did not produce significant ANOVA results.

Regression on Ideal Life. Multiple regression analysis was performed with the three factors as predictors of the Ideal Life outcome. The results show multiple positive, moderately strong, and statistically significant correlations of the three factors with *R* of .52. In total, the predictors accounted for 27% of the variance in Ideal Life. ANOVA results were statistically significant, $F(3, 61) = 7.20$, $p < .001$. From the predictors, two were significantly related to Ideal Life, as shown in Table 9. Performance Driver (Factor 1) was positive and moderate ($B = 0.41$), and Financial Stabilizer (Factor 3) was positive and slightly moderate ($B = 0.27$). Environmental Enabler (Factor 2) was positive, but without statistical significance ($B = 0.18$). Thus, the Performance Driver and Financial Stabilizer can predict satisfaction in life that is represented by a person's Ideal Life outcome.

Table 9

Multiple Regression Results on Two Outcomes

Outcome variables	Ideal Life		Life Fulfillment	
Factors	*B*	*t* ratio	*B*	*t* ratio
1 Performance Driver	0.41	3.66***	0.34	2.88**
2 Environmental Enabler	0.18	1.62	0.19	1.65
3 Financial Stabilizer	0.27	2.36*	0.22	1.90
Constant	3.57	33.10	3.95	35.80

*$p < .05$. **$p < .01$. ***$p < .001$.

Regression on Life Fulfillment. The second multiple regression analysis was performed on the three factors as predictors of the Life Fulfillment outcome. The results show a relationship that is moderate, positive, and statistically significant $R = .45$. The three factors explain 20% of the variance in Life Fulfillment. ANOVA results were statistically significant $F(3, 61) = 4.88$, $p < .05$. Only Performance Driver (Factor 1) moderately predicts positive Life Fulfillment with statistical significance ($B = 0.34$). Thus, Performance Driver is the main predictor of Life Fulfillment.

The results of these regression analyses show that the critical factor, Performance Driver (Factor 1), plays a key role in life satisfaction, the perception of Ideal Life, and Life Fulfillment. However, Financial Stabilizer (Factor 2) was a predictor of only the Ideal Life outcome variable. Surprisingly, the Environmental Enabler factor was not a good predictor of life satisfaction. These results are discussed in the next chapter.

Overall, the factor analysis uncovered three latent variables for the contractor experience: (a) Performance Driver pertaining to traits and qualities of contractors to meet client expectations and readiness of organizations to provide feedback to contractors; (b) Environmental Enabler relating to external conditions and dynamics in organizations and the labor market; and, (c) Financial Stabilizer referring to personal financial abilities and practices to mitigate the lack of a continuous stream of contracting revenue. The factor analysis does not necessarily demonstrate linear relationships among the variables; rather it provides a multifactorial system describing the contractor experience.

In addition, the results of the hypothesis analysis clearly demonstrate that (a) volition, (b) autonomy, (c) market demand, (d) financial security, and (e) feedback were key variables of the experience of independent contractors in learning and development. Rejected hypotheses were specifically related to age group or the skill accumulation, and the reasons are explored in the discussion section later.

Even though the hypothesis analysis and factor analysis are very different research tools for processing survey data, both are complementary. While hypotheses tested and confirmed variables found in the literature, PCA and Varimax rotation explored actual survey data to discover new paradigms on which future research can be made. Performing analysis using both methods provided a richer content to this study and better hints and clues for assessing the experience of

contractors. To support the discussion on hypotheses and factor results in the next chapter, supplemental analysis follows.

Supplemental analysis. Further analysis of the descriptive items of variables, which is presented in Appendix G, shows a very positive outlook from participants. On work satisfaction, 80.7% of our sample was satisfied or very satisfied with their job as a contractor on a 4-point scale. Regarding overall working conditions of contractors, 74.5% of our sample was satisfied or very satisfied, on 5-point scale. Finally, when asked if they would choose contract work again, knowing what they now know, 71% responded without hesitation that they would choose contract work again, while 25.8% said they would have second thoughts about contracting, and only 3.2% said that they definitely would not.

In the next chapter, the study findings on the hypothesis and factor analysis are discussed to answer the research questions. Finally, the conclusions of the study and the implications of this research for the body of knowledge on the experience of contractors are outlined.

Chapter 5 – Discussion and Conclusion

This chapter provides a summary of results and explanations of the key variables tested. As well, the challenges presented by the analysis of key variables are explained. Then, the results of factor analysis are discussed. The chapter concludes with the key evidence outlined with practical recommendations, limitations of the study, and suggestions for future research.

The study sample demographics and analysis suggest that independent contractors in the field of learning and development are well-educated and mature professionals who possess abilities to build and manage relationships with clients, manage stress and financial matters, and self-assess and self-control many aspects of their performance. The characteristics of the sample may reflect the population of knowledge professionals that choose independent contracting.

Hypothesis Findings

This survey design study provides a first view of trends in opinion, attitudes, and beliefs from independent contractors in the field of learning and development. Trends and patterns identified in contingent work in previous studies were tested to describe the experience of contractors. The analysis of the sample found that there was substantial support for the key variables of the experience of contractors. This is consistent with prior research.

Volition relationship to financial security and work satisfaction. One of the main key variables affecting the contracting experience is volition, a desire for contract work. The study's findings from hypothesis 1(*H1*) indicate that the more the contractors voluntarily choose contract work, the more, on average, they are confident in their financial security and better satisfied with work and life arrangements. The findings support the Connelly and Gallagher (2004) study that a

decision to choose a work arrangement positively influences the work outcome. Conversely, if the contracting work arrangement is not appealing, feelings of job insecurity are accentuated (Bernhard-Oettel et al., 2013).

In addition, the study also found a positive relationship between volition and financial security (*H4*). The choice to embark in contract work suggests that the revenue generated by the work arrangement meets the needs of contractors. With contracting revenue, averaging $78,300, and moderate correlation between volition and contracting revenue, r = .40 (as shown in Table 2 and 4), volition is the self-assurance of contractors that alleviates financial insecurity. To secure their choice of contracting, the contractors make key personal decisions. Therefore, most of the contractors live with a working partner whose situation mitigates the financial burden on the family. This is supported by the significant relationship that was found between family status and household revenue r = .37. As well, correlations between household revenue and (1) contracting revenue was positive, moderate and significant r = .38; and (2) financial security was also positive, moderate and significant, r = .34, as shown in Table 4. This confirms the D'Amours (2009) study that an additional family income from a partner makes the contractor feel more secure.

Autonomy relationship to work satisfaction. The second main key variable is autonomy. It relates to the flexibility of the work schedule and location as well as the ability of a person to make decision on how to work, where to work, and with whom to work. The relationship between autonomy and satisfactory experience of the contractors that was tested in *H2* confirms that autonomy is associated with positive outcomes (Prottas, 2008; Prottas & Thompson, 2006). This study also confirms that work autonomy is associated with work satisfaction, and that self-employment is an efficient way to obtain autonomy (Prottas, 2011).

The next step was to identify whether autonomy was perceived differently according to the gender. *H3* confirmed that women showed a higher level of autonomy than men. In addition, the analysis also established that autonomy of women shows higher scores and is more strongly associated to work satisfaction, life satisfaction, and satisfaction with work-family balance, as shown in Table 6. Supplemental analysis showed that men, on average, scored less on work-family balance satisfaction than women, with a mean of 3.71(SD = 0.92) and 4.09 (SD =0.78) respectively. Gender differences reside in the meaning of autonomy and confirm Duncan and Pettigrew (2012) that men and women do not assess work-life balance the same way. Flexibility does not hold the same priority. Self-employed men tend to be less satisfied about work-family balance than women. A difference in the motivation of men and women to become contractors may explain the results: men choose contracting for higher revenue, while women prefer temporal flexibility for work-family balance (Duncan & Pettigrew, 2012).

Market demand relationship to financial security. Labor market demand is related to feelings of security in personal financial matters and provides support for *H7*. The results align with previous study findings that job insecurity is mitigated by market demand (Marler et al. 2002). Perception of market demand is associated with financial security or insecurity, and confirms the Clinton et al. (2006) argument that market demand affects uncertainty.

Feedback relationship to work satisfaction. Feedback is a dialogue built on a relationship between the client and the contractor to perform work and meet a common goal. Both parties provide information on work and expectations to improve performance during the work assignment and once the work is delivered. Feedback is strongly associated with the level of work satisfaction, supporting *H8*, and confirms the studies of Auer et al. (2014) and Clinton et al. (2006). The findings also support the Mallon and Duberley (2000) study that reported similar

findings where limited feedback from employers hindered contractors' ability to identify and meet their own development needs.

In addition, the contractors overwhelmingly agreed or strongly agreed (91.9%) that feedback is important for them (See Appendix G, item UF3). As well, most contractors received feedback from their most recently completed contract and obtained clear feedback from clients on the effectiveness of their performance. These results suggest that the contractors may have initiated the feedback process. Our findings support Cappelli and Keller (2013b) that independent contractors are more likely to solicit feedback from their clients on proposed solutions and during the work process.

Skill accumulation. Interestingly, skill accumulation was not associated with work satisfaction and does not support *H5*. Likewise, its main components, age and education level had no relationship to work satisfaction. Skill accumulation was also not associated with contracting revenue. Instead, it seems that expertise developed through years of experience and continuous learning can be key to the success of contractors and work satisfaction. For example, it is interesting to note that years of membership in the Institute of Performance and Learning, which offers continuous learning activities, correlates to life satisfaction $r = .30$, as well to feedback $r = .25$, and financial security $r = .26$, as shown in Table 4.

To further explore the reasons skill accumulation is not representative of work satisfaction, I examined the characteristics of the sample. Participants were well educated with the majority holding more than a bachelor's degree and having life experience and contracting experience. These characteristics depict well-established professionals in their career paths, who experienced high work satisfaction, scoring an average of 4.09 on a 5-point scale. However, the small sample size of 62 did not allow differentiation in a large range of 42 skill accumulation possibilities, as per

Table 7, considering the nine education levels and 32 age categories used. This may be the practical reason that an association between skill accumulation and work satisfaction was not found. Age groupings and bundles of education levels may have provided a different result, but sample size is still the main issue for the lack of evidence.

The 55 years and older group. Surprisingly, the 55 years and older contractor group did not associate work satisfaction with life satisfaction, contrary to the younger group, which associated work satisfaction with life satisfaction, thus not supporting *H6*. Differences between the experience of both groups may be explained by the generation gap or, more precisely, by the way each group values work and life. The 55 years and older group, which likely has more experience, may be in high demand for more continuous work, thus negatively affecting the personal lives of contractors, while the younger group may be more prone to managing contracts so that both work and life are satisfying.

The tentative explanation for the older group is supported by Duncan and Pettigrew (2012) study findings that self-employed workers found that their work arrangement did not provide work-family balance, and the more time they spent in paid work the less satisfied they were with work-family balance. The latest is a Canadian study using statistics of 1998 and 2005; now, 10 to 17 years later, a new generation has appeared. This new generation of contractors has adopted work-family balance early in their careers, and that may explain why the younger group associates work satisfaction with life satisfaction, when the older group does not make this association. Today, the less than 55 years old group associates work satisfaction with life satisfaction, and work-family balance is more important for this age group than the 55 years and older group.

Research Question. Overall, hypothesis testing provided answers to the following research question: How do feelings of autonomy and uncertainty relate to work satisfaction and

life satisfaction of contractors in learning and development? First, the market demand, financial security, and feedback variables are positively associated with each other and with the satisfactory experience of contractors at work, in life, and in balancing work and family. Contractors manage the uncertainty variables to an acceptable level of certainty in financial security, feedback, and market demand. Secondly, volition / contract of choice is the variable with the strongest association with work satisfaction, followed by autonomy, and both variables provide strong or moderately strong association with life satisfaction and work-family balance. To have a positive experience in contracting, contractors: (a) voluntarily choose their work arrangements; (b) display autonomy traits and qualities; (c) obtain feedback from clients; (d) are familiar with market demand; and (e) manage financials to relieve anxiety due to non-continuous flow of funds from contracts.

Challenges of hypothesis results. Using the 34 items of the questionnaire that measured eight variables drawn from or inspired by a variety of previous studies to assess eight hypotheses was challenging. Hypotheses were tested using variables that included items that seemed to measure more than one variable or that had inter-correlation with many other items. To this effect, five items were discarded when executing reliability testing, thus 29 items were used for the hypothesis analysis. Even though each group of items under a variable was reliable and represented well the variable, the challenge was reflected more in the high correlations between variables. In addition, the sample size restricted the analysis of the eight variables, with 62 cases justifying a maximum of four factors (Urdan, 2010). Therefore, multiple items that represent a key variable and that are supposed to be separate from other items of another variable may not differ greatly. This situation jeopardizes the validity expected of each variable separately to represent

only one variable in the study, even though items grouped under each variable were reliable. In hindsight, limitation of the number of variables would have improved the validity of the variables.

The solution was to use a rigorous approach of factor analysis, discussed in the next section, to provide a new perspective on data collected in order to discover the phenomenon behind that data. This approach draws on the concept of a factor as a mathematical abstraction, not specific to a variable or a cause of some issues, which allows the researcher to examine the meaning of the study based on original variables and knowledge accumulated on the subject (Gould, 1981).

The strength of this study lies in using 29 items of the questionnaire, which are also used in hypothesis analysis, to assess the experience of contractors in learning and development. The items of the instrument were designed to describe the quality of the experience of contracting, and seized the perception of the contractors on the choice of contracting work arrangement, work quality, uncertainty, and satisfaction at work and in life. After discarding three factors which included six items, four to test later as outcomes and two generic items, the Principal Factor Analysis (PCA) and Varimax rotation provided three factors that represented 72.5% of the variance of all items. Two outcomes identified through the factor analysis appeared to be predictors of the satisfaction of the experience of the contractors. The interpretation of the analysis required a step back with an open mind to sketch a portrait of the experience of contractors that lies behind the factors generated by the analysis.

Summary of Factor Analysis and Multiple Regression Findings

The following summarizes the results:

(1) Factor analysis provided three factors emerging from the questionnaire items: (a) Performance Driver, which is the will to perform and obtain feedback; (b) Environmental Enabler, which shows the supportive environment; and (c) Financial Stabilizer, which is the ability to manage financials.

(2) Two of the three factors, Performance Driver and Financial Stabilizer, significantly predict Ideal Life, defined as life expectations met.

(3) One factor, Performance Driver, significantly predicts Life Fulfillment, which is accomplishment so far in life.

One of the strengths of this study is the factor analysis because it excludes linear relationships, considering the content of the self-assessment by contractors as a whole. The model that generated three factors is a window on the thoughts of contractors about their experience. The factor analysis evidence might provide the outline of a model on contracting experience for professionals. The accumulation of beliefs and perceptions of contractors' experience embodies a system of thinking that affects the relations, actions, and achievements of contractors. The contractor's experience through responses to the questionnaire, which are by no means a complete set of variables of his experience, provides a picture of his beliefs and effects on satisfaction. The experience of the professional starts with the intent of contracting recognized as volition, which positively affects satisfaction of work. Thereafter, the experience is processed through autonomy, flexibility, and decision making. In managing the day-to day uncertainty of market demand, client expectations, and cash flow, the contractor strengthens his satisfaction with life, work, and work-

life balance. The Performance Driver of the contractor's experience operates with the Environmental Enabler and Financial Stabilizer systems.

Performance of contractors. Performance Driver is a significant predictor of Ideal Life and Life Fulfillment. The Performance Driver is comprised of items that relate to the contract through choice, autonomy, self-management, support from organizations, and self-confidence in the attitude of contractors in obtaining feedback on effectiveness of performance. Performance Driver does not imply any reasons why the contracting work arrangement has been chosen. The reasons for this first principal factor are unknown, so only hypothetical reasons can be raised (Gould, 1981).

The Performance Driver factor experienced by contractors is interpreted through the factor's composite items. Given freedom and liberty of contract work arrangements, personal qualities such as self-discipline and self–control seem to allow contractors to use their time wisely, take action, and meet clients' needs. Self-confidence is also necessary to embark on the journey of contracting and building relationships to receive the needed feedback. The contractors' self-realization allows them to perform efficiently and to achieve meaningful accomplishments. This factor suggests that contractors tend to demonstrate competence and resourcefulness in achieving Ideal Life and Life Fulfillment.

The feedback received by contractors on the effectiveness of their performance reveals relationship building with clients that reflects contractors' high level of work engagement in meeting a client's expectations. Work engagement shows dedication to do the right thing for the organization and positively affects the contractor's life satisfaction. Work engagement brings meaningfulness for professional contractors and is relevant to the assessment of well-being of professional contractors (McKeown & Cochrane, 2012).

The Performance Driver factor analysis indicates that, in general, professionals use contingent work of contracting and feedback from organizations to achieve Life Fulfillment and Ideal Life. This factor supports contingent work for professionals as a "vehicle to achieve self-realization through strong reliance on their skills and crafts" (Rassuli, 2005, p. 694). The self-control of the contractors supports professionalism: being reliable, accountable, and excellent in providing work quality (Osnowitz, 2010). The findings on Performance Driver also support the experience of the portfolio working model, specifically personal characteristics influencing the experience and process through autonomy and the self-management of work (Clinton et al., 2006). The behavioral framework also recognizes the personal attributes and attitudes, and the voluntary choice of the work arrangement as key determinants in contingent work experience (Connelly & Gallagher, 2004).

Financials of contractors. Another factor, the Financial Stabilizer, is an indicator of Ideal Life as found in the multiple regression analysis. This factor indicates that the financials are not a source of stress that may negatively affect the attitudes, motivations, or perceptions of contractors. In addition, Financial Stabilizer also included an item that means that financial insecurity is not part of the contractor's life. Either the sample has only positive people, which is doubtful, or financial challenges in contracting are well known and well managed so insecurity is not an issue. Self-management of financials seems to be a better solution for changing insecurity to security.

The reasons or causes for insecurity and security are not known, but are worth further exploration using sources of revenue and demographic characteristics. Most participants lived with a partner (84%) and 92% of this majority had a partner working part-time or full-time. In addition, contracting revenue averages $78,000, and household revenue, $133,000. The flow of revenue from the household and contracting provides financial security. Moreover, contractors who on

average are 51years old and have 10 years of contracting experience have likely developed financial acumen and are likely to have savings and assets that decrease financial insecurity.

The Financial Stabilizer has a role in meeting contractors' life expectations. The management of financials is essential for the well-being of contractors. The interpretation of the Financial Stabilizer system is two-fold. First, the attributes, qualities, or traits of the contractor help manage financial stress effectively. Second, characteristics of the contractor provide a foundation for a healthy relationship with financial matters. Therefore, control of financials becomes a solid base for contracting and a stabilizer for the experience of the contractor.

Environment of contractors. Even though the Environmental Enabler has no statistical significance in predicting life satisfaction, it is a factor of practical significance to the contractors' experience. This second component of the factor analysis represents 19.70% of the variance of the 29 items. The Environmental Enabler is related to a suitable environment for contractors in learning and development: (1) externalization of work by organizations in a variety of industries; (2) internal structure to accommodate contracting work in organizations; and (3) acceptable working conditions in organizations, facilitating satisfactory performance of work. The interpretation of the environmental system that enables professionals to contract appears to be threefold. First, the business needs of the organizations steer the demand for knowledge and competence in learning and development. Second, to operationalize business needs, the organization must put in place a proper structure and conditions to attract contractors. Third, the contractors' experience with the systems of performance driver, financial stabilizer, and organizations' readiness generate the opportunities and dynamism in the market.

Research question: What factors influence the satisfaction of contractors?. Finally, the trends found through factor analysis influenced the satisfaction of contractors. The Performance

Driver, Environmental Enabler, and Financial Stabilizer factors influence life satisfaction. Knowing that these factors are not exhaustive or complete by any means, since factors found were dependent on items analyzed, these factors inform on contracting trends. The factors should work together as a system to provide satisfaction. For example, (1) when market demand is low, Environmental Enabler is weak, and the contractor may not have opportunities to perform and experience satisfaction in life; (2) when a second source of funds is not available, Financial Stabilizer is weak, and may cause anxiety in making ends meet, which may impact relationship building and attitudes, and ultimately negatively affect the other two factors.

The Performance Driver system is mainly recognized through influencers of traits and qualities such as self-discipline, self-confidence, and self-realization of the contractors as much as through obtaining feedback and showing competency. The Environmental Enabler system is produced in the labor market. The organizations worked with the contractors' systems to provide opportunities and acceptable work conditions that enable contractors to feel respected and successful. The Financial Stabilizer emphasizes that the traits and qualities of the contractors to manage stress and their aptitude to deal with financial matters are essential to the satisfaction of contractors' experience. Consequently, the system of the contractors' satisfying experience resides in (a) their personal drive and ability to build relationships, to engage, and to develop the qualities necessary to properly manage their performance, (b) the environmental systems providing demand, structure, and attractive conditions, and (c) their capacity to properly address financial matters so they are not a source of anxiety.

Conclusion

This research has assessed the influence of volition, autonomy, and uncertainty in the contractors' experience, as measured by work and life satisfaction. This study found very positive outcomes to contracting work, which are reflected in all variables and factors analyzed. Contrary to popular belief, this study confirms that independent contractors, on average, are satisfied with their work arrangement and do not seek permanent job opportunities (DiNatale, 2001). The main factor discovered in this study, Performance Driver, confirms independent contractors' need for achievement and autonomy (Prottas, 2011).

Limitations. Supplemental to limitations already identified in the methodology chapter, the relatively small sample size of 62 cases and the Canadian context of the study are limitations. The sample seems representative of the membership of the Institute for Performance and Learning. However, because the Learning and Development professional contractor population as a whole has not been articulated, it is difficult to determine the sample representativeness of the population. The study uses a specific group of contingent workers that met five criteria, thus provides a comfort level that the findings could be applicable to knowledge contractors and that demographic characteristics are similar to those of contractors in other occupational fields.

Implication for practice. The labor market is changing and organizations are relying even more on contingent workers to provide manpower, creativity, and expertise. The findings of the study imply that contractors should build strong relationships with their clients. Scholars and professional associations play a key role in pursuing the development and dissemination of new knowledge and expertise, and to provide networking opportunities to foster the success of self-employed professionals. Academic programs can provide opportunities for students to discover

contracting in the field of Learning and Development through course assignments that require contact with an organization to discover or fulfill its needs and to work on a project on which they can receive feedback.

The study suggests that independent contractors who voluntarily choose to contract work do not necessarily have a precarious financial status. Factor analysis shows that financial stability is a key component to the satisfaction of contractors, suggesting that some financial stability should be attained before they consider self-employment. The study supports the findings in Osnowitz (2010) that life experience is key to satisfaction in contracting. This suggests that individuals may need to obtain the necessary experience and stability in their lives before they engage in contracting work.

Implications for organizations. In this changing environment, organizations articulate their strategic goals through a mixture of work arrangements. This objective would only be successful if not only organizations, but also workers, could choose the work arrangement that best fits their needs. Developing and providing attractive conditions to independent contractors will appeal to and entice individuals with the traits and qualities to be successful in this endeavor. As well, the work assignments should be designed to provide the required autonomy to independent contractors.

Implications for research and theory. The results of this study offer strong support to the model of portfolio working described by Clinton et al. (2006) for professional contractors in a knowledge field such as learning and development. Scholars can use the portfolio model and the key findings of this research to develop appropriate tools for online and in-class training and career advice.

Moreover, this study suggests a need to demystify self-employment with the negative concept of uncertainty that is prevalent. On average, findings on volition, autonomy, market demand, feedback, and financial security were very positive, as were findings from the factor analysis. No significant evidence of the negative concept of uncertainty for sole practitioners in learning and development has been found in this study.

Future research. There is no causal inference in this study; only in experiments can independent and dependent variables, under some circumstances, be explained in causal terms. Research on motivation would provide tools for scholars and professionals to better recognize the challenges of self-employed individuals. For example, contracting by choice influences work satisfaction, but we do not know the reasons or motivations for people making this choice. Also, further research to identify the population of contractors in learning and development is required. Knowing the relative portion of contractors in the total population of professionals in the field of learning and development would allow a generalization of future studies and a better understanding of the impact of this group of professionals on the organizations. In addition, this study and many similar studies have found that the traits and attitudinal factors impact all aspects of contracting. However, little research has been done to understand how they work in the contingent work system. Future research should explore these personal characteristics and attributes of professional knowledge contractors. At last, the study findings about Performance Driver, Environmental Enabler, and Financial Stabilizer bring a new perspective into the system of thinking of the experience of the contractors and may support an archetype and further research to create a clearer picture of the experience of independent contractors in the knowledge domain.

In conclusion, the study confirmed volition and autonomy as key variables of the experience of contractors. The experience of independent contractors in learning and development also adds to the literature on contingent work with three new factors. The key components of the satisfactory experience of contractors in knowledge domain are: (1) Performance Driver, (2) Environmental Enabler, and (3) Financial Stabilizer. The findings of this study suggest contractors have particular traits and abilities necessary to self-manage their work performance through a feedback process. In addition, the readiness of organizations to embrace external labor resources with acceptable contract conditions and a feedback process appears to be another key determinant of the experience of contractors. The study also found that contractors should have personal abilities to control their finances and prevent financial anxiety. Overall, the contractors sampled were satisfied about their achievements and where they stand in life. This study suggests that knowledge contractors have to drive performance and stabilize financials, while the labor market and organizations provide attractive contracting conditions to create a satisfactory experience.

References

American Society for Training and development (ASTD), (2013). 2013 State of the Industry: Connecting Research to Performance. *ASTD Research 2013 Report*. Alexandria, VA: ASTD Press. Accessed March 6th, 2015: https://www.td.org/Store/Product?ProductId=25316 ISBN:9781562869045

Ashford, S. J., George, E., & Blatt, R. (2007). 2. Old Assumptions, New Work: The Opportunities and Challenges of Research on Nonstandard Employment. *Academy Of Management Annals*, *1*(1), 65-117.

Auer, J. C., Kao, C., Hemphill, L., Johnston, E. W., & Teasley, S. D. (2014). The uncertainty challenge of contingent collaboration. *Human Resource Management Journal*, *24*(4), 531-547. doi:10.1111/1748-8583.12045

Barley, S. R. & Kunda, G. (2004). *Gurus, warm bodies and hired guns: Itinerant experts in the knowledge economy.* Princeton, NJ: Princeton University Press.

Barley, S. R., & Kunda, G. (2006). Contracting: A New Form of Professional Practice. *Academy Of Management Perspectives*, *20*(1), 45-66. doi:10.5465/AMP.2006.19873409

Bernhard-Oettel, C., Rigotti, T., Clinton, M., & de Jong, J. (2013). Job insecurity and well-being in the temporary workforce: Testing volition and contract expectations as boundary conditions. *European Journal Of Work And Organizational Psychology*, *22*(2), 203-217. doi:10.1080/1359432X.2011.647409

Bertrand-Cloodt, D., Cörvers, F., Kriechel, B., & van Thor, J. (2012). Why do recent graduates enter into flexible jobs?. *De Economist*, *160*(2), 157-175, doi:10.1007/s10645-011-9185-2

Bidwell, M., Briscoe, F., Fernandez-Mateo, I., & Sterling, A. (2013). The employment relationship and inequality: How and why changes in employment practices are reshaping rewards in organizations. *The Academy of Management Annals*, *7*(1), 61-121.

Block, P. (2011). *Flawless consulting: A guide to getting your expertise used*. (3rd ed.). San Francisco, CA: John Wiley & Sons.

Bolton, S., Houlihan, M., & Laaser, K. (2012). Contingent Work and Its Contradictions: Towards a Moral Economy Framework. *Journal Of Business Ethics*, *111*(1), 121-132. doi:10.1007/s10551-012-1439-7

Bonet, R., Cappelli, P., & Hamori, M. (2013). Labor market intermediaries and the new paradigm for human resources. *The Academy Of Management Annals*, *7*(1), 341-392. doi:10.1080/19416520.2013.774213

Cappelli, P. H., & Keller, J. (2013a). A study of the extent and potential causes of alternative employment arrangements. *Industrial & Labor Relations Review*, *66*(4), 874-901.

Cappelli P., & Keller, J. R. (2013b). Classifying work in the new economy. *Academy Of Management Review*, *38*(4), 575-596. doi:10.5465/amr.2011.0302

Clinton, M., Totterdell, P., & Wood, S. (2006). A Grounded Theory of Portfolio Working: Experiencing the Smallest of Small Businesses. *International Small Business Journal*, *24*(2), 179-203. doi:10.1177/0266242606061843

Connelly, C. E., & Gallagher, D. G. (2004). Emerging Trends in Contingent Work Research. *Journal Of Management*, *30*(6), 959-983. doi:10.1016/j.jm.2004.06.008

Connelly, C. E., & Gallagher, D. G. (2006). Independent and dependent contracting: Meaning and implications. *Human Resource Management Review*, *16*(2), 95-106. doi:10.1016/j.hrmr.2006.03.008

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson

D'Amours, M. (2009). Non-standard employment after age 50: How precarious is it*?*.*Relations industrielles/ Industrial relations*, 64(2), 209-229.

De Graaf-Zijl, M. (2012). Job Satisfaction and Contingent Employment. *De Economist*, *160*(2), 197-218. doi:10.1007/s10645-011-9180-7

Di Natale, M. (2001). Characteristics of and preference for alternative work arrangements, 1999. *Monthly Labor Review*, *124*(3), 28-49.

Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction With Life Scale. *Journal Of Personality Assessment, 49*(1), 71-75.

Drucker, P. F. (1984). Our entrepreneurial economy. *Harvard Business Review, 62*(1), 58-64.

Duncan, K. A., & Pettigrew, R. N. (2012). The effect of work arrangements on perception of work-family balance. *Community, Work & Family*, *15*(4), 403-423. doi:10.1080/13668803.2012.724832

Estrin, J. (2009, October 23). So you've decided to hang up your shingle. *TD Magazine*

Evans, J. A., Kunda, G., & Barley, S. R. (2004). Beach time, bridge time, and billable hours: The temporal structure of technical contracting. *Administrative Science Quarterly, 49*(1), 1-38.

Fulmer, R. M., & Vicere, A. A. (1996). An analysis of competitive forces. *Planning Review*, *24*(1), 31-36.

Galagan, P. (2013, March 8). So-called slasher careers that combine two or more jobs are becoming more common. Trainers are part of this trend. *TD Magazine.*

Gould, S. J. (1981, 1996). *The mismeasure of man* (1st ed., 2nd ed.) *New York: WW.*

Guest, D. (2004). Flexible employment contracts, the psychological contract and employee outcomes: an analysis and review of the evidence. *International Journal Of Management Reviews*, *5/6*(1), 1-19. doi:10.1111/j.1460-8545.2004.00094.x

Hipple, S. F. (2010). Self-employment in the United States. *Monthly Labor Review*, *133*(9), 17-32.

Kalleberg, A. L. (2000). Non standard employment relations: Part-time, Temporary and Contract Work. *Annual Review Of Sociology*, *26,* 341-365.

Kalleberg, A. L., Reskin, B. F., & Hudson, K. (2000). Bad jobs in America: standard and nonstandard employment relations and job quality in the United States. *American Sociological Review*, *65*(2), 256-278. doi:10.2307/2657440

Kalleberg, A. L., Reynolds, J., & Marsden, P. V. (2003). Externalizing employment: Flexible staffing arrangements in US organizations. *Social Science Research*, *32*(4), 525-552. doi:10.1016/S0049-089X(03)00013-9

Kunda, G., Barley, S. R., & Evans, J. (2002). Why do contractors contract? The experience of highly skilled technical professionals in a contingent labor market. . *Industrial & Labor Relations Review*, *55*(2), 234-261.

Mallon, M., & Duberley, J. (2000). Managers and professionals in the contingent workforce. *Human Resource Management Journal*, *10*(1), 33-47.

Marler, J. H., Barringer, M. W., & Milkovich, G. T. (2002). Boundaryless and traditional contingent employees: Worlds apart [Special issue], *Journal Of Organizational Behavior*, *23,* 425-453. doi:10.1002/job.148

Matusik, S. F. & Hill, C. L. (1998). The utilization of contingent work, knowledge creation, and competitive advantage. *Academy Of Management Review*, *23*(4), 680-697. doi:10.5465/AMR.1998.1255633

Muhl, C. J. (2002). What is an employee? The answer depends on the Federal law. *Monthly Labor Review*, *125*(1), 3-11.

Okhuysen, G.A., Lepak, D., Ashcraft, K.L, Labianca, G, Smith, V., & Steensma, H.K. (2015). Theories of work and working today. Academy of Management Review, 2015 supplement, *4015(1)*, 6-17

Osnowitz, D. (2010). Freelancing expertise: Contract professionals in the new economy. Ithaca, NY:ILR press.

Pfeffer, J., & Baron, J. N. (1988). Taking the workers back-out: Recent trends in the structuring of employment. *Research In Organizational Behavior*, *10,* 257-303.

Podsakoff, P. M., MacKenzie, S. B., Podsakoff, N. P., & Lee, J. Y. (2003). The mismeasure of man(agement) and its implications for leadership research. *The Leadership Quarterly*, *14*(6), 615-656.

Prottas, D. J. (2008). Do the self-employed value autonomy more than employees? Research across four samples. *The Career Development International*, *13*(1), 33-45. doi:10.1108/13620430810849524

Prottas, D.J. (2011). Person-environment fit and self-employment: Opportunities and needs for achievement, affiliation, autonomy, and dominance. *North American Journal of Psychology*, *13*(3), 403-426.

Prottas, D. J., & Thompson, C. A. (2006). Stress, satisfaction, and the work-family interface: A comparison of self-employed business owners, independents, and organizational employees. *Journal Of Occupational Health Psychology*, *11*(4), 366-378. doi:10.1037/1076-8998.11.4.366

Rassuli, A. (2005). Evolution of the professional contingent workforce. *Journal of Labor Research*, *26*(4), 689-710.

Redpath, L., Hurst, D., & Devine, K. (2007). Contingent knowledge worker challenges. *Human Resource Planning*, *30*(3), 33-38.

Ruiner, C., Wilkens, U., & Küpper, M. (2013). Patterns of Organizational Flexibility in Knowledge-intensive Firms - Going Beyond Existing Concepts. *Management Revue*, *24*(3), 162-178. doi:10.1688/1861-9908_mrev_2013_03_Ruiner

Szabó, K., & Négyesi, Á. (2005). The spread of contingent work in the knowledge-based economy. *Human Resource Development Review*, *4*(1), 63-85.

Urdan, T. C. (2010). *Statistics in plain English*. NewYork. NY: Routledge.

Vaiman, V., Lemmergaard, J., & Azevedo, A. (2011). Contingent workers: needs, personality characteristics, and work motivation. *Team Performance Management*, *17*(5/6), 311-324. Way, S. A., Lepak, D. P., Fay, C. H., & Thacker, J. W. (2010). Contingent workers' impact on standard employee withdrawal behaviors: Does what you use them for matter?. *Human Resource Management*, *49*(1), 109-138.

Weiss, A. (2005). The unjust (consulting) universe. *Consulting to Management*, *16*(4), 30-32.

Wilkin, C. L. (2013). I can't get no job satisfaction: Meta-analysis comparing permanent and contingent workers. *Journal Of Organizational Behavior, 34*(1), 47-64. doi:10.1002/job.1790

Appendix A – Invitation to Participate in the Study

1. **Initial invitation**

Dear Colleague and Institute Member:

Do you work as a contractor in Learning and Development in Canada—either contracting yourself with a client or working through an agency to find work?

If so, what are your characteristics and which factors affect satisfaction with your work and its balance with your family life?

The first Study of Contractors in Learning and Development in Canada is intended to explore this issue. The study is being conducted by researchers at Concordia University in Montreal and identifies these factors. The results should provide you and your clients with insights into this working arrangement and factors that might strengthen it in the future and will be communicated through the Institute for Performance and Learning, as well as through academic publications and conference presentations.

To participate in the survey, which takes about 15 minutes to complete, please visit this link:

--Insert Link—

The survey will remain open through –date--.

Thank you for your time. We hope that you will visit the link and participate in this survey.

Best regards,

Francoise Munger, MA Student
Department of Education
Concordia University
Montreal, Quebec

Saul Carliner, PhD, CTDP
Professor
Concordia University
Montreal, Quebec

2. Follow-up—to be sent one week after the invitation

Dear colleague and Institute Member:

Last week, we contacted you to find out whether you work as a contractor in Learning and Development in Canada—either contracting yourself with a client or working through an agency to find work?

At that time, we invited you to participate in the first Study of Contractors in Learning and Development in Canada, which is intended to explore the characteristics of contractors and factors that affect satisfaction with your work and its balance with your family life.

The study is being conducted by researchers at Concordia University in Montreal and identifies these factors. The results should provide you and your clients with insights into this working arrangement and factors that might strengthen it in the future and will be communicated through the Institute for Performance and Learning, as well as through academic publications and conference presentations.

To participate in the survey, which takes about 15 minutes to complete, please visit this link:

--Insert Link—

The survey will remain open through –date--.

Thank you for your time. We hope that you will visit the link and participate in this survey.

Best regards,

Francoise Munger, MA Student
Department of Education
Concordia University
Montreal, Quebec

Saul Carliner, PhD, CTDP
Professor
Concordia University
Montreal, Quebec

3. Second follow-up to be sent one week before the close of the study

Dear colleague and Institute Member:

Are you a contractor in Learning and Development in Canada—either contracting yourself with a client or working through an agency to find work?

If so, you have one more week to participate in the first Study of Contractors in Learning and Development in Canada.

The study explores the characteristics of contractors and factors that affect satisfaction with your work and its balance with your family life. It is being conducted by researchers at Concordia University in Montreal and identifies these factors. The results should provide you and your clients with insights into this working arrangement and factors that might strengthen it in the future and will be communicated through the Institute for Performance and Learning, as well as through academic publications and conference presentations.

To participate in the survey, which takes about 15 minutes to complete, please visit this link:

--Insert Link—

The survey will remain open through –date--.

We hope that you will visit the link and participate in this survey.

Best regards,

Francoise Munger, MA Student
Department of Education
Concordia University
Montreal, Quebec

Saul Carliner, PhD, CTDP
Professor
Concordia University
Montreal, Quebec

Appendix B – Announcement for Website

[To be posted to Institute for Performance and learning and Personal Linked In web page of researchers]

Participate in the First Study of Contractors in Learning and Development in Canada

Do you work as a contractor in Learning and Development in Canada—either contracting yourself with a client or working through an agency to find work?

Then please participate in a study that explores the characteristics of contractors and the factors affect satisfaction with your work and its balance with your family life. Francoise Munger, MA student, and Saul Carliner, Professor of Education, at Concordia University in Montreal, are conducting the study. The results should provide you and your clients with insights into this working arrangement and factors that might strengthen it in the future. Results will be communicated through the Institute for Performance and Learning, as well as through academic publications and conference presentations.

To participate in the study, please visit this link:

English version: https://survey.concordia.ca/limesurvey/index.php/161394/lang-en

French version: https://survey.concordia.ca/limesurvey/index.php/626199/lang-fr

The survey will remain open through –date--.

To learn more about the study, contact Francoise Munger, MA student at Concordia

Francoise Munger, MA Student
Department of Education
Concordia University
Montreal, Quebec

Saul Carliner, PhD, CTDP
Professor
Concordia University
Montreal, Quebec

Appendix C – Informed Consent Form

INFORMATION AND CONSENT

Study Title: Autonomy and Uncertainty Among Contractors in Learning and Development in Canada
Researcher: Françoise Munger
Researcher's Contact Information: francoise.munger@yahoo.ca
Faculty Supervisor: Saul Carliner
Faculty Supervisor's Contact Information: saul.carliner@concordia.ca
Source of funding for the study: None

You are being invited to participate in the research study mentioned above. This form provides information about what participating would mean. Please read it carefully before deciding if you want to participate or not. If there is anything you do not understand, or if you want more information, please ask the researcher.

A. PURPOSE

The purpose of the research is this study is to discover the characteristics of contractors and the factors that affect their satisfaction with their work and family lives.

B. PROCEDURES

If you participate, you will be asked to complete an online questionnaire.
In total, participating in this study will take 15 minutes.

C. RISKS AND BENEFITS

This research is not intended to benefit you personally. Instead, participating is intended to benefit the learning and development field in the longer term by informing professionals, clients, and contracting organizations in learning and development, scholars and others on key factors affecting the satisfaction of contractors with work, life and work-life balance and these parties might use that knowledge to design the best possible work experiences for their contractors.

D. CONFIDENTIALITY

We will gather the following information as part of this research: (a) characteristics such as educational background, work experience, revenue (b) preferences for contracting work (c) and, satisfaction as a contractor on factors such as work autonomy, feedback from organisations, financial security, market demand impact that affect work, work-life balance and life satisfaction.

We will not allow anyone to access the information, except people directly involved in conducting the research. We will only use the information for the purposes of the research described in this form.

The information gathered will be anonymous. That means that it will not be possible to make a link between you and the information you provide. We intend to publish the results of the research. However, it will not be possible to identify you in the published results. We will destroy the information five years after the end of the study.

E. CONDITIONS OF PARTICIPATION

You do not have to participate in this research. It is purely your decision. If you do participate, you can stop at any time. However, when you click "Submit" at the end of the survey, you will be assumed to have consented to provide your information. There are no negative consequences for not participating or stopping in the middle.

F. PARTICIPANT'S DECLARATION

I have read and understood this form. I have had the chance to ask questions and any questions have been answered. I agree to participate in this research under the conditions described. If you have questions about the scientific or scholarly aspects of this research, please contact the researcher. Their contact information is provided at the beginning of this informed consent form. You may also contact their faculty supervisor.

If you have concerns about ethical issues in this research, please contact the Manager, Research Ethics, Concordia University, 514.848.2424 ex. 7481 or oor.ethics@concordia.ca.

I agree to these terms and will continue with the survey. □

[Instructions: Display landing page 2.]

I do not want to continue with the survey. □

[Instructions: Display final Thank you page.]

Appendix D – Validation Team: Invitation, Consent form

1. Invitation to participate: Script to initiate/solicit participants to validate the survey

Hello,

How are you? [Small talk]. As you know, I am doing my thesis on contractors in Learning and Development. Since you work in that capacity I am wondering if you would be interested in participating in the validation of the survey that I prepared and should be sent out mid-November.

It will just take about 20 minutes and will help me strengthen the survey. Do you want to participate?

I can send you a formal email invitation with detailed information and a consent form to sign before your start anything. The speak aloud process is well explained in the email and we will do it over the phone or on Skype at your convenience. Would it be alright for you? Do you have time to do it this week?

Thank you

2. Invitation to participate in the validation team

Dear Name,

Thank you for agreeing to validate the survey instrument for my study, Autonomy and Uncertainty Among Contractors in Learning and Development. I have chosen you because, like the people whom I am hoping will participate in this study, you work as an independent contractor in Learning and Development.

As a validator for the survey, could you please:

1) Complete the Informed Consent Form.

2) Complete the survey (which is attached to this message)

3) Track of the time it takes to complete the survey. Please note your start and stop times.

4) Participate in a speak-aloud protocol of the survey: reading through it on Skype or by telephone and sharing your thoughts as you read the survey instructions and questions. For example, you might indicate whether a statement is clear or confusing. If a statement is confusing, you might describe the confusion so it might be resolved.

5) I will use your feedback to strengthen the survey and address any issues you identify during the validation.

Note that I am not collecting or recording your responses to the survey; any data you provide will not be used in the study.

If you have questions about your participation in this validation, please contact me. Otherwise, I look forward to receiving your feedback.

Thank you for your time.

Françoise Munger

3. Consent form of validation team members

INFORMATION AND CONSENT FORM

Study Title: Autonomy and Uncertainty Among Contractors in Learning and Development in Canada.

Researchers: Francoise Munger

Researcher's Contact Information: francoise.munger@yahoo.ca

Faculty Supervisor: Saul Carliner

Faculty Supervisor's Contact Information: saul.carliner@concordia.ca

Source of funding for the study: None

You are being invited to participate in the research study mentioned above. This form provides information about what participating would mean. Please read it carefully before deciding if you want to participate or not. If there is anything you do not understand, or if you want more information, please ask the researcher.

A. PURPOSE

The purpose of the research is to determine whether the survey and related documents such as the informed consent form are clear to future participants in the study. The purpose of the study in which this survey and informed consent form will be used is to discover the characteristics of contractors and the factors that affect their satisfaction with their work and family lives.

B. PROCEDURES

If you participate, you will be asked to validate a survey that will be used in a study. That means, you will act as the first participants in the study to see if the survey is clear. You will be asked to complete a draft of the survey, track the time it takes to complete the survey (noting start and finish times), and participate in a line-by-line review of the survey with the researcher by telephone or Skype, in which you read through the entire survey and, as you do so, share your thoughts about what is clear and what is not clear. If something is not clear, you will be asked to identify what is confusing so that the point of confusion can be resolved.

In total, participating in this study will take 45 minutes

C. RISKS AND BENEFITS

This research is not intended to benefit you personally.

D. CONFIDENTIALITY

We will gather the following information as part of this research: your feedback on the survey and the clarity of its instructions and questions.

We will not allow anyone to access the information, except people directly involved in conducting the research. We will only use the information for the purposes of the research described in this form.

The information gathered will be identifiable. That means it will have your name directly on it.

We will protect the information by not identifying you when we make revisions. Your identifying information will be treated as confidential. Furthermore, we are not collected any responses you provide to the survey. That is, if you answer a survey question, the answer will not be shared with the researcher and will not be included in the data analyzed from this survey.

We intend to publish the results of the research but will only use results collected after we have revised the survey. It will not be possible to identify you in the published results.

We will destroy the information five years after the end of the study.

E. CONDITIONS OF PARTICIPATION

You do not have to participate in this research. It is purely your decision. If you do participate, you can stop at any time. You can also ask that the information you provided not be used, and your choice will be respected. If you decide that you don't want us to use your information, you must tell the researcher before November 15.

There are no negative consequences for not participating, stopping in the middle, or asking us not to use your information.

F. PARTICIPANT'S DECLARATION

I have read and understood this form. I have had the chance to ask questions and any questions have been answered. I agree to participate in this research under the conditions described.

NAME (please print)

SIGNATURE

DATE November 4th, 2016

If you have questions about the scientific or scholarly aspects of this research, please contact the researcher. Their contact information is on page 1. You may also contact their faculty supervisor.

If you have concerns about ethical issues in this research, please contact the Manager, Research Ethics, Concordia University, 514.848.2424 ex. 7481 or oor.ethics@concordia.ca.

Appendix E – Demographic Variables

Demographics of individuals (e.g. age, gender, education) might have "significant associations with job satisfaction" (Brush et al. cited in Wilkin, 2013). Consequently, if appropriate the study investigates demographic data through hypothesis using gender and a new built-in variable skills accumulation.

Gender is a dummy variable coded 1 for a man and 2 for a woman.

Age 'is measured by the number of years from birth and is an acceptable measure of experience in the study of human capital' (Marler et al., 2002, p.435). This variable captures the level of accumulated work experience (Marler et al., 2002).

Services rendered that provided the most revenue during the last 12 months, was indicated using 11 activities in Learning and Development that have been approved by the research team. This information will help us understand the expertise used by respondents in our sample, however coding the roles in any order will be omitted without strong basis to do so. The coding was the following: Instructional design (coded 1), training (2), facilitation (3), courseware development (4), expertise in Learning and Management System (LMS) (5), Expertise in learning and mobile platforms (6), Expertise in L & D (7), Learning and development project management (8), Strategic Learning Interventions (9), Learning assessments and evaluations (10), and, varity of activities supporting L7 D

Education is a categorical scale that indicated nine levels of educational achievement, from an original scale 1 to 9. To be able to calculate skill accumulation variable, it has been recoded and converted into number of years of education, from 12 to 23 years, that is inspired from Marler et al. (2002) but amended in the number of levels and number of years. Therefore,

high school degree or less education is conferred a 12 years education, some post –high school education 13 years, CEGEP or college diploma 14 years, a bachelor degree 17 years; graduate study 17.5 years, graduate diploma 18 years, master degree 19 years, doctorate degree 22 years, and post-doctoral degree 23 years. This variable is important since Kalleberg et al.(2000) argued that better options and bargaining power are offered to most educated workers.

Contracting revenue and Household revenue were reported in ranges of $25,000 in size up to $200,000 and over. The income ranges were recoded to the mid-level of the range for analysis, the last range being coded $212,500. Even though positive association between contracting revenue and age has been established, D'Amours (2009) questioned these findings for workers heading towards a transition to retirement.

Family status is a categorical variable. It identifies the respondent living 'single/separated/divorced', 'single/separated/divorced with children at home', 'married or in couple', and 'married or in couple with children at home' coded 1 to 4 respectively. If they live with a spouse or partner

Working spouse or partner is a categorical variable. It identifies three situations (1) the spouse or partner works full-time, (2) the spouse or partner work is part-time (less than 30 hours), and (3) the spouse or partner does not work. Respondents domestic situation could influence work satisfaction and whether the respondent has a spouse or partner that stay home can also influence outcomes (Kalleberg et al., 2000).

Province is a dummy variable coded as the following: British Columbia (1); Newfoundland (2); Ontario (3); Alberta (4); Quebec (5); Yukon, Nunavut, Northwest Territories (6) Saskatchewan (7); Manitoba (8), New Brunswick (9), Nova Scotia(10) and Prince-Edward Island (11).

Skill accumulation derived from demographic variables. Skill accumulation was adapted from Marler et al. (2002) study. Age and formal level of education, measuring respectively the general skill accumulation and cognitive ability (Marler et al., 2002), are computed together to measure skill accumulation in our study. Contrary to Marler study we do not compute specific skills accumulation because of a lack of proper professional role evaluation in the field of learning and development hindering computation of this variable.

The 55 years and older group. This age threshold usually provides access to retirement funds private or public (D'Amours, 2009). The other group to compare with is *the less than 55 years old group,* also named *Younger workers group.*

Appendix F – Key Variable Items

Topic Area 1: Volition (VOL)

Reliability: Cronbach alpha 0.81 for 3 items identified with a check mark (✓).

	Items	M	SD	
VOL1	I prefer contract work to other forms of employment.	3.94	.973	✓
VOL2	I would prefer to be a permanent employee.	3.79	1.230	✓
VOL3	What is the likelihood of taking a permanent job if one were available in the next six months?	3.65	1.307	✓
VOL4	How important was balancing work and family to you in choosing to become a contractor?	4.10	1.141	

Explanation: Four items come from Marler et al. (2002, p.437). Marler's coefficient alpha for V1 and V2 was 0.84.
VOL1: Marler's item 'I have a choice and I prefer temporary/contract work' is modified, and 'temporary/contract work' is replaced by 'contract work'. 'I have a choice and', a double-barrelled statement is eliminated. Finally, 'to other forms of employment' added for clarity. Response choices on 5-point Likert scale from 'strongly disagree' (1) to 'strongly agree' (5).
VOL2: Item from Marler's study was 'I have little choice; I would prefer a permanent, regular job'. The item 'I have little choice;' is deleted, and 'I would prefer a permanent, regular job' changed for 'I would prefer to be a permanent employee' for clarity. Responses choices on 5-point Likert scale from 'strongly disagree' (1) to 'strongly agree' (5). Reverse code will be used for statistical analysis.
VOL3: This item was explained in the Regional sample cluster of Marler's study. Response choices on 7-point scale from 'very unlikely' (1) to 'very likely'(7) are changed to 5 point scale from 'very unlikely'(1) to 'very likely'(5) in this study. Reverse coding will be used for statistical analysis.
VOL4: This item was explained in the Regional sample cluster of Marler's study. Response choices on 7-point scale on importance changed to five-point scale, from 'not important' (1) to 'very important' (5).

Topic Area 2 – Autonomy (AUT)

Reliability: Cronbach alpha 0.78 for 5 items identified with a check mark (✓).

	Items	M	SD	
AUT1	I have the freedom to decide what I do on my job.	3.92	1.045	✓
AUT2	I have the freedom to choose the organization I work for.	3.89	1.057	✓
AUT3	I have the freedom to manage my own schedule.	4.27	.705	✓
AUT4	I have the liberty to decide which project or contract I work on.	3.77	1.108	✓
AUT5	I have a lot of say about what happens on my job.	4.05	.895	✓

Explanation: Prottas (2008) , and Prottas & Thompson (2006),
AUT1 and AUT5 Items selected from Prottas & Thompson (2006, p. 369) "I have the freedom to decide what I do on my job" and " I have a lot to say at what happens on my job". Prottas & Thompson found that the two (A1, A5) items had a coefficient alpha of 0.74. Response choices were on 4-point Likert scale changed to a 5-point Likert scale from 'strongly disagree' (1) to 'strongly agree' (5).

AUT2, AUT3, AUT4 Items inspired from Prottas (2008), Prottas and Thompson (2006) and Marler & al. (2002) generic items and adapted to reflect characteristics of the contractor work, such as choosing to work for specific organizations, on some projects, and scheduling its own work: "I have the freedom to choose the organization I work for; I have the freedom to manage my own schedule; and, I have the liberty to decide what project or contract I work on." Responses choices are on 5-point Likert scale from 'strongly disagree' (1) to 'strongly agree' (5).

Topic Area 3: Uncertainty – Feedback from client-organizations (UF)

Reliability: Cronbach alpha 0.83 with 2 items identified with a check mark (✓).

	Items	M	SD	
UF1	I receive regular feedback from clients.	3.63	1.059	
UF2	I received feedback on the contracts I most recently completed.	3.82	0.933	✓
UF3	Feedback is important for me.	4.27	0.657	
UF4	I receive clear feedback from clients on the effectiveness of my performance.	3.73	1.027	✓

Explanation: Items inspired by studies such as Marler & al. (2002), Prottas (2008), and Prottas and Thompson (2006). Responses choices on 5-point Likert scale from 'strongly disagree' (1) to 'strongly agree' (5).

Topic Area 4: Uncertainty – Market Demand (MD)

Reliability: Cronbach alpha 0.84 for 3 items identified with a check mark (✓).

	Items	M	SD	
MD1	So far, I have always found contract opportunities related to my expertise.	3.92	1.045	
MD2	The market conditions for contract work in learning and development are excellent.	3.05	1.062	✓
MD3	In most ways, the market in Learning and Development is large and dynamic.	3.77	0.818	✓
MD4	Learning and Development contractors are in high demand in the market.	3.27	0.978	✓

Explanation: Items inspired by studies such as Marler & al. (2002), Prottas (2008), and Prottas and Thompson (2006). Responses choices on 5-point Likert scale from 'strongly disagree' (1) to 'strongly agree' (5).

Topic Area 5: Uncertainty – Financial Insecurity (FI)

Reliability: Cronbach alpha 0.84 for 7 items identified with a check mark (✓).

Items		M	SD	
FI 1	I have sufficient savings to sustain a long downtime period between contracts.	2.97	1.173	✓
FI 2	I have invested sufficiently in a retirement fund (such as an RRSP).	3.34	1.493	✓
FI 3a	It is difficult to enter in long-term financial commitments (such as a mortgage) [Reverse coding]	3.35	1.147	✓
FI 3b	It is difficult to secure access to credit. [Reverse coding]	3.58	1.095	✓
FI 4	My financial situation is a source of anxiety. [Reverse coding]	3.02	1.166	✓
FI 5	I deal well with the financial insecurity of contracting.	3.53	1.067	✓
FI 6	Financial insecurity is part of my life. [Reverse coding]	2.81	1.226	✓

Explanation:Items inspired by studies such as Marler & al. (2002), Prottas (2008), and Prottas and Thompson (2006). Responses choices on five-point Likert scale from 'strongly disagree' (1) to 'strongly agree' (5).

Topic Area 6: Work Satisfaction (WS)

Reliability: Cronbach alpha 0.74 for 3 items identified with a check mark (✓).

	Items	M	SD	
1	Overall, how are you satisfied with your job as contractor?	3.24	0.803	✓
2	Knowing what you know, would you choose contract work again?	1.68	0.536	✓
3	On the whole, I am satisfied of my working conditions as contractor.	3.87	1.016	✓

Explanation: 3 items come from Prottas (2008, p.36) Prottas & Thompson (2006 p.370)

WS 1. Prottas (2008, p.36; Prottas & Thompson (2006 p.370) item was "All in all, how satisfied are you with your job?" and uses a four-point scale. The item changed 'with your job' to 'with your job as contractor', and, 'All in all' changed for 'Overall'. Responses on 4-point scale of satisfaction, coded from 1-4. **For statistical analysis:** Responses were recoded, '3' changed for '4' and '4' changed for a '5' so the four response choices have a scale of 5 points [without the 3 points].

WS 2. Prottas (2008, p.36; Prottas & Thompson, 2006, p.370) item was "Knowing what you know now, if you had to decide all over again whether to take the job you now have, what would you decide?" which used a three-point scale. The wording changed to be easier to read to 'Knowing what you know, would you choose contract work again?'. Response choices were also slightly reworded from: 'Contracting again without hesitation" to Contract again without hesitation; 'Have second thought about contracting ' staying the same; and, 'Definitely not take contract work' to definitely not contract work. **For statistical analysis:** Responses were recoded, 'Definitely not […]' as '1'; 'I would have second thought' '3' and 'Without hesitation […] '5'. Therefore, now the three response choices have a scale of 5 points [without the 2 and 4 points].

WS 3. Prottas (2008, p.36) item was 'On the whole, are you satisfied, not very satisfied or not at all satisfied with working conditions of your main job." In the new version 'of main job' changed to 'as contractor' and slightly reworded, it reads now 'On the whole, I am satisfied with the working conditions as contractor.' Responses were on 3-point scale of satisfaction and changed 5-point Likert scale agreement on the survey.

Topic Area 7: Life Satisfaction (LS)

Reliability: Cronbach alpha 0.85 for 4 items identified with a check mark (✓).

	Items	M	SD	
LS1	In most ways my life is close to my ideal.	3.56	0.969	✓
LS2	The conditions of my life are excellent.	3.76	0.862	✓
LS3	I am satisfied with my life.	4.08	0.816	✓
LS4	So far I have gotten the important things I want in life.	3.95	0.948	✓
LS5	If I could live my life over, I would change almost nothing.	3.24	1.339	

Explanation: Items taken from et al. (1985), and Diener et al, cited in Prottas (2008),

These five items have been validated in many studies. Satisfaction with Life Scale (SWLS) items showed a good level of internal consistency (Diener et al., 1985). However, Diener study used 7-point scale response choices, for consistency through this current study, Likert 5-point scale was used from 'strongly disagree' (1) to 'strongly agree' (5).

Topic Area 8: Work-Family Balance Satisfaction (WFB)

Reliability: Cronbach alpha 0.85 for 2 items identified with a check mark (✓).

	Items	M	SD	
WF1	I am satisfied with work family balance in my life.	3.77	1.047	
WF2	How important is balancing work and family when making arrangements for contract work?	4.02	1.123	✓
VOL4	How important was balancing work and family to you in choosing to become a contractor?	4.05	.895	✓

Explanation: Duncan and Pettigrew (2012) and Marler et al. (2002)

WF1. Item from Duncan and Pettigrew (2012, p. 411), 'satisfaction with work-family balance' that was a dichotomous variable where one equaled satisfaction and zero equaled dissatisfaction. Responses choices changed to 5-point Likert scale from 'strongly disagree' (1) to 'strongly agree' (5).

WF2. Item similar to V4 (Volition, item 4). This item was explained in the Regional sample cluster of Marler et al. (2002, p.437), now it is How important is balancing work and family when making arrangements for contract work? Marler's response choices were on 7-point scale and changed to 5-point scale, from 'not important' (1) to 'very important' (5).

VOL4. For details on this item, see Topic Area 1 in this Appendix.

Appendix G – Descriptive of Items of Key Variables

	Code	Items	Strongly Disagree à Strongly Agree % of scores over number of cases					M	S.D
			1	2	3	4	5		
1	VOL1	I prefer contract work to other forms of employment.	0.0 % 0	9.7% 6	21.0% 13	35.5% 22	33.9% 21	3.94	0.97
2	VOL2	I would prefer to be a permanent employee.	8.1 5	4.8 3	24.2 15	25.8 16	37.1 23	3.79	1.23
3	VOL3	What is the likelihood of taking a permanent job if one were available in the next six months?	8.1 5	14.5 9	16.1 10	27.4 17	33.9 21	3.65	1.31
4	VOL4	How important was balancing work and family to you in choosing to become a contractor?	4.8 3	6.5 4	11.3 7	29.0 18	48.4 30	4.10	1.14
5	AUT1	I have the freedom to decide what I do on my job.	0.00 0	17.7 11	4.8 3	45.2 28	32.3 20	3.92	1.05
6	AUT2	I have the freedom to choose the organization I work for.	1.6 1	11.3 7	17.7 11	35.5 22	33.9 21	3.89	1.06
7	AUT3	I have the freedom to manage my own schedule.	0.00 0	3.2 2	4.8 3	53.2 33	38.7 24	4.27	0.71
8	AUT4	I have the liberty to decide which project or contract I work on.	6.5 4	8.1 5	11.3 7	50.0 31	24.2 15	3.77	1.11
9	AUT5	I have a lot of say about what happens on my job.	0.00 0	8.1 5	12.9 8	45.2 28	33.9 21	4.05	.895
10	MD1	So far, I have always found contract opportunities related to my expertise.	3.2 2	11.3 7	4.8 3	51.6 32	29.0 18	3.92	1.05
11	MD2	The market conditions for contract work in learning and development are excellent.	8.1 5	22.6 14	32.3 20	30.6 19	6.5 4	3.05	1.07
12	MD3	In most ways, the market in Learning and Development is large and dynamic.	1.6 1	4.8 3	22.6 14	56.5 35	14.5 9	3.77	0.82
13	MD4	Learning and Development contractors are in high demand in the market.	4.8 3	12.9 8	41.9 26	30.6 19	9.7 6	3.27	0.98
14	FI1	I have sufficient savings to sustain a long downtime period between contracts.	12.9 8	22.6 14	27.4 17	29.0 18	8.1 5	2.97	1.17
15	FI2	I have invested sufficiently in a retirement fund (such as an RRSP).	19.4 12	14.5 9	4.8 3	35.5 22	25.8 16	3.34	1.49
16	FI3	It is difficult to enter in long-term financial commitments (such as a mortgage) [Reverse coding]	6.5 4	19.4 12	21.0 13	38.7 24	14.5 9	3.35	1.15
17	FI3	It is difficult to secure access to credit. [Reverse coding]	6.5 4	9.7 6	21.0 13	45.2 28	17.7 11	3.58	1.10
18	FI4	My financial situation is a source of anxiety. [Reverse coding]	9.7 6	30.6 19	14.5 9	38.7 24	6.5 4	3.02	1.17
19	FI5	I deal well with the financial insecurity of contracting. .	3.2 2	17.7 11	17.7 11	45.2 28	16.1 10	3.53	1.07
20	FI6	Financial insecurity is part of my life. [Reverse Coding}	11.3 7	43.7 26	11.3 7	25.8 16	9.7 6	2.81	1.23
21	UF1	I receive regular feedback from clients.	1.6 1	17.7 11	17.7 11	41.9 26	21.0 13	3.63	1.06
22	UF2	I received feedback on the contracts I most recently completed.	0.00 0	11.3 7	19.4 12	45.2 28	24.2 15	3.82	0.93

23	UF3	Feedback is important for me.	0.00	1.6	6.5	54.8	37.1	4.27	0.66
			0	1	4	34	23		
24	UF4	I receive clear feedback from clients on the effectiveness of my performance.	1.6	12.9	21.0	40.3	24.2	3.73	1.03
			1	8	13	25	15		
25	WS1	Overall, how are you satisfied with your job as contractor? [4-point scale changed to 5 points]	1.6	17.7		35.5	45.2	4.05	1.15
			1	11		22	28		
26	WS2	Knowing what you know, would you choose contract work again? [3-point scale changed to 5 pts scale]	3.2		25.8		71.0	4.35	1.07
			2		16		44		
27	WS3	On the whole, I am satisfied of my working conditions as contractor.	3.2	8.1	14.5	46.8	27.4	3.87	1.02
			2	5	9	29	17		
28	LS1	In most ways my life is close to my ideal.	0.00	19.4	19.4	46.8	14.5	3.56	0.97
			0	12	12	29	9		
29	LS2	The conditions of my life are excellent.	0.00	11.3	17.7	54.8	16.1	3.76	0.86
			0	7	11	34	10		
30	LS3	I am satisfied with my life.	0.00	4.8	14.5	48.4	32.3	4.08	0.82
			0	3	9	30	20		
31	LS4	So far I have gotten the important things I want in life.	1.6	8.1	12.9	48.4	29.0	3.95	0.95
			1	5	8	30	18		
32	LS5	If I could live my life over, I would change almost nothing.	11.3	25.8	9.7	33.9	19.4	3.24	1.34
			7	16	6	21	12		
33	WF2	How important is balancing work and family when making arrangements for contract work?	4.8	8.1	8.1	38.7	40.3	4.02	1.12
			3	5	5	24	25		
34	WF1	I am satisfied with work family balance in my life.	1.6	16.1	9.7	48.4	24.2	3.77	1.05
			1	10	6	30	15		

Note: 1. N = 62 except for revenue items

2. Points according to Strongly Disagree (1) to Strongly Agree (5), **except** for the following items:
   a. WS1 points according to Not satisfied (1), Somewhat satisfied (2), Satisfied (3) and Very Satisfied (4), changed to 5point scale.
   b. WS2 points according to 3-point scale Definitely not (0), I would have second thoughts about contracting (1), and, Without hesitation (2), changed to 5 point scale.
   c. VOL3 points on -5point scale according to Very Likely (1) to Very Unlikely (5).
   d. WF1 and WF2 points according to 5-point scale from Not important (1) to Very important (5).

3. Hypotheses Analysis (29 items): From 34 items in the survey, five items were discarded from analysis (see Appendix F) UF1, UF2, MD1, LS5, WF1, respectively # 10, 21, 22, 32, 34 in the table.

Appendix H – Survey

Questionnaire for Contractors in Learning and Development

CONSENT FORM [See Appendix C – Informed Consent Form]

I agree to these terms and will continue with the survey ☐

I do not want to continue with the survey ☐

Indicate if the following statements represent your work situation:

I work on contracts for short periods of time [less than 12 months].

Yes ☐

No ☐

More than 50% of my contracted time is spent on learning and development-related services.

Yes ☐

No ☐

I am a sole proprietor (no employees).

Yes ☐

No ☐

I take care of my own tax arrangements of revenue for services rendered, consequently I do not appear on my clients' payroll.

Yes ☐

No ☐

I live in Canada.

Yes ☐

No ☐

Provide information about your demographics.

CONTINGENT WORK: THE EXPERIENCE OF CONTRACTORS

What is your gender? Male☐ Female ☐

How old are you? *[Drop down with ages]*

Which represents your family status?

- Single/ Separated/ Divorced ☐
- Single/Separated/Divorced with children at home ☐
- Married or in couple ☐
- Married or in couple with children at home ☐

Your partner or spouse has paid work:

- Yes, full time (More than 30 hrs per week) ☐
- Yes, part-time (Less than 30 hrs per week) ☐
- No ☐

Where do you live in Canada?

- British Columbia ☐
- Newfoundland ☐
- Ontario ☐
- Alberta ☐
- Quebec ☐
- Yukon, North West territories and Nunavut ☐
- Saskatchewan ☐
- Manitoba ☐
- New Brunswick ☐
- Nova Scotia ☐
- Prince Edward Island ☐

What language do you use for your contracts?

- English ☐
- French ☐
- Both languages (French and English) ☐
- Other _____ ☐

Highest level of education completed:

- High school degree or less ☐
- Some post-secondary education ☐
- College / CEGEP degree ☐
- Bachelor's degree ☐
- Graduate study but no degree ☐

Graduate diploma or certificate ☐
Master degree ☐
Doctorate degree ☐
Some post-doctorate work ☐

Your annual revenue from contracting (before expenses) last year: (in CAN $)

25,000 or Less ☐
25,001 -50,000 ☐
50,001-75,000 ☐
75,001-100,000 ☐
100,001-125,000 ☐
125,001-150,000 ☐
150,001-175,000 ☐
175,001-200,000 ☐
200,001 or More ☐

Your overall household revenue last year (including other revenue and/or investments): (In $CAN)

25,000 or Less ☐
25,001 - 50,000 ☐
50,001- 75,000 ☐
75,001- 100,000 ☐
100,001- 125,000 ☐
125,001- 150,000 ☐
150,001- 175,000 ☐
175,001- 200,000 ☐
More than 200,000 ☐

How many years have you been doing contract work? (The years do not have to be continuous.)

[Drop down with years]

In the last 12 months, the field or industry that provided the most revenue for you was (choose only one):

Aeronautics &Transportation ☐
Education ☐
Financial ☐
Government ☐
Health and pharmaceutical ☐
High Technology ☐
Hotel, Sports and Tourism ☐
Manufacturing ☐

Mining and Resources ☐
Not-for-Profit Organizations ☐
Oil and Gas ☐
Retail ☐
Service firms ☐
Other _____ ☐

During the last 12 months, the service that provided the most revenue for you was (choose only one):

Instructional design ☐
Training ☐
Facilitation ☐
Courseware development ☐
Expertise in Learning Management System (LMS) ☐
Expertise in eLearning and mobile platforms ☐
Expertise in Learning and Development (L & D) ☐
L & D Project Management ☐
Strategic Learning interventions ☐
Learning assessments and evaluations ☐
Other L & D support activities ☐
Other_____ ☐

Do you usually work on site (at a client facility) or off site?

On-site ☐
Off-site ☐

For the majority of your contracts, do you contract directly with client organisations (that is, without going through a third party firm)?

Yes ☐
No ☐

How many years have you been a member of the Institute for Performance and Learning (formerly the Canadian Society for Training and Development (CSTD))? If not a member, please choose '0'.

[Drop down with years including 0]

Below are questions about your experience as contractor.

You have the choice of several answers, please choose one that bests correspond to your situation.

Overall, how are you satisfied with your job as a contractor?

Very satisfied ☐
Satisfied ☐

Somewhat satisfied ☐

Not satisfied ☐

What is the likelihood of you taking a permanent job if one were available in the next six months?

Very unlikely ☐

Unlikely ☐

undecided ☐

Likely ☐

Very likely ☐

Knowing what you know now, would you choose to work again as contractor?

1. Without hesitation ☐
2. I would have second thoughts about contracting ☐
3. Definitely not ☐

Below are statements related to your work.
Please indicate your level of agreement.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	1	2	3	4	5
If I could live my life over, I would change almost nothing.					
Financial insecurity is part of my life.					
I have the freedom to decide what I do on the job.					
In most ways, my life is close to my ideal.					
So far, I have always found contract opportunities related to my expertise					
Learning and Development contractors are in high demand in the market.					
I have sufficient savings to sustain a long downtime period between contracts.					
I have the liberty to decide which project or contract I work on.					
I receive clear feedback from clients on the effectiveness of my performance.					
I deal well with the financial insecurity of contracting.					
I prefer contract work to other forms of employment.					
I have the freedom to choose the organization I work for.					
The conditions of my life are excellent.					

The market conditions for contract work in learning and development are excellent.
I have invested sufficiently in a retirement fund (such as an RRSP).
I would prefer to be a permanent employee.
I receive regular feedback from clients.
I have the freedom to manage my own schedule.
It is difficult to secure access to credit.
I am satisfied with my life.
In most ways, the market in Learning and Development is large and dynamic.
It is difficult to enter into long-term financial commitments (such as a mortgage).
Feedback is important for me.
I have a lot of say about what happens on my job.
My financial situation is a source of anxiety.
So far I have gotten the important things I want in life.
I received feedback on the contracts I most recently completed.
I am satisfied with the work-family balance in my life.
On the whole, I am satisfied with the working conditions as contractor.

Below are questions related to work-family balance.

Indicate the level of importance

	Not important	Somehow not important	Undecided	Important	Very important
How important was balancing work and family to you in choosing to become a contractor?					
How important is balancing work and family when making arrangements for contract work?					

The survey is now complete. Thank you for your participation.

Francoise Munger and Saul Carliner
Concordia University

Appendix I – French Version of Appendix A, B, C, H

1. Invitation à participer à l'étude **(Appendix A in French)**

Invitation initiale

Cher collègue et membre de l'Institut pour la performance et l'apprentissage,

Êtes-vous un travailleur autonome dans le domaine de la formation et du développement des compétences au Canada – soit en obtenant des contrats de travail directement avec les clients ou par l'entremise d'une firme?

Si oui, quelles sont vos caractéristiques et quels facteurs ont un effet sur votre satisfaction au travail et la conciliation travail-famille?

La première étude sur les travailleurs autonomes dans le domaine de la formation et du développement des compétences est destinée à explorer cette question. L'étude dirigée par des chercheurs de l'université Concordia de Montréal détermine ces facteurs. Les résultats de l'étude devrait permettre à vos clients et vous-même de comprendre l'organisation du travail autonome et les facteurs qui pourraient le renforcer dans l'avenir et seront communiqués à l'Institut pour la performance et l'apprentissage, ainsi que dans des publications académiques et présentations à des conférences.

Pour participer à l'étude, d'une durée d'environ 15 minutes, veuillez cliquer sur le lien électronique suivant:

--INSÉRER LE LIEN —

Le sondage sera disponible jusqu'au 13 décembre 2016.

Nous vous remercions de votre temps. Nous espérons que vous cliquerez sur le lien électronique et participerez au sondage.

Nos meilleures salutations,

Françoise Munger, étudiante en Maîtrise
Département de l'Éducation
Université Concordia
Montréal, Québec

Saul Carliner, PhD, CTDP
Professeur, Département de l'Éducation
Université Concordia
Montréal, Québec

Suivi—à être expédié une semaine après l'invitation:

Cher collègue et membre de l'Institut pour la performance et l'apprentissage:

La semaine dernière, nous prenions contact avec vous pour savoir si vous étiez un travailleur autonome dans le domaine de la formation et du développement des compétences au Canada-– soit en obtenant des contrats de travail directement avec les clients ou par l'entremise d'une firme?

À ce moment là, nous vous invitions à participer à la première étude sur les travailleurs autonomes dans le domaine de la formation et du développement des compétences au Canada, qui est destinée à explorer les caractéristiques des travailleurs autonomes et les facteurs qui ont un effet sur votre satisfaction au travail et la conciliation travail- famille.

L'étude est dirigée par des chercheurs de l'université Concordia de Montréal et détermine ces facteurs. . Les résultats de l'étude devraient permettre à vos clients et vous-même de comprendre l'organisation du travail autonome et les facteurs qui pourraient le renforcer dans l'avenir. Ces résultats seront communiqués à l'Institut pour la performance et l'apprentissage, ainsi que dans des publications académiques et présentations à des conférences.

Pour participer à l'étude, d'une durée d'environ 15 minutes, veuillez cliquer sur le lien électronique suivant:

--INSÉRER LE LIEN —

Le sondage sera disponible jusqu'au 13 décembre 2016.

Nous vous remercions de votre temps. Nous espérons que vous cliquerez sur le lien électronique et participerez au sondage.

Nos meilleures salutations,

Françoise Munger, étudiante en Maîtrise
Département de l'Éducation
Université Concordia
Montréal, Québec

Saul Carliner, PhD, CTDP
Professeur, Département de l'Éducation
Université Concordia
Montréal, Québec

CONTINGENT WORK: THE EXPERIENCE OF CONTRACTORS

Second suivi- à être expédié avant la fin de l'étude

Cher collègue et membre de l'Institut pour la performance et l'apprentissage;

Êtes-vous travailleur autonome dans le domaine de la formation et du développement des compétences au Canada – soit en obtenant des contrats de travail directement avec les clients ou par l'entremise d'une firme?

Si oui, vous avez une semaine de plus pour participer à la première étude sur les travailleurs autonomes dans le domaine de la formation et du développement des compétences au Canada.

L'étude explore les caractéristiques et les facteurs qui ont un effet sur votre satisfaction au travail et la conciliation travail- famille. L'étude est dirigée par des chercheurs de l'université Concordia de Montréal et détermine ces facteurs. Les résultats de l'étude devrait permettre à vos clients et vous-même de comprendre l'organisation du travail autonome et les facteurs qui pourraient le renforcer dans l'avenir et seront communiqués à l'Institut de la Formation et Performance, ainsi que dans des publications académiques et présentations à des conférences.

Pour participer à l'étude, d'une durée d'environ 15 minutes, veuillez cliquer sur le lien électronique suivant:

--INSÉRER LE LIEN —

Le sondage sera disponible jusqu'au 13 décembre 2016.

Nous espérons que vous cliquerez sur le lien électronique et participerez au sondage.

Nos meilleures salutations,

Françoise Munger, étudiante en Maîtrise
Département de l'Éducation
Université Concordia
Montréal, Québec

Saul Carliner, PhD, CTDP
Professeur, Département de l'Éducation
Université Concordia
Montréal, Québec

2. Avis publié en ligne **(Appendix B in French)**

Avis publié en ligne sur le site Web de l'Institut pour la formation et le la perfectionnement (IPL)

Participer à la première étude dédiée aux travailleurs autonomes dans le domaine de la formation et du développement des compétences au Canada

Êtes-vous un travailleur autonome dans le domaine de la formation et du développement des compétences au Canada – soit en obtenant des contrats de travail directement avec les clients ou par l'entremise d'une firme?

Alors, nous vous invitons à participer à l'étude qui explore les caractéristiques des travailleurs autonomes et les facteurs affectant leur satisfaction au travail et la conciliation travail-famille. L'étude est dirigée par Françoise Munger, étudiante en maîtrise et Saul Carliner, professeur en Éducation à l'université Concordia à Montréal. Les résultats de l'étude devraient permettre de comprendre l'organisation du travail autonome et les facteurs qui pourraient le renforcer dans l'avenir. Les résultats seront communiquer à l'Institut de la Formation et Performance, ainsi par l'entremise de publications académiques et présentations à des conférences.

Pour participer à l'étude, veuillez cliquer sur lien électronique suivant:

En francais:https://survey.concordia.ca/limesurvey/index.php/626199/lang-fr

En anglais: https://survey.concordia.ca/limesurvey/index.php/161394/lang-en

Le sondage sera disponible jusqu'au 13 décembre 2016.

Pour en apprendre advantage sur l'étude, veuillez contacter Françoise Munger à l'adresse électronique suivante: f_munger@live.concordia.ca.

Françoise Munger, étudiante en Maîtrise
Département de l'Éducation
Université Concordia
Montréal, Québec

Saul Carliner, PhD, CTDP
Professeur, Département de l'Éducation
Université Concordia
Montréal, Québec

3. Consentement éclairé **(Appendix C in French)**

RENSEIGNEMENTS ET CONSENTEMENT ÉCLAIRÉ

Remarque : Le masculin est utilisé pour faciliter la lecture.

Titre de l'étude : Autonomie et incertitude des travailleurs autonomes dans le domaine de la formation et du développement des compétences au Canada
Chercheur : Françoise Munger
Coordonnées du chercheur : f_munger@live.concordia.ca
Professeur-superviseur : Saul Carliner
Coordonnées du professeur-superviseur : saul.carliner@concordia.ca
Source de financement de l'étude : Aucune

Nous vous invitons à prendre part au projet de recherche susmentionné. Le présent document vous renseigne sur les conditions de participation à l'étude; veuillez le lire attentivement avant de décider si vous désirez participer ou non. S'il y a quoi que ce soit que vous ne comprenez pas, ou pour obtenir des précisions, n'hésitez pas à communiquer avec le chercheur.

A. BUT DE LA RECHERCHE

Cette étude a pour but de découvrir les caractéristiques de l'expérience des travailleurs autonomes dans le domaine de la formation et du développement des compétences et les facteurs qui affectent la satisfaction au travail et la vie familiale.

B. PROCÉDURES DE RECHERCHE

Si vous participez à l'étude, vous devrez compléter un questionnaire en ligne. Le temps requis pour compléter le questionnaire est d'environ 15 minutes.

C. RISQUES ET AVANTAGES

Cette étude ne vise pas à vous procurer un avantage personnel. Par contre, votre participation vise à profiter à long terme au domaine de la formation et du développement des compétences en identifiant des facteurs clés affectant la satisfaction au travail, la conciliation du travail-famille et la réalisation de soi des travailleurs autonomes en formation et développement des compétences. Ces connaissances profiteront aux professionnels, clients et organisations afin de concevoir de meilleures expériences de travail pour les travailleurs autonomes dans le domaine de la formation et du développement des compétences.

D. CONFIDENTIALITÉ

Dans le cadre de cette étude, nous recueillerons les renseignements suivants : (a) caractéristiques telles que votre formation, expérience de travail, revenu (b) vos préférences

pour le travail autonome (c) et, votre satisfaction comme travailleur autonome des facteurs tels que l'autonomie, la rétroaction des organisations, la sécurité financière, l'effet de la demande du marché qui affectent la satisfaction de votre travail, la conciliation travail-famille et la réalisation de soi.

Nous ne permettrons pas l'accès aux renseignements à n'importe qui, seules les personnes qui mènent cette recherche auront accès aux renseignements fournis. Nous n'utiliserons l'information qu'aux fins de l'étude décrite dans ce document.

Les renseignements recueillis resteront confidentiels. On ne pourra donc établir aucun lien entre votre identité et l'information que vous fournissez. Nous avons l'intention de publier les résultats de cette étude. Cependant, on ne pourra pas vous identifier dans la publication. Nous détruirons les données cinq ans après la fin de l'étude.

E. CONDITIONS DE PARTICIPATION

Vous pouvez refuser de participer à la recherche. La décision vous revient. Si vous participez, vous pouvez vous en retirer à n'importe quel moment. Cependant, lorsque vous cliquerez sur « Soumettre » à la fin du sondage, nous assumerons que vous consentez à fournir vos renseignements.

Vous ne subirez aucune répercussion négative si vous décidez de ne pas participer à l'étude ou d'interrompre votre participation à celle-ci.

F.. CONSENTEMENT DU PARTICIPANT

Je reconnais par la présente avoir lu et compris le présent document. J'ai eu l'occasion de poser des questions et d'obtenir des réponses. Je consens à participer à l'étude dans les conditions décrites ci-dessus.

Si vous avez des questions sur l'aspect scientifique ou académique de cette étude, communiquez avec le chercheur. Vous trouverez ses cordonnées au début de ce document. Vous pouvez aussi communiquer avec son professeur-superviseur.

Pour toute préoccupation d'ordre éthique relative à ce projet de recherche, veuillez communiquer avec le responsable de l'éthique de la recherche de l'Université Concordia au 514-848-2424, poste 7481, ou à oor.ethics@concordia.ca.

Je reconnais par la présente avoir lu et compris le present document et je desire poursuivre avec le sondage. □ [Instructions : Display landing page 2.]

Je ne désire pas poursuivre avec le sondage □ [Instructions : Close the Window]

4. Sondage **(Appendix H-Survey in French)** [On next page-]

Questionnaire pour les travailleurs autonomes dans le domaine de la fomation et du développement des compétences

Note: La plupart du temps, le masculin est utilisé pour faciliter la lecture.

CONSENTEMENT ÉCLAIRÉ [.....]

Je reconnais par la présente avoir lu et compris le présent document et je désire poursuivre avec le sondage ☐

Je ne désire pas poursuivre avec le sondage ☐

Indiquer si les assertions suivantes représentent votre situation :

Je travaille sur des contrats pour de courtes périodes de temps [moins de 12 mois].

Oui ☐
Non ☐

Plus de 50% de mon temps à travailler à contrats est consacré à des services en matière de formation et de développement des compétences.

Oui ☐
Non ☐

Je suis un travailleur autonome (sans employés).

Oui ☐
Non ☐

Je prends les mesures pour déclarer mes revenus de contrats aux autorités fiscales, dès lors je ne suis pas sur la liste de paie de mes clients.

Oui ☐
Non ☐

J'habite au Canada

Oui ☐
Non ☐

Fournir les informations démographiques vous concernant.

Quel est votre sexe? Homme ☐ Femme ☐

Quel est votre âge? *[Menu déroulant avec les âges]*

Quel est votre statut familial?

Célibataire/Séparé/Divorcé ☐
Célibataire/Séparé/Divorcé avec au moins un enfant à la maison ☐
Marié ou en couple ☐
Marié ou en couple avec au moins un enfant à la maison ☐

Votre partenaire ou époux(se) a-t-il un travail rémunéré?

Oui, à temps plein (plus de 30 hrs par semaine) ☐
Oui, à temps partiel (moins de 30 heures par semaine) ☐
Non ☐

Où demeurez-vous au Canada?

Colombie- Britannique ☐
Terre-Neuve ☐
Ontario ☐
Alberta ☐
Québec ☐
Yukon, Territoires du Nord-Ouest et Nunavut ☐
Saskatchewan ☐
Manitoba ☐

CONTINGENT WORK: THE EXPERIENCE OF CONTRACTORS

Quelle langue utilisez-vous lors de vos contrats?

Anglais ☐
Français ☐
Les deux langues (Français et Anglais) ☐
Autre _____ ☐

Le plus haut niveau d'études obtenus :

Études secondaires (ou, non terminées) ☐
Cours suivis au CEGEP et/ou à l'université ☐
CEGEP et/ou certificat universitaire ☐
Baccalauréat ☐
Études supérieures incomplètes ☐
Diplôme ou certificat d'études ☐
Maïtrise ☐
Doctorat ☐
Études postdoctorales ☐

Votre revenu brut provenant de contrats l'an passé, avant dépenses: (En dollars canadiens)

25 000 ou moins ☐
25,001 - 50 000 ☐
50 001-75 000 ☐
75 001- 100 000 ☐
100 001- 125 000 ☐
125 001- 150 000 ☐
150 001- 175 000 ☐
175 001- 200 000 ☐
Plus de 200 001 ☐

Votre revenu familial total l'an passé - incluant autres revenus et/ou les investissements- (En dollars canadiens)

25 000 ou moins ☐
25 001 - 50 000 ☐
50 001-75 000 ☐
75 001- 100 000 ☐
100 001- 125 000 ☐
125 001- 150 000 ☐
150 001- 175 000 ☐
175 001- 200 000 ☐
Plus de 200 000 ☐

Combien d'années de travail à contrats avez-vous cumulées? (Les années n'ont pas à être une à la suite de l'autre.)

[Menu déroulant avec les années]

Au cours des derniers 12 mois, le secteur ou champ d'activités qui vous a rapporté le plus de revenu est (choisir un

Aéronautique et Transport ☐
Éducation ☐
Financière ☐
Gouvernemental ☐
Pharmaceutique et santé ☐
Haute Technologie ☐
Hotellerie, Tourisme et Sports ☐
Manufacturière ☐
Mines et ressources ☐
Organisations à but non lucratif ☐
Pétrolière ☐
Détaillants ☐
Services ☐
Autre_____ ☐

CONTINGENT WORK: THE EXPERIENCE OF CONTRACTORS

Au cours des derniers 12 mois, le service qui vous a rapporté le plus de revenu est (choisir un seul):

- Conception pédagogique ☐
- Formation (Education- Instruction) ☐
- Facilitation ☐
- Développement de programmes ☐
- Expertise en Gestion de Systèmes de Formation (LMS) ☐
- Expertise pour la formation en ligne et les plateformes mobiles ☐
- Expertise en formation et developpement des compétences ☐
- Gestion de projets dans le domaine de la formation et du développement des compétences ☐
- Interventions en stratégie de développement des compétences ☐
- Évaluation des apprentissages et compétences ☐
- Autes activités supportant le domaine de la formation et du développement des compétences ☐
- Other _____ ☐

Habituellement, travaillez-vous chez le client ou à l'endroit que vous désirez?

- Chez le client ☐
- L'endroit que je dési ☐

Majoritairement, obtenez-vous vos contrats directement des entreprises clientes sans passer par des firmes intermédiaires?

- Oui ☐
- Non ☐

Depuis combien d'années êtes-vous membre de *L'Institut pour la performance et l'apprentissage* aussi connu précédemment sous le nom de Société canadienne pour la formation et le perfectionnement (CSTD) ?

[Menu déroulant avec les années including 0]

Voici des questions sur votre expérience comme travailleur autonome - à
Vous avez plusieurs choix de réponses, choisissez celle qui correspond le mieux à votre situation.

Tout compte fait, quel niveau de satisfaction vous procure votre travail?

- Très satisfait ☐
- Satisfait ☐
- Peu satisfait ☐
- Aucunement satisfait ☐

Quelles sont les chances que vous preniez un emploi à temps plein s'il y en avait un de disponible dans les prochains six mois?

- Très improbable ☐
- Improbable ☐
- Indécis ☐
- Probable ☐
- Très probable ☐

CONTINGENT WORK: THE EXPERIENCE OF CONTRACTORS

Sachant ce que vous savez maintenant, prendriez-vous à nouveau la décision de devenir travailleur autonome?

1. Sans hésitation ☐
2. J'hésiterais à prendre la décision. ☐
3. Définitivement non ☐

Voici des assertions liées à votre expérience de travail.
Veuillez indiquer votre niveau d'accord.

	Pas du tout d'accord	Pas d'accord	Indécis	D'accord	Tout à fait d'accord
	1	2	3	4	5
Si je pouvais vivre ma vie à nouveau, je ne changerais presque rien.	☐	☐	☐	☐	☐
L'insécurité financière fait partie de ma vie.	☐	☐	☐	☐	☐
J'ai la liberté de décider ce que je fais au travail.	☐	☐	☐	☐	☐
À plusieurs égards, ma vie est presque idéale.	☐	☐	☐	☐	☐
Jusqu'à maintenant, j'ai toujours eu l'occasion d'avoir des contracts dans le domaine de mon expertise.	☐	☐	☐	☐	☐
Les travailleurs autonomes dans le domaine de la formation et du développement des compétences sont en grande demande dans le marché.	☐	☐	☐	☐	☐
J'ai suffisamment d'épargne pour faire face à une longue période creuse entre les contrats.	☐	☐	☐	☐	☐
J'ai la liberté de décider sur quel projet ou contrat je travaille.	☐	☐	☐	☐	☐
Je reçois de mes clients de la rétroaction claire sur l'efficacité de ma performance.	☐	☐	☐	☐	☐
Je m'arrange bien avec l'insécurité financière découlant du travail à contrats.	☐	☐	☐	☐	☐
Je préfère le travail à contrats aux autres formes de travail.	☐	☐	☐	☐	☐
J'ai la liberté de choisir l'organisation pour laquelle je travaille.	☐	☐	☐	☐	☐
Les conditions liées à ma vie sont excellentes.	☐	☐	☐	☐	☐
Dans le domaine de la formation et du développement des compétences, la situation du marché est excellente pour le travail à contracts.	☐	☐	☐	☐	☐
J'ai suffisamment investis dans un régime de retraite (tel qu'un REER).	☐	☐	☐	☐	☐
Je préfèrerais être un employé à temps plein.	☐	☐	☐	☐	☐
Je reçois régulièrement de la rétroaction de mes clients.	☐	☐	☐	☐	☐
J'ai la liberté de gérer mon propre horaire.	☐	☐	☐	☐	☐
C'est difficile de se faire accepter pour obtenir du crédit.	☐	☐	☐	☐	☐
Je suis satisfait de la vie que je mène.	☐	☐	☐	☐	☐
De plusieurs façons, le marché est grand et dynamique dans le domaine de la formation et du développement des compétences.	☐	☐	☐	☐	☐

C'est difficile de prendre des engagements financiers à long terme (telle qu'une hypothèque).	☐	☐	☐	☐	☐
La rétroaction, c'est important pour moi.	☐	☐	☐	☐	☐
J'ai mon mot à dire sur ce qui est lié à mon travail.	☐	☐	☐	☐	☐
Ma situation financière est une source d'anxiété.	☐	☐	☐	☐	☐
Jusqu'à présent, j'ai obtenu ce qui est important dans ma vie.	☐	☐	☐	☐	☐
J'ai reçu de la rétroaction sur les contracts que j'ai récemment terminés.	☐	☐	☐	☐	☐
Je suis satisfait de ma conciliation travail-famille.	☐	☐	☐	☐	☐
Dans l'ensemble, je suis satisfait des conditions de travail comme travailleur autonome.	☐	☐	☐	☐	☐

Questions sur la conciliation travail-famille.
Veuillez indiquer votre niveau d'accord.

	Pas du tout important	Peu important	Indécis	Important	Très important
Quelle importance donniez-vous à la	☐	☐	☐	☐	☐
Quelle importance donnez-vous à la	☐	☐	☐	☐	☐

Le questionnaire est maintenant terminé. Merci pour votre participation.

Francoise Munger et Saul Carliner
Université Concordia, Montréal