



GOING, GROWING GREY

A Study of How our Relationship with Learning Changes Over Time

Summary Research Report by Julie Winkle Giulioni

Executive Summary

To assess how expectations and the importance of learning evolve throughout an individual's career, DesignArounds partnered with The Insight Advantage to gather and analyze data from 450 individuals throughout the United States.

While the study was conceived to illuminate the unique relationship that older workers have with learning and how it differs across the generational spectrum, the results demonstrate far greater similarities than differences. Learners of all ages are most likely to prefer their learning to be:

- Active
- Challenging
- Self-selected/directed

These preferences appear to emerge early in one's career and become even stronger over time. In fact, respondents who are 60 years or older express the strongest preference for their most favored learning approaches. This suggests that as we age, people may understand and become more committed to how we learn best.

The data also shows unexpected consistency in terms of how learning preferences change over time. All age groups express significant shifts from 'early in career' to 'today' along the following dimensions:

- From detailed and procedural to high-level and big picture
- From expert driven to personal experience driven
- From longer and more comprehensive to shorter and chunked

The study suggests that people make the greatest shifts in their learning preferences during their 40s; preferences remain most constant during one's 30s and 50s.

Surprisingly, respondents in their 20s are the only group expressing a preference (albeit small) for instructor-based training, whereas all other groups lean toward technology. Additionally, the data suggests that the preference for social learning peaks in the 30s group and moves increasingly toward a more solitary approach to learning.

Of particular interest is the absence of change in one category: 'easy to challenging.' After the 20s, no group reports a statistically significant shift; and the 60 years and older group reports literally no change whatsoever. This suggests that when it comes to learning, age is no excuse for taking our foot off the gas. Older workers want to continue to stretch and challenge themselves throughout their careers – and perhaps their lives.

While additional research might further illuminate the motivation for these preferences and shifts, this study offers helpful guidance to those in the learning and development profession.

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Survey Methodology

Input was gathered using a web-based survey consisting of 14 scaled rating questions with opportunities for respondents to provide additional verbatim comments. The bulk of the survey focused on asking participants to indicate their learning style preferences (based on 10 learning style pairs) at two different points in time: 'early in career' and 'today'. (See example below and copy of entire survey in Appendix B)

Early in Career					Today				
Longer/ more comprehensive				Shorter/ chunked	Longer/ more comprehensive				Shorter/ chunked
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Participants were recruited via email and social media sharing and were not compensated for completing the survey.

Baby Boomers were the primary focus of this study, however statistically significant input was received from representatives of all age groups. Analysis was conducted on respondents and analyzed based upon their age decade (20s, 30s, 40, 50s, and 60+).

Respondent Demographics

Below are details about the demographics associated with the 450 survey respondents.

AGE

	AGE RANGE						
	Total	20's	30's	40's	50's	60's	60+
Base	450	69	93	64	118	77	106
Confidence Level for analysis by age range	95% +/- 4.5%	90% +/- 11.5%	90% +/- 9.5%	90% +/- 11.5%	90% +/- 8.5%	90% +/- 10.5%	90% +/- 9%

Note: The 60's group above includes anyone aged 60-69. The 60+ group includes everyone who responded who is in their 60's, 70's, and 80's, representing the broadest and oldest age range.

GENDER

	AGE RANGE						
	Total	20's	30's	40's	50's	60's	60+
Base	448	69	92	63	118	77	106
Male	32%	45%	59%	30%	9%	25%	25%
Female	68%	54%	41%	68%	90%	75%	75%
Prefer not to answer	1%	1%	0%	2%	1%	0%	0%

Observation of note: Respondents who are 50+ were significantly more likely than those in their 20's and 30's to be female.

CURRENT WORK SITUATION

	AGE RANGE						
	Total	20's	30's	40's	50's	60's	60+
Base	446	69	91	63	118	76	105
Working full-time	61%	62%	67%	75%	64%	53%	41%
Working part-time	11%	3%	4%	10%	16%	14%	15%
Retired	8%	0%	0%	0%	3%	20%	30%
Unemployed/looking for work	5%	7%	2%	2%	7%	8%	6%
Unemployed/not looking for work	1%	0%	2%	6%	0%	0%	0%
A full-time student	9%	26%	21%	2%	1%	0%	0%
Other	6%	1%	3%	6%	8%	5%	8%

Observations of note:

- Not surprisingly, respondents in their 20's and 30's are significantly more likely than all other respondents to be full-time students.
- Respondents who are in their 40's are significantly more likely than those who are 60+ to be working full-time and are also the most likely group to be unemployed and NOT looking for work. More research is required to understand but a working hypothesis may be given the larger concentration of women in this group, this may be due to the decision to operate as stay-at-home parents.
- As expected, respondents who are 50+ are significantly more likely than those in their 20's or 30's to be working part-time.
- And again, not surprisingly, respondents who are 60+ are significantly more likely than all other respondents to be retired.

NUMBER OF YEARS WORKING (FULL- OR PART-TIME)

	AGE RANGE						
	Total	20's	30's	40's	50's	60's	60+
Base	438	66	88	63	117	75	104
Mean	25.7	5.14	11.1	24.3	33.67	42.5	43.1

Observation of note: As expected, there appeared to be a direct correlation between number of years working and age.

CURRENT WORKING ROLE/POSITION LAST HELD

	Total	AGE RANGE					
		20's	30's	40's	50's	60's	60+
Base	437	66	88	63	117	75	103
Technical/professional	24%	36%	26%	29%	20%	8%	16%
Managerial	20%	14%	38%	32%	15%	11%	10%
Consultant	15%	15%	10%	13%	15%	25%	22%
Self-employed	14%	3%	9%	11%	20%	20%	19%
Executive	12%	6%	10%	10%	12%	23%	17%
Clerical/administrative	6%	9%	2%	3%	9%	4%	5%
Other	6%	5%	2%	3%	9%	8%	10%
Student	2%	12%	2%	0%	0%	0%	0%
Service worker	1%	0%	0%	0%	2%	1%	1%
Laborer	0%	0%	0%	0%	0%	0%	0%
Driver/equipment operator	0%	0%	0%	0%	0%	0%	0%

Observations of note:

- Respondents in their 20's are significantly more likely than all other respondents to be students.
- Respondents in their 20's, 30's and 40's are significantly more likely than those in their 60's to be/have been in technical/professional roles.
- Respondents in their 30's and 40's are significantly more likely than all other respondents to be in managerial roles.
- Respondents who are 50+ are significantly more likely than those in their 20's and 30's to be/have been self-employed.
- Respondents who are in their 60's are significantly more likely than those in their 20's to be/have been executives.

Analysis and Highlights

All learners regardless of age, are likely to prefer their learning to be:

- Active (rated in the top 2 for all age groups)
- Challenging (rated in the top 3 for all age groups)
- Self-selected/directed (rated in the top 4 for all age groups)

Note: See Learning Preferences (by age group) in Detailed Insights for more specific information.

The only significant difference identified in learning style based on age is:

- Learners in their 20's prefer **structured** learning while all older learners prefer **unstructured** learning (even so, structured vs. unstructured learning received the lowest preference ratings of all learning types across all age groups: .01 - .66)
- This suggests that the longer someone is in their career, the more likely they are to prefer less structured learning options.

Note: See Learning Preferences (by age group) in Detailed Insights for more detail.

The following are the most significant shifts identified in learning style from 'early in career' to 'today':

- Respondents in their **30's and 40's** were significantly more likely to prefer **high-level/big picture learning** vs. **detailed/procedural learning** later in their career vs. early in their career;
- Respondents in their **50's, 60's, and 60+** were significantly more likely to prefer **self-selected and directed** vs. **selected and directed by others** later in their career vs. early in their career; and finally,
- Respondents in their **60's and 60+** were significantly more likely to prefer **personal experience-driven** vs. **expert-driven** later in their career vs. early in their career.

Note: See Learning Preference Shifts (by age group) in Detailed Insights for more detail. There were several notable shifts for each age group (see Appendix A), but those mentioned above were the most significant (based on the gap between the ratings for 'early in career' vs. 'today'). There were fewer significant shifts for respondents in their 20's, possibly because most of them have only been working 5.14 years on average.

The categories with the **fewest** age groups with significant shifts in learning preference from 'early in career' to 'today' were:

- **Informational (what I need to KNOW) ↔ Actionable (what I need to DO)** (only participants in their 30's or 40's report significant shifts)
- **Easy ↔ Challenging** (only participants in their 20's report significant shifts)

Note: See Learning Preference Shifts (by age group) in Detailed Insights for more detail.

The categories with the **most** age groups report significant shifts (all 6 age groups) from 'early in career' to 'today' were:

- Detailed/procedural ↔ High-level/big picture
- Expert-driven ↔ Personal experience-driven
- Longer/more comprehensive ↔ Shorter/chunked

Note: See Learning Preference Shifts (by age group) in Detailed Insights for more detail. We see the largest number of significant learning preference shifts appear in the 40's age group and the fewest in the 30's and 50's age group. Interestingly, the strongest preferences expressed, among all ages, is the 60+ respondent group.

Learning Preferences Rankings

Below is information showing each age group's current learning preference *based on the 'today' rating* (shown in order of descending preference). A guide to interpreting the numbers associated with each learning preference:

- Grey shading indicates the learning styles that are most preferred by each age group
- Zero means there is no preference between the two learning preferences in a given set
- Any non-zero number indicates how strong the preference is for the learning style shown (where .01 is the lowest/weakest preference and 2.50 is the highest/strongest preference)

20's (n=51)		30's (n=74)	
Active	1.62	Active	1.62
Challenging	1.62	Self-selected and directed	1.51
Instructor-based	1.32	Challenging	1.41
Self-selected and directed	1.30	High-level/big picture	1.11
Actionable (what I need to DO)	0.83	Shorter/chunked	0.99
High-level/big picture	0.82	Actionable (what I need to DO)	0.85
Personal experience-driven	0.79	Instructor-based	0.77
Shorter/chunked	0.62	Personal experience-driven	0.77
Social/in groups	0.60	Social/in groups	0.64
Structured	0.09	Unstructured	0.01

40's (n=56)		50's (n=96)	
Active	1.71	Active	1.59
Self-selected and directed	1.63	Self-selected and directed	1.55
Challenging	1.46	Challenging	1.39
Shorter/chunked	1.36	Shorter/chunked	1.04
High-level/big picture	1.09	Personal experience-driven	0.93
Personal experience-driven	1.00	Instructor-based	0.89
Social/in groups	0.57	High-level/big picture	0.84
Instructor-based	0.54	Actionable (what I need to DO)	0.66
Actionable (what I need to DO)	0.54	Social/in groups	0.48
Unstructured	0.18	Unstructured	0.23

60's (n=64)		60+ (n=87)	
Self-selected and directed	1.83	Self-selected and directed	1.84
Active	1.80	Active	1.83
Challenging	1.45	Challenging	1.40
Instructor-based	1.21	Shorter/chunked	1.10
Personal experience-driven	1.09	Personal experience-driven	1.07
Shorter/chunked	1.09	Instructor-based	1.05
High-level/big picture	1.00	High-level/big picture	1.02
Social/in groups	0.67	Actionable (what I need to DO)	0.70
Unstructured	0.59	Unstructured	0.66
Actionable (what I need to DO)	0.53	Social/in groups	0.58

Preference Shift Rankings

Below is information showing the average shift calculated for each age group **based on subtracting their 'early in career' rating from their 'today' rating** for each pair of learning styles. To interpret the numbers associated with each shift calculation, keep the following in mind.

- Positive numbers indicate a shift from a preference for the style on the left 'early in career' toward a preference for the style on the right 'today'.
- Negative numbers indicate a shift from a preference for the style on the right 'early in career' toward a preference for the style on the left 'today'.

20's (n=51)	
Detailed/procedural ↔ High-level/big picture	0.90
Selected and directed by others ↔ Self-selected and directed	0.76
Expert-driven ↔ Personal experience-driven	0.62
Easy ↔ Challenging	0.55
Longer/more comprehensive ↔ Shorter/chunked	0.39
Passive ↔ Active	0.34
Structured ↔ Unstructured	0.27
Informational (what I need to KNOW) ↔ Actionable (what I need to DO)	-0.10
Solitary/on my own ↔ Social/in groups	0.04
Technology-based ↔ Instructor-based	0.02

30's (n=74)	
Detailed/procedural ↔ High-level/big picture	1.33
Selected and directed by others ↔ Self-selected and directed	0.94
Longer/more comprehensive ↔ Shorter/chunked	0.72
Expert-driven ↔ Personal experience-driven	0.65
Structured ↔ Unstructured	0.44
Passive ↔ Active	0.43
Informational (what I need to KNOW) ↔ Actionable (what I need to DO)	0.40
Technology-based ↔ Instructor-based	-0.23
Solitary/on my own ↔ Social/in groups	0.09
Easy ↔ Challenging	0.05

40's (n=56)	
Detailed/procedural ↔ High-level/big picture	1.21
Selected and directed by others ↔ Self-selected and directed	1.15
Technology-based ↔ Instructor-based	-1.00
Longer/more comprehensive ↔ Shorter/chunked	0.91
Expert-driven ↔ Personal experience-driven	0.89
Passive ↔ Active	0.67
Structured ↔ Unstructured	0.59
Solitary/on my own ↔ Social/in groups	-0.43
Informational (what I need to KNOW) ↔ Actionable (what I need to DO)	-0.37
Easy ↔ Challenging	-0.06

50's (n=96)	
Selected and directed by others ↔ Self-selected and directed	1.27
Detailed/procedural ↔ High-level/big picture	0.91
Expert-driven ↔ Personal experience-driven	0.76
Longer/more comprehensive ↔ Shorter/chunked	0.61
Technology-based ↔ Instructor-based	-0.65
Structured ↔ Unstructured	0.59
Passive ↔ Active	0.38
Solitary/on my own ↔ Social/in groups	-0.30
Easy ↔ Challenging	0.09
Informational (what I need to KNOW) ↔ Actionable (what I need to DO)	0

60's (n=64)	
Selected and directed by others ↔ Self-selected and directed	1.35
Expert-driven ↔ Personal experience-driven	1.20
Detailed/procedural ↔ High-level/big picture	0.91
Structured ↔ Unstructured	0.75
Passive ↔ Active	0.69
Solitary/on my own ↔ Social/in groups	-0.64
Longer/more comprehensive ↔ Shorter/chunked	0.59
Technology-based ↔ Instructor-based	-0.43
Easy ↔ Challenging	0.07
Informational (what I need to KNOW) ↔ Actionable (what I need to DO)	0.05

60+ (n=87)	
Selected and directed by others ↔ Self-selected and directed	1.31
Expert-driven ↔ Personal experience-driven	1.12
Detailed/procedural ↔ High-level/big picture	0.82
Structured ↔ Unstructured	0.71
Solitary/on my own ↔ Social/in groups	-0.72
Technology-based ↔ Instructor-based	-0.66
Longer/more comprehensive ↔ Shorter/chunked	0.62
Passive ↔ Active	0.56
Informational (what I need to KNOW) ↔ Actionable (what I need to DO)	0.2
Easy ↔ Challenging	0

About the Authors



Julie Winkle Giulioni specializes in improving performance through learning. She's partnered with hundreds of organizations to develop and deploy innovative leadership training solutions that are in use worldwide.

Prior to co-founding her bi-coastal consulting firm DesignArounds, Julie was director of product development for one of the world's largest commercial training companies. She also held multiple training leadership roles and was a department chair and professor at a Southern California university.

Julie was named one of Inc. Magazines top 100 leadership speakers and has received multiple awards including the Global HR Excellence Award for Strategic Leadership from the World HR Congress.

She is the co-author of the Amazon bestseller, *Help Them Grow or Watch Them Go: Career Conversations Employees Want*, a respected speaker on a variety of topics, and a regular contributor to The Economist, Training Industry, SmartBrief, SabaSoftware, and the Conference Board's Human Capital Exchange. She also offers thoughts on leadership, career development and more via her weekly blog at <http://www.juliewinklegiulioni.com/blog/>.

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APPENDIX A: Detailed Data Tables for Learning Style Preference

Below is data gathered for each learning style set from all respondents and each age group showing the following:

- **Base:** number of people who responded from each age group (this is the ‘sample size’)
- **Early in career:** the mean average of the preference ratings received from all respondents in the age group for their preferred learning style ‘early in their career’
- **Today:** the mean average of the preference ratings received from all respondents in the age group for their preferred learning style ‘today’
- **Shift (from early in career to today):** shows the difference between learning preferences ‘early in career’ and ‘today’ and indicates which shifts were statistically significant. A key to deciphering the row that shows **Shift (from early in career to today):**
 - Positive shifts indicate that an age group are more likely to adopt the style labeled as ‘5’ today vs. early in their career; negative shifts indicate that they were more likely to adopt the style labeled as ‘1’ today vs. early in their career. A zero indicates that there was no shift in learning preference for that age group from ‘early in career’ to ‘today’.
 - Light green shading indicates that the shift was statistically significant but at a lower level (90% confidence level) than shifts that are shaded in dark green (95% confidence level).
 - If there is no shading, the shift wasn’t sufficient to be statistically significant.

Table 11.1: Solitary/on my own ↔ Social/in groups

	1	5					
		AGE RANGE					
	Total	20's	30's	40's	50's	60's	60+
Base	364	51	74	56	96	64	87
Early in Career	3.36	3.06	3.05	3.5	3.28	3.81	3.8
Today	3.07	3.1	3.14	3.07	2.98	3.17	3.08
Shift (from Early in Career to Today)	-0.29	0.04	0.09	-0.43	-0.3	-0.64	-0.72

Table 13.1: Structured ↔ Unstructured

	1	5					
		AGE RANGE					
	Total	20's	30's	40's	50's	60's	60+
Base	364	51	74	56	96	64	87
Early in Career	2.19	2.14	2.07	2.09	2.14	2.34	2.45
Today	2.74	2.41	2.51	2.68	2.73	3.09	3.16
Shift (from Early in Career to Today)	0.55	0.27	0.44	0.59	0.59	0.75	0.71

Table 15.1: Detailed/procedural ↔ High-level/big picture

	1	5						
		AGE RANGE						
		Total	20's	30's	40's	50's	60's	60+
Base		362	50	74	56	96	64	86
Early in Career		2.45	2.42	2.28	2.38	2.43	2.59	2.7
Today		3.48	3.32	3.61	3.59	3.34	3.5	3.52
Shift (from Early in Career to Today)		1.03	0.9	1.33	1.21	0.91	0.91	0.82

Table 17.1: Technology-based ↔ Instructor-based

	1	5						
		AGE RANGE						
		Total	20's	30's	40's	50's	60's	60+
Base		362	51	74	54	96	64	87
Early in Career		3.94	3.8	3.5	4.04	4.04	4.14	4.21
Today		3.41	3.82	3.27	3.04	3.39	3.71	3.55
Shift (from Early in Career to Today)		-0.53	0.02	-0.23	-1	-0.65	-0.43	-0.66

Table 19.1: Informational (what I need to KNOW) ↔ Actionable (what I need to DO)

	1	5						
		AGE RANGE						
		Total	20's	30's	40's	50's	60's	60+
Base		364	51	74	56	96	64	87
Early in Career		3.15	3.43	2.95	3.41	3.16	2.98	3
Today		3.21	3.33	3.35	3.04	3.16	3.03	3.2
Shift (from Early in Career to Today)		0.06	-0.1	0.4	-0.37	0	0.05	0.2

Table 21.1: Expert-driven ↔ Personal experience-driven

	1	5						
		AGE RANGE						
		Total	20's	30's	40's	50's	60's	60+
Base		364	51	74	56	96	64	87
Early in Career		2.6	2.67	2.62	2.61	2.67	2.39	2.45
Today		3.42	3.29	3.27	3.5	3.43	3.59	3.57
Shift (from Early in Career to Today)		0.82	0.62	0.65	0.89	0.76	1.2	1.12

Table 23.1: Passive ↔ Active
1 5

	AGE RANGE						
	Total	20's	30's	40's	50's	60's	60+
Base	364	51	74	56	96	64	87
Early in Career	3.7	3.78	3.69	3.54	3.71	3.61	3.77
Today	4.18	4.12	4.12	4.21	4.09	4.3	4.33
Shift (from Early in Career to Today)	0.48	0.34	0.43	0.67	0.38	0.69	0.56

Table 25.1: Longer/more comprehensive ↔ Shorter/chunked
1 5

	AGE RANGE						
	Total	20's	30's	40's	50's	60's	60+
Base	364	51	74	56	96	64	87
Early in Career	2.88	2.73	2.77	2.95	2.93	3	2.98
Today	3.53	3.12	3.49	3.86	3.54	3.59	3.6
Shift (from Early in Career to Today)	0.65	0.39	0.72	0.91	0.61	0.59	0.62

Table 27.1: Easy ↔ Challenging
1 5

	AGE RANGE						
	Total	20's	30's	40's	50's	60's	60+
Base	364	51	74	56	96	64	87
Early in Career	3.84	3.57	3.86	4.02	3.8	3.88	3.9
Today	3.94	4.12	3.91	3.96	3.89	3.95	3.9
Shift (from Early in Career to Today)	0.1	0.55	0.05	-0.06	0.09	0.07	0

Table 29.1: Selected and directed by others ↔ Self-selected and directed
1 5

	AGE RANGE						
	Total	20's	30's	40's	50's	60's	60+
Base	364	51	74	56	96	64	87
Early in Career	2.97	3.04	3.07	2.98	2.78	2.98	3.03
Today	4.09	3.8	4.01	4.13	4.05	4.33	4.34
Shift (from Early in Career to Today)	1.12	0.76	0.94	1.15	1.27	1.35	1.31

APPENDIX B: Verbatim Analysis

The following is a thematic summary of the verbatim comments shared by the 60+ survey participants.

Why was learning important early in your career?

Desire to perform and excel

Research subjects report the need for learning to develop skills, confidence, expertise and credibility, and to build and advance their careers toward success.

“The more I learned, the faster I could advance.”

Just starting out

Research subjects recognize the limitations of what they knew and had experienced and acknowledged the important role of learning.

“I was just beginning.”

“I had so much to learn.”

“I was a blank slate.”

Learning as a lab

Research subjects reflect on how they used learning as a way to understand themselves, their strengths, interests, experiences and opportunities.

“I didn’t even know what I liked back then.”

“It was an opportunity to fill in the canvas and test what I was experiencing.”

Curiosity and interest

Research subjects share that sheer interest and enjoyment drove their love of learning.

“I had a thirst for knowledge.”

Formal education stopped short

Research subjects express disappointment that their previous educational experienced had not prepared them for work, and necessitated considerable additional learning.

“I found myself in a field that my formal education had not prepared me for.”

Survival

Research subjects share that learning was essential to just getting by.

“I was a single mom with two kids. I had to learn and make it work.”

Continuation of embedded value

Research subjects feel compelled to continue what they’d been doing since birth.

“Education was part of growing up.”

Why is learning important now?

To retain a sharp mind

Research subjects report that learning was one of their key strategies for keeping the mind active and challenging ‘calcified’ thinking.

“It keeps me from becoming senile!”

Staying current

Research subjects recognize that learning is essential to stay up-to-date, understand trends and remain relevant.

“Learning is now a way of keeping up with the world, our friends, and even grandchildren.”

There’s always more

Research subjects acknowledge that no matter how much they currently know, there’s always more that’s not known.

“I’m still aware of how much I don’t know.”

“One never arrives.”

Personal enjoyment

Research subjects share that learning today was a more selfish endeavor, something they do for themselves that comes from interests and a love or thirst for new information.

“I enjoy continual learning – now in topics not for work but for me.”

“I am no longer fear-based. I know what I’m doing and I enjoy learning just because I’m interested in something.”

Learning lifestyle

Research subjects describe how learning helps to create a happier and more engaged life.

“Satisfaction comes from learning and growing.”

“Learning is the best defense against boredom.”

“It makes for good conversation.”

Growth/learning connection

Research subjects express a profound understanding of the connection between learning and growth.

“You don’t grow as a person unless you are learning.”

“Learning is growing.”

Supporting work and others

Research subjects express that learning was necessary to keep their skills sharp, meet continuing education requirements, stay employed and better serve clients and others.

APPENDIX C: Survey Text

Thank you for taking this survey to help us learn more about how learning preferences may evolve over the course of our careers.

As a “thank you” for participating, we will share the results of this study with you and enter you in a drawing for a \$50 Amazon gift card.

sStart Survey

About You:

Which of the following best describes your age?

20's

30's

40's

50's

60's

70's

80+

Are you:

Male

Female

Prefer not to answer

Prefer to self-describe: _____

Are you currently (*choose one*):

Working full-time

Working part-time

Retired

Unemployed/looking for work

Unemployed/not looking for work

A full-time student

Other (please specify):

In total, how many years have you been working either full- or part-time? *(please enter a whole number; if you have never worked full- or part-time, enter 0)*

Which of the following best describes your current role (or the last role held) at work? *(choose one)*

Laborer

Driver/equipment operator

Service worker

Clerical/administrative

Technical/professional

Managerial

Executive

Consultant

Self-employed

Student

Other (please specify):

Learning/Training Preferences:

Please use the following scale to indicate your preferred approach to learning/training at two different points in time: 1) early in your career and 2) today.

Displayed as shown below:

Early in career					Today				
Concrete				Abstract	Concrete				Abstract
<input type="radio"/>									

Early in career

○ ○ ○ ○ ○

Solitary/on my own	Social/in groups
Structured	Unstructured
Detailed/procedural	High-level/big picture
Technology-based (eLearning, online resources, etc.)	Instructor-based (workshops, webinars, etc.)
Informational (what I need to know)	Actionable (what I need to do)
Expert-driven	Personal experience-driven
Passive	Active
Longer/more comprehensive	Shorter/chunked
Easy	Challenging
Selected and directed by others	Self-selected and directed

Today

LEARNING/TRAINING THAT IS:

○ ○ ○ ○ ○

Solitary/on my own	Social/in groups
Structured	Unstructured
Detailed/procedural	High-level/big picture
Technology-based (eLearning, online resources, etc.)	Instructor-based (workshops, webinars, etc.)
Informational (what I need to know)	Actionable (what I need to do)
Expert-driven	Personal experience-driven
Passive	Active
Longer/more comprehensive	Shorter/chunked
Easy	Challenging
Selected and directed by others	Self-selected and directed

Please complete each of the following statements:

Learning was important early in my career because:

Learning is important now because:

Please provide your email address if you would like to be included in the prize drawing for a \$50 Amazon gift card and a copy of the results of the study.

Email address:

Thank you so much for your input!