

# WatCACE Research Seminar

## Lifelong Learning Mindsets and the Connection to Workplace Success

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This research began with an effort to define the concept of a lifelong learner and then explored two methods (a scale and a rubric) for evaluating lifelong learners in the context of workplace experiences. The most recent phase of the research examined the connection between characteristics of a lifelong learner, a lifelong learning mindset (LLM) and success in the workplace, which was examined through workplace evaluations of Accounting and Financial Management co-op students, and by reports of career success (satisfaction, engagement, advancement) of Accounting and Financial Management alumni.

### RESEARCH QUESTIONS

- RQ 1: Are Lifelong Learning Mindset (LLM) self-reported scores associated with LLM rubric scores?
- RQ 2: Are LLM self-reported scores and LLM rubric scores associated with supervisor-rated performance?
- RQ 3: Are LLM self-reported scores associated with work/career success amongst alumni?
- RQ 4: Are LLM self-reported scores and work/career success associated with alumni giving?

### LIFELONG LEARNING MINDSET SCALE

1. I think I'm good at dealing with the pressures of learning new things at work.
2. I believe I'm mentally tough when it comes to learning new things at work.
3. I feel frustrated if I can't figure out the solution to a problem at work so I work even harder to solve it.
4. In my job, one of the main attractions for me is to learn new things.
5. When learning something new at work, I take a step back to see what I know now versus what I knew before.
6. In trying to understand new ideas at work, I try to relate them to real life situations to which they might apply.
7. Some of the issues that crop up at work are so interesting that I pursue them though they are not part of my job.
8. I monitor how my approach to learning new things at work is going.

LIFELONG LEARNING RUBRIC (WORKPLACE CONTEXT)

Disposition/ Skill	Level 4	Level 3	Level 2	Level 1
Curiosity	Continually looks beyond established processes/procedures (people, technology, organization) to make sense of, and complete assigned tasks, with intense interest in all aspects of their job and workplace.	Frequently looks beyond established processes/procedures (people, technology, organization) to make sense of, and complete assigned tasks, with regular interest in all aspects of their job and workplace.	Occasionally looks beyond established processes/procedures (people, technology, organization) to make sense of, and complete assigned tasks, with mild interest in some aspects of their job and workplace.	Satisfied with using established processes/procedures (people, technology, organization) to complete assigned tasks, with little interest in aspects of their job and workplace.
Taking Initiative	Identifies an opportunity to improve performance or a process: related to their job or in another area of the organization; and implements a plan of action.	Identifies an opportunity to improve performance or a process: related to their job or in another area of the organization; and looks to their supervisor or peer for direction.	Identifies an opportunity to improve performance or a process: related to their job or in another area of the organization.	Completes assigned work.
Transfer	References existing knowledge, skills and/or values from previous academic, work or life experiences, and applies them in an innovative way to a task in the current work term.	References existing knowledge, skills and/or values from previous academic, work or life experiences, and shows evidence of directly applying them to a task in the current work term.	References existing knowledge, skills and/or values from previous academic, work or life experiences, and attempts to directly apply them to a task in the current work term.	No reference to existing knowledge, skills and/or values from previous academic, work or life experiences.
Resilience	Bounces back from stressful, adverse or unexpected situations in the workplace having learned from the experience, building confidence for handling similar situations in the future.	Eventually bounces back from stressful, adverse or unexpected situations in the workplace, making an effort to persist or push through in resolving it.	Somewhat bounces back from stressful, adverse or unexpected situations in the workplace, makes minimal effort in dealing with it.	Might acknowledge stressful, adverse or unexpected situations in the workplace but doesn't know how to deal with the situations.
Reflection	Reviews their learning on this work term including: referring back to an earlier reflection/benchmarking, how they have progressed on the goals set previously; assessing/benchmarking their current knowledge, skills and/or values; developing specific goals looking ahead; and putting in place a specific plan for achieving these goals.	Reviews their learning on this work term including: referring back to an earlier reflection/benchmarking; assessing/benchmarking their current knowledge, skills and/or values; and developing specific goals looking ahead.	Reviews their learning on this work term including: assessing/benchmarking their current knowledge, skills and/or values.	Somewhat reviews their current learning on this work term with no context in terms of past or future goals for development, or assessment/benchmarking of their current knowledge, skills and/or values.