

NO CLERK LEFT BEHIND: A GENERATIONAL APPROACH TO TRAINING

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Abstract

Kootenai County District Court is a multigenerational workforce comprised of approximately fifty-two (52) clerks who will soon be facing a significant challenge as the court transitions to a new all-digital case management solution. The change will transform the court to a paperless court, which causes the role of the clerk to drastically change. Clerks currently rely entirely on a paper record. The purpose of this project is to explore the creation of a flexible, supportive learning environment in the Clerk's Office that embraces generational diversity and learning style preferences to further support the clerk's workforce during this transition.

The relevant literature discussing generational differences and preferred learning styles provides the foundation for this project's research. The primary questions which the project seeks to answer include the following:

- What generational differences exist in a multigenerational workforce?
- How do these differences have an impact on the daily operations and responsibilities of a workforce?
- How can court leaders utilize these differences to facilitate the growth and development of an integrated workforce to optimize the productivity and efficiency of their organization?

To address these questions, the project adopted a case study of the Kootenai County District Court Clerk's Office. A learning style assessment was administered to the Clerk's Office workforce that asked each clerk to identify their generational affiliation. This permitted the researcher to determine if there is any correlation between an employee's generation and preferred learning style.

The overall findings from the survey indicate that a visual learning style was the dominant preferred learning style amongst the workforce, regardless of generation.

Based on the findings, the following conclusions were drawn:

- There is no correlation between generational affiliation and learning style preference.
- Learning style preferences should be taken into account when designing training programs.
- Although the majority of the Kootenai County District Court Clerk workforce prefers the visual learning style, it is important to create a program to appeal to all learning styles.

Considering these conclusions, the following recommendations are made:

- A training program should be developed that incorporates each of the different learning style preferences.
- A learning style assessment should be regularly administered to the workforce and training programs modified to meet current learning style needs.

-Training techniques should be combined to encourage employees to expand their abilities to learn via different learning preferences

Introduction

Many would say that differences have always existed in the workplace, which is true. However, this is the first time in American history that four different generations are working side-by-side in the workplace. This means that it is now possible to have a new hire who is in their 20s work side-by-side with somebody who is older by 50 years. Kootenai County District Court is a multigenerational workforce consisting of approximately fifty-two clerks whose ages range from the early 20s to the late 60s and early 70s.

In order for a courthouse to serve its function, it must be run efficiently. The best way to achieve efficiency is to ensure every clerk understands his or her role in the administration of justice. It is the job of management to provide the training, tools and support necessary to ensure efficiency. Traditionally, courts have taken two approaches to training. The first approach requires management to call all of its employees into one room and explain how things are done during “training.” This involves providing each clerk with a procedural manual upon hire that outlines every step and process needed to do their job. While either of the two approaches have some advantages, neither is sufficient to establish the highly skilled workforce necessary to perform the duties that are essential to the proper operation of today’s courts.

Like many courts across the country, Kootenai County District Court will soon incorporate the use of technology to improve and enhance services to the general

public, as well as to the judiciary and its constituents. Over the next three years, Idaho will transition to a new case management solution which will transform its courts bringing them into the digital age. This transition will drastically change the role of the clerks who currently rely entirely on paper records.

The purpose of this project is to develop a case management training program that takes into account the challenges of a multigenerational workforce. The project seeks to identify the different generations in the Kootenai County District Court Clerk's workforce and to link those generations with different learning style preferences. The project seeks out the relationship between generations and learning style preferences in order to provide the guidance and information needed to achieve a flexible, supportive learning environment. Encouraging the proper learning environment is crucial for the Kootenai County District Court Clerk's workforce over the next three years as they will play an essential role in the biggest transition the court has faced. By considering appropriate judicial education strategies now, the court will place its workforce in the best possible position during the case management system transition.

Literature Review

The Four Generations

A generation is a 20-22 year span that identifies those born within the specified timeframe as possessing shared characteristics, values, and beliefs. Each generation has its own set of values, ideals, ethics, and beliefs that dictate individuals' preferences for living, learning and working. Generations do not solely define a person's behavior, but the generation into which one is born and raised does help capture one's life experiences and most likely has some impact on an individual's behavior, personality and the way in which one learns.

The four generations in existence today are typically categorized as Veterans; Baby Boomers; Generation X; and Millennials. All four generations are present in today's workforce making it important to have a clear understanding of each generation and its defining characteristics as it relates to the workforce.

The Veterans Generation

The Veterans generation is the oldest generation in the workforce; it includes individuals born before 1945. Veterans were influenced by the Great Depression and World War II, making them disciplined and conservative. They appreciate formality and a hierarchical chain of command. Veterans need respect and prefer to make decisions based on what has worked given past experience. Members of this generation are private and are also referred to as the "silent generation." They believe in paying their dues, their word is their bond, and they have a great deal of

respect for authority. Veterans in the workforce are loyal workers, extremely dedicated and committed to teamwork and collaboration (Tolbize 2008).

The Baby Boomer Generation

The Baby Boomer generation is the largest generation in the workforce, including individuals born between 1945 and 1964. Significant events for the Baby Boomers include the Vietnam War, civil rights riots, the Kennedy and King assassinations, Watergate and Woodstock. Members of this generation are optimistic, ambitious and competitive.

Baby Boomers work long hours and are characterized as individuals who believe hard work and sacrifice are the price for success. This generation started the workaholic trend and equated work with self-worth. Baby Boomers in the workforce believe in working in teams. Titles are very important and significant to them (Tolbize 2008).

Generation X

Generation X includes individuals born between 1965 and 1980. This generation grew up as “latchkey” kids in a world of divorce, working mothers and financial insecurity. Members of this generation are independent, self-reliant, creative and entrepreneurial. They are committed to their work and the people they work with and are not necessarily loyal to their company or organization. Generation X is the first of the generations that aspired to achieve a balance between work and life. Individuals from this generation in the workforce are focused on accomplishment,

question authority, are adaptable to change and prefer flexible schedules (Tolbize 2008).

The Millennials Generation

Individuals of this generation are born after 1980. This generation has been associated with many labels: Generation Y; Nexters; Non-Nuclear Family generation and the Net Generation, to name a few. Millennials are shaped by parental excesses, computers and dramatic technological advances. They received a great deal of attention and high expectations from parents. They are confident, embrace diversity, are optimistic and multi-taskers. The millennials are the most highly educated generation to date and are comfortable with technology. Millennials in the workforce tackle multiple tasks with equal energy and have little tolerance for boredom. They see “doing” as more important than “knowing” and use a trial and error approach to problem solving.

Learning Styles Preferences

Learning style is defined as an individual’s natural or habitual pattern of acquiring and processing information. A core idea is that individuals differ in how they learn (James & Gardner, 1995). The idea of individualized learning styles originated in the 1970s, and has greatly influenced education (Pashler, McDaniel, Rohrer & Bjork, 2008). There is an abundance of information available for the different ways in which an individual learns. For the purpose of this project, a sampling of these learning styles is discussed below.

Kolb's Learning Style Inventory Model

David A. Kolb is an American educational theorist whose interests and publications focus on experiential learning. Kolb's learning style model is based on the Experiential Learning Theory as explained in his book *Experiential Learning*. Kolb finds that there are two dimensions to the learning process: grasping and transforming experience. We grasp experience by feeling or doing—concrete experience; and by thinking or theorizing—abstract conceptualization. We transform experience by watching and reflecting—observation/reflection; and by doing or applying—active experimentation. The learning style inventory developed by Kolb measures your preferred ways of grasping and transforming experience.

According to Kolb's model, the ideal learning process engages all four of these modes in response to situational demands. Kolb believes that in order for learning to be effective, all four of these approaches must be incorporated. Individuals tend to develop strengths in one experiencing-grasping approach and one experiencing-transforming approach. The resulting learning styles are combinations of the individual's preferred approaches. Kolb identifies these learning styles as: Converger; Diverger; Assimilator; and Accommodator.

Convergers are characterized by abstract conceptualization and active experimentation. They are good at making practical applications of ideas and using deductive reasoning to solve problems.

Divergers tend toward concrete experience and reflective observation. They are imaginative and are good at seeing things from different perspectives.

Assimilators are characterized by abstract conceptualization and reflective observation. They are capable of creating theoretical models by means of inductive reasoning.

Accommodators use concrete experience and active experimentation. They are good at actively engaging with the world and actually doing things instead of merely reading about and studying them.

Although Kolb's model is the most widely accepted, recent studies suggest that this Learning Style Inventory is seriously flawed (Manolis, Burns, & Assudan, 2012; China, 2012).

Kirkpatrick's Four Level Model of Learning

Donald Kirkpatrick (1959), a retired professor from the University of Wisconsin, is best known for creating a highly influential "four level" model of learning.

Kirkpatrick's ideas were first published in a series of articles in the U.S. Training and Development Journal, but are best known for his book *"Evaluating Training Programs,"* published in 1994.

Kirkpatrick's (1959) four levels are designed as a sequence of methods to evaluate training programs. As you continue through the levels, the evaluations become more difficult and take more time. It is common for trainers to plateau in Levels 1 or 2, and never move on to the remaining levels, where the most useful data exists. Beginning with Level 4, "starting with the end in mind," and moving backwards will assist trainers to reach the desired outcome before planning a training program. If approached strategically, reaching these levels does not have to be any more time

consuming, but will help ensure on-the-job performance of learned behaviors and skills.

The four levels of Kirkpatrick's evaluation model are as follows:

Level I: Reaction. What participants thought and felt about the training.

Level II: Learning. An increase in knowledge and/or skills, and changes in attitudes. This occurs during the training as either a knowledge or demonstration test.

Level III: Behavior. The transfer of knowledge, skills, and/or attitudes from classroom to the job or change in job behavior due to the training program. This level is reached while the trainee is performing the job; 3-6 months post training. Evaluation of the behavior usually occurs through observation.

Level IV: Results. This outcome occurs because of attendance and participation in the training program.

Gardner's Theory of Multiple Intelligences

Howard Gardner (1983) is an American developmental psychologist who is a professor at Harvard University. Gardner is best known for his theory of multiple intelligences, which is outlined in the book *Frames of Mind: The Theory of Multiple Intelligences*. Gardner's (1983) theory states that individuals have several different ways of learning and processing information and that those methods are relatively independent of one another, leading to multiple "intelligences." "An intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings" (Gardner, 1983).

Gardner identifies eight intelligences, which are defined below:

Verbal–Linguistic Intelligence—This intelligence involves the knowing which comes through language; through reading, writing, and speaking. This intelligence involves understanding the order and meaning of words in both speech and writing and how to properly use the language. Individuals with this strong intelligence have highly developed skills for reading, speaking, and writing and they tend to think in words.

Mathematical–Logical Intelligence—This intelligence uses numbers, math, and logic to find and understand the various patterns that occur in our lives: thought patterns, number patterns, visual patterns, etc. This intelligence begins with concrete patterns in the real world and becomes increasingly abstract as we try to understand relationships of the patterns we have seen. Those who are logical-mathematically inclined tend to think more conceptually and are often able to see patterns and relationships that others miss.

Visual–Spatial Intelligence—This intelligence represents the knowing that occurs through shapes, images, patterns and designs seen with our external eyes, but also includes all the images that are conjured inside our heads. “A picture is worth a thousand words” or “seeing is believing” represent the meaning of this intelligence. Individuals that are strong in this intelligence tend to think in images and pictures.

Intrapersonal Intelligence—The heart of this intelligence are our human self-reflective abilities by which we can step outside of ourselves and think about our own lives. This intelligence involves the need to know the meaning, purpose and significance of things. Those with this intelligence tend to like to work alone and sometimes shy away from others.

Body–Kinesthetic Intelligence—This way of knowing happens through physical movement and through the knowing of our physical body. The body “knows” many

things that are not necessarily known by the conscious, such as how to ride a bike, maintain balance while walking or how to parallel park a car. Having a key sense of awareness would indicate you have a strength in this intelligence.

Interpersonal—This is the person-to-person way of knowing. It is the knowing that happens when we work and relate to others, often as part of a team. This way of knowing also asks us to develop a whole range of social skills that are needed for effective person-to-person communication and relating. If you have a strength in this intelligence you learn through personal interactions.

Naturalist Intelligence—This intelligence involves the full range of knowing that occurs in and through encounters with the natural world including recognition and appreciation. If this intelligence is one of your strengths you have a profound love for the outdoors and almost any natural object.

Musical-Rhythmic Intelligence—This is the knowing that happens through sound and vibration. This intelligence is not limited to music and rhythm but also sound, tones, beats and vibrational patterns. Those strong in this intelligence area are likely to have a love of music.

Fleming's Visual, Auditory, and Kinesthetic (VAK) Model.

One of the most popular and widely used learning styles model is Fleming's (2001) Visual, Auditory and Kinesthetic (VAK) model. This learning style uses the three main sensory modes - Visual, Auditory, and Kinesthetic - to determine three preferred learning style categories.

While learners use all three of these sensory modes to receive information, one or more of these modes is usually preferred. This preferred style suggests the best way for a person to learn new information by filtering what is to be learned. However, this

preference may not always be the same for all tasks. The learner may prefer one mode of learning for one task and a combination of others for a different task.

VAK theorists suggest that information should be presented using all three sensory modes, allowing all learners the opportunity to become involved.

Visual Learners: Visual learners have a preference for seeing or observing things. Visual learners learn best by seeing, reading, and drawing and like written instructions. An individual who prefers this learning style will take a lot of notes even if they are provided with printed materials. Visual learners make up approximately 65% of the population.

Auditory Learners: Individuals who are auditory learners take in information through listening to what is being taught. They learn best by repeating key points either aloud or in their heads. Auditory learners learn by talking and listening and information does not seem real to them until they have had an opportunity to discuss it. Auditory learners make up about 30% of the population.

Kinesthetic Learners: Kinesthetic learners learn best by touching, doing, or practicing the new information being presented. They often learn skills by imitation and practice and must feel or live the experience in order to learn it. Kinesthetic learners make up around 5% of the population.

When an individual discovers his or her preferred learning style(s), the individual is able to understand the type of learning that best suits him or her. This enables the learner to select the type of learning that takes advantage of the strengths of his or preferred learning style. Court managers can tap into this same knowledge by assessing the learning styles preferred by their employees and selecting or creating training programs that target these learning preferences.

Methods

The data collection method used in this project was a learning style assessment inventory formulated as a survey. The assessment tool selected for this purpose focuses on the Visual, Auditory and Kinesthetic Learning Styles model. The assessment tool is free and available on the Internet. However, it should be noted that although it is a widely accepted assessment instrument, it has not yet undergone rigorous validity testing sufficient to qualify as a validated testing instrument. This is not a significant limitation for this project as the primary intent of the project was to obtain a broad indication of the preferred learning styles among the Clerk's Office employees rather than to focus on individual results.

The assessment consisted of thirty statements that each respondent was asked to review. Respondents then indicated which answer most closely represented how they generally behaved. A section was added to the beginning of the assessment that asked respondents to identify their generation. The assessment was distributed to the employees of the Clerk's Office by email. A brief explanation of the purpose of the project was included, as well as instructions for completing the assessment.

For this assessment, it was desirable to maintain anonymity of each respondent. To achieve this outcome, the author asked that each clerk print the assessment, circle which answer best represented their choice and to return the assessment to the author via email. Each clerk scanned the assessment and emailed it directly to the author so that it was not possible to identify the actual respondent.

The assessment was distributed to fifty-two (52) clerks with thirty-four (34) assessments returned. This yielded a response rate of sixty-five (65%) percent. The assessments were first grouped by generation so that learning style preference could be analyzed by generation. The assessment findings are reported in the next section.

Findings

Finding 1: Results of the Learning Style Assessment Identify that there are Three Generations Currently Employed by Kootenai County District Court Clerk's Office.

According to the responses provided, there are nineteen (19) clerks who are a part of the Baby Boomer generation; eight (8) clerks who are a part of Generation X; and seven (7) clerks who are a part of the Millennial Generation. None of the clerks identified with the Veterans generation.

Finding 2: The Majority of Clerks Who Identified with the Baby Boomer Generation Preferred the Visual Learning Style.

Out of the 19 clerks who identified with the Baby Boomer generation, 10 (52%) preferred the visual learning style. 5 (26%) preferred the kinesthetic learning style, and 1 (5%) preferred the auditory learning style. The remaining 3 assessments indicated that 1 clerk preferred a mixed learning style of visual and kinesthetic; 1 clerk preferred a mixed learning style of visual and auditory; and 1 clerk demonstrated a learning style preference that is equally divided among all three learning styles—auditory, visual and kinesthetic.

Finding 3: The Majority of Clerks Who Identified with Generation X Preferred the Visual Learning Style.

Out of the 8 clerks who identified with Generation X, 5 (63%) preferred the visual learning style. 2 (25%) preferred the kinesthetic learning style and 1 (13%) preferred the auditory learning style.

Finding 4: There Was No Clear Majority Learning Style Preference among Clerks Who Identified with the Millennial Generation.

Based on the 7 assessments that were returned by clerks who identify with the Millennial generation, 3 (42%) clerks preferred the visual learning style, the largest learning style preference for this group. However, 2 (29%) clerks preferred the kinesthetic learning style and 2 (29%) clerks preferred the auditory learning style.

Finding 5: Despite Generational Affiliation, the Majority of Clerks Preferred the Visual Learning Style.

Of the 34 participants that completed the assessment, 18 (53%) preferred the Visual Learning Style. 9 (26%) clerks preferred the kinesthetic learning style and 4 (12%) clerks preferred the auditory learning style. The remaining 3 assessments indicated that 1 (3%) clerk preferred a mixed learning style of visual and kinesthetic; 1 (3%) clerk preferred a mixed learning style of visual and auditory; and 1 (3%) clerk demonstrated a learning style preference equally divided among all 3 learning styles—auditory, visual and kinesthetic.

Conclusions and Recommendations

Conclusion Number 1: There Is No Correlation between Generational Affiliation and Learning Style Preference in the Kootenai County District Court Clerk's Office.

Although this project hypothesized that there is a correlation between generational affiliation and learning style preference, the research findings did not support this hypothesis. At least in the Kootenai County District Court Clerk's Office, although the employees represent three different generations, one primary learning style is represented. Nevertheless, the findings provide useful information to develop a training program that supports the learning style preferences of the Kootenai County District Court Clerk employees.

Conclusion Number 2: It Is important to Take Learning Style Preferences into Account When Designing a Training Program.

Because individuals take in and process information differently, it is important to tailor training to meet those various needs. An individual will learn best if taught in a method deemed appropriate for his or her learning preference. In order to create an environment in which everyone can learn, it is imperative to understand and respect each of the different learning style preferences and to incorporate training techniques that reach all of the desired learning preferences.

Recommendation Number 1: A Training Program Should Be Developed that Incorporates Each of the Different Learning Style Preferences.

Learning occurs only when an individual is willing and able to understand and retain the information presented. As a result, it is necessary to consider each individual's preferred learning style when developing training programs. Training that does not account for the variety in learning styles will cause one or more individuals to be left behind.

The first step when developing a training program is to set specific, measurable objectives for the training effort. For optimal results, the training program must match the learning style preferences of Kootenai County District Court's employees. This can in part be accomplished by asking court staff what training they believe would improve their success in the workplace.

Recommendation Number 2: A Learning Style Assessment Should Be Regularly Administered to the Workforce and Training Programs Modified to Meet Current Learning Style Needs.

Because learning styles change as individuals grow, it is beneficial to administer a learning style assessment to the clerks once a year to ensure that training programs are meeting the workforce's current needs. The learning style assessment should also be administered to new clerks upon hire to identify approaches to training that would be the most productive. Based on this information, training programs should also be modified to reflect current preferred learning styles.

Conclusion Number 3: Although the Majority of the Kootenai County District Court Clerk Workforce Prefers the Visual Learning Style, It Is Important to Create a Program to Appeal to All Learning Styles.

Theorists of the VAK Learning Style model suggest that new information should be presented using all three sensory modes to allow all learners the opportunity to become involved. Not only does this ensure that learners are engaged, but it exposes individuals to new learning options. Individuals have multiple intelligences and training materials should incorporate opportunities for employees to exercise their strengths and offset their weaknesses. Thus, it is important to strive for a balance of training methods that incorporate all of the learning preferences.

Recommendation Number 3: Training Techniques Should be Combined to Encourage Employees to Expand Their Abilities to Learn via Different Learning Preferences, and to Meet the Needs of Employees Who Have Learning Styles that Encompass Two or Three Learning Style Preferences.

Kolb believes that in order for learning to be effective, all approaches to a learning style model must be incorporated. Such an approach allows employees to stretch themselves outside of their comfort zone to try new methods of learning. Although there is a clear learning preference shared by members of the clerk's office, it is still useful to include different learning techniques to further each employee's growth. Additionally, several employees already exhibit learning preferences that draw upon one or more learning styles. If only specific learning preferences are accommodated,

the learning environment would not be conducive for those employees who draw upon several learning preferences simultaneously. Not only will this approach encourage individuals to grow by trying out new learning styles but it also ensures that training reaches each individual so that no one is left behind.

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Appendix A: Learning Assessment and Instructions Distributed to Clerks

Clerks,

The attached file is a short assessment that is being distributed to all clerks to assist me in data collection for my Court Project. The Court Project I am working on is a paper that I am writing as part of my Fellows Program with the Institute for Court Management. My project focuses on the diversity of generations and learning styles in the workplace. Your responses to the assessment will assist me in determining if there is a relationship between generations and learning style preferences.

Thank you for taking the time to participate in this assessment. I appreciate the assistance each of you will be providing me as your cooperation and responses will play a fundamental role in my data collection. Shortly after I received everyone's assessments I will distribute information that will help you identify your learning style(s) and explanations of each learning style. This means you will want to **retain a copy of your responses so you are able to calculate your scores**, because these are to be submitted anonymously I have no way of knowing which assessment is yours.

Please open the attached file and review the instructions to complete the assessment. Instructions for returning your responses can be found at the end of the assessment. The assessment should only take 15 minutes to complete and you may use work time to complete them first thing in the morning. Secretaries and floats please complete these at your opportunity if you are in court. I need everyone's assessment returned by Wednesday, November 20, 2013.

Again thank you for your cooperation and please let me know if you have any questions.

INSTRUCTIONS:

Print the assessment; complete the assessment by first marking which generation you are. When reading through each statement, remember to choose which answer is **MOST** right for you.

Clerk Assessment–ICM Fellows Program

Below please indicate which generation you are:

_____ Veterans (Born before 1945)

_____ Baby Boomers (Born between 1945 and 1964)

_____ Generation X (Born between 1965 and 1980)

_____ Millennials (Born after 1980)

For the following statements please choose the answer that most represents how you generally behave.

- 1.) When I operate new equipment I generally:
 - a) read the instructions first
 - b) listen to an explanation from someone who has used it before
 - c) go ahead and have a go, I can figure it out as I use it
- 2.) When I need directions for traveling I usually:
 - a) look at a map
 - b) ask for spoken directions
 - c) follow my nose and maybe use a compass
- 3.) When I cook a new dish, I like to:
 - a) follow a written recipe
 - b) call a friend for an explanation
 - c) follow my instincts, testing as I cook
- 4.) If I am teaching someone something new, I tend to:
 - a) write instructions down for them
 - b) give them a verbal explanation
 - c) demonstrate first and then let them have a go
- 5.) I tend to say:
 - a) watch how I do it
 - b) listen to me explain
 - c) you have a go
- 6.) During my free time I most enjoy:

- a) going to museums and galleries
 - b) listening to music and talking to my friends
 - c) playing sport or doing DIY
- 7.) When I go shopping for clothes, I tend to:
- a) imagine what they would look like on
 - b) discuss them with the shop staff
 - c) try them on and test them out
- 8.) When I am choosing a holiday I usually:
- a) read lots of brochures
 - b) listen to recommendations from friends
 - c) imagine what it would be like to be there
- 9.) If I was buying a new car, I would:
- a) read reviews in newspapers and magazines
 - b) discuss what I need with friends
 - c) test-drive lots of different types
- 10.) When I am learning a new skill, I am most comfortable:
- a) watching what the teacher is doing
 - b) talking through with the teacher exactly what I'm supposed to do
 - c) giving it a try myself and work it out as I go
- 11.) If I am choosing food off a menu, I tend to:
- a) imagine what the food will look like
 - b) talk through my options in my head or with my partner
 - c) imagine what the food will taste like
12. When I listen to a band, I can't help:
- a) watching the band members and other people in the audience
 - b) listening to the lyrics and the beats
 - c) moving in time with the music
13. When I concentrate, I most often:
- a) focus on the words or the pictures in front of me
 - b) discuss the problem and the possible solutions in my head

- c) move around a lot, fiddle with pens and pencils and touch things
- 14.) I choose household furnishings because I like:
- a) their colors and how they look
 - b) the descriptions the sales-people give me
 - c) their textures and what it feels like to touch them
- 15.) My first memory is of:
- a) looking at something
 - b) being spoken to
 - c) doing something
- 16.) When I am anxious, I:
- a) visualize the worst-case scenarios
 - b) talk over in my head what worries me most
 - c) can't sit still, fiddle and move around constantly
- 17.) I feel especially connected to other people because of:
- a) how they look
 - b) what they say to me
 - c) how they make me feel
- 18.) When I have to revise for an exam, I generally:
- a) write lots of revision notes and diagrams
 - b) talk over my notes, alone or with other people
 - c) imagine making the movement or creating the formula
- 19.) If I am explaining to someone I tend to:
- a) show them what I mean
 - b) explain to them in different ways until they understand
 - c) encourage them to try and talk them through my idea as they do it

- 20.) I really love:
- a) watching films, photography, looking at art or people watching
 - b) listening to music, the radio or talking to friends
 - c) taking part in sporting activities, eating fine foods and wines or dancing
- 21.) Most of my free time is spent:
- a) watching television
 - b) talking to friends
 - c) doing physical activity or making things
- 22.) When I first contact a new person, I usually:
- a) arrange a face to face meeting
 - b) talk to them on the telephone
 - c) try to get together while doing something else, such as an activity or a meal
- 23.) I first notice how people:
- a) look and dress
 - b) sound and speak
 - c) stand and move
- 24.) If I am angry, I tend to:
- a) keep replaying in my mind what it is that has upset me
 - b) raise my voice and tell people how I feel
 - c) stomp about, slam doors and physically demonstrate my anger
- 25.) I find it easiest to remember:
- a) faces
 - b) names
 - c) things I have done
- 26.) I think that you can tell if someone is lying if:
- a) they avoid looking at you
 - b) their voices change
 - c) they give me funny vibes

27.) When I meet an old friend:

- a) I say "it's great to see you"
- b) I say "it's great to hear from you"
- c) I give them a hug or a handshake

28.) I remember things best by:

- a) writing notes or keeping printed details
- b) saying them aloud or repeating words and key points in my head
- c) doing and practicing the activity or imagine it being done

29.) If I have to complain about faulty goods, I am most comfortable:

- a) writing a letter
- b) complaining over the phone
- c) taking the item back to the store or posting it to head office

30.) I tend to say:

- a) I see what you mean
- b) I hear what you are saying
- c) I know how you feel

Please return your responses to me by Wednesday, November 20, 2013. My preference is to receive everyone's assessment by email, using Scan to Email, which I think is the best way to return them anonymously. However, you are welcome to send them by interoffice mail, leave them in my box or on my desk. Thank you again for your cooperation.

To determine your learning style, add up how many A's, B's and C's you selected.

If you chose mostly A's you have a **VISUAL** learning style.

If you chose mostly B's you have an **AUDITORY** learning style.

If you chose mostly C's you have a **KINESTHETIC** learning style.

When you have identified your learning style, read the explanations below. The VAK learning styles model suggests that most people can be divided into one of three preferred styles of learning. There is no right or wrong learning style. The point is that there are types of learning that are right for your own preferred style.

Visual Learning Style:

Someone with a visual learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-charts etc. These people will use phrases such as “show me”, “let’s have a look at that” and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.

Auditory Learning Style:

Someone with an auditory learning style has a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises. These people will use phrases such as “tell me”, “let’s talk it over”, and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the telephone, and can remember all the words to songs that they hear.

Kinesthetic Learning Style:

Some with a kinesthetic learning style has a preference for experience—touching, feeling, holding, doing, and practical hands-on experiences. These people will use phrases such as “let me try”, “how do you feel” and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first.

Appendix B: Kootenai County District Court's Workforce Demographics

