Canada School of Public Service | École de la fonction publique du Canada

Shape Your Learning

2021 User Research Report

May 2021

Prepared by the CSPS Digital Academy

Canada

Executive Summary

The Canada School of Public Service (CSPS) Digital Academy conducted a generative user research study to better understand the digital mindsets and digital literacy levels of Government of Canada (GC) employees, as well as to gather insights on their learning habits, preferences and interests. The results will be used to evaluate the CSPS's progress in achieving its mission, to inform strategic planning and to identify opportunities for more targeted engagement and promotion.

The study focused on addressing the following questions:

- How do public servants relate to digital?
- Are there significant differences in learning habits, preferences and digital topics of interest across different demographics groups, roles and user groups?
- What are public servants' preferred modes of learning delivery?
- What is the awareness level of the CSPS Digital Academy across the public service?
- What proportion of public servants are taking part in CSPS Digital Academy offerings?

An online questionnaire was administered using the Qualtrics survey software, which included a total of 32 questions (quantitative and qualitative). The survey was opened from December 16, 2020, to February 10, 2021. A total of 4,775 completed responses were received.

Below are some of the highlights from the study.

Digital mindsets and literacy levels

- Seventy-seven percent (77%) of the participants have an overall positive attitude toward changing the way we work (learn more).
- Three quarters of participants were either not aware of the GC Digital Standards (24%), or had heard of them but didn't know what they were about (52%) (learn more).
- When asked to rate their level of knowledge and expertise in 12 digital areas, participants have a basic level of digital knowledge (general sense of what it means), however, there are 7 out of the 12 digital areas where more than 50% of participants have no experience (learn more).

Learning habits, preferences and interests

- Participants are more likely to take on learning when they have a concrete goal to fulfill, like a work requirement (85%) or to advance their careers (59%) (learn more).
- Participants' top five digital topics of interest are: human-centered design (53%), artificial intelligence (50%), data management and analysis (46%), cloud computing (45%) and agile practices (40%) (learn more).

- There is strong interest in skill-based learning compared to knowledge-based learning, with 89% of participants who reported wanting concrete takeaways as one of their main learning goals (learn more).
- Participants showed preference for having learning delivered to the doorstep, such as from peers (49%) and newsletters (40%); low effort to access, such as departmental intranet (58%) and internet search (41%); and using GC-owned platforms, such as departmental intranet (58%) and GCintranet (29%) (learn more).
- When looking at the influencing factors that affect participants' choice of learning products, format (46%) ranked 5th out of 6, falling after relevance of topic to work (93%), personal interest (71%), time investment (62%) and cost (49%) (learn more).
- When looking at format preferences, participants showed high interest in systematic and practical learning, such as workshops (50% of participants were very interested), on-the-job learning (44%), classroom learning (38%) and online self-directed learning (37%). They have medium interest in self-directed learning, such as short videos (30%) and in job aids and self-directed tutorials (26%). They have medium-to-low interest in peer learning, such as live events (29%), peer to peer learning (29%), conferences (27%) and meetups or community events (16%). They have lower interest in bite-sized learning, such as podcasts (16%) and blogs (8%) (learn more).
- Further analysis of open-ended questions revealed that participants want to learn from subject matter experts and those who understand the context (learn more).

Barriers to learning

- In total, 65% of participants mentioned "lack of time" as being the most significant barrier to learning (learn more).
- Further analysis of open-ended questions revealed that participants need support to identify and prioritize the skills they need. Participants want access to tailored and structured learning guidance (i.e. learning paths) (learn more).

CSPS Digital Academy awareness and participation:

- Thirty-one percent (31%) of the participants were aware of the CSPS Digital Academy (learn more).
- Of those aware, 81% had not taken or participated in any CSPS Digital Academy learning products (learn more).
- Participants who were aware of the CSPS Digital Academy had a higher level of familiarity with the GC Digital Standards (learn more).

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Introduction

Context

The Canada School of Public Service (CSPS) Digital Academy's mission is to help federal public servants gain the knowledge, skills and mindsets they need in the digital age. In 2019-20, we did this by focusing on in-depth practical learning on digital skills through our Premium offerings. In 2020-21, our focus was developing introductory courses (e.g.) on digital, design, data, agile, cloud, etc., as well as events aimed at inspiring through conversations with experts and digital government leaders, and micro-learning on the Busrides.ca platform.

To guide the development and review of its products, the CSPS Digital Academy uses quantitative and qualitative data from course and event evaluation surveys. Although the Academy had conducted user research and engagement on specific products, broader user research was needed to establish a benchmark against which progress in achieving its mission could be measured. The Academy also needed to better define its user segments to increase uptake and reach via more focused marketing and the development of products to meet the needs of the public servants not currently being reached.

Research Objectives

The user study was carried out to validate assumptions on the main attitudes of public servants towards digital and to gain insights into users' knowledge levels, experience levels and interest in topics associated with digital. It also served as a way to uncover potential opportunity areas to better address learner needs, determine what delivery methods are best suited for efficient content consumption, and assess awareness of the CSPS Digital Academy and its products. To do this, the following research questions were explored:

- How do participants define digital?
- How do participants relate to digital?
- Are there significant differences in learning habits, preferences and interests depending on gender, physical location, role, or work environment?
- What are the participants' favorite modes of learning delivery?
- What percentage of participants know about the CSPS Digital Academy?
- What percentage of participants have participated in CSPS digital offerings?

Results from this survey will help to establish a benchmark for the CSPS Digital Academy to assess its progress in achieving its mission, as well as to inform strategic planning and identify opportunities for more targeted engagement and promotion.

Research Design

The 2020 user study was developed by the CSPS Digital Academy. The Academy consulted and received input from various teams and organizations working in the field of digital and learning, including teams from:

- Canada School of Public Service (Learning Programs Branch, Innovation and Policy Services Branch);
- Treasury Board of Canada Secretariat (Office of the Chief Information Officer, Office of the Chief Human Resources Officer and Canadian Digital Services);
- Canada Revenue Agency (Human Resources Branch); and
- Australian Government (Digital Transformation Agency).

An online questionnaire comprising 32 questions, quantitative and qualitative (see: Annex 4), was administered using the Qualtrics survey software. The survey was opened from December 16, 2020, to February 10, 2021.

- Part 1 of the user study gathered demographic information on the survey participants.
- Part 2 of the user study looked at the participants' knowledge, experience and interests in areas related to digital government.
- Part 3 of the user study looked at learning habits and preferences.
- Part 4 of the user study looked at learning experiences with the CSPS Digital Academy.

Recruitment and Promotion

The user study targeted federal public servants from across Canada (NRC and regions), with emphasis on CSPS Digital Academy partners. The overall goal was to obtain a broad representation of gender, experience, work environments, regions and roles.

To reach CSPS Digital Academy partners, the survey was promoted through targeted emails as part of the study's pre-launch. These partners were asked to share the invitation across their organization to help promote the Shape Your Learning user study.

To reach the broader representation of public servant population, a second wave of communication was carried out, promoting the online survey through the following channels:

- Targeted emails (CSPS Director Generals/Learning Programs Branch/business lines, TBS-CIO Executive team, National Managers Community, CSPS Digital Academy alumni, individual influencers, community leaders);
- Newsletters (CSPS Digital Academy, CSPS, Communications Community Office);
- Busrides.ca site banner;
- Various Slack communities;
- GCTools (GCwiki, GCcollab, GCconnex, GCmessage); and
- Twitter.

A screening question was included as part of the questionnaire to screen out any participants who were not Government of Canada employees.

Survey Participants

A total of 4,775 public servants completed the survey, on a voluntary basis, through an online questionnaire. Responses were received from 69 departments and agencies. Of these responses, 551 responses were from CSPS Digital Academy partner departments (learn more: Annex 1).

The demographic characteristics of all 4,775 participants were compared to the ones of federal public servants.

Considering the 2020 federal public service population of 300,450 employees, and the sample size of 4,775 responses, results from the study can be extrapolated to the GC population with a confidence level of 99% and a 1.85 confidence interval. However, further analysis of participants' demographics data demonstrates that caution should be taken when generalizing the results to the greater population.

A comparative analysis of the GC population demographics against those of study participants was performed using data obtained from the Treasury Board of Canada Secretariat human resources statistics (links below). To ensure data consistency, this study used demographic data from 2019, which were the most up to date across all three sources.

- Population of the federal public service by department, 2019: https://www.canada.ca/en/treasury-board-secretariat/services/innovation/human-resources-statistics/population-federal-public-service-department.html
- Population of the Federal Public Service by Province and Tenure, 2019: https://www.canada.ca/en/treasury-board-secretariat/services/innovation/human-resources-statistics/population-federal-public-service-geographic-province-tenure.html
- Demographic Snapshot of Canada's Public Service, 2019: https://www.canada.ca/en/treasury-board-secretariat/services/innovation/human-resources-statistics/demographic-snapshot-federal-public-service-2019.html

The similarities between the demographics of the 2020 Shape Your Learning survey participants (n=4,775) and the available demographics of 2019 public servants (n=287,983) were investigated by calculating the percentages of different demographic characteristics out of the total number of respective sample sizes. Although departments and gender did not have an equal distribution to the available demographics of 2019 public servants (n=287,983), age and physical location of 2019 public servants had similar percentages of survey participants (learn more: Annex 2). There should still be caution in generalizing the results from the user study to the federal public servants.

Key Findings from the Learner Journey

With the primary goal of helping federal public servants gain the knowledge, skills and mindsets they need in the digital age, the CSPS Digital Academy develops various learning products, for all public servants, aimed at increasing foundational knowledge on digital topics.

For these products to be effective in increasing digital literacy across the GC, public servants first need to recognize the need to learn, to be aware of and explore the Academy's products and to participate in the Academy's courses and programs that are relevant to them.

This section of the report looks at the typical learning journey and the study's key findings to help identify what is required in order for public servants to consume learning products and to take part in course offerings and learning programs.

1. **Learners need to understand the need to learn new digital skills and the specific skills they need in the digital age.**

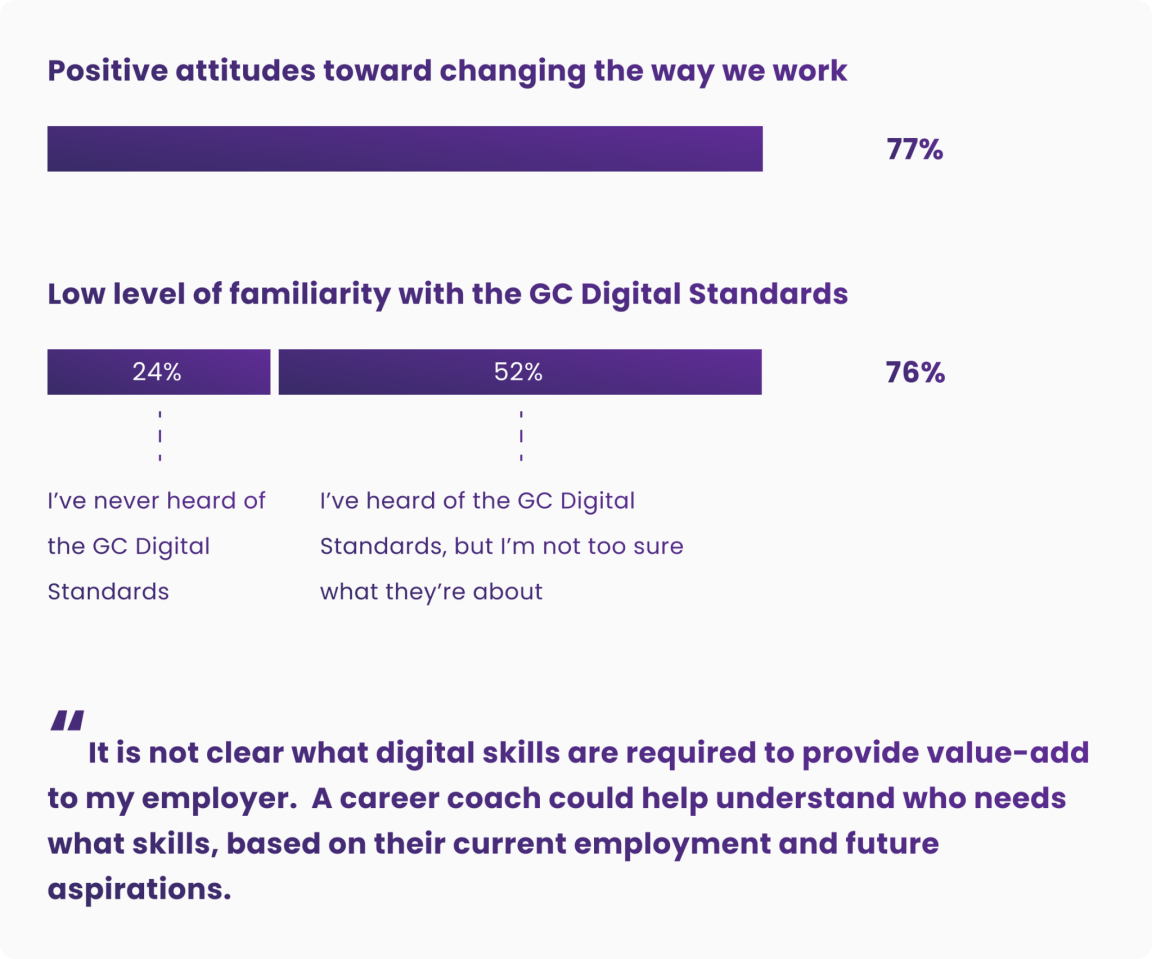
   Quantitative results from the study showed that 77% of participants have a positive attitude toward changing the way we work. Eighty-six percent (86%) of participants believed that all 17 roles surveyed require digital skills and knowledge to do the job (learn more: Annex 1).

   However, when considering the level of awareness of the GC Digital Standards, over three quarters of participants were either not aware of them (24%), or had heard of them but didn't know what they were about (52%) (learn more). When looking at the time spent on learning new ways of working, 52% of participants reported to be spending less than one hour per week on learning, and 45% of participants reported to be attending, on average, two or fewer professional learning opportunities in one year (learn more).

   The Digital Standards form the foundation of the government's shift to becoming more agile, open and user-focused. Given the reported low amount of time spent on learning and the general positive attitude to changing the way we work, this may be an opportunity to help public servants further recognize the need to take part in more learning activities, with a special focus on obtaining new digital skills.

   When looking at qualitative responses, findings from the study indicate that "unconsciously unskilled" participants need to be able to recognize the gap between their competency levels and the skills required to succeed in the digital age, as well as to understand the value of gaining these new skills. "Consciously unskilled" participants understand the value of gaining new skills. Still, public servants need to know what specific knowledge, skills and mindsets will help them in their day-to-day work and help them in their career path as they consider new roles, and they also need to know how to prioritize and put these skills into practice.

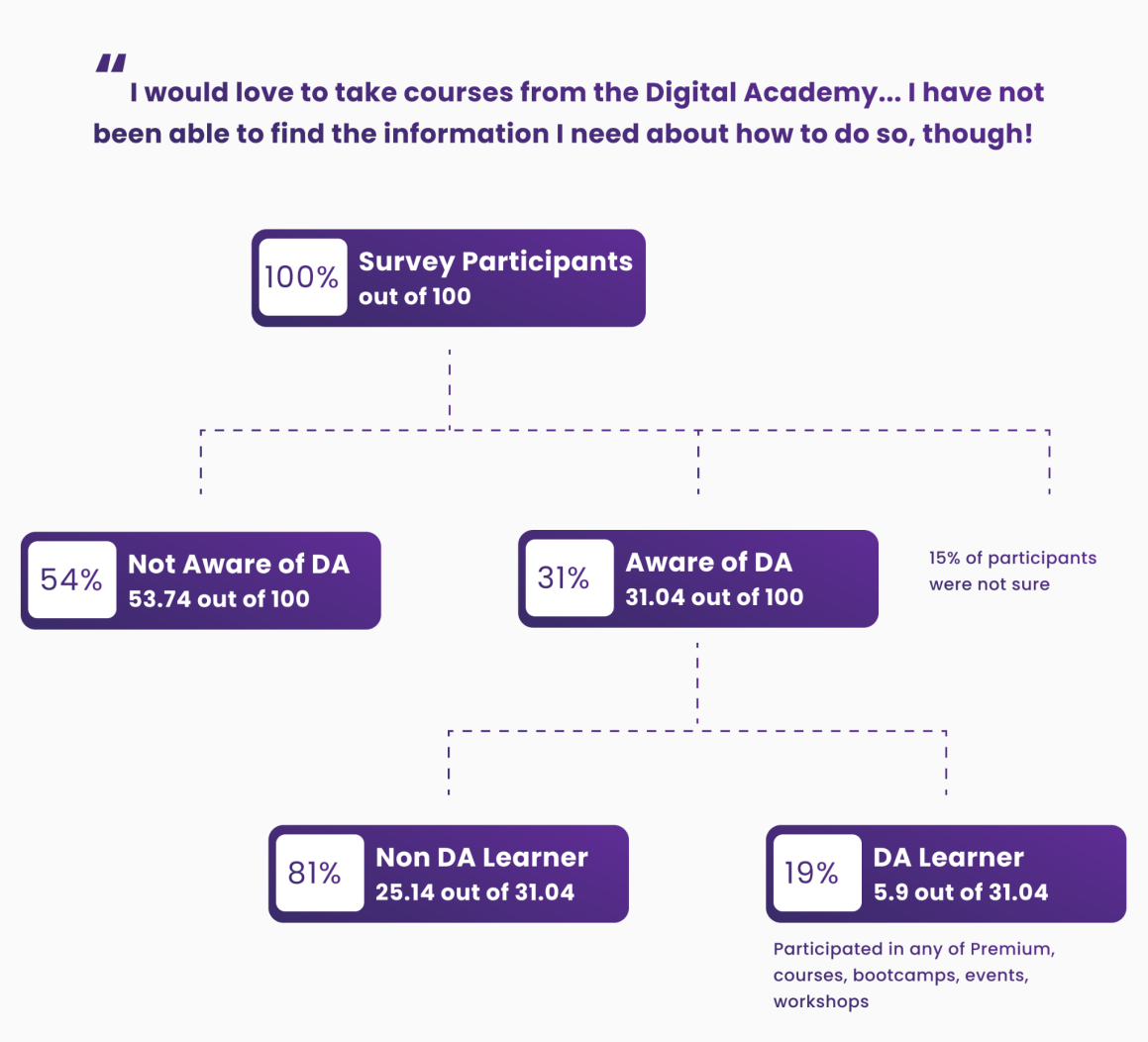
Figure 1: Learners' attitudes towards digital and familiarity with Digital Standards



2. **Learners need to be aware that relevant learning opportunities exist and are available to them.**

   Findings from the study showed that participants have a low level of awareness of the CSPS Digital Academy products (learn more). Quantitative results showed that 37% of survey participants were aware of the Academy, and 6% of participants have taken part in an offering from the Academy (e.g. courses, bootcamps, events or workshops). These findings indicate a gap in connecting public servants with the existing learning opportunities.

Figure 2: Learners' awareness and participation levels



3. **The multi-layered needs of learners directly impact their participation in courses and programs.**

   Learners start to identify a need to gain new digital skills when they have a concrete goal in mind to fulfill a work requirement or to advance their career. Once that need is identified, they proceed to look for content that is relevant to their work, that fits their level of prior knowledge and that is practical for them. Qualitative results from the study showed that learners then find relevant opportunities, and prefer:

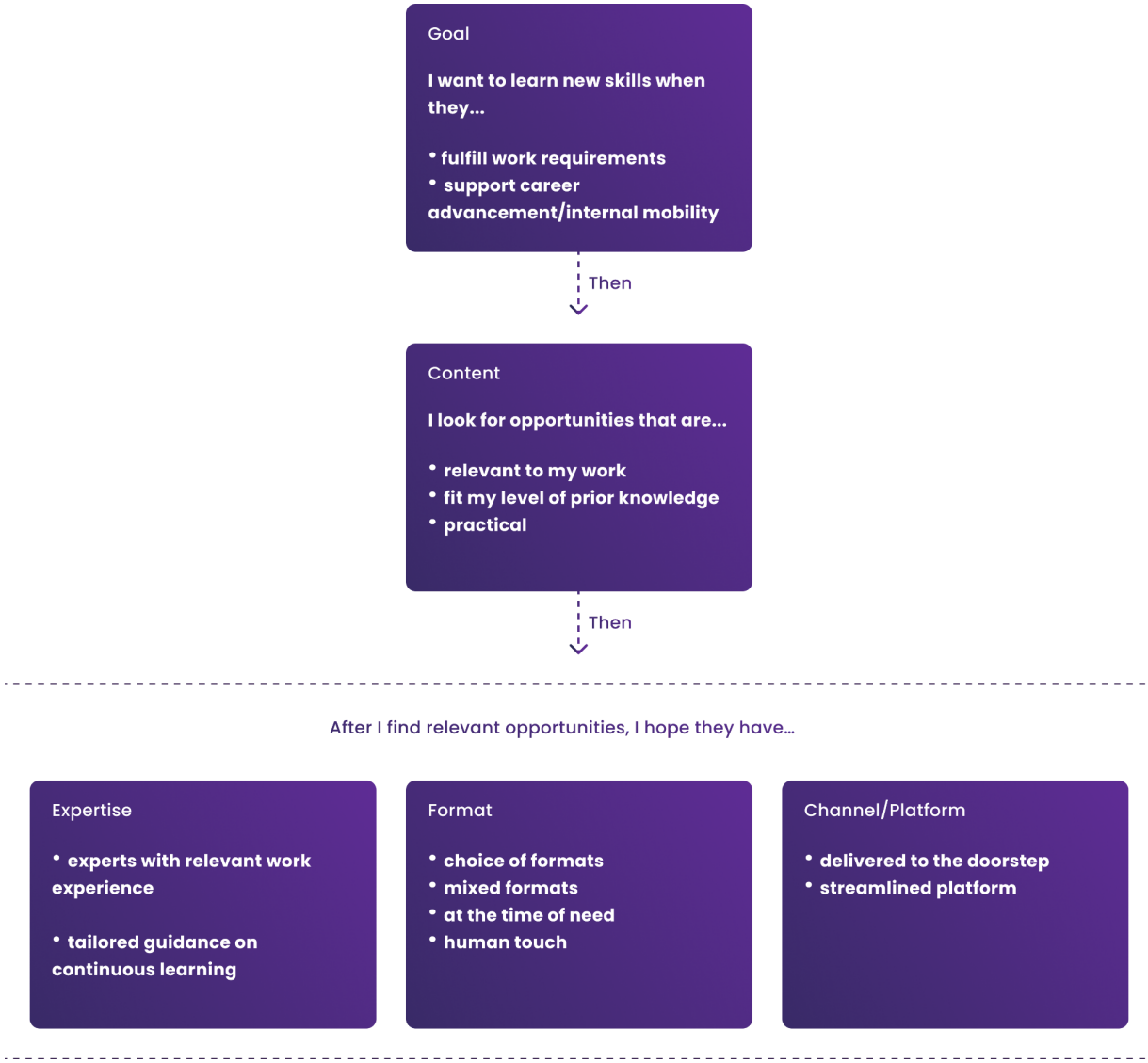
   a. learning from experts with relevant work experience and having tailored learning guidance;

   b. having a choice of formats or mixed formats, being able to access learning at the time they need it and having a human touch for support;

c. learning about opportunities without effort on their part, such as having communications delivered to their doorstep; and

d. having access to a streamlined platform.

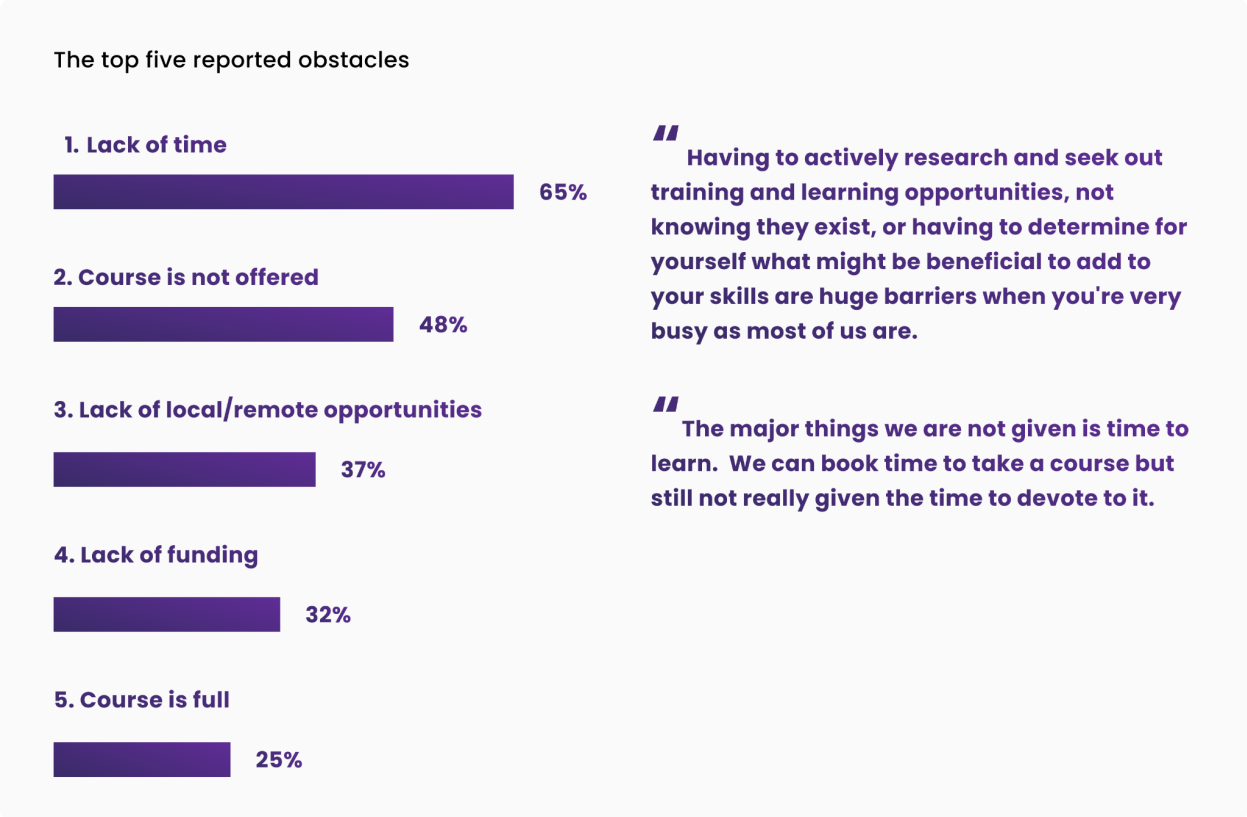
Figure 3: Learners' multi-layered needs



4. Top-reported obstacles

Obstacles are observed in various phases of the learner journey. Lack of time is the top reported obstacle, which affects participants' ability to identify the skills they require and identify relevant learning opportunities and has an effect on their ability to spend time on learning.

Figure 4: Top reported obstacles to learning



Detailed Findings

The State of Digital

Level of Digital Literacy

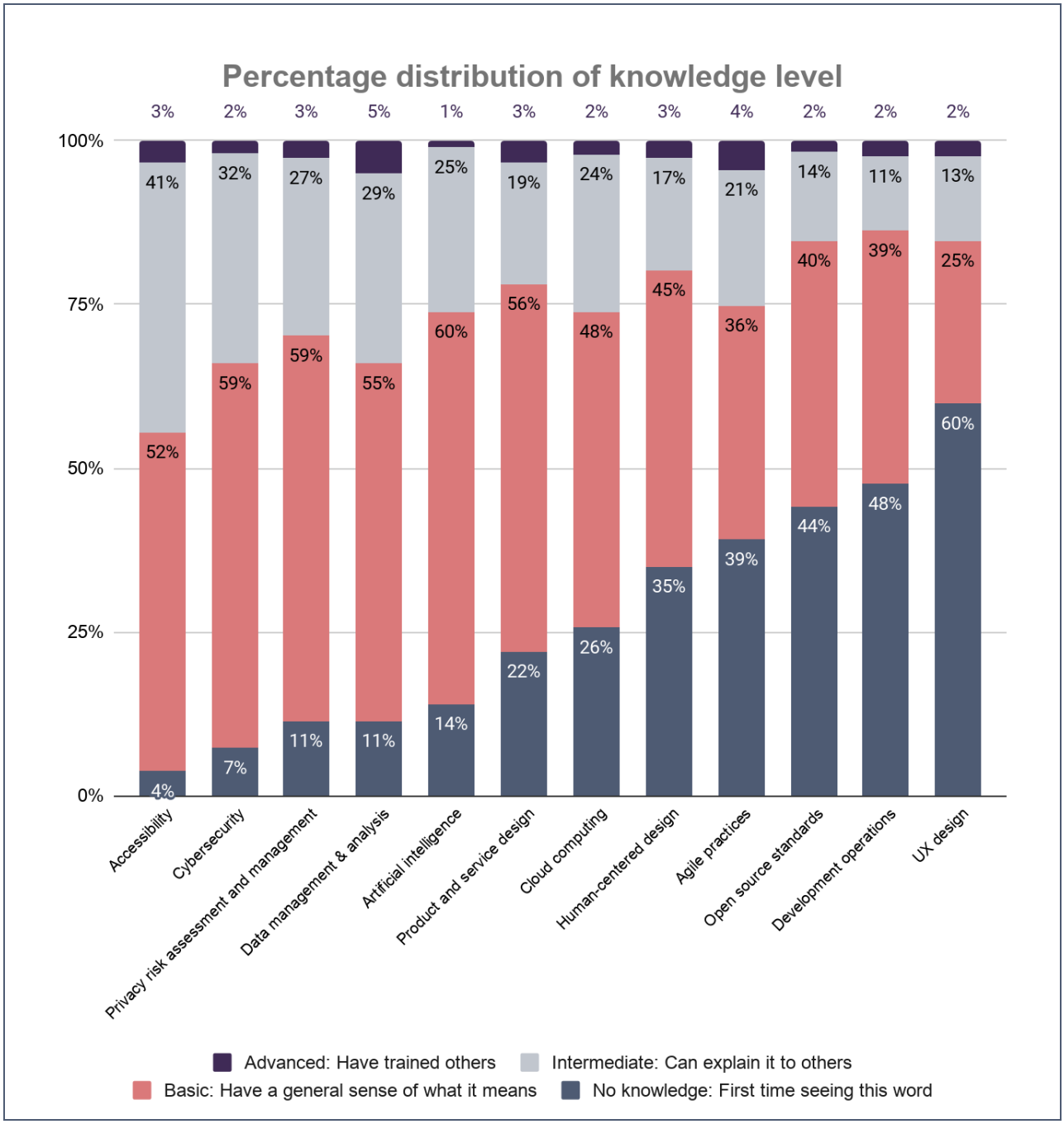
Participants were asked to rate their level of knowledge, as well as their level of experience and expertise in 12 digital areas. Results showed that on average, participants have a basic level of digital knowledge and either no or limited overall experience and expertise in these 12 digital areas (learn more: Annex 3).

Knowledge Level

When looking at the percentage distribution of the knowledge level in 12 digital areas, the top 5 areas where participants reported having “no knowledge” were user experience (UX) design (60%), development operations (48%), open source standards (44%), agile practice (39%) and human centered design (35%).

“Basic knowledge” was the top reported level of knowledge for artificial intelligence (60%), cybersecurity (59%), privacy risk assessment and management (59%), product and service design (56%), data management and analysis (55%), accessibility (52%), cloud computing (48%) and human-centered design (45%).

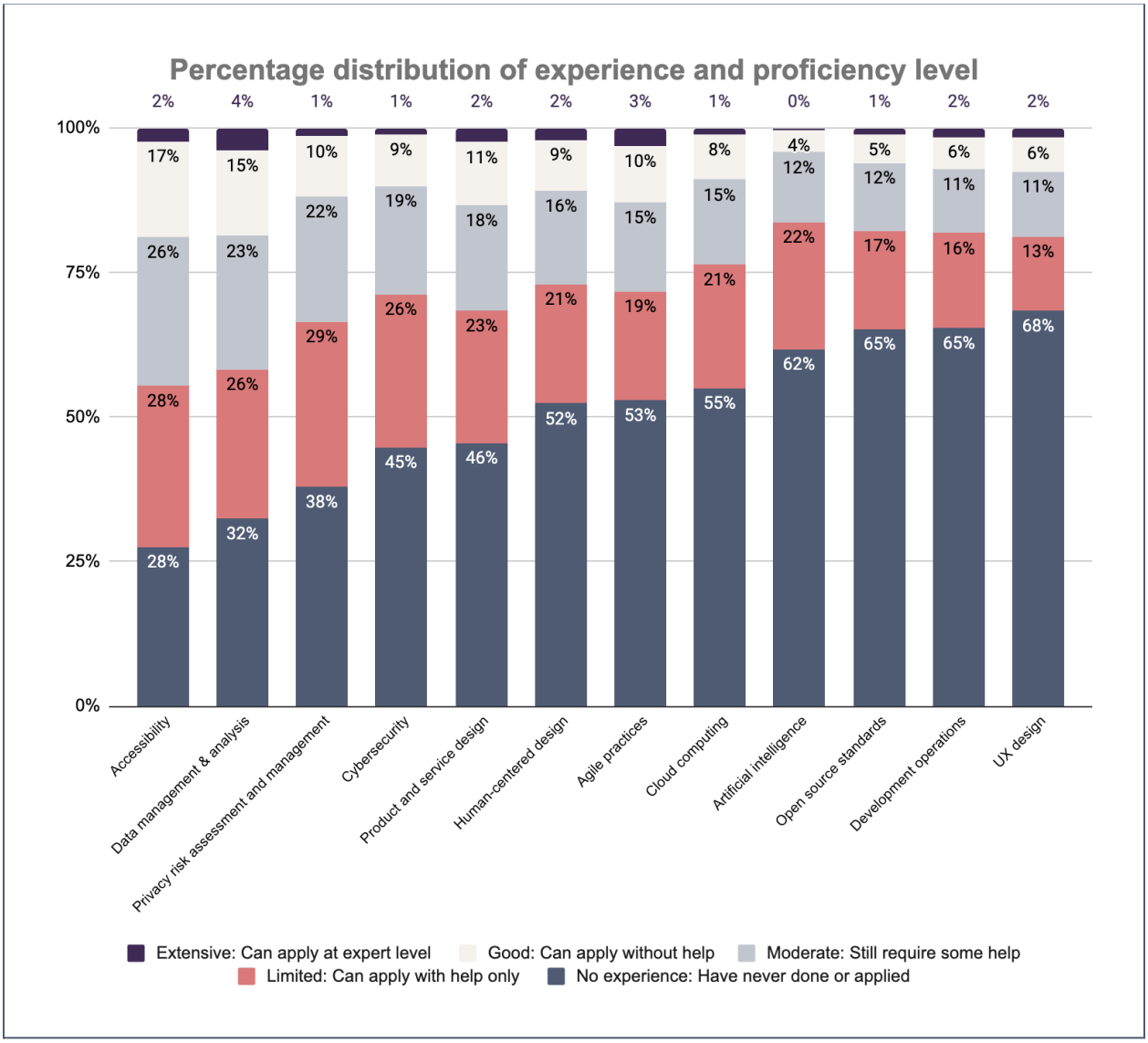
A very low percentage of participants have an advanced level of knowledge, including having trained others in that area. Overall, 5% or less of participants reported having an “advanced” level of knowledge in each of the 12 digital areas surveyed.



Experience and Proficiency Level

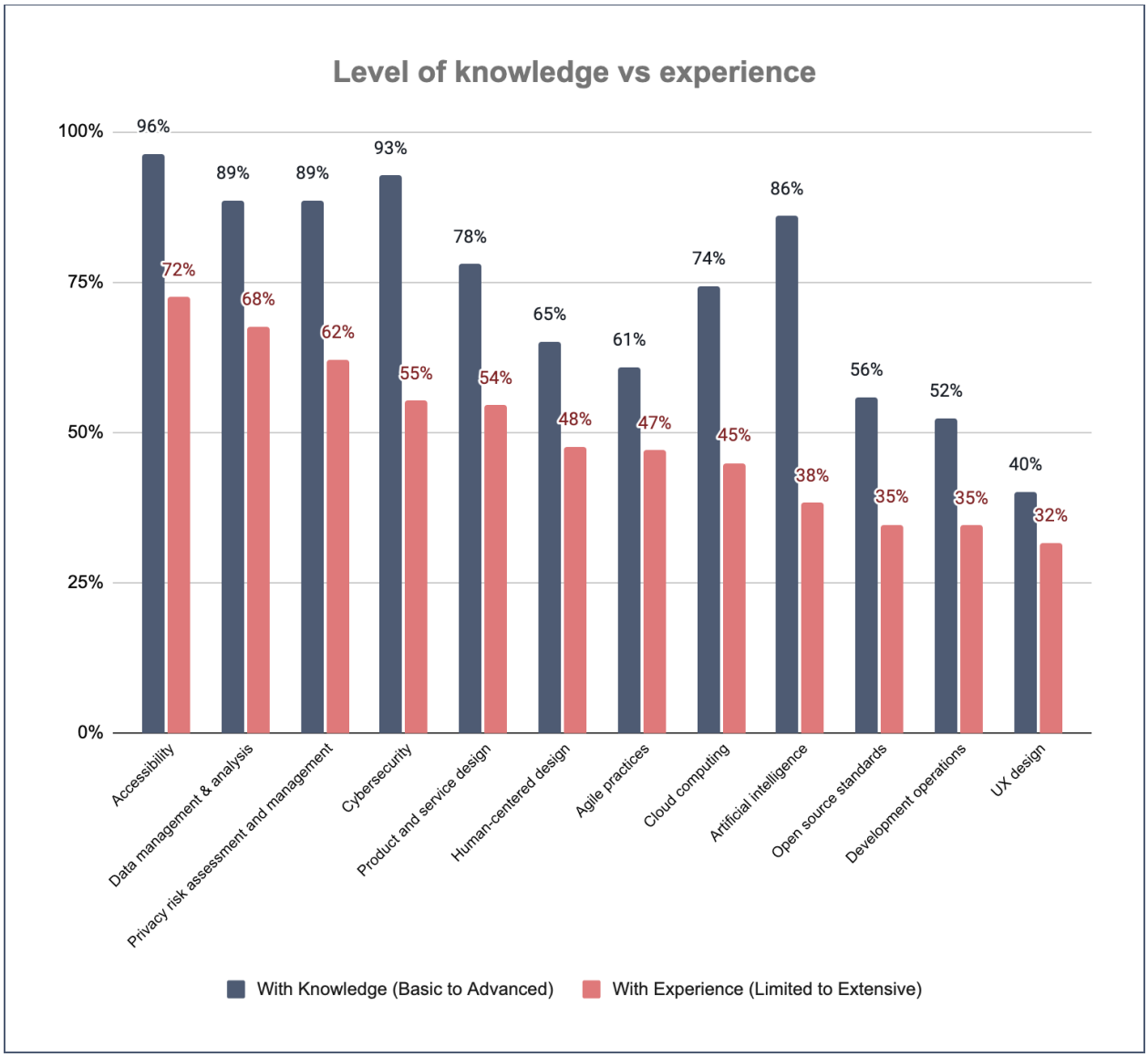
When looking at the percentage distribution of experience and proficiency levels in 12 digital areas, more than 50% of participants reported having no experience in the areas of human-centered design, agile practices, cloud computing, artificial intelligence, open source standards, development operations and UX design.

A very low percentage of participants have extensive experience, where they can apply at expert level. Below 4% of participants reported their level of experience and proficiency as extensive in each of the 12 digital areas surveyed.



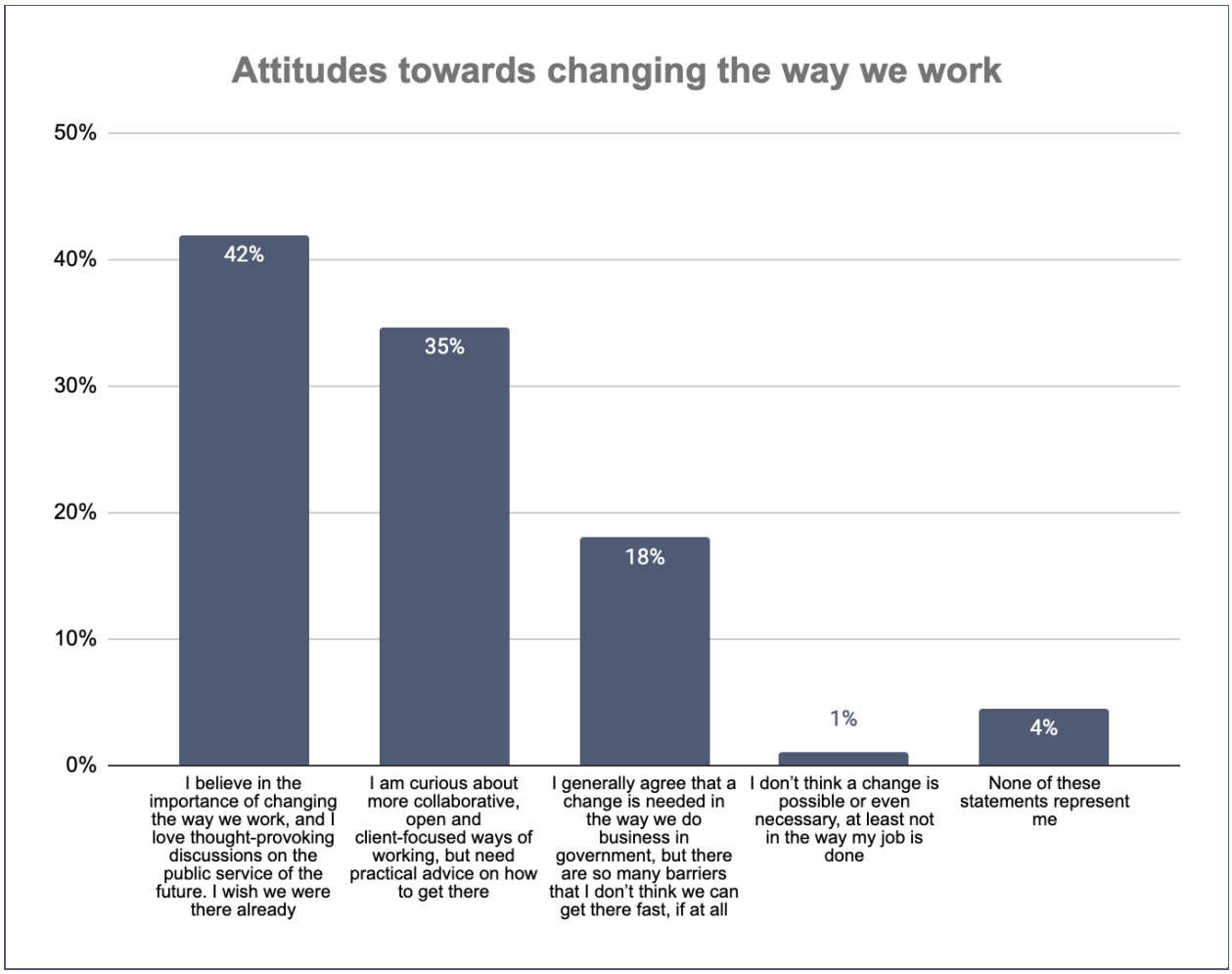
Gap between Knowledge and Application

On average, participants are 24% more likely to have knowledge than to have experience in the 12 digital areas surveyed. Results indicate a gap between knowledge learned and skills applied at work.



Attitudes towards Digital

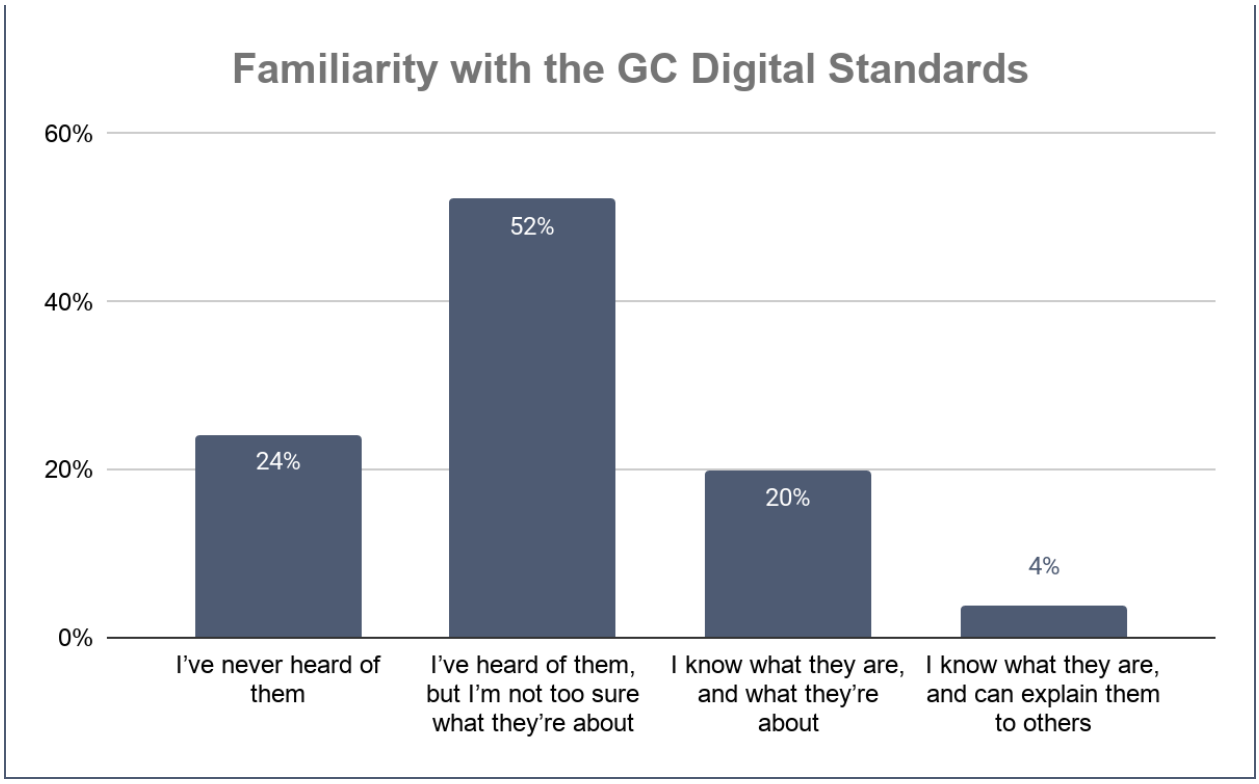
Survey participants were asked which statements best described their attitudes towards changing the way we work. Results showed that 77% of the participants have an overall positive attitude, where 42% of participants believe in the importance of changing the way we work, and 35% of participants are curious about more collaborative, open and client-focused ways of working, while also needing practical advice on how to get there.



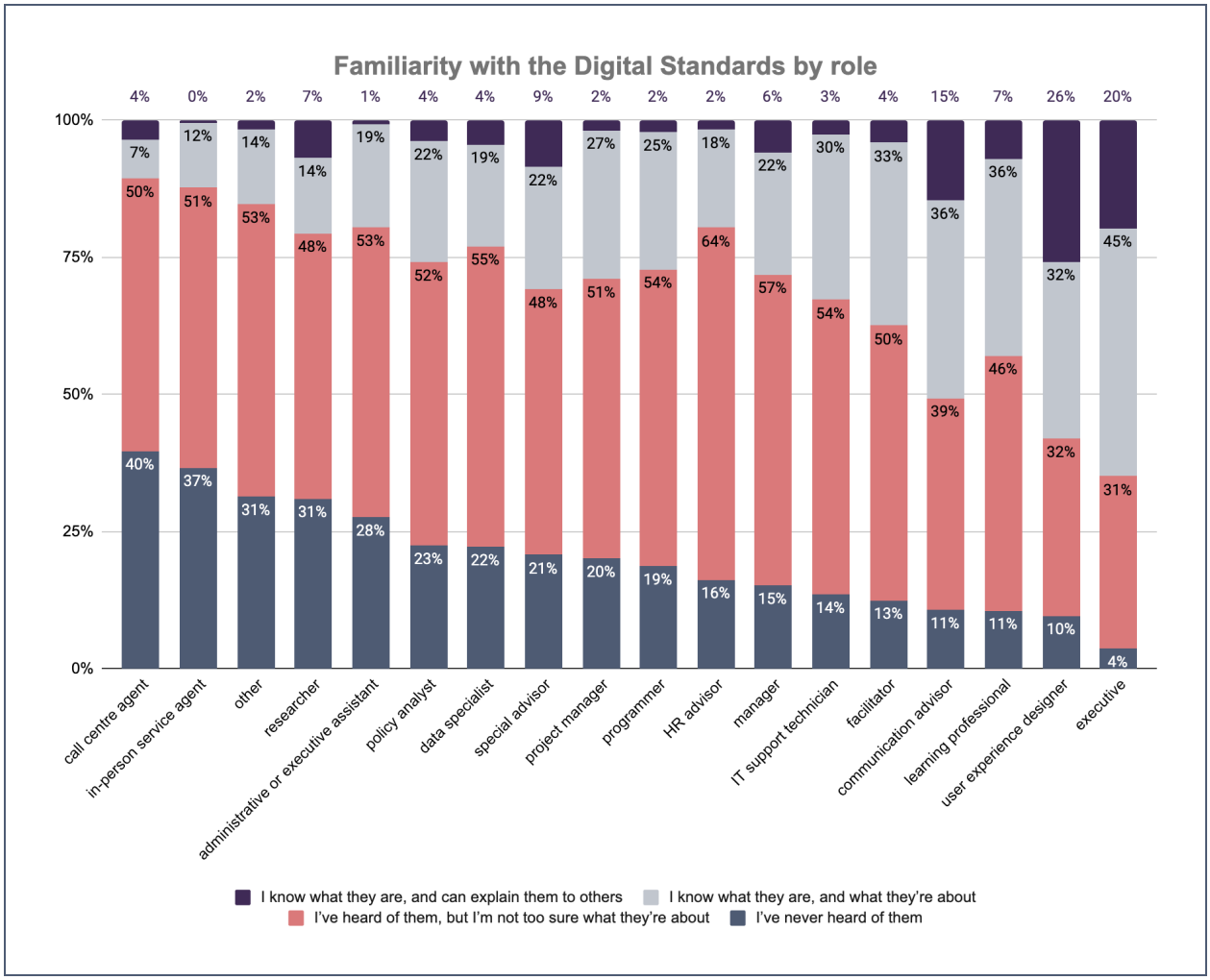
Level of Familiarity with the Government of Canada Digital Standards

Survey participants were asked how familiar they are with the GC Digital Standards. Seventy-six percent (76%) of participants either had not heard of them or did not know what the Digital Standards were about.

Twenty-four percent (24%) of participants reported not being aware of the Digital Standards. The majority of participants (52%) reported having heard of the Digital Standards but were not sure what they are about. One out of five (20%) participants knew what Digital Standards were and what they are about. Four percent (4%) of participants knew what the Digital Standards were and could explain them to others.

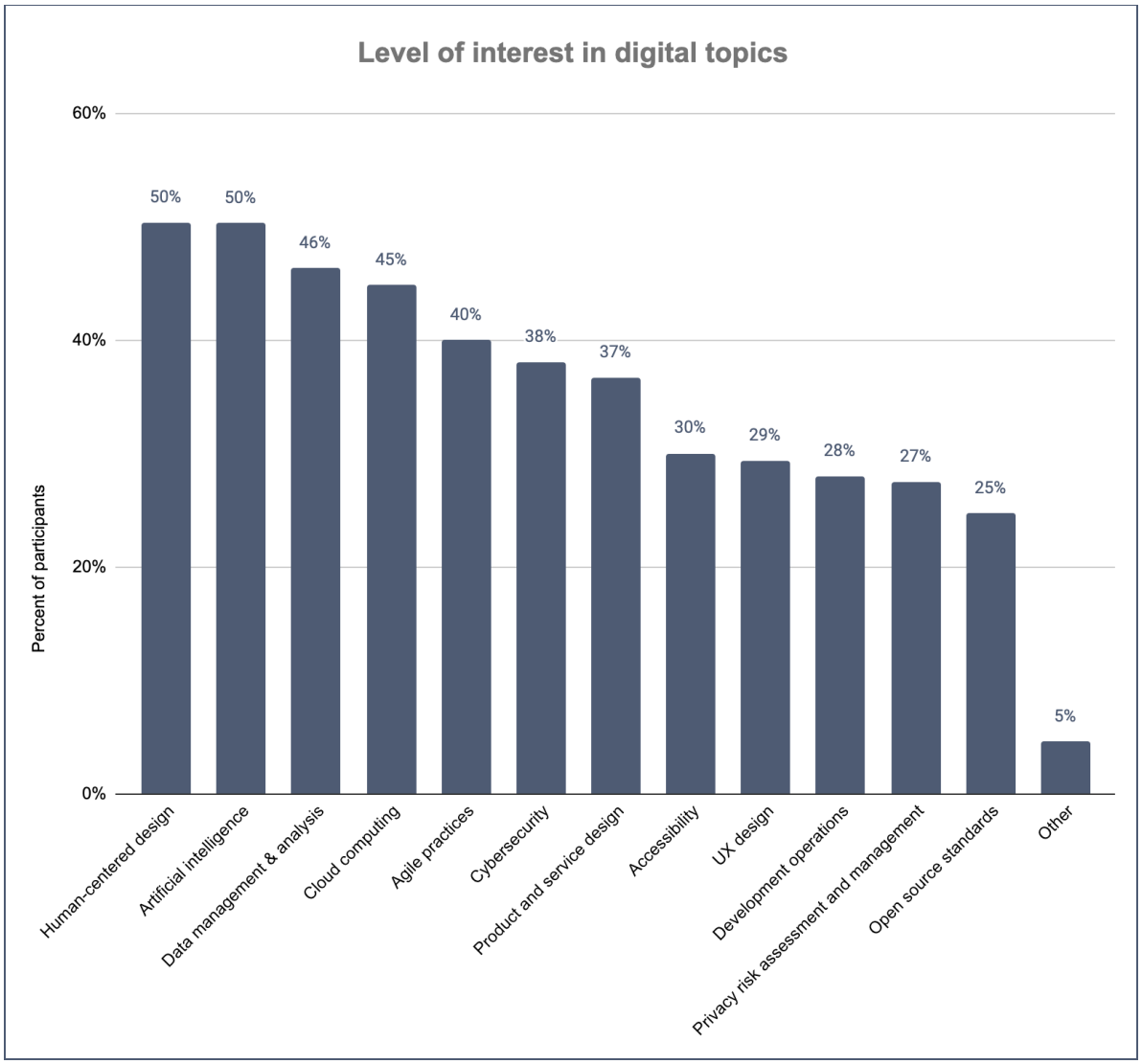


When looking at the level of familiarity with the Digital Standards by participants' role, those who identified as frontline employees, including call centre agents and in-person service agents, reported having the lowest familiarity level with the Standards.



Topics of Interest

Survey participants were asked what they would be the most curious to learn about. Results showed that the top five digital topics of interest were: human-centered design (53%), artificial intelligence (50%), data management and analysis (46%), cloud computing (45%) and agile practices (40%).



Influencing Factors

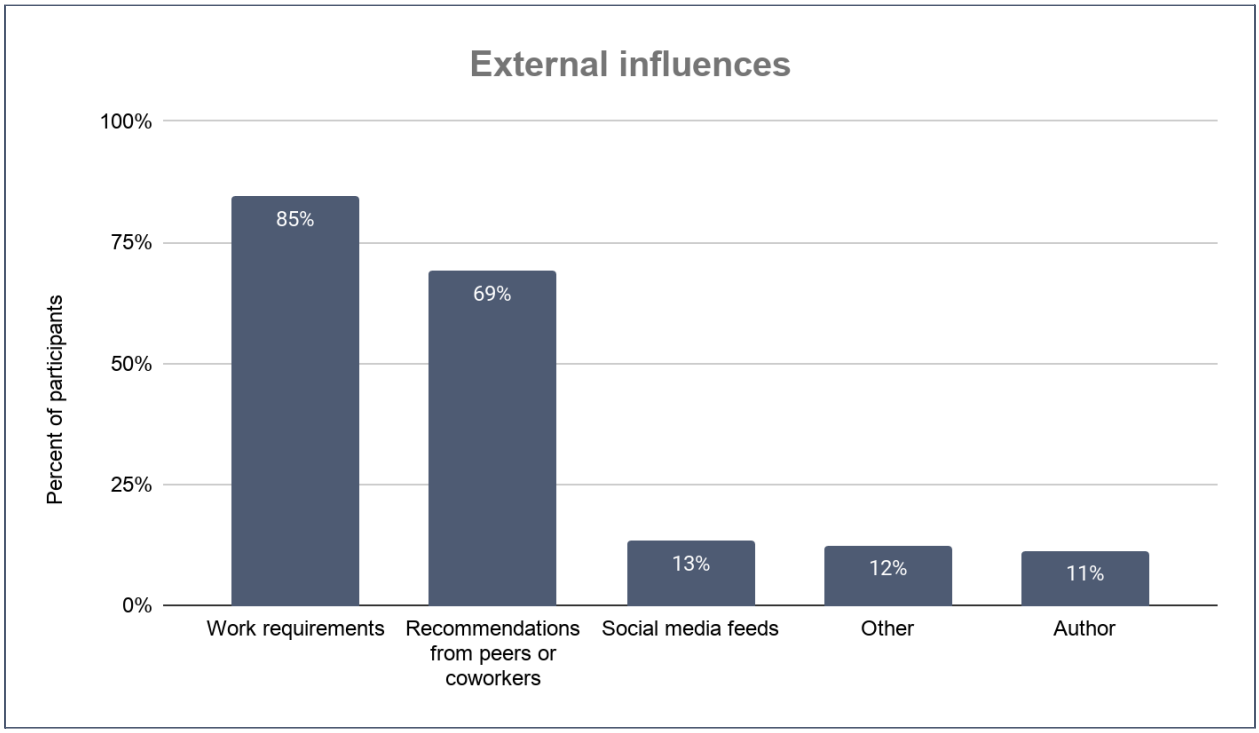
Reasons for Participating in Learning Activities

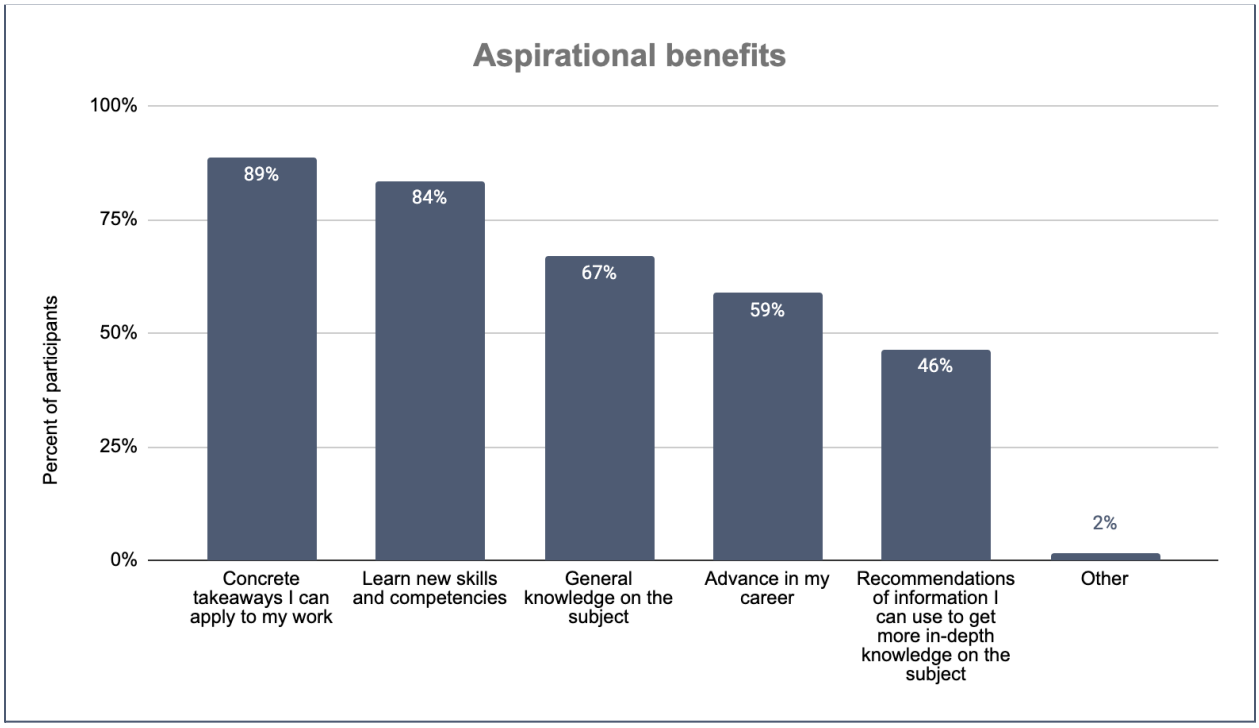
Results from the study showed that participants take on relevant learning activities that will help them perform better in their job, advance in their career within their department, or reskill for other career paths or to move to another department.

Fulfill Work Requirements

Survey participants were asked what had the most significant impact on their choice of learning resources. The top reported influence was work requirements (85%). The top reported learning goal was to have concrete takeaways they can apply to their work (89% of participants).

Results indicate a strong connection between participants' choice of learning activities and the need to fulfill operational requirements, including working and training.



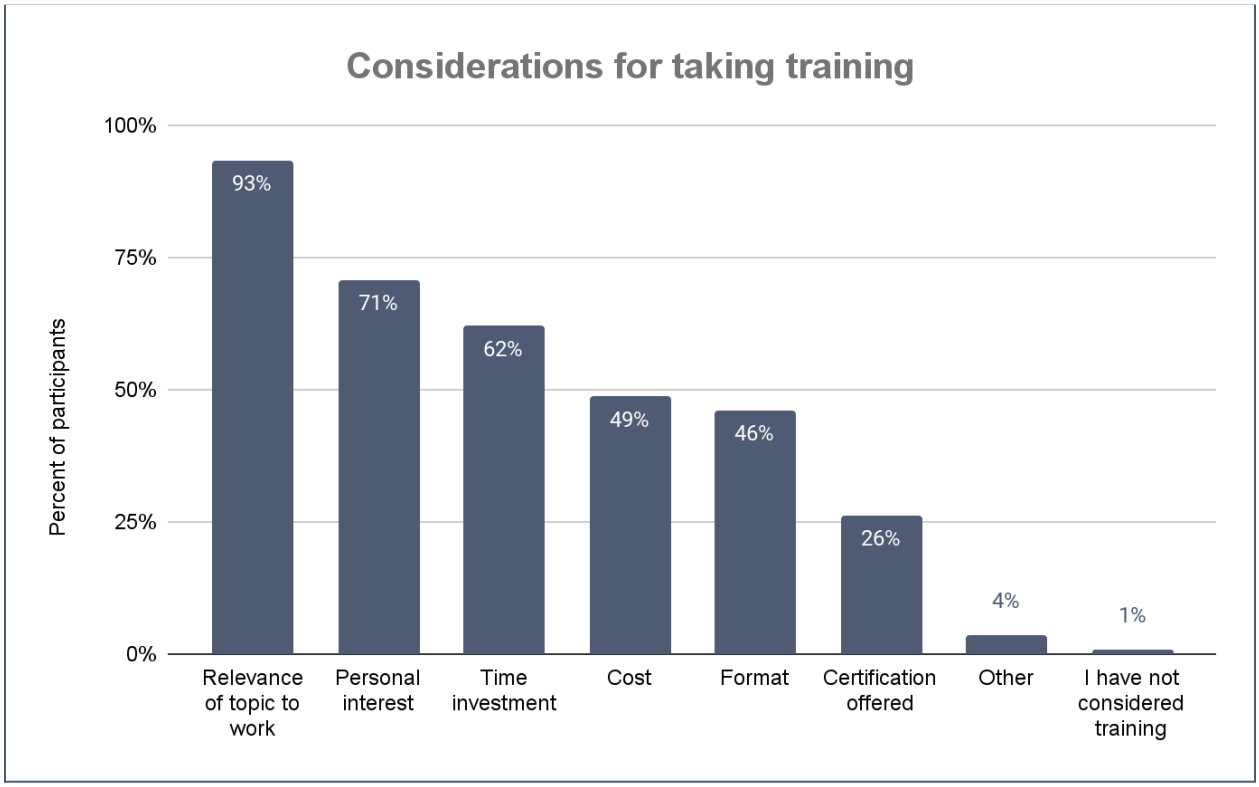


Career Advancement and Internal Mobility

Fifty-nine percent (59%) of participants reported that career advancement was one of their goals from learning. Insight from qualitative responses (where participants were asked about additional learning needs or aspirations) showed that internal mobility was also found to be a learning goal.

Considerations for Taking Training

The study looked at the factors that affected participants' decisions when considering training in the past. A large majority of participants (93%) reported that the main consideration was the relevance of the topic to work. Other considerations also included personal interest (71%), time investment (62%), cost (49%), format (46%) and certification (26%).



When looking at the influencing factors that affect participants' choice of learning products in the past, format (46%) ranked fifth out of six considerations. Participants valued personal preferences over format, such as the topic, level of prior knowledge and accessibility needs.

Certification ranked sixth out of the six factors that affected participants' decision when considered training in the past. Considering that 59% participants indicated taking learning with the goal of advancing their careers, this may indicate that participants do not believe that obtaining a certification provides real value in helping advance their career. However, when

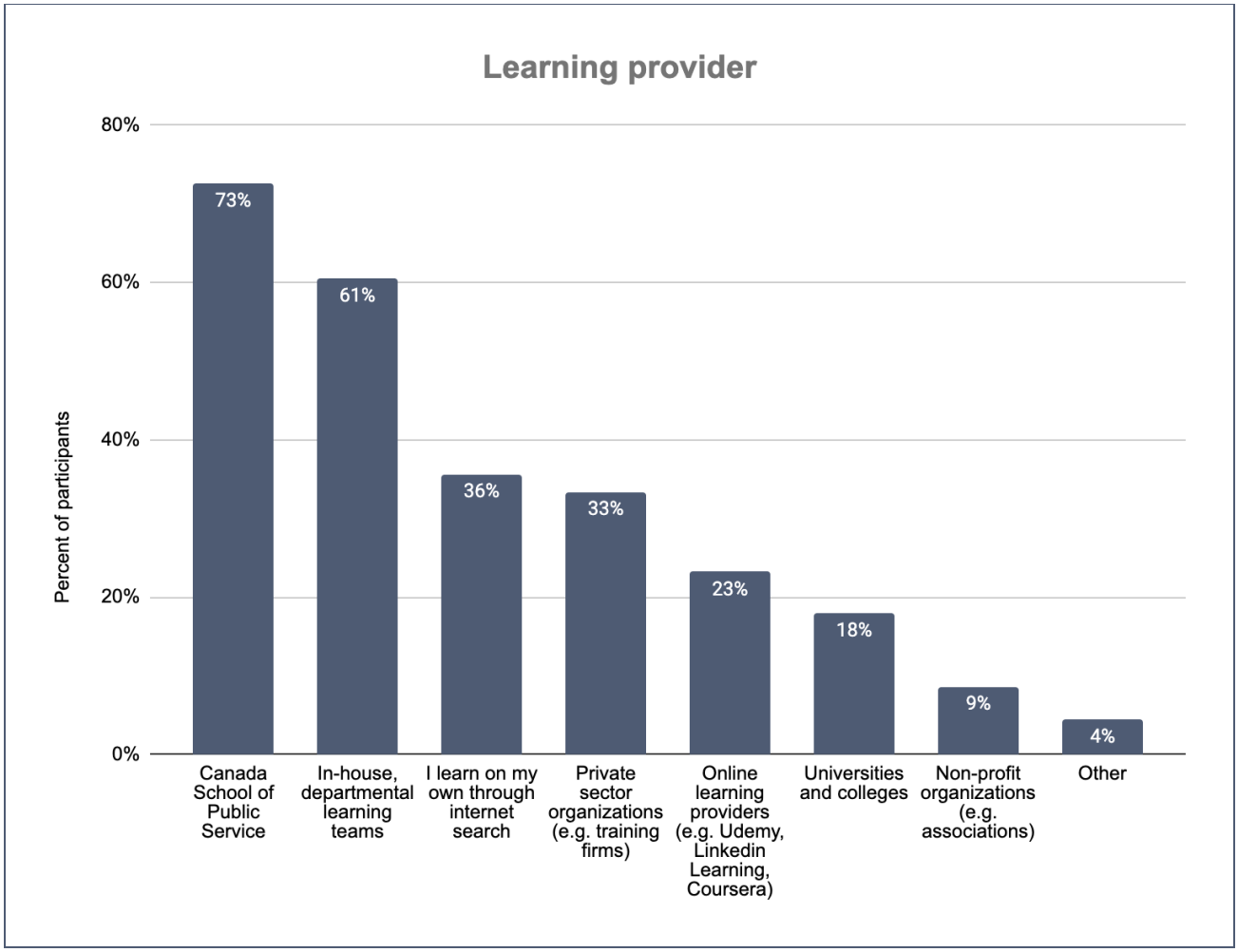
asked about additional learning needs or aspirations, participants showed interest in getting access to HR-recognized professional certifications to demonstrate employability.

Further analysis was performed to identify factors that influence participants' considerations for learning. Among many factors investigated, including age, years of service, gender, role and functional area, these were not found to have a clear influence on considerations for learning.

Learning Providers

Survey participants were asked who usually provides them with learning opportunities. Results showed that a higher percentage of participants received learning opportunities within the GC, where 73% of participants received learning from Canada School of Public Service, and 61% received learning from in-house departmental learning teams.

Participants showed that they were much less likely to seek learning opportunities outside of the GC, where 36% learned on their own through internet searches, and 33% learned from the private sector organizations. A low percentage of participants received learning through online learning providers (23%), university and colleges (18%) and non-profit organizations (9%).



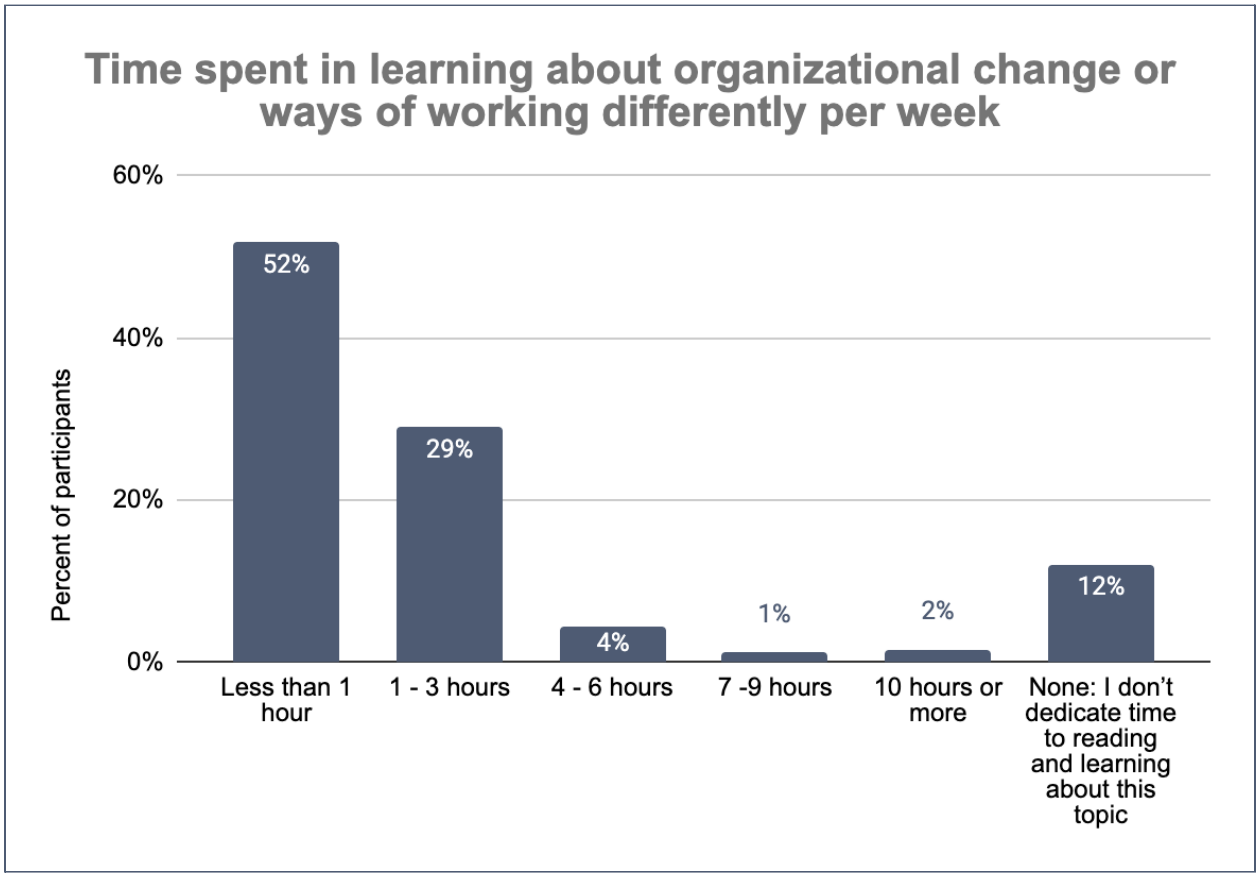
Barriers to Learning

Lack of Time

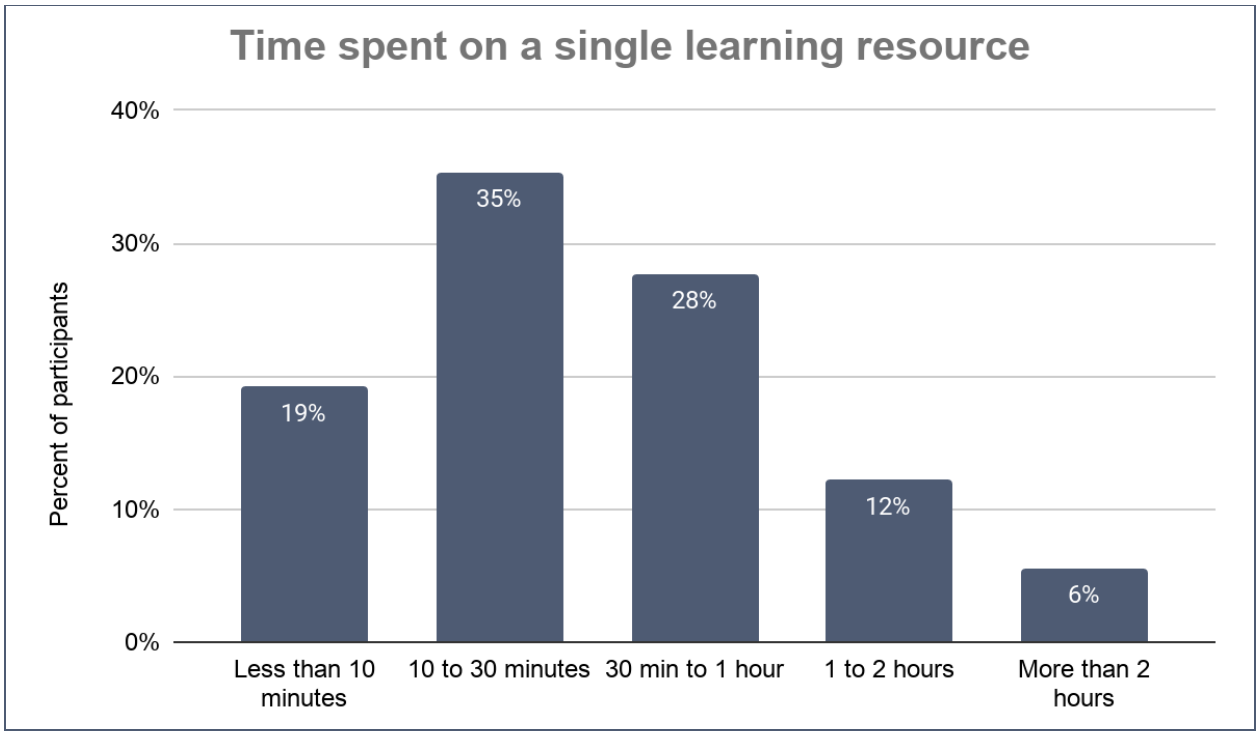
Results from the study indicated that 65% of participants identified lack of time as one of their obstacles for learning. Results from open-ended questions indicated that lack of time affects different phases on a learner journey, including:

- lack of time to understand what skill would be beneficial to do a job better;
- lack of time to research and seek out training and learning opportunities; and
- lack of time to do the actual training.

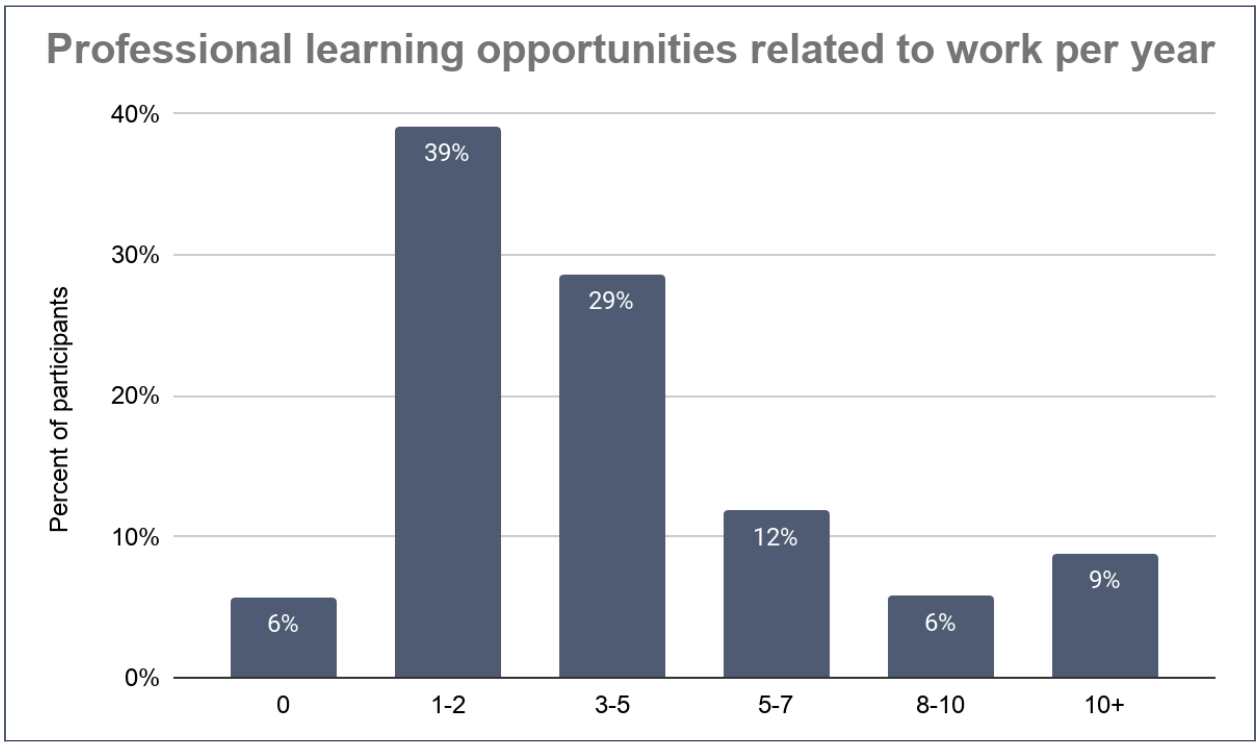
Fifty-two percent (52%) of participants reported spending less than one hour per week learning about organizational change or ways of working differently. Moreover, 29% of survey participants spend three hours or less per week.



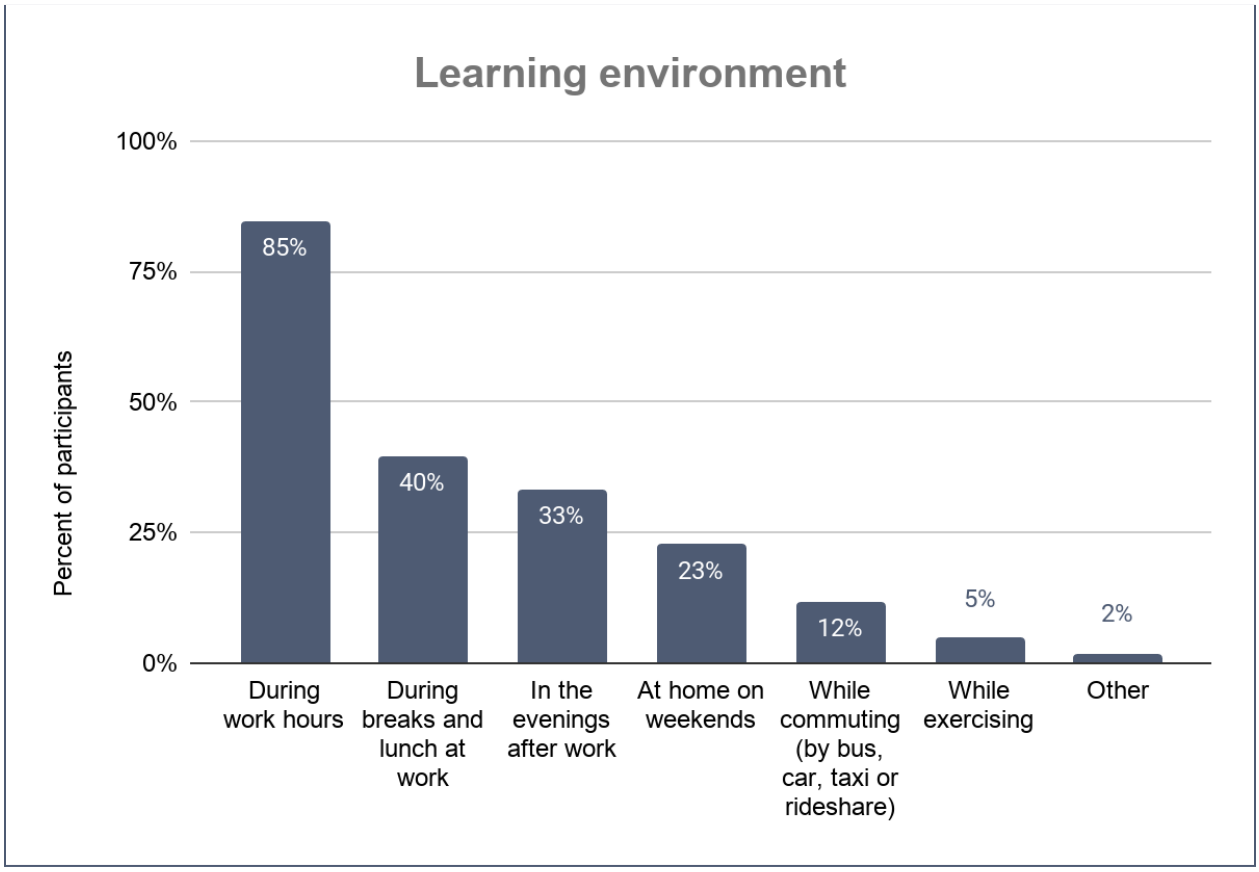
Survey participants were asked how much time they typically spent on a single learning resource (video, article, self-paced course, tutorial, etc.). More than half of participants (55%) said they spent 30 minutes or less on a single learning resource, with 20% spending less than 10 minutes and 35% spending between 10 and 30 minutes on a learning resource.



Participants were asked how many professional learning opportunities (e.g. courses, workshops or training) related to their work they participated in over the course of a year. Forty-five percent (45%) of participants reported to be attending two or fewer professional learning opportunities on average, in one year.

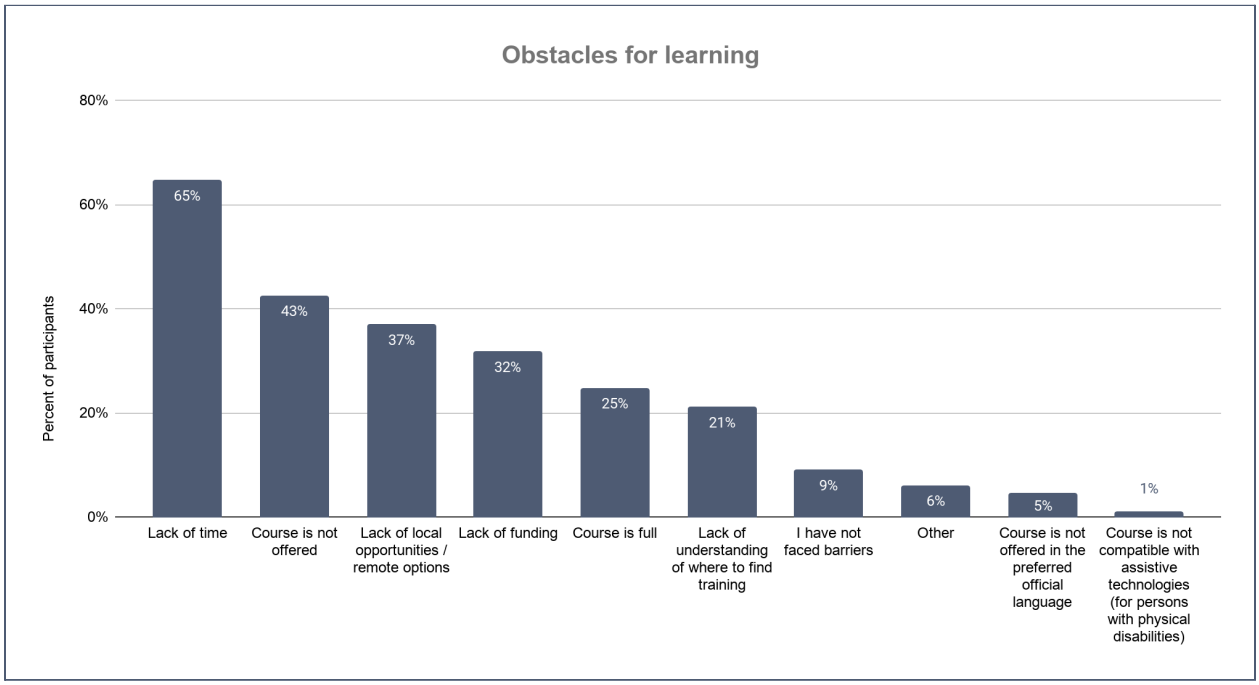


Survey participants were asked, in general, when and where they are most likely to stay informed to learn about trends that could affect their work. Eighty-five percent (85%) of participants reported to be learning about new ways of working during work hours, 40% learned during breaks and lunch at work, and 33% learned in the evenings after work.



Other Barriers

The study also looked at other obstacles for learning, where participants reported the following barriers, in addition to lack of time: no curriculum option (43%), lack of local/remote opportunities (37%), lack of funding (32%), course is full (25%), lack of understanding of where to find training (21%), official language (5%) and not meeting accessibility needs (1%).



Further analysis on results from open-ended questions was performed to understand the pain points of learners throughout their learning experience. Results showed that other major obstacles include:

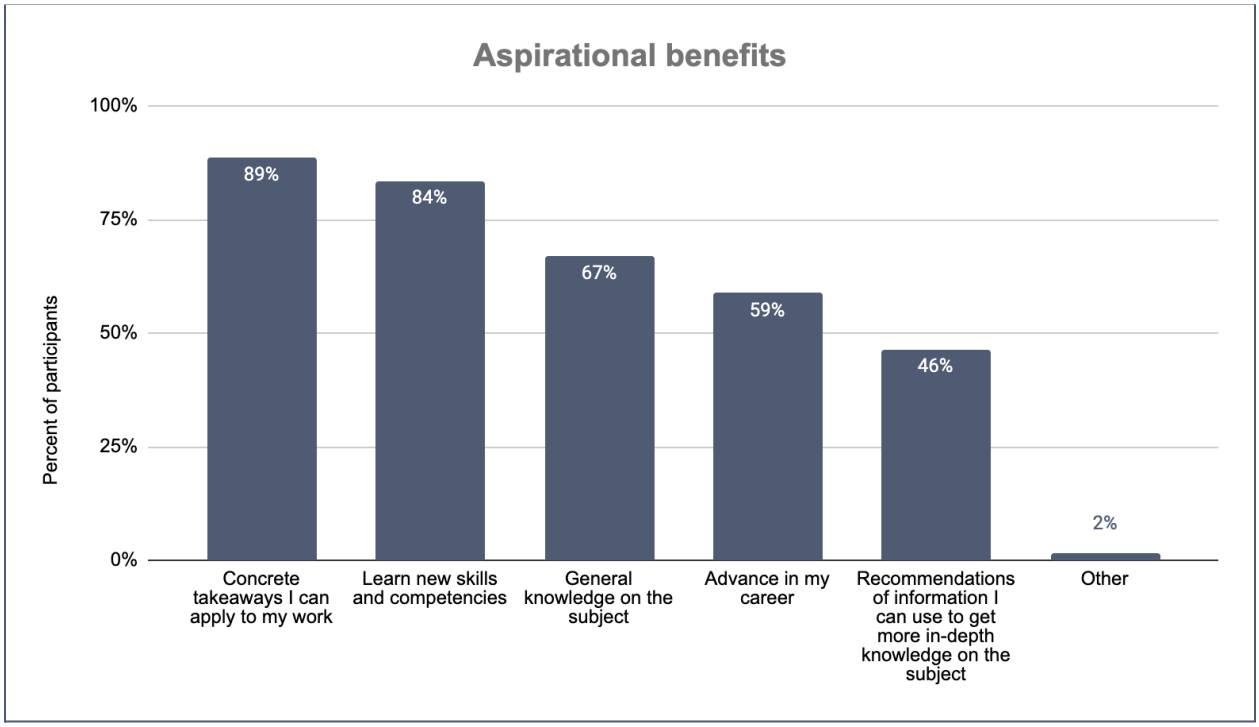
- Lack of support on identifying and prioritizing required skills for a specific role and advancing within that career path or reskilling for other career paths.
- Missing the registration deadline due to last-minute internal and cross-department promotion.
- Knowledge gained from learning products is not relatable to the context, including public sector, department, role, functional area and domain.
- Obtaining a certificate following the completion of a course or program is not considered to have an impact on career advancement.
- Digital infrastructure does not support the application of new knowledge.

Ideal Learning Experience

To gain a better understanding of the learners' needs, the study also looked at the ideal learning experience when a learning opportunity fits the learner requirements in terms of time allowance and work requirements.

Skill-Based Learning over Knowledge-Based Learning

Survey participants were asked what they generally hoped to gain from their learning experiences. Eighty-nine percent (89%) of participants reported concrete takeaways as one of their learning goals, followed by learning new skills and competencies (84%), general knowledge on the subject (67%), advancing my career (58%) and recommendations of in-depth knowledge (46%). These results indicate that participants are more interested in skill-based learning than knowledge-based learning.



Further analysis was performed to identify factors that influence participants' learning goals. Among many factors investigated (age, years of service, gender, role and functional area), no factor was found to clearly influence learning goals.

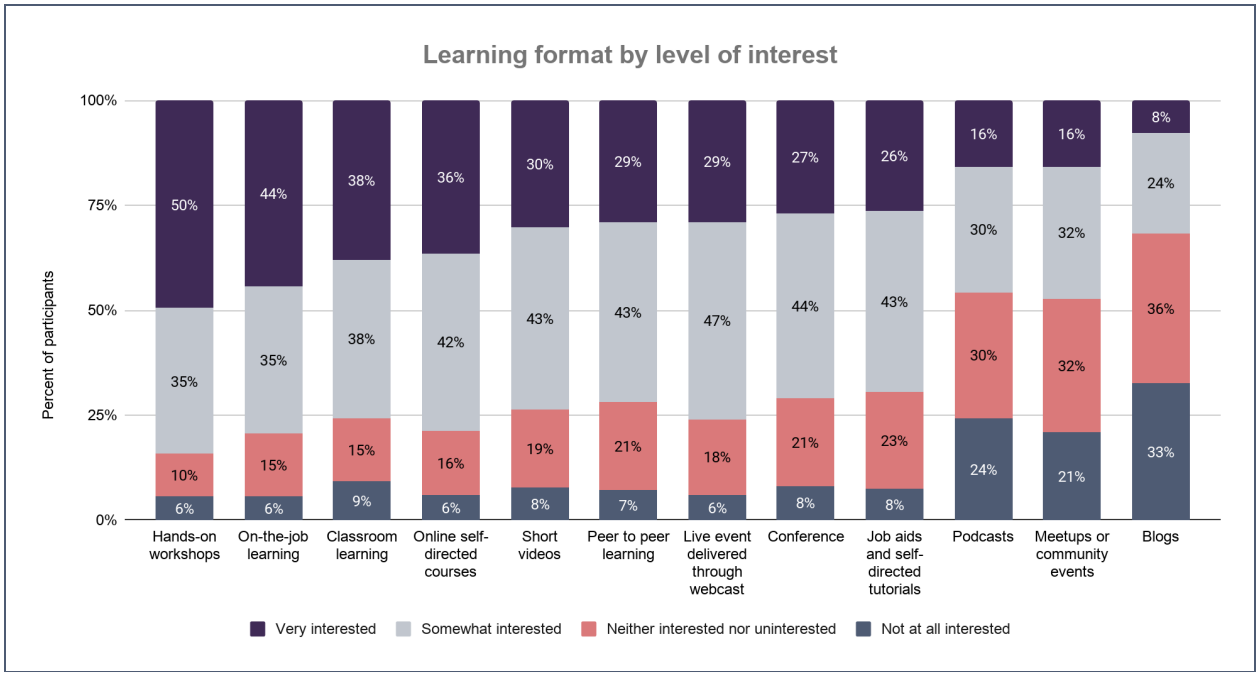
Selecting Learning Opportunities

The study showed that participants tend to select learning opportunities based on personal preferences, such as the topic covered, their prior level of knowledge on the subject and their accessibility needs, as opposed to looking at the type of format offered. Participants also showed a shared need for just-in-time learning, practical learning and getting support with a human touch.

Format Preferences

Although format is not the main consideration when selecting a learning opportunity, findings from the study showed various levels of interest for specific learning formats. Participants were asked to rate their level of interest for 12 learning formats, rating them from “very interested” to “not at all interested”. Participants demonstrated the following interest:

- High interest in formal and practical training, including hands-on workshops, on-the-job learning, online self-directed courses and classroom learning.
- Medium interest in self-directed learning resources, including short videos, job aids and self-directed tutorials.
- Medium-to-low interest in peer learning, including live events, peer to peer learning, conferences and meetups or community events.
- Low interest in bite-sized learning, including podcasts and blogs.



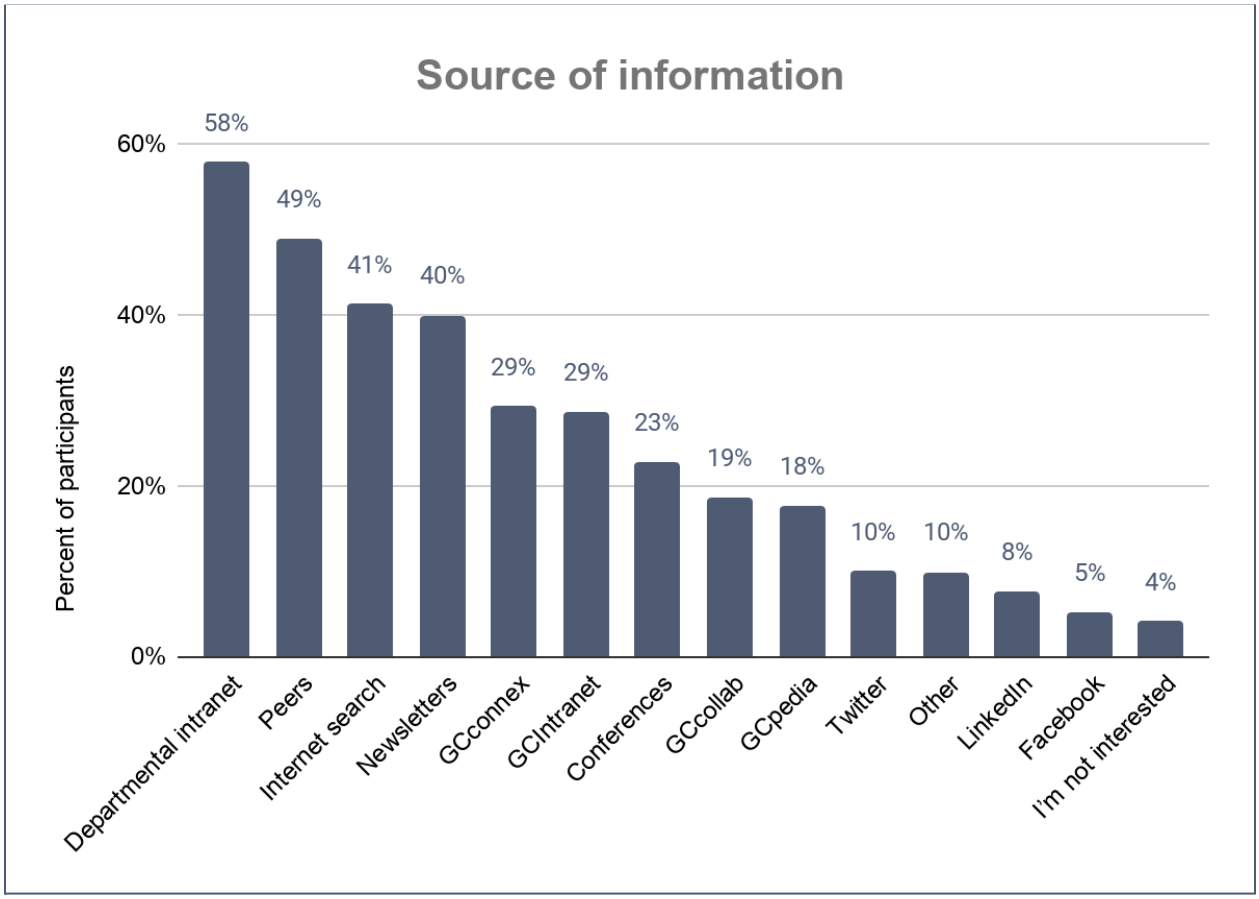
What types of learning experiences are you most interested in when it comes to your work with the government? (1=Not at all interested; 4=Very interested)

Information Sources

Survey participants were asked which media or source they used when they wanted to learn about what’s going on in the GC in relation to new ways of developing and delivering solutions. The top reported sources were departmental intranet (58%), peers (49%), internet search (41%) and newsletters (40%). The result indicates that the most popular sources are those that deliver information to the doorstep, that are low effort to access and that are GC-owned platforms.

Further analysis was performed to identify factors that have an effect on the media or sources used to stay informed about learning opportunities. Among many factors investigated (age,

years of service, gender, role and functional area), no factor was found to have a significant impact on participants' sources of information.



Expertise

Learning Advisor and Consultant

When participants were asked about their additional learning needs and aspirations, insights from qualitative responses showed that lack of time and support to identify and prioritize the skills they needed for their current or aspired role were identified to be pain points. Participants showed interest in better understanding what digital skills are important to their role and domain and accessing tailored and structured learning guidance.

For Practitioner, by Practitioner

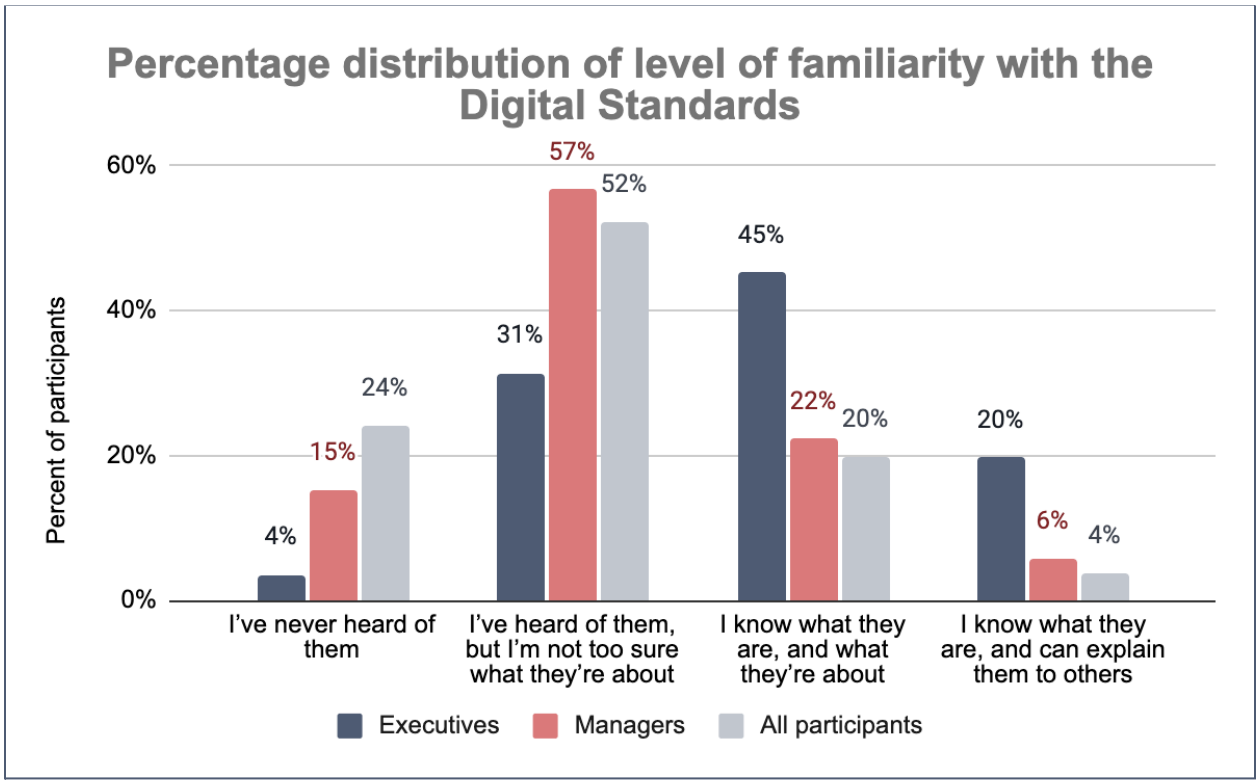
When asked about participants' additional learning needs and aspirations, insights from qualitative responses showed that participants give high importance to having learning support that includes some type of human interaction, regardless of the learning format. Participants mentioned wanting to have instructors, authors and content creators who are knowledgeable about the subject matter. They demonstrated interest in learning from working-level practitioners or leaders who have working experience in that functional area and who understand the context.

A Closer Look at Managers and Executives

To better understand certain user segments, the study took a closer look at the results from participants who identified themselves as managers (12.6%) and executives (2.9%). The section below compares the results from these two user segments to the overall results from all study participants.

The State of Digital

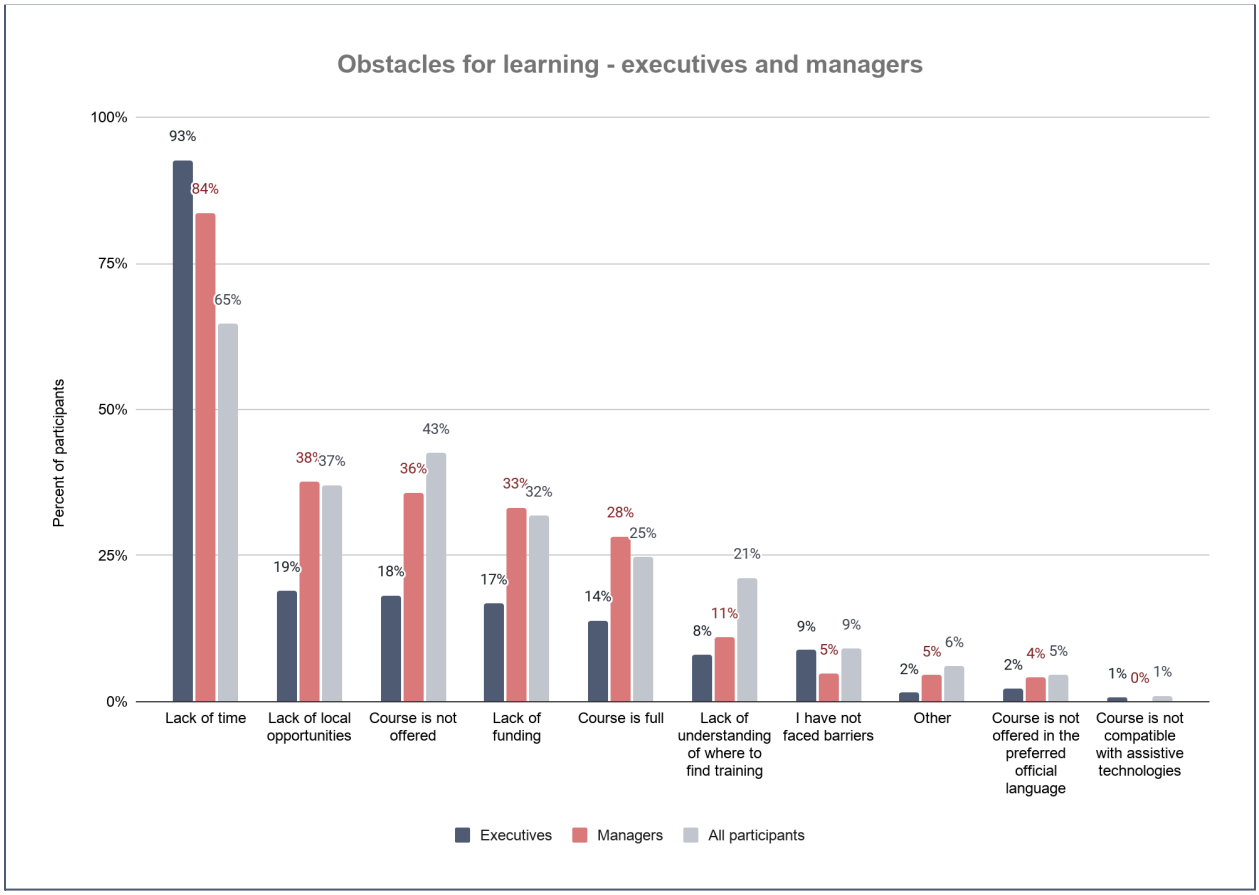
Participants in executive roles had an overall higher level of familiarity with the GC Digital Standards compared to those who are managers and compared to all participants. Looking at the percentage distribution, 65% of executives know what the Standards are, of whom 20% can also explain them to others. However, the study showed that only 28% of managers know what the Standards are about, with 6% of them who can explain it to others.



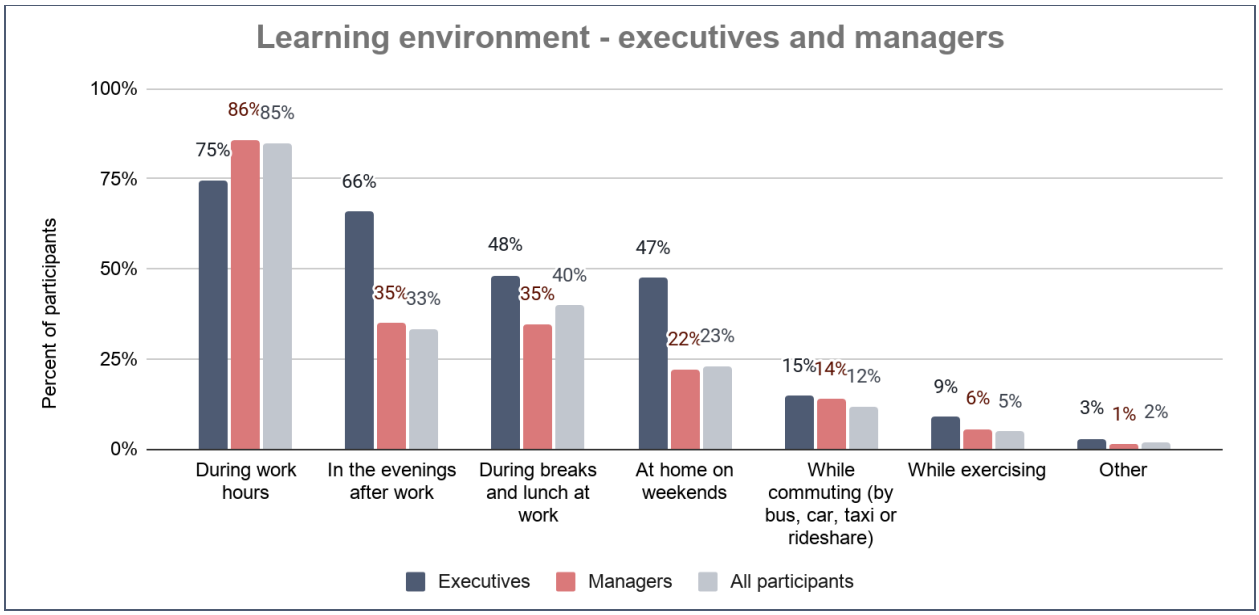
Compared to others, participants who are executives demonstrated an overall more positive attitude towards digital, where 66% of them believed in the importance of changing the way we work, while 43% of managers and 42% of all participants had the same attitude.

Obstacles to Learning

When comparing obstacles to learning amongst different user segments, it is especially true for executives and managers that lack of time is a key barrier for learning. Results showed that 93% of participants who are executives and 84% of participants who are managers reported lack of time as one of their obstacles for learning.

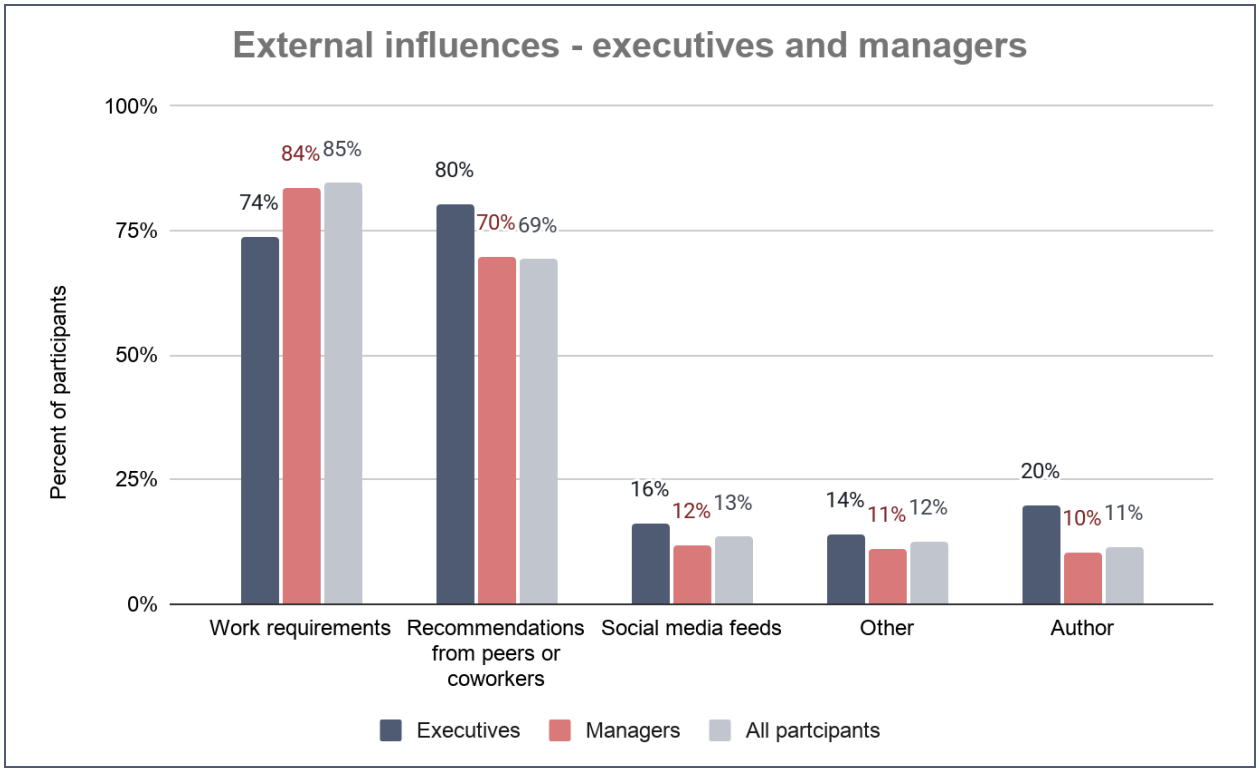


Results showed that participants who are executives were more likely to spend time learning in the evenings after work, during breaks and lunch at work and at home on weekends. They are, however, less likely to learn during work hours compared to managers and all participants.



Influencing Factors

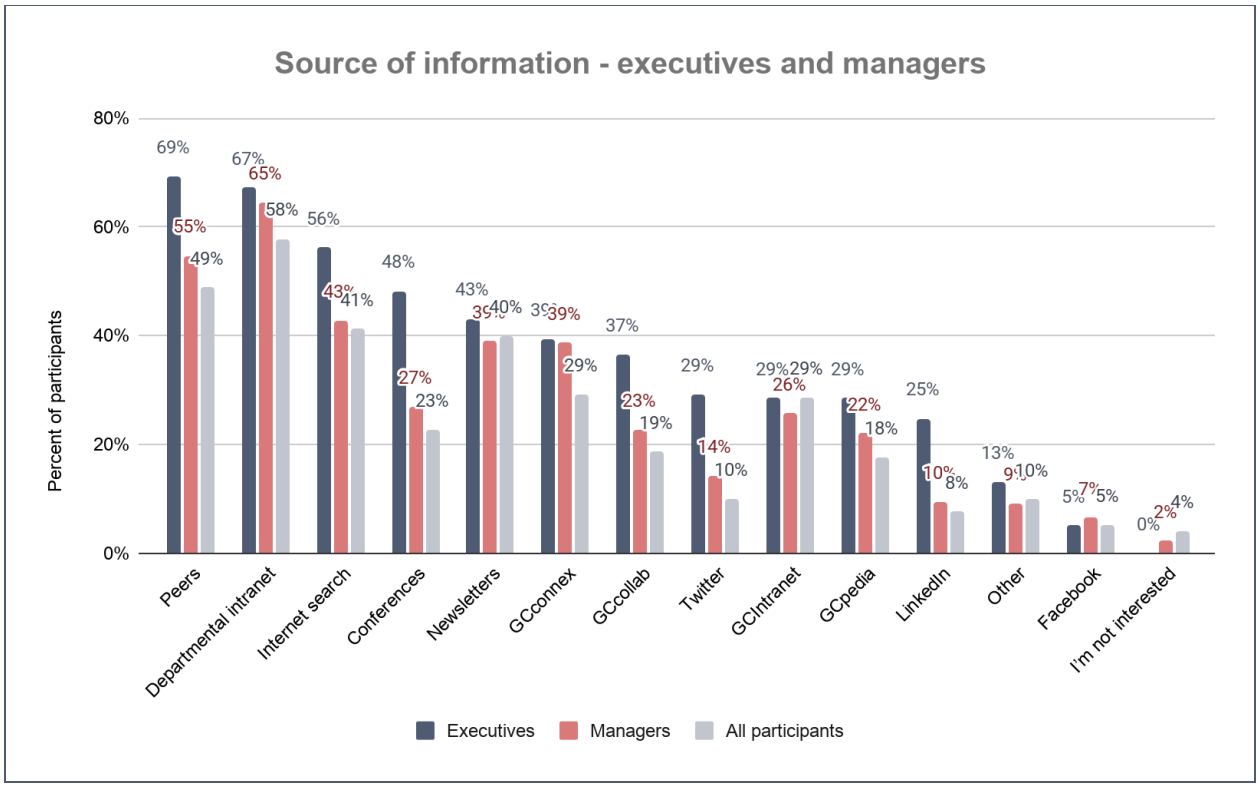
When asked about what factors influenced their choice of learning in the past, the 80% of participants who are executives reported that recommendations from peers or coworkers was the top consideration, followed by work requirements (74%). Similarly, the top influencing factors for participants who are managers and all participants was work requirements (84% and 85%), followed by recommendations from peers or coworkers (70% and 69%).



Source of Information

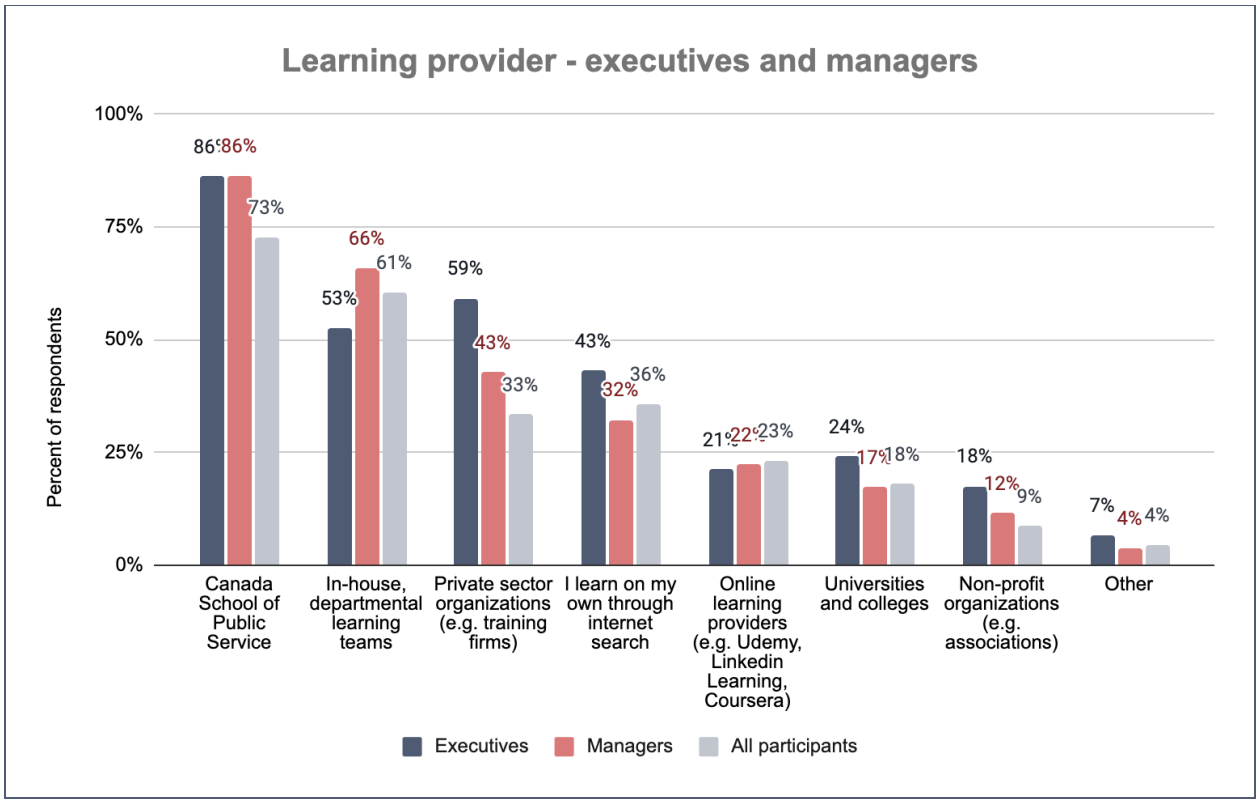
The study showed that, compared to all participants, those who are in manager and executive roles are more inclined to use a variety of information sources (from GC and non-GC platforms), to learn about what's going on in the GC related to new ways of developing and delivering solutions.

Compared to managers and all participants, participants who are executives are also much more likely to receive information from conferences, Twitter and LinkedIn. The results indicate that participants who are in the executive role may be more proactive in seeking information, while other participants tend to prefer having information delivered to the doorstep, that require a low level of effort to access and that are available on a GC-owned platform.



Learning Provider

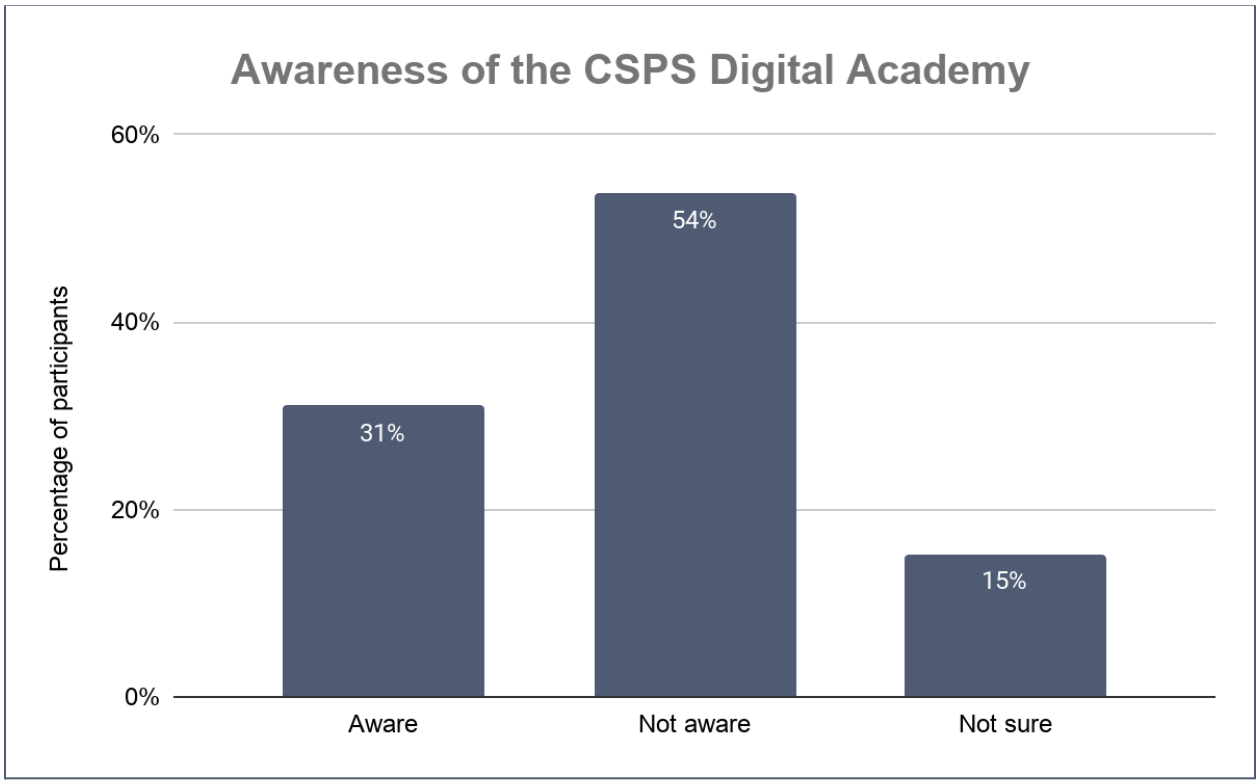
Results from the study showed that participants who are executives primarily use the CSPS as their main provider for learning (86%), however, compared to other participants, they are more likely to take courses from the private sector (59%), with fewer executives noting lack of funding as a barrier to learning (see: obstacles for learning).


Learning provider - executives and managers
Percent of respondents
100%
75%
50%
25%
0%
86%
86%
73%
53%
66%
61%
59%
43%
33%
43%
32%
36%
21%
22%
23%
24%
17%
18%
18%
12%
9%
7%
4%
4%
Canada School of Public Service
In-house, departmental learning teams
Private sector organizations (e.g. training firms)
I learn on my own through internet search
Online learning providers (e.g. Udemy, Linkedin Learning, Coursera)
Universities and colleges
Non-profit organizations (e.g. associations)
Other
Executives
Managers
All participants

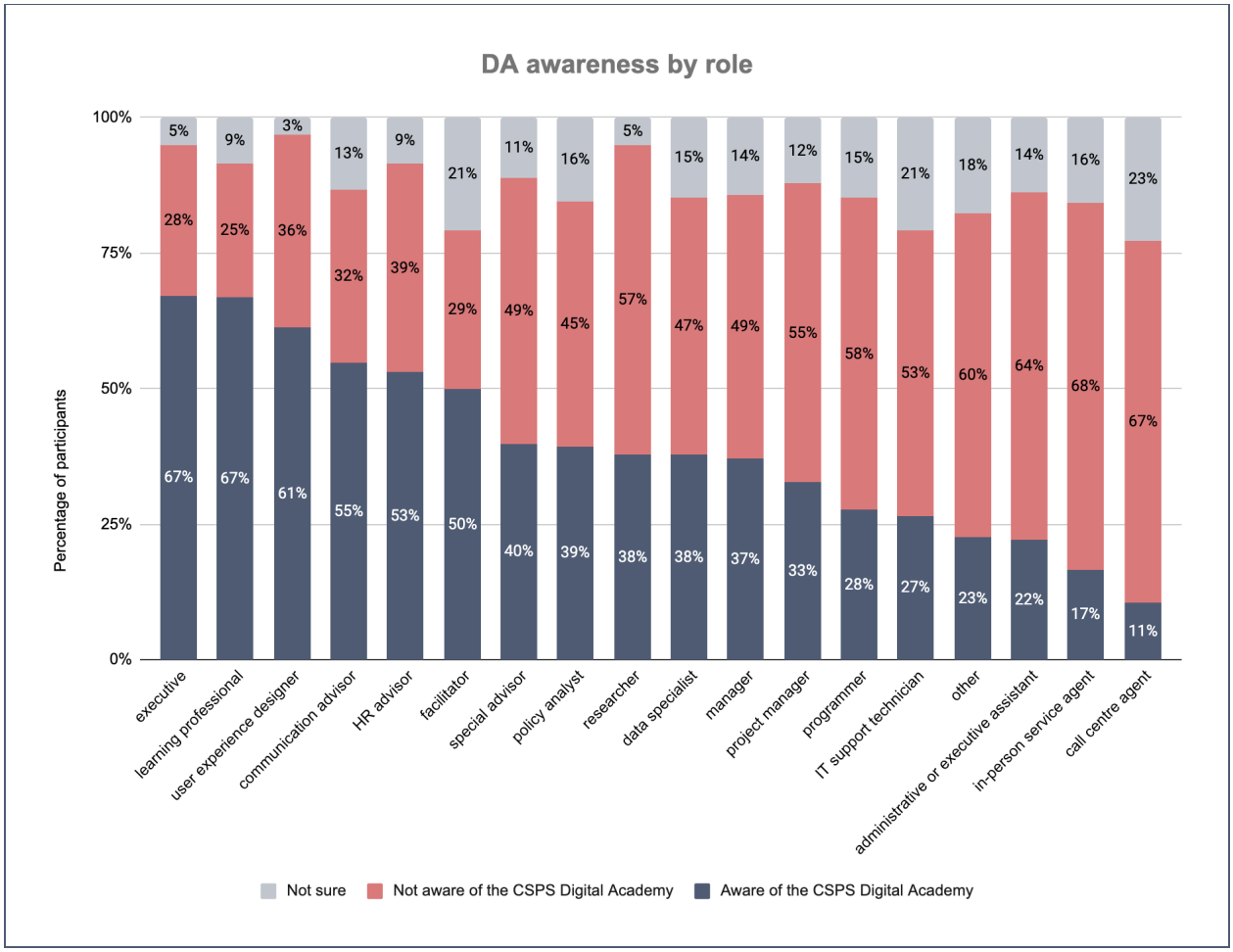
CSPS Digital Academy

Awareness of CSPS Digital Academy

The study looked at the level of awareness of the CSPS Digital Academy amongst participants. Overall, 31% of the participants reported that they were aware of the CSPS Digital Academy, while 54% of the participants reported that they were not.

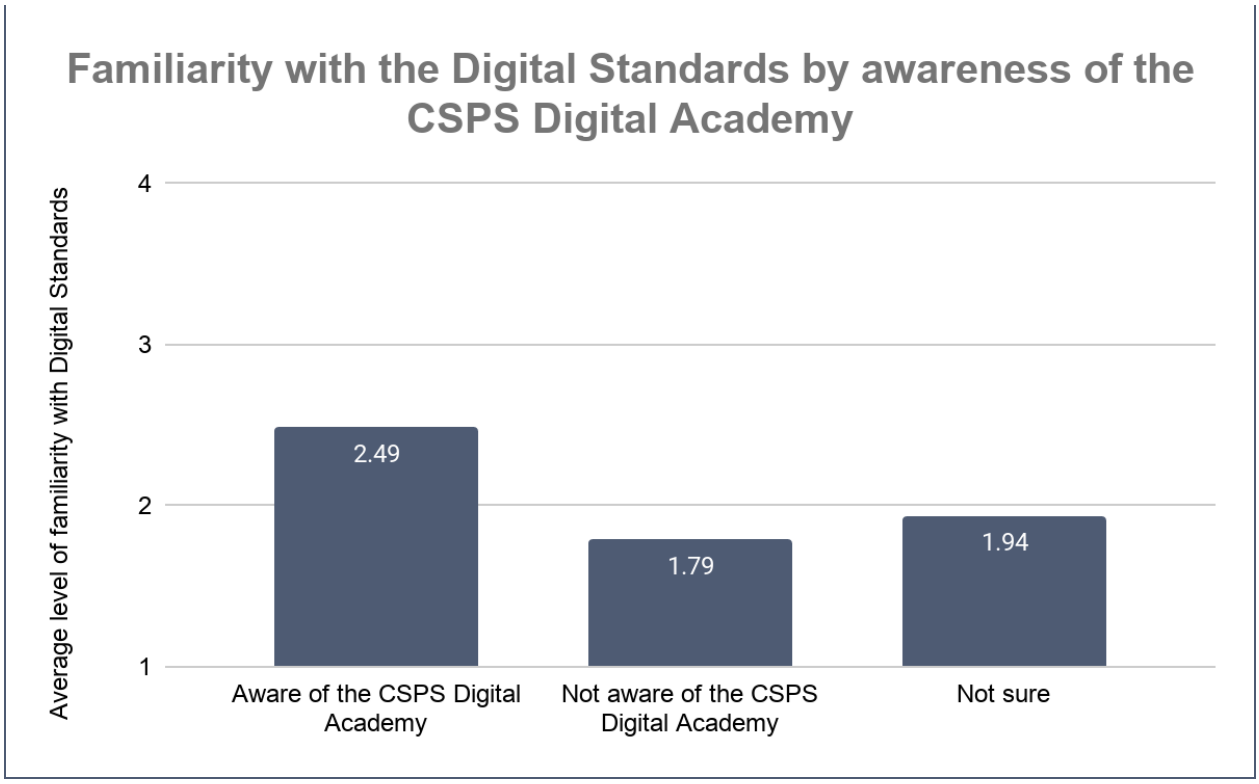


When looking at the CSPS Digital Academy awareness by participants' roles, more than two thirds of participants who are executives and who are learning professionals reported to be aware of the CSPS Digital Academy (67% each).



Relation between Familiarity with GC Digital Standards and CSPS Digital Academy Awareness

To investigate whether there is a relation between familiarity with GC Digital Standards and awareness of the CSPS Digital Academy, the study looked at the average level of familiarity of the Standards by level of awareness of the Academy. Results showed a strong relationship between the two, where participants who were aware of the Academy were more likely to be familiar with the Standards.



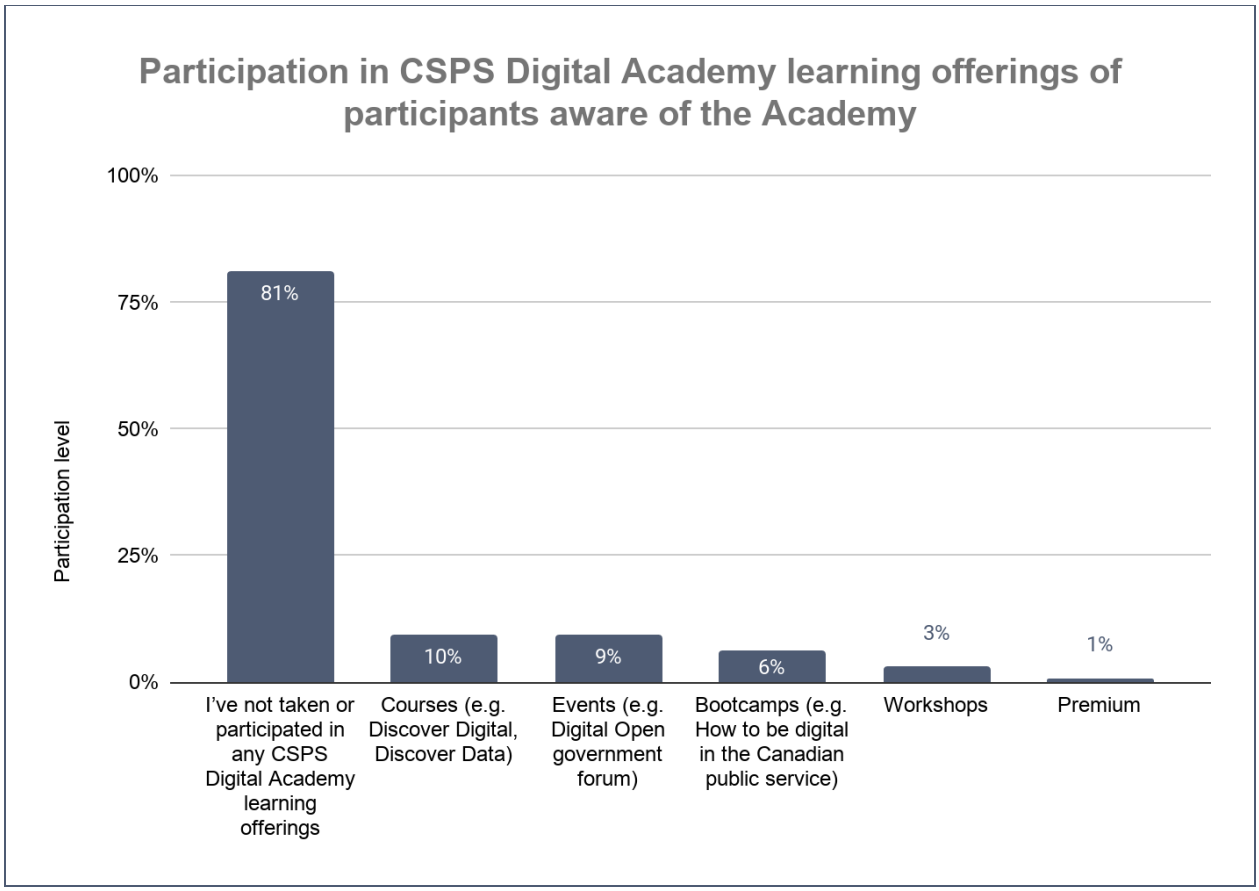
How familiar are you with the Government of Canada Digital Standards? (1=I've never heard of them; 4=I know what they are, and can explain them to others)

Findings from Participants Aware of the CSPS Digital Academy

The study looked more specifically at some key findings from participants who indicated being aware of the CSPS Digital Academy (31%).

Learner Conversion

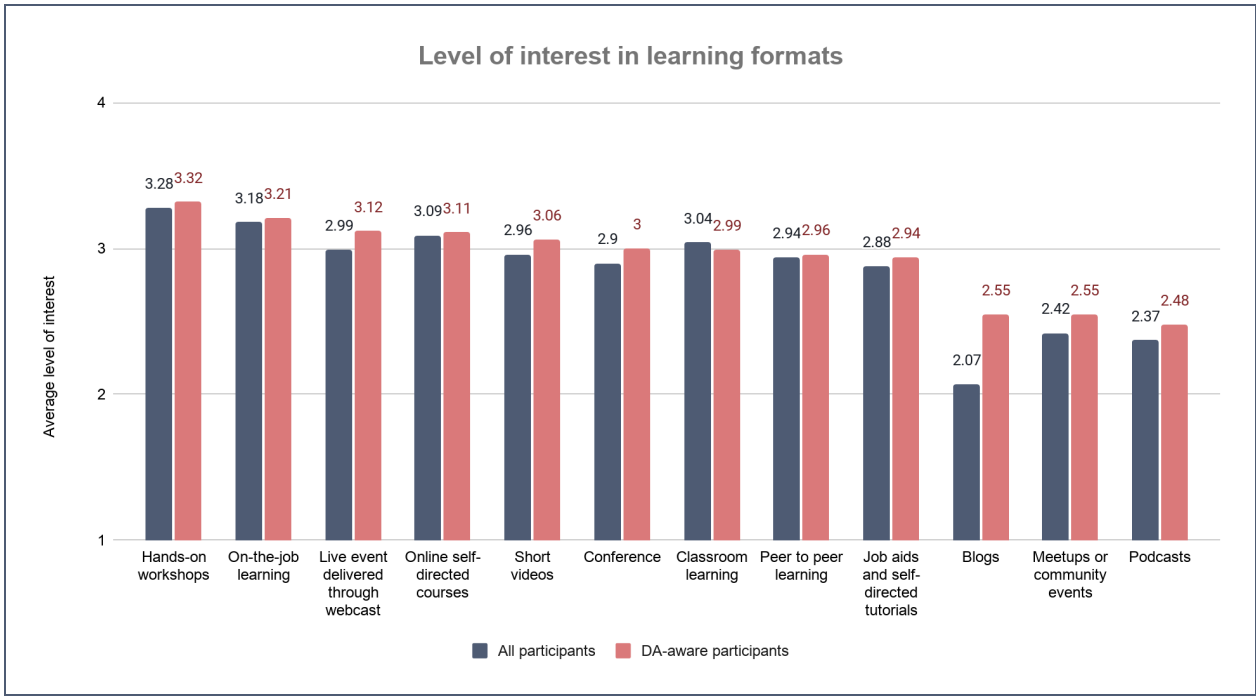
Results from the study showed that 81% of those aware of the Academy had not taken or participated in any CSPS Digital Academy learning products.



Which of the following CSPS Digital Academy learning offerings have you taken/participated in? Select all that apply*

Preferred Learning Formats

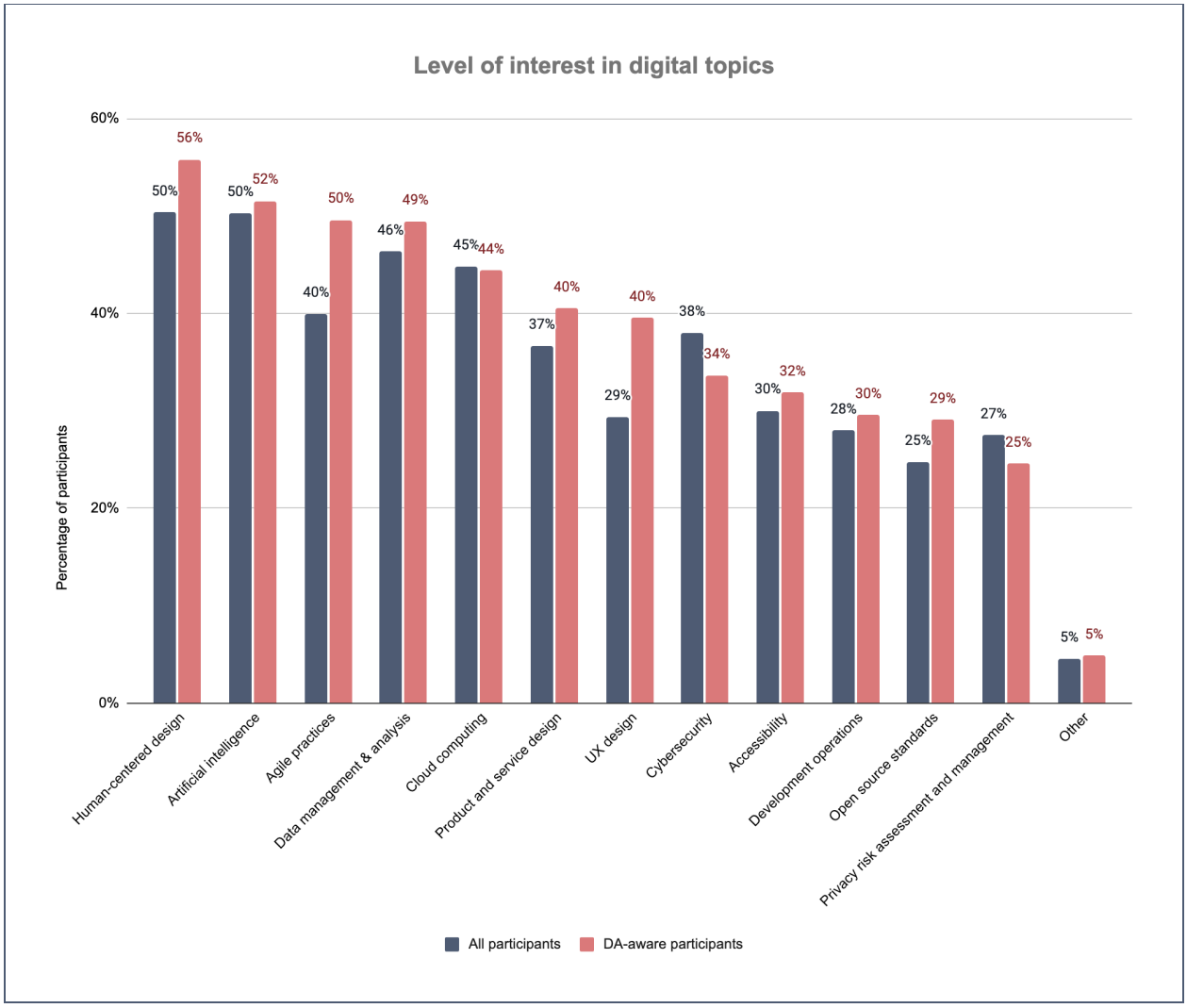
Overall, participants who were aware of the Academy had a higher level of interest in all learning formats, with the exception of classroom learning. Like for all participants, those aware of the Academy reported a higher general interest in hands-on workshops and on-the-job learning.



What types of learning experiences are you most interested in when it comes to your work with the government? (1=Not at all interested; 4=Very interested)

Topics of Interest

When looking at the level of interest in digital topics from participants who were aware of the CSPS Digital Academy, the most significant difference observed was the higher interest in agile practices (50% of those aware, compared to 40% for all participants) and user experience design (40% of those aware, compared to 29% for all participants). In general, those aware of the Academy showed a slightly higher level of interest in all topics, with the exception of cloud computing and cyber security. Human-centered design and artificial intelligence were found to be the top reported interests amongst all participants, including those aware of the Academy, compared to other topics.

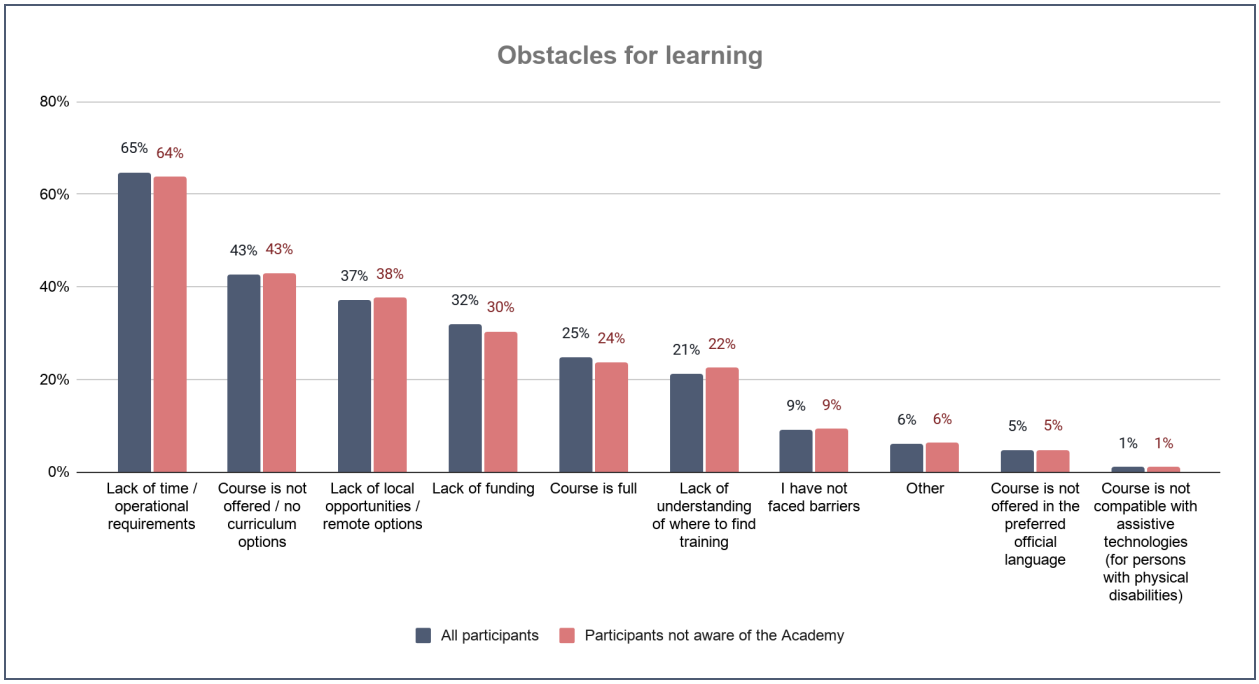


Findings from Participants Who Were Not Aware of the CSPS Digital Academy

The study looked more specifically at some key findings from participants who indicated that they were not aware of the CSPS Digital Academy.

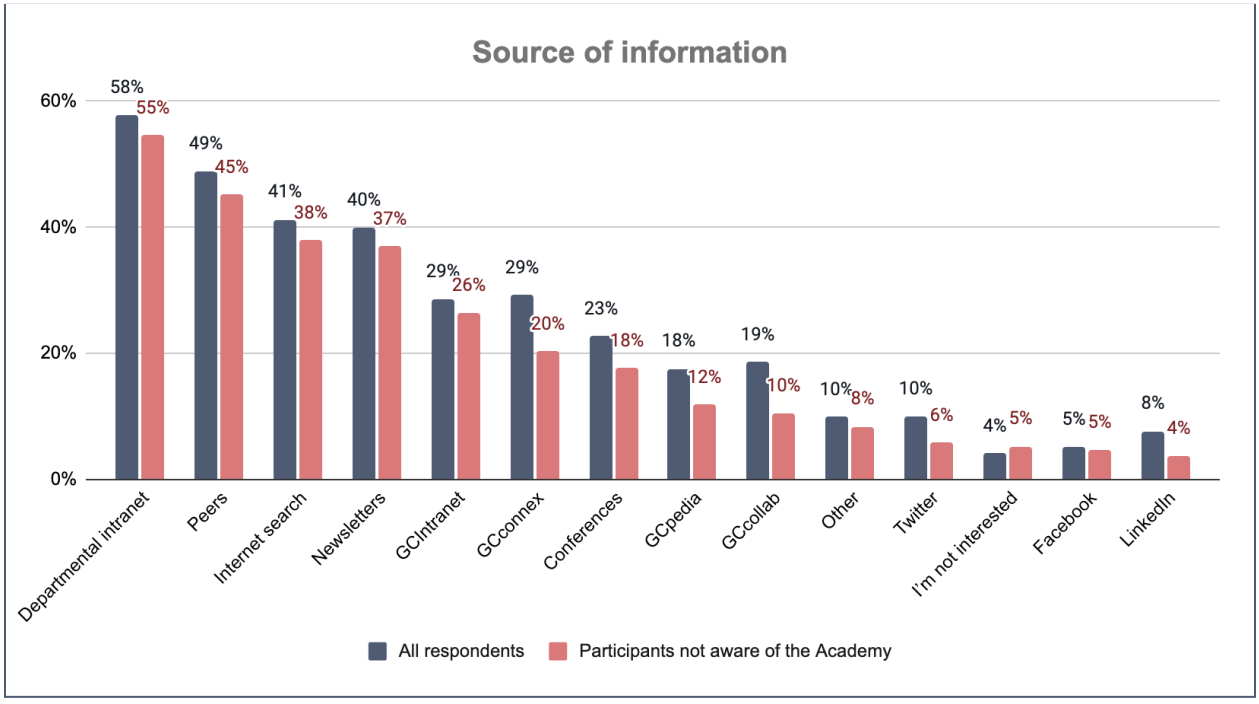
Obstacles to Learning

When looking at participants who were not aware of the CSPS Digital Academy (54%), lack of time remained the top reported obstacle for learning (64%).



Source of Information

When looking at the media and sources of information used to find information about what's going on in the GC, there are only minor differences between those not aware of the Academy and all participants. Those not aware of the Academy refer to their departmental intranet (55%), peers (45%), internet searches (38%) and newsletters (37%) as the most commonly used sources of information.

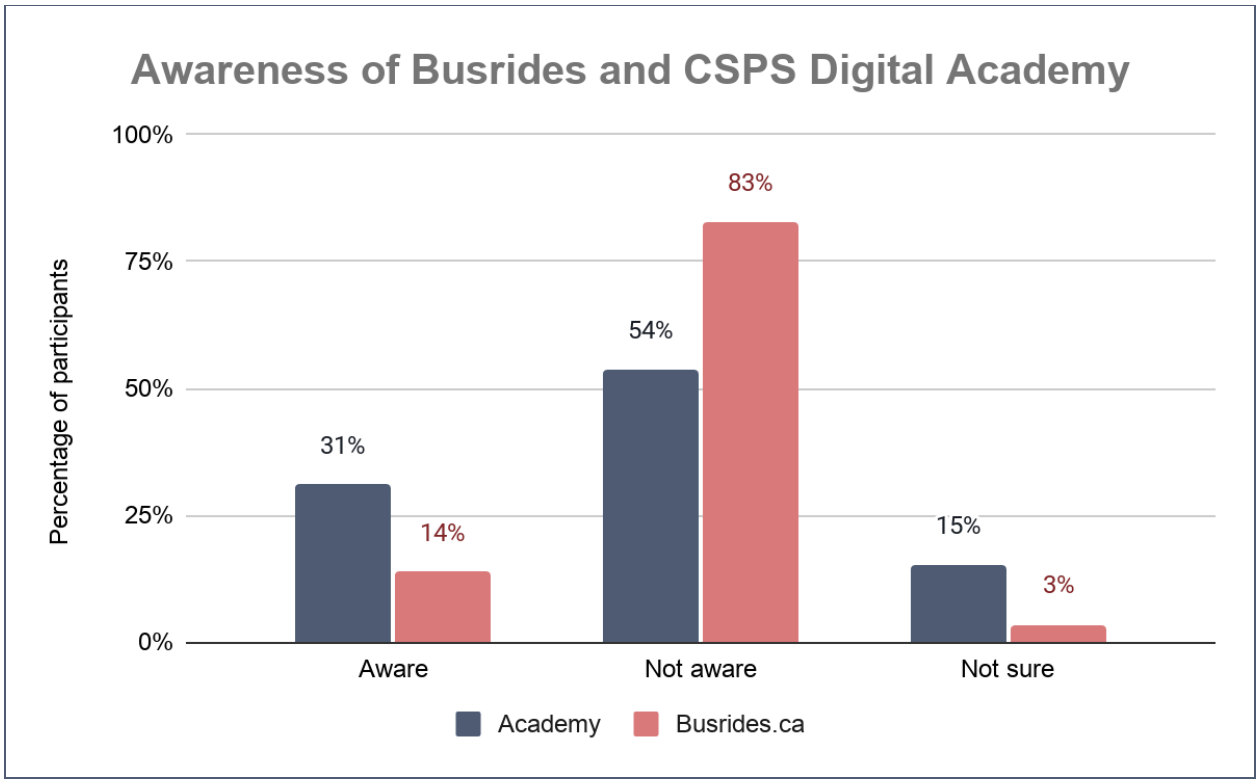


Busrides

One of the research goals from this 2020 *Shape your Learning* survey was to gather new information on the use and learning preferences of learners, as it relates to Busrides[1]. In the fall of 2019, a user research study was conducted in which over 300 public servants completed an online survey. The study helped to determine how Busrides could provide a unique learning experience that raised digital awareness in the GC context. The 2020 study builds on the research conducted in 2019. Learn more about the 2019 user search on the Busrides About Us page.

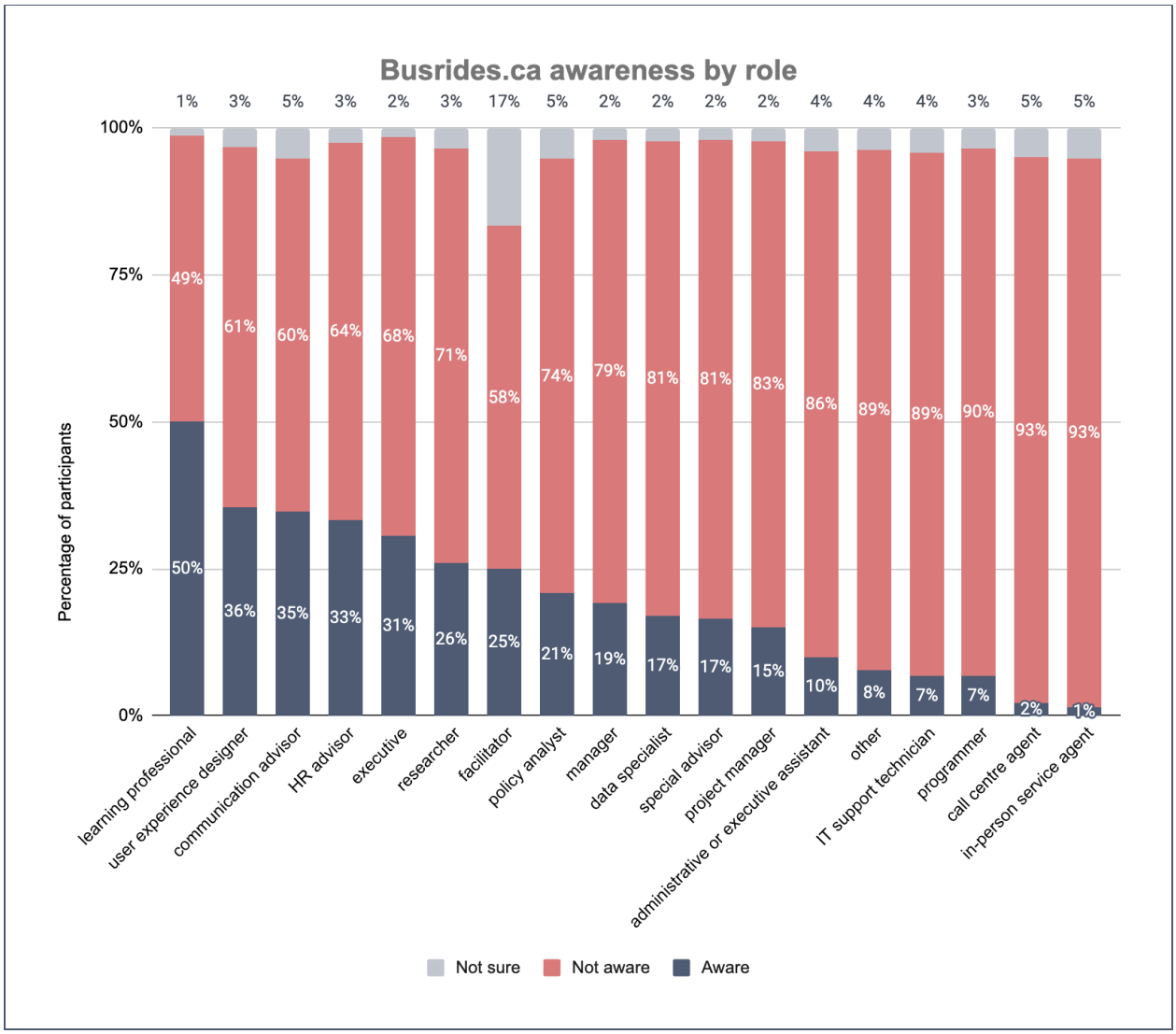
Awareness of Busrides

The study looked at the participants' level of awareness of Busrides.ca. Results showed that 14% of participants had heard about Busrides.ca before, while 83% reported that they had not. When compared to the level of awareness of the CSPS Digital Academy (31%), participants had a lower awareness of Busrides.ca (14%).



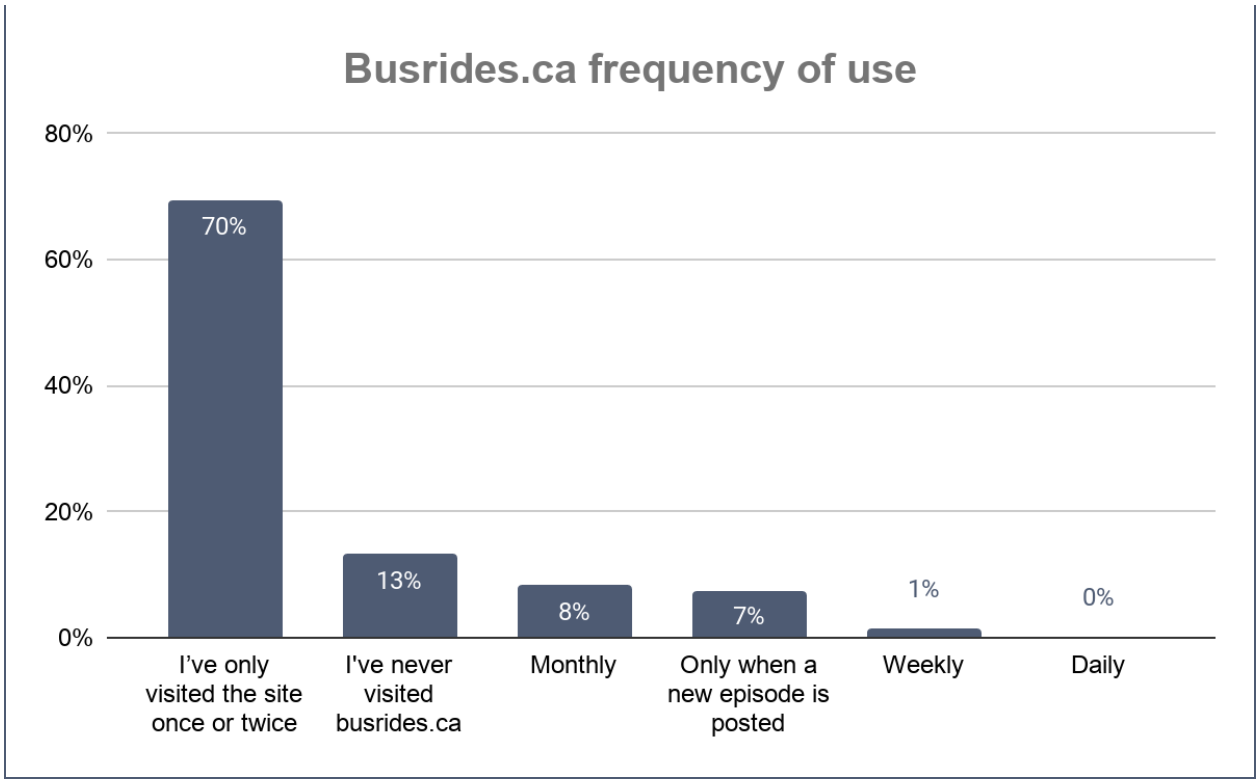
The study also looked at the awareness of Busrides.ca by participants' role. Participants who identified as learning professionals were the group with the highest level of awareness of Busrides.ca, with 50% being aware.

[1] A transition plan is in place to host Busrides under a formal Government of Canada umbrella.



User Retention

Participants were asked how often they visited the Busrides.ca site. Results showed that among the 13% of survey participants who were aware of Busrides.ca, 70% of them had only visited the site once or twice.



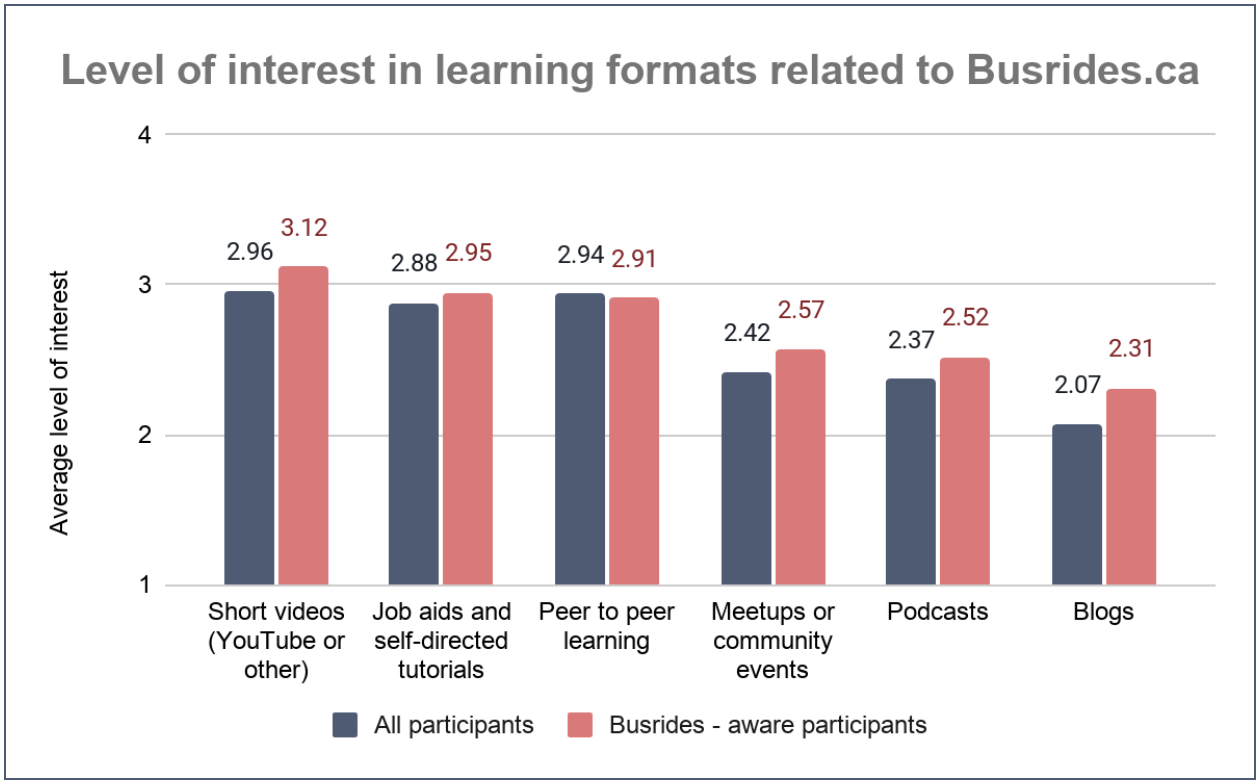
Relevance to Work

Results from the study showed that relevance to work is noticeably important when they considered training in the past, with 93% of participants reporting this as their main consideration.

When asked about additional learning needs or aspirations, insights from the open-ended question showed that participants did not know how content in broad digital areas relates to their day-to-day work, within the GC context. They wanted to better understand how each Busrides episode would fit their levels of learning and help them with their work.

Learning Format

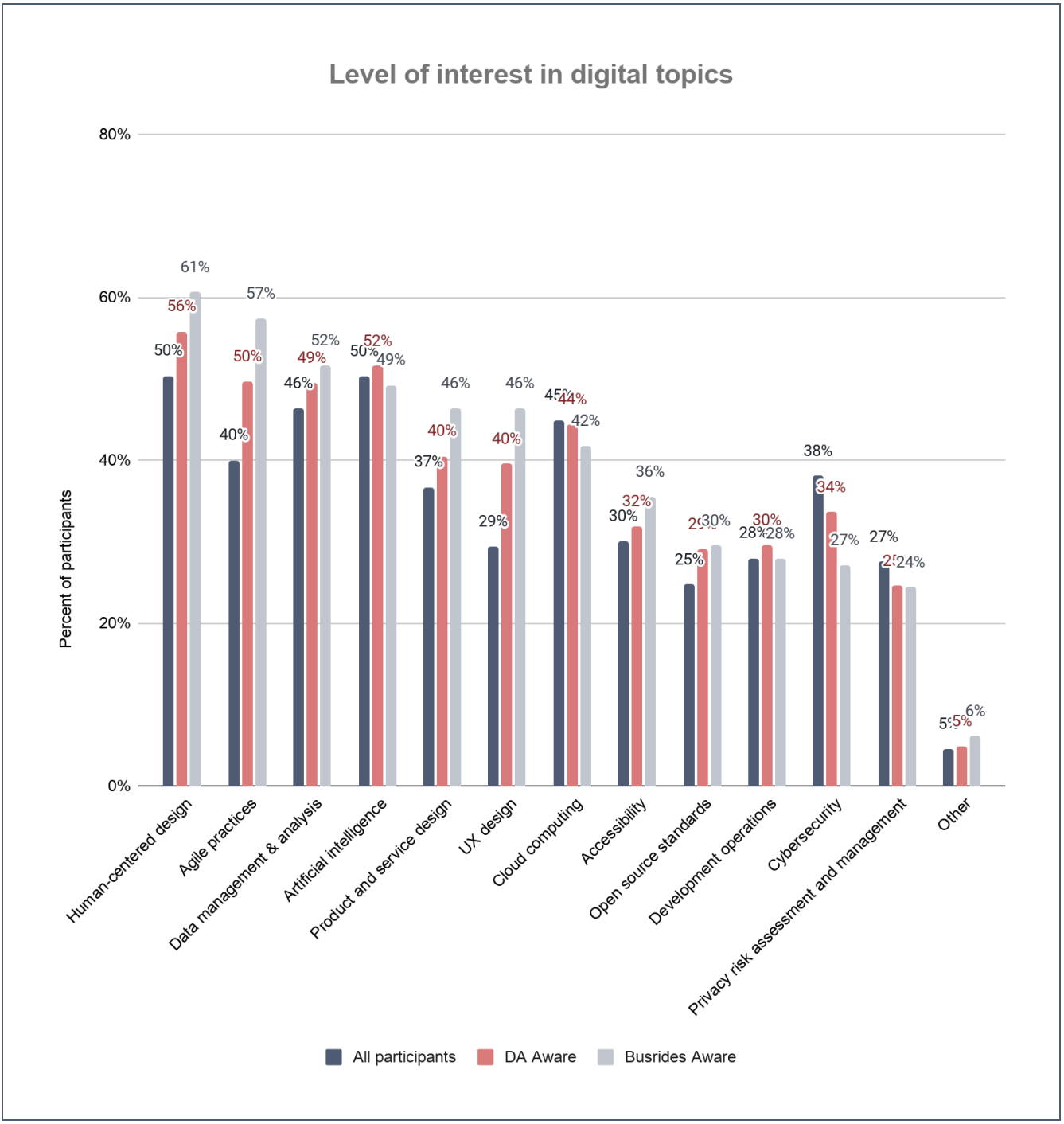
When considering learning formats related to Busrides.ca, such as self-directed resources, bite-sized learning and peer learning, 14% of participants who were aware of Busrides demonstrated a higher level of interest in short videos (3.12/4) and job aids and self-directed tutorials (2.95/4) formats. Blogs received the least interest (2.31/4).



What types of learning experiences are you most interested in when it comes to your work with the government? (1=Not at all interested; 4=Very interested)

Topics of Interest

Participants were asked what areas they would be the most curious to learn about. The top five reported topics of interest among the 14% of participants who were aware of Busrides.ca were human-centered design (61%), agile practices (57%), data Management and analysis (52%), artificial intelligence (50%) and product and service design (46%).



Additional Needs and Aspirations

As part of the survey, participants were asked about their additional learning needs or aspirations. Insights from the open-ended question revealed the following pain points and learning needs associated with Busrides.

Pain points:

- Lack of support to identify and prioritize the skills needed, and not knowing where to start nor how blogs would help.
- Difficulty relating to the brand or to memorize a non-GC branding.
- Lack of dedicated and predictable Busrides presence in other communities and communication channels.
- Too many platforms.
- Lack of time to learn.
- Not knowing if new content has been released.
- Inability to recall how to go back to Busrides.

Needs:

- Ability to find, access and revisit the Busrides site with low effort.
- Ability to receive updates on new content.
- Understanding of how bite-sized content would fit as part of learning requirements and help in day-to-day work within the GC context.

Conclusion

This report discussed digital mindsets, digital literacy, and learning habits, preferences and interests of public servants.

Key takeaways:

- The quantitative and qualitative data analysis from the research results revealed that the majority of participants have an overall positive attitude towards digital, foundational knowledge on digital topics and low familiarity with GC Digital Standards. There is significant room to provide guidance to learners with lower digital knowledge and provide them with actionable steps to help them learn about and adopt new ways of working.
- There is significant room to increase the visibility of CSPS Digital Academy products via a streamlined product presence and communications delivered to public servants' doorsteps using a variety of communication channels, with a specific focus on GC-owned platforms.
- The learning journey consists of setting goals, seeking opportunities, taking on learnings and further practising. To help learners succeed in changing the way they work, learning providers need to help learners succeed throughout every step of their learning journey and create a seamless end-to-end experience.
- Lack of time was shown to be a key obstacle for learning. Work requirements and relevance to work were also shown to be key considerations when taking training. These insights indicate there is significant room to help public servants better manage their learning progress and balance operational requirements and learning.

This survey will be used as a benchmark to identify trends and changes in the digital knowledge, skills and awareness levels of public servants. Results and comments from survey participants will also help inform the CSPS Digital Academy strategic plan and be used as building blocks for enhancing and developing new learning products.

Annexes

Annex 1: Demographic Profile of Survey Participants

Responses by Organization	Study Participants
CRA - Canada Revenue Agency	2,083
ESDC - Employment and Social Development Canada	1,178
ECCC - Environment and Climate Change Canada	184
IRCC - Immigration, Refugees and Citizenship Canada	131
DFO - Fisheries and Oceans Canada (Partner Department)	114
DND - Department of National Defence (Partner Department)	109
CFIA - Canadian Food Inspection Agency	82
INFC - Infrastructure Canada (Partner Department)	81
CSPS - Canada School of Public Service	67
PSPC - Public Services and Procurement Canada (Partner Department)	55
SSC - Shared Services Canada (Partner Department)	55
GAC - Global Affairs Canada	54
LAC - Library and Archives Canada	53
StatCan - Statistics Canada	46
ISED - Innovation, Science and Economic Development Canada (Partner Department)	43
CBSA - Canada Border Services Agency (Partner Department)	40
AAFC - Agriculture and Agri-food Canada (Partner Department)	34
CGC - Canadian Grain Commission	34
PS - Public Safety Canada	29
HC - Health Canada	27
ISC - Indigenous Services Canada	27
PSC - Public Service Commission	25
CSC - Correctional Service Canada	23
TBS - Treasury Board Secretariat	22
RCMP - Royal Canadian Mounted Police	14
VAC - Veterans Affairs Canada	13
CIRNAC - Crown-Indigenous Relations and Northern Affairs Canada	12
TC - Transport Canada (Partner Department)	12
JC - Department of Justice Canada	9
N/A	9

NRCan - Natural Resources Canada (Partner Department)	8
NRCC - National Research Council Canada	7
PCH - Canadian Heritage	7
WAGE - Women and Gender Equality Canada	6
CSE - Communications Security Establishment	6
PMPRB - Patented Medicine Prices Review Board	6
PCO - Privy Council Office	5
OCI - Office of the Correctional Investigator	5
PPSC - Public Prosecution Service of Canada	5
NSERC - Natural Sciences and Engineering Research Council	4
CED - Canada Economic Development for Quebec Regions	4
PHAC - Public Health Agency of Canada	3
FedDev Ontario - Federal Economic Development Agency for Southern Ontario	3
OPC - Office of the Privacy Commissioner of Canada	3
OSFI - Office of the Superintendent of Financial Institutions	3
ACOA - Atlantic Canada Opportunities Agency	2
CAS - Courts Administration Service	2
MGERC - Military Grievances External Review Committee	2
CER - Canada Energy Regulator	2
CNSC - Canadian Nuclear Safety Commission	2
CTA - Canadian Transportation Agency	2
IRB - Immigration and Refugee Board of Canada	2
NBC - National Battlefields Commission	2
PARL - Library of Parliament	2
ServCan - Service Canada	2
ATSSC - Administrative Tribunal Support Service of Canada	1
CAF - Canadian Armed Force	1
CHRC - Canadian Human Rights Commission	1
OIC - Office of the Privacy Commissioner of Canada	1
CIHR - Canadian Institutes of Health Research	1
CRTC - Canadian Radio-television and Telecommunications Commission	1
CSA - Canadian Space Agency	1
CSIS - Canadian Security Intelligence Service	1
NCC - National Capital Commission	1
NSIRA - National Security and Intelligence Review Agency	1

OAG - Office of the Auditor General of Canada	1
OCOL - Office of the Commissioner of Official Languages	1
PBC - Parole Board of Canada	1
PC - Parks Canada	1
WD - Western Economic Diversification Canada	1
Years of Service	**Study Participants**
0-2 years	15.30%
3-5 years	13.20%
6-10 years	11.00%
11-15 years	18.50%
16-20 years	16.90%
21-25 years	13.00%
26-30 years	6.50%
30+ years	5.60%
Primary Role	**Study Participants**
manager	12.60%
administrative or executive assistant	5.70%
programmer	5.60%
policy analyst	4.80%
project manager	4.50%
in-person service agent	4.40%
IT support technician	4.00%
special advisor	3.90%
call centre agent	3.00%
learning professional	3.00%
executive	2.90%
data specialist	2.80%
HR advisor	2.50%
communication advisor	1.60%
researcher	1.20%
user experience designer	0.60%
facilitator	0.50%
other	36.50%
Functional Area	**Survey Participants**
Information Technology	22.20%
Service delivery	22.10%
Other	16.10%
Audit	14.80%

Information Management	12.40%
Policy	9.60%
Human Resources	9.50%
Learning	8.90%
Communications	8.40%
Planning	6.70%
Regulation	6.40%
Finance	5.40%
Science and Technology	4.60%
Evaluation	3.80%
Access to Information and Privacy	3.40%
Security	3.20%
Procurement	2.80%
Material Management	1.70%
Real Property	1.30%

Annex 2: Demographic Information of Survey Participants Compared to Those of Public Servants, 2019

*For data consistency, this study used demographics data of Federal Public Servants from 2019 that are most up to date across three sources.

Age	Study Participants	Public Servants, 2019
18-24	2.60%	5.40%
25-34	14.10%	18.30%
35-44	27.50%	27.80%
45-54	34.90%	28.80%
55+	20.90%	20.00%
Provinces and Territories	**Study Participants**	**Public Servants, 2019**
National Capital Region	47.20%	40.42%
Alberta	7.40%	5.40%
British Columbia	8.60%	8.30%
Manitoba	5.20%	3.95%
New Brunswick	2.00%	3.27%
Newfoundland and Labrador	1.10%	1.89%
Nova Scotia	1.90%	3.78%
Ontario - Outside NCR	11.40%	13.76%
Prince Edward Island	3.40%	1.24%
Quebec - Outside NCR	9.80%	10.70%
Saskatchewan	1.80%	2.06%
Yukon	0.10%	0.14%
Nunavut	0.00%	0.10%
Northwest Territories	0.17%	0.18%
Outside Canada	0.10%	0.49%
Gender	**Study Participants**	**Public Servants, 2019**
male/man	33.00%	44.70%
female/woman	64.50%	55.30%
other gender(s)	0.40%	n/a
prefer not to respond	2.10%	n/a
Top 10 Organization from the Study	**Study Participants**	**Public Servants, 2019**
CRA - Canada Revenue Agency	43.60%	15.25%
ESDC - Employment and Social Development Canada	24.60%	8.74%
ECCC - Environment and Climate Change Canada	3.85%	2.53%

IRCC - Immigration, Refugees and Citizenship Canada	2.70%	2.73%
DFO - Fisheries and Oceans Canada	2.40%	4.14%
DND - Department of National Defence	2.30%	8.78%
CFIA - Canadian Food Inspection Agency	1.72%	2.17%
INFC - Infrastructure Canada	1.70%	0.18%
CSPS - Canada School of Public Service	1.40%	0.22%
PSPC - Public Services and Procurement Canada	1.20%	5.46%

Annex 3: Average Level of Knowledge and Experience in Digital Areas

Average Knowledge Level	Average Experience and Expertise Level
Where 1 is "no knowledge", 2 is "basic knowledge", 3 is "intermediate knowledge" and 4 is "advanced knowledge".	*Where 1 is "no experience", 2 is "limited experience", 3 is "moderate experience", 4 is "good experience" and 5 is "extensive experience".*
Accessibility (2.44/4) Cybersecurity (2.29/4) Data management and analysis (2.28/4) Privacy risk assessment and management (2.21/4) Artificial intelligence (2.13/4) Product and service design (2.03/4) Cloud computing (2.20/4) Agile practices (1.9/4) Human-centred design (1.87/4) Open source standards (1.73/4) Development operations (1.68/4) UX design (1.58/4) **Total average knowledge level is 2.01 out of 4.**	Accessibility (2.38/5) Data management and analysis (2.32/5) Privacy risk assessment and management (2.09/5) Product and service design (2.02/5) Cybersecurity (1.95/5) Agile (1.91/5) Human-centred design (1.87/5) Cloud computing (1.79/5) Development operations (1.61/5) Open source standards (1.6/5) UX design (1.6/5) Artificial intelligence (1.59/5) **Total average experience/expertise level is 1.89 out of 5.**

Annex 4: User Questionnaire

Shape Your Learning

Introduction

Welcome! Thank you for accepting the invitation to complete this questionnaire.

The CSPS Digital Academy wants to know more about you and your learning habits, preferences, interests and experiences. The information you provide will help us create learning products that suit your current job-related needs, but also your professional development aspirations as you prepare to contribute to the public service of the future.

Your participation in this survey is voluntary, and all of your responses are anonymous and protected in accordance with the Privacy Act. Results will only be shared with other government departments and agencies.

Thank you in advance for your valuable insights. The questionnaire will take you approximately 15 minutes to complete and you are invited to do so in the official language of your choice. Please note that you have until **February 10, 2021** to complete the questionnaire.

Click the arrow to get started!

Note: If you are interested in completing this questionnaire but are having difficulties with the online tool, we would be happy to provide an alternative format. Contact us at: csps.digitalacademy-academiedunumerique.efpc@canada.ca.

Screener Question

Do you currently work for the federal Government of Canada?*

- Yes
- No

  If no (rejection message): We're currently looking for participants who are working for the Government of Canada. We sincerely thank you and appreciate your time, dedication, and continued participation in our online studies.

Tell us about yourself

1. What's your age group?*
   - 18-24
   - 25-34
   - 35-44

- 44-54
- 55+

2. Please note that your response to the following question will be used to conduct a partial Gender-based Analysis Plus (GBA+) to determine if gender affects learning habits and preferences. Do you identify your gender as*
    - male/man
    - female/woman
    - other gender(s)
    - prefer not to respond

3. How long have you been working for the federal government? Please round up*
    - 0-2 years
    - 3-5 years
    - 6-10 years
    - 11-15 years
    - 16-20 years
    - 21-25 years
    - 26-30 years
    - 30+ years

4. Select your organization*
    - AAFC - Agriculture and Agri-food Canada
    - CBSA - Canada Border Services Agency
    - CIRNAC - Crown-Indigenous Relations and Northern Affairs Canada
    - CRA - Canada Revenue Agency
    - CSPS - Canada School of Public Service
    - DND - Department of National Defence
    - DFO - Fisheries and Oceans Canada
    - ESDC - Employment and Social Development Canada
    - FIN - Department of Finance Canada
    - GAC - Global Affairs Canada

- HC - Health Canada
- IAAC - Impact Assessment Agency of Canada
- INFC - Infrastructure Canada
- IRCC - Immigration, Refugees and Citizenship Canada
- ISED - Innovation, Science and Economic Development Canada
- JC - Department of Justice Canada
- NRCC - National Research Council Canada
- NRCan - Natural Resources Canada
- NSERC - Natural Sciences and Engineering Research Council
- PCH - Canadian Heritage
- PCO - Privy Council Office
- PHAC - Public Health Agency of Canada
- PS - Public Safety Canada
- PSPC - Public Services and Procurement Canada
- SSC - Shared Services Canada
- StatCan - Statistics Canada
- TBS - Treasury Board Secretariat
- TC - Transport Canada
- WAGE - Women and Gender Equality Canada
- Other. Specify:

5. Select your physical location*
    - National Capital Region
    - Alberta
    - British Columbia
    - Manitoba
    - New Brunswick
    - Newfoundland and Labrador
    - Nova Scotia
    - Ontario - Outside NCR
    - Prince Edward Island

- Quebec - Outside NCR
- Saskatchewan
- Yukon
- Nunavut
- Northwest territories
- Outside Canada

6. What's your primary role within government? I'm a...*
    - call centre agent
    - in-person service agent
    - administrative or executive assistant
    - IT support technician
    - programmer
    - data specialist
    - HR advisor
    - communication advisor
    - facilitator
    - user experience designer
    - learning professional
    - project manager
    - researcher
    - policy analyst
    - special advisor
    - manager
    - executive
    - other

7. What best describes your functional area? Select all that apply*
    - Human Resources
    - Learning
    - Communications

- Policy
- Information Management
- Access to Information and Privacy
- Information Technology
- Security
- Finance
- Evaluation
- Regulation
- Procurement
- Material Management
- Real Property
- Science and Technology
- Service delivery
- Audit
- Planning
- Other

Tell us about your knowledge, experience and interests in areas related to digital government

8. How familiar are you with the Government of Canada Digital Standards?*
    - I've never heard of them
    - I've heard of them, but I'm not too sure what they're about
    - I know what they are, and what they're about
    - I know what they are, and can explain them to others

9. Which of the following statements best describe what digital government means to you?* Digital government is mainly about
    - providing services online
    - more open and collaborative ways of working
    - using technology to do my job more effectively

- I'm not too sure what digital government is about
- Other. Specify:

10. Select the statement below that represents you the best*
    - I believe in the importance of changing the way we work, and I love thought-provoking discussions on the public service of the future. I wish we were there already
    - I am curious about more collaborative, open and client-focused ways of working, but need practical advice on how to get there
    - I generally agree that a change is needed in the way we do business in government, but there are so many barriers that I don't think we can get there fast, if at all
    - I don't think a change is possible or even necessary, at least not in the way my job is done
    - None of these statements represent me

11. According to you, which of the following roles require digital skills and knowledge to do the job? Select all that apply*
    - Call centre agent
    - In-person service agent
    - Administrative or executive assistant
    - IT support technician
    - Programmer/developer
    - Data specialist
    - HR advisor
    - Communication advisor
    - Facilitator/coach
    - User experience designer
    - Learning professional
    - Project manager
    - Researcher
    - Policy analyst
    - Senior advisor

- Manager
- Executive
- All of the above

12. Which media or source do you use when you want to learn about what's going on in the Government of Canada in relation to new ways of developing and delivering solutions?*
    - GCcollab
    - GCconnex
    - GCpedia
    - GCIntranet
    - Departmental intranet
    - Twitter
    - LinkedIn
    - Facebook
    - Internet search
    - Newsletters
    - Conferences
    - Peers
    - Other
    - I'm not interested in learning what's going on in that field

13. On average, how many hours a week do you spend reading and learning about organizational change or ways of working differently?*
    - Less than 1 hour
    - 1 - 3 hours
    - 4 - 6 hours
    - 7 -9 hours
    - 10 hours or more
    - None: I don't dedicate time to reading and learning about this topic

14. How much time do you typically spend on a single learning resource (video, article, self-paced course, tutorial, etc)?*

- Less than 10 minutes
- 10 to 30 minutes
- 30 min to 1 hour
- 1 to 2 hours
- More than 2 hours

15. How would you rate your level of **knowledge** in the following areas?*

	No knowledge First time seeing this word	**Basic** Have a general sense of what it means	**Intermediate** Can explain it to others	**Advanced** Have trained others
Accessibility				
Human-centered design				
Product and service design				
UX design				
Artificial intelligence				
Cloud computing				
Cybersecurity				
Development operations (DevOps)				

Open source standards				
Privacy risk assessment and management				
Data management & analysis				
Agile practices				

16. How would you rate your level of **experience** and **proficiency** in the following areas?*

	No experience Have never done or applied	**Limited** Can apply with help only	**Moderate** Still require some help	**Good** Can apply without help	**Extensive** Can apply at expert level
Accessibility					
Human-centered design					
Product and service design					
UX design					
Artificial intelligence					
Cloud computing					
Cybersecurity					

Development operations (DevOps)					
Open source standards					
Privacy risk assessment and management					
Data management & analysis					
Agile practices					

17. What would you be the **most curious** to learn about? Select all that apply*
    - Accessibility
    - Human-centered design
    - Product and service design
    - UX design
    - Artificial intelligence
    - Cloud computing
    - Cybersecurity
    - Development operations (DevOps)
    - Open source standards
    - Privacy risk assessment and management
    - Data management & analysis
    - Agile practices
    - Other. Specify:

Tell us about your learning habits and preferences

18. What has the most significant impact on your choice of learning resources? Select all that apply*
    a. Recommendations from peers or coworkers
    b. Author
    c. Social media feeds
    d. Work requirements
    e. Other. Specify:
19. When you considered training in the past, which of the following factors affected your decision? Select all that apply*
    - Relevance of topic to work
    - Format
    - Time investment
    - Cost
    - Certification offered
    - Personal interest
    - Other. Specify:
    - I have not considered training

20. In general, when and where are you most likely to stay informed to learn about trends that could affect your work? Select all that apply*
    - While commuting (by bus, car, taxi or rideshare)
    - During work hours
    - During breaks and lunch at work
    - In the evenings after work
    - At home on weekends
    - While exercising
    - Other. Specify:

21. How many professional learning opportunities (e.g. courses, workshops or training) related to your work do you participate in on average in one year?*

- 0
- 1-2
- 3-5
- 5-7
- 8-10
- 10+

22. In general, what barriers influence the number of learning opportunities you participate in during a typical year? Select all that apply*
    - Course is not offered / no curriculum options
    - Lack of local opportunities / remote options
    - Lack of understanding of where to find training
    - Course is not offered in the preferred official language
    - Course is full
    - Lack of funding
    - Lack of time / operational requirements
    - Course is not compatible with assistive technologies (for persons with physical disabilities)
    - I have not faced barriers
    - Other

23. Who typically provides you with these learning opportunities? Select all that apply*
    - Canada School of Public Service
    - In-house, departmental learning teams
    - Private sector organizations (e.g. training firms)
    - Non-profit organizations (e.g. associations)
    - Universities and colleges
    - Online learning providers (e.g. Udemy, Linkedin Learning, Coursera)
    - I learn on my own through internet search
    - Other

24. What are you generally hoping to gain from your learning experiences? Select all that apply*
    - General knowledge on the subject
    - Concrete takeaways I can apply to my work
    - Recommendations of information I can use to get more in-depth knowledge on the subject
    - Learn new skills and competencies
    - Advance in my career
    - Other

25. What is the best learning experience you've had? What made it so great?

26. What is the worst learning experience you've had? What made it not so great?

27. What types of learning experiences are you **<u>most interested in</u>** when it comes to your work with the government?*

	Not at all interested	Neither interested nor uninterested	Somewhat interested	Very interested
Classroom learning (can include multiple sessions)				
Hands-on workshops (usually held over a half day or a day)				
Conference				
Live event delivered through webcast				
Short videos (YouTube or other)				

Podcasts				
Blogs				
Job aids and self-directed tutorials				
Online self-directed courses (e-Learning)				
Peer to peer learning (in person or virtual through community space)				
Meetups or community events				
On-the-job learning (including job shadowing, coaching and mentoring opportunities)				

Tell us about your learning experiences with the CSPS Digital Academy

28. Have you heard about the CSPS Digital Academy?*
    - Yes
    - No
    - Not sure

29. Which of the following CSPS Digital Academy learning offerings have you taken/participated in? Select all that apply*
    - Premium
    - Courses (e.g. Discover Digital, Discover Data)

- Bootcamps (e.g. How to be digital in the Canadian public service)
- Events (e.g. Digital Open government forum)
- Workshops
- I've not taken or participated in any CSPS Digital Academy learning offerings

30. Have you heard of Busrides.ca?*
    - Yes
    - No
    - Not sure

31. How often do you visit the Busrides.ca site?
    - Daily
    - Weekly
    - Monthly
    - Only when a new episode is posted
    - I've only visited the site once or twice

32. Any final comments or thoughts on your learning needs and aspirations?

Thanks

All done, awesome! Thanks again for your participation. Your feedback is incredibly useful and we appreciate all your time and effort.