

what is your experience with technology interview question

What Is Your Experience With Technology Interview Question: Navigating One of the Most Common Queries

what is your experience with technology interview question is often one of the first and most pivotal questions candidates face during tech job interviews. It's a broad prompt that can set the tone for the rest of the conversation, and knowing how to approach it can make all the difference. Whether you're a software engineer, data analyst, IT specialist, or any other tech professional, your response reveals not only your technical skills but also your ability to communicate and reflect on your career journey.

In this article, we'll explore why interviewers ask this question, how to craft a compelling answer, and tips to make your experience stand out. We'll also dive into common pitfalls to avoid and strategies to showcase both your technical knowledge and problem-solving capabilities.

Why Do Interviewers Ask “What Is Your Experience With Technology?”

Interviewers want to gauge your familiarity with the tools, languages, and systems relevant to the role. But beyond that, this question helps them understand your depth of knowledge, adaptability, and how you've applied technology in real-world scenarios.

Technology evolves rapidly, so employers look for candidates who not only know the current tech stack but also demonstrate continuous learning and flexibility. By asking about your experience, they're trying to see:

- How well your skills align with the job requirements
- Your comfort level with specific programming languages, frameworks, or tools
- Your problem-solving approach when faced with technical challenges
- The scope and scale of projects you've handled
- Your ability to collaborate and communicate technical concepts

How to Effectively Answer “What Is Your Experience With Technology?”

Responding to this question thoughtfully can create a strong first impression. Here are some strategies to help you frame your answer:

1. Be Specific and Relevant

Tailor your response to the role you're interviewing for. Highlight technologies that are directly relevant to the job description. Instead of listing every technology you've ever worked with, focus on the ones that demonstrate your suitability.

For example, if you're applying for a front-end developer role, emphasize your experience with JavaScript frameworks like React or Angular, your knowledge of HTML/CSS, and any projects where you enhanced user experience.

2. Share Impactful Examples

Numbers and outcomes speak volumes. When you describe your experience, try to include concrete examples and measurable achievements. For instance:

- "I developed a data pipeline using Python and Apache Airflow that reduced data processing time by 30%."
- "Led a team in migrating an application from on-premise servers to AWS, improving scalability and reducing costs by 20%."

These stories not only illustrate your technical expertise but also your ability to deliver results.

3. Discuss Learning and Growth

Technology is always changing. Employers appreciate candidates who show a willingness to learn new tools and adapt. You might say:

- "While my primary experience has been with Java, I recently completed a course in Kotlin to prepare for mobile development projects."
- "I regularly follow industry blogs and contribute to open-source projects to stay updated with emerging trends."

This approach highlights your proactive attitude and passion for technology.

Common Mistakes When Answering This Question

Understanding common pitfalls can help you avoid them and present yourself more confidently.

- **Being too vague:** Saying "I have experience with many technologies" without details can leave interviewers unsure of your actual skills.
- **Listing irrelevant skills:** Mentioning technologies unrelated to the job might dilute your response and make it seem unfocused.

- **Overloading with jargon:** Using overly technical language without context can alienate interviewers who may not have the same technical background.
- **Ignoring soft skills:** Technology experience isn't just about code or tools—it's also about collaboration, problem-solving, and communication.

Integrating Soft Skills with Your Technical Experience

While the question focuses on technology, it's beneficial to weave in examples where your interpersonal skills played a role. For example, you might talk about leading a cross-functional team to implement a new system or mentoring junior developers to help them understand complex codebases.

Showing that you can work well with others and communicate effectively often sets candidates apart, especially in collaborative environments.

Demonstrating Problem-Solving Through Technology

Employers want to hear about challenges you've faced and how you used technology to overcome them. This could include debugging a persistent issue, optimizing a slow-running process, or innovating a new feature that improved user engagement.

Discussing these experiences highlights your analytical thinking and creativity, which are highly valued in tech roles.

Preparing Your Answer: A Practical Approach

Before an interview, take time to reflect on your career and jot down key points about your technology experience. Consider:

1. The technologies and programming languages you are most proficient in.
2. Projects where you made a significant impact.
3. Instances where you learned new skills or adapted to change.
4. How you collaborated with others to achieve technical goals.

Practice presenting these points succinctly and confidently. Mock interviews or recording yourself answering can help refine your delivery.

Adapting Your Experience for Different Technology Roles

The phrase “what is your experience with technology interview question” might be asked in various contexts, from software development to network administration or cybersecurity. Each field values different competencies.

For example:

- A cybersecurity role might require you to highlight experience with penetration testing, firewalls, and incident response.
- A data scientist would focus on experience with machine learning libraries, data wrangling, and visualization tools.
- A DevOps engineer would emphasize CI/CD pipelines, containerization, and cloud platforms.

Tailoring your response ensures you resonate with the interviewers’ expectations.

Leveraging Online Profiles to Support Your Answer

In today’s digital world, many interviewers check LinkedIn, GitHub, or personal portfolios. Make sure your online presence reflects the experience you describe. Sharing links to projects, code repositories, or certifications can reinforce your credibility.

If you mention contributing to open-source projects or attending tech meetups, including those on your profile adds depth to your story.

The Role of Storytelling in Answering Experience Questions

People remember stories better than lists of facts. When asked about your technology experience, try to frame your answer as a narrative with a beginning, middle, and end. For instance:

- Describe the challenge or project you faced.
- Explain the technologies you used and your approach.
- Share the outcome and what you learned.

This storytelling technique makes your response engaging and memorable, helping you connect with your interviewer on a human level.

Reflecting on “what is your experience with technology interview question” reveals that it’s more than just a query about technical skills. It’s an opportunity to showcase your journey, problem-solving abilities, and passion for tech. By preparing thoughtfully, emphasizing relevant experience,

and sharing impactful stories, you can turn this common question into a powerful moment in your interview.

Frequently Asked Questions

What does the interview question 'What is your experience with technology?' aim to assess?

This question aims to evaluate your familiarity and hands-on experience with relevant technologies, tools, and platforms related to the job role. It helps interviewers understand your technical background and how well you can apply technology in practical scenarios.

How should I structure my answer to the 'What is your experience with technology?' interview question?

You should provide a concise summary of the technologies you have worked with, highlight your proficiency level, and include examples of projects or tasks where you applied these technologies effectively. Tailoring your response to the job requirements is also important.

How can I highlight my experience with emerging technologies in response to this question?

Mention any recent certifications, courses, or projects involving emerging technologies such as AI, blockchain, or cloud computing. Emphasize your eagerness to learn and adapt to new tools and how you have proactively integrated them into your work.

What if I have limited experience with technology? How should I answer this question?

Be honest about your current level but focus on your willingness to learn and any related skills that can transfer to technology roles. You can also mention any self-study, online courses, or personal projects you're undertaking to build your tech experience.

Can I include soft skills when answering about my experience with technology?

Yes, including soft skills like problem-solving, adaptability, and teamwork can strengthen your answer. Technology roles often require collaboration and critical thinking, so demonstrating these alongside your technical skills is beneficial.

Should I mention specific software or tools when answering about my technology experience?

Absolutely. Naming specific software, programming languages, platforms, or tools you have used

provides concrete evidence of your experience. Be prepared to discuss how you used them and the outcomes you achieved.

Additional Resources

What Is Your Experience With Technology Interview Question: An In-Depth Exploration

what is your experience with technology interview question is a prompt frequently encountered by candidates navigating the competitive landscape of tech recruitment. This question serves as a critical gateway for interviewers to assess not only a candidate's familiarity with specific technologies but also their problem-solving approach, adaptability, and communication skills. Understanding the nuances behind this question can provide valuable insights for both interviewees preparing for technical interviews and recruiters aiming to refine their evaluation process.

Understanding the Purpose Behind the Question

The inquiry into one's experience with technology is more than a mere checklist; it delves into practical competence and contextual knowledge. Typically, this question aims to uncover the depth and breadth of a candidate's hands-on experience with programming languages, frameworks, tools, or methodologies relevant to the role. However, its significance extends beyond technical proficiency — it reveals how candidates articulate their experiences, relate their skills to real-world challenges, and reflect on lessons learned from previous projects.

In technology-driven roles, where rapid innovation is the norm, interviewers often seek candidates who demonstrate both foundational understanding and the agility to adapt to emerging tools. Thus, the response to “what is your experience with technology interview question” can serve as a litmus test for a candidate's readiness to thrive in dynamic environments.

Analyzing Common Approaches to the Question

Candidates approach this question with varying strategies, often influenced by their background, confidence level, and preparation. Broadly, responses fall into three categories:

1. Descriptive Experience Narratives

Many candidates recount specific projects or roles where they utilized particular technologies. For example, a software engineer might describe their experience developing microservices using Docker and Kubernetes, emphasizing the scale, complexity, and outcomes of the project. This approach provides tangible evidence of skill and contextualizes technical knowledge in practical application.

2. Skills-Focused Summaries

Some candidates prefer to list technologies they have worked with, highlighting proficiency levels. This can be effective if paired with brief explanations or examples but risks sounding like a resume recitation if not elaborated upon. For instance, stating “I am proficient in Java, Python, and AWS” without supporting details may leave interviewers wanting more.

3. Reflective and Learning-Oriented Responses

A more nuanced approach involves discussing not only current expertise but also the evolution of one’s technological skills. Candidates might discuss challenges encountered, how they overcame knowledge gaps, and their commitment to continuous learning. This demonstrates adaptability and growth mindset—qualities highly valued in tech roles.

Integrating LSI Keywords for a Holistic Perspective

Within the dialogue surrounding technology interview questions, several related concepts frequently emerge. Keywords such as “technical skills assessment,” “coding interview preparation,” “software development experience,” and “technology stack proficiency” naturally intersect with the central question. Addressing these themes in context enriches the exploration of candidate experience.

For instance, discussing how candidates prepare for technical skills assessments often involves understanding their prior exposure to relevant technologies. Similarly, a candidate’s experience with specific programming languages or frameworks directly influences their performance during coding interviews. Recognizing the diversity of technology stacks across organizations further underscores the importance of tailoring responses to the job description.

The Role of Behavioral and Situational Elements

While the “what is your experience with technology” question primarily targets technical expertise, interviewers frequently integrate behavioral elements to gauge problem-solving aptitude and teamwork. Candidates might be asked to explain how they applied a technology to resolve a complex issue or collaborate with cross-functional teams. This intersection highlights the multifaceted nature of tech interviews, where communication and interpersonal skills complement technical know-how.

Challenges and Best Practices in Responding

Navigating this interview question is not without its challenges. Candidates often face pressure to balance humility with confidence, avoid jargon overload, and tailor their answers to diverse interviewer expectations.

- **Avoiding Overgeneralization:** Broad, vague responses risk diminishing credibility. Specificity in describing technologies and their applications enhances impact.
- **Balancing Depth and Brevity:** Providing detailed examples is valuable, but overly long explanations can lose the interviewer's attention.
- **Highlighting Relevant Technologies:** Aligning experience with the job's technology stack signals suitability and preparation.
- **Demonstrating Continuous Learning:** Technology evolves rapidly; showcasing ongoing skill development indicates adaptability.

Candidates can benefit from preparing concise narratives that emphasize key projects, challenges overcome, and technologies mastered. Utilizing the STAR (Situation, Task, Action, Result) method to structure answers can also improve clarity and impact.

Recruiter Perspectives on the Question

From the interviewer's standpoint, "what is your experience with technology" serves multiple assessment goals. It allows recruiters to verify technical qualifications, evaluate communication clarity, and identify potential cultural fits based on learning attitudes. Interviewers often cross-reference candidate responses with technical tests or coding challenges to triangulate skill levels.

Moreover, recruiters appreciate when candidates contextualize their experience within business outcomes—demonstrating not just what technology they used, but why it mattered. This approach aligns technical expertise with organizational objectives, providing a richer understanding of candidate value.

Comparative Insights: Technology Interview Questions Across Roles

The interpretation and expectations surrounding this question vary depending on the specific technology role:

- **Software Engineers:** Emphasis on programming languages, development frameworks, version control systems, and deployment pipelines.
- **Data Scientists:** Focused on experience with data processing tools, statistical programming languages like R or Python, machine learning libraries, and cloud platforms.
- **DevOps Engineers:** Concentrate on infrastructure automation, containerization, continuous integration/continuous deployment (CI/CD) tools, and monitoring technologies.

- **UX/UI Designers:** Highlight proficiency with design software, prototyping tools, and front-end technologies.

Understanding these distinctions helps candidates tailor their answers to emphasize relevant expertise and align with role-specific expectations.

Impact of Remote and Hybrid Work Trends

The rise of remote and hybrid work environments has introduced new dimensions to technology interview questions. Candidates may be asked about their experience with remote collaboration tools, cloud-based development environments, or asynchronous communication platforms. Including such experiences reflects an awareness of contemporary workplace dynamics and adds depth to responses.

Final Thoughts on Navigating the Technology Interview Question

Engaging effectively with the “what is your experience with technology interview question” requires a blend of technical accuracy, narrative skill, and strategic awareness. Candidates who prepare thoughtfully, contextualize their skills in real-world scenarios, and demonstrate an eagerness to adapt tend to leave a stronger impression.

For recruiters, this question remains a valuable instrument to uncover genuine expertise and potential, especially when combined with practical assessments and behavioral inquiries. As technology continues to evolve, so too will the expectations and nuances surrounding this pivotal interview prompt, making continuous reflection and adaptation essential for all stakeholders involved.

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what is your experience with technology interview question: 600 Expert Interview Questions for GovTech Analysts: Develop and Optimize Government Technology Solutions

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what is your experience with technology interview question: Housing Phenomena in Abuja, Nigeria Joseph Aluya, 2008-02 Zippy the TV Chimp tells the little-known story about a very well-known personality. Zippy got his name from the way he zipped about while wearing his skates. He was given his little boy style and status because of his intelligence, understanding and ability to do so many things the same way (or nearly so) humans do them. He made his way to live television

and performed professionally with no second takes. Zippy was a dependable regular on the variety shows of Jackie Gleason, Ed Sullivan, Gary Moore and Howdy Doody, and appeared with hundreds of other TV personalities. Zip became a recognizable character with Star status. He was featured in magazines and newspapers, but he was often seen dining in some of the best restaurants, using impeccable manners. He was known by millions. Zippy was loved by children and adults, thousands of whom grew up loving their Zippy doll and feeling the nostalgia of a time of innocence. This book allows the reader to become a kid again and read the little-known (and some, until now, unknown) tales of Zippy's exploits. Complete with pictures to reinforce the memories, Zippy the TV Chimp is a biography of one of the most popular animal stars ever. The story is told by one who held Zippy's hand and trained him to be the star he was... Carole, Zippy's Mom.

what is your experience with technology interview question: *CTO.online* Andre Buren, 2023-12-31 The role of CTO is evolving fast, thinking strategically about technology and business opportunities. As we navigate this new world, we face the challenge of harnessing the immense potential of new online technologies for our business. You will need to wear multiple hats, including innovator, business leader, and most of all change agent. In these exhilarating yet turbulent times, being a tech leader means having the vision to steer your ship through stormy seas of disruption and guide it towards the tranquil waters of progress. It requires the foresight to anticipate what lies ahead and the adaptability to embrace change. It calls for the audacity to take risks and the humility to learn from mistakes. CTO.online is your comprehensive guide covering all the expertise necessary for modern-day online tech leadership. It provides actionable guidance, advice, practical tips, and perspectives from firsthand experience and industry leaders. The book includes contributions from renowned tech leaders and thinkers, offering diverse perspectives on technology leadership.

what is your experience with technology interview question: Innovation, Entrepreneurship, and Success: Insights from Diverse Ventures Anna Ujwary-Gil, 2023-09-22
Expatriation-enhanced competencies: A multiple case study of technology-based entrepreneurs
Abstract PURPOSE: Facing the research gap of entrepreneurial learning by self-expatriated technology-based entrepreneurs, the purpose of this research is to explore those entrepreneurs' beliefs and experiences across expatriation to identify the enhancement of their competencies. METHODOLOGY: Within a qualitative and exploratory multiple case theory-building approach, data was collected from twelve technology entrepreneurs from Brazil, Mexico, Germany, and Israel that went to the following destination countries: Spain, United Kingdom, United States, Germany, Ireland, Turkey, and the Netherlands. With interview data as the primary source, the data analysis rests on a qualitative content analysis. FINDINGS: Data allows structuring techpreneurs' experience of expatriation along the following steps: (a) arrival in the destination country and initial process of socialization, (b) engaging in activities to get familiar with the culture of the destination country, (c) the gradual comprehensive understanding of the new context, and (d) comparisons between the home and destination country. Expatriation had an evident impact on the technology-based entrepreneurs that materializes in three groups of competencies: entrepreneurial competencies, knowledge and innovative competencies, and international competencies. Entrepreneurial competencies relate to relational and behavioral skills and the learning of doing business in different contexts. Concerning knowledge and innovative competencies, creativity, learning new techniques and international innovation environment stand at the fore. Finally, international competencies relate to the acceptance of different cultures (multicultural learning and perception of cultural differences), developing a sense of an international community and an international innovation culture. IMPLICATIONS: This study evidenced the influence of expatriation experiences on the training of skills of technology-based entrepreneurs, in a specific approach to entrepreneurial, innovative, and intercultural competencies. The research portrays self-expatriation as an opportunity for technology-based entrepreneurs to develop different competencies being helpful to innovate, to manage business and to operate in international markets. Universities and innovators may recognize their discretion to develop programs for people like former students who want to self-expatriate. In the same vein, government can design policy to attract self-expatriate in innovations hubs,

considering that local inhabitants can benefit from the cultural exchange. ORIGINALITY AND VALUE: This study contributes to better understanding the influence of self-expatriation experiences on the development of skills of technology-based entrepreneurs. Compared to previous studies, it advances research through providing a wider range of learning from expatriation experiences beyond the effect of internationalization on market knowledge and cultural aspects. Furthermore, this study focuses the process, not the results of self-expatriation to understand entrepreneurs' learning. Keywords: technology-based entrepreneurs, innovation, entrepreneurs, skills, competencies, expatriation

A phenomenological exploration of technology start-up failure in Sri Lanka PURPOSE: The main purpose of this qualitative study was to explore tech start-up failures in Sri Lanka to emerge themes that explain the critical factors that are impacting failures of Sri Lankan tech start-ups and also to identify recommendations that could help evade those factors. The paper also presents the finding to enrich tech entrepreneurs to build their strategies with an understanding of factors that leads to failure and to make well-educated decisions. METHODOLOGY: The study is based on a qualitative research approach that helps to present findings in a theoretical way. A phenomenological analysis has been used to identify, understand, and analyze the phenomena of tech start-up failures. Twelve start-up leaders participated in this study and shared their lived experiences of tech start-up failures in Sri Lanka. Interviews were conducted with them based on twelve interview questions and twelve core themes emerged based on the participants' lived experiences. In analyzing data, the modified Van Kaam approach was used, utilizing a seven-step framework that considers the structural and textual aspects of experiences, as well as the perceptual characteristics of the phenomenon. FINDINGS: The themes answered the key research question of the study: What are the critical factors that are impacting on failures of tech start-ups in Sri Lanka? The cause of tech start-up failures according to the current study varied including, financial uncertainty, no market research, no product-market fit, paranoid behaviors of innovators, lack of timely response to changing conditions, and location of the venture. IMPLICATIONS: The paper concisely presents twelve critical reasons for tech start-up failures. The results of the research will enable Sri Lankan tech start-ups to identify key factors of failure for the growth of their surviving strategies. Identifying secret obstacles in the industry helps entrepreneurs prepare for pitfalls and provides guidelines for policymakers to make informed choices when implementing national policies. More importantly, it has been discovered that the major areas that require more attention are leadership, funding, marketing, and innovation. Finally, four groups of recommendations have been discussed under financing, market research, leadership, and inventors.

ORIGINALITY AND VALUE: The comparison of the current study themes with the findings of related studies is inconclusive because the literature on tech start-up failures in other countries and in Sri Lanka is minimal. Some of the themes align with the findings of research conducted in other countries, although there were some themes that were explored uniquely. Keywords: entrepreneurship, tech entrepreneur, start-up failure, critical success factors, software start-up, survival strategies, technology start-up

Going green to keep talent: Exploring the relationship between sustainable business practices and turnover intention PURPOSE: This study explores the association between sustainable business practices (SBP) and turnover intention (TI) to understand the role of sustainability initiatives in influencing employee retention and organizational commitment. METHODOLOGY: The present study conducted a systematic literature review (SLR) following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) Statement. From an initial selection of 326 articles, a rigorous double-blind screening process identified 31 key papers for in-depth analysis. FINDINGS: The systematic review provides compelling evidence that SBP have a robust positive association with employee outcomes, especially in reducing TI. This relationship is notably mediated by job satisfaction and organizational commitment and moderated by psychological safety and ethical leadership elements. Further, key gaps were discerned, including the necessity to explore the varied impact of SBP across industries, the enduring effects of SBP on TI, the influence of cultural and contextual facets, and the urgency for methodological advancements in cross-cultural research. In response to these gaps, four

hypotheses were conceptualized to provide deeper insights into the complex interplay between SBP, TI, and overarching cultural/contextual variables. **IMPLICATIONS:** Theoretically, this research adds to the existing literature by empirically validating the relationship between SBP and TI, highlighting critical mediators and moderators, and suggesting avenues for future research. Incorporating the identified gaps and proposed hypotheses provides a structured direction for subsequent investigations. The findings emphasize the importance of integrating SBP into organizational strategies to promote sustainability while enhancing workforce well-being and retention. Organizations can align with sustainability goals and boost employee satisfaction by focusing on organizational commitment, open communication, and leadership grounded in ethical and sustainable principles. **ORIGINALITY AND VALUE:** This research provides a comprehensive overview of the interplay between SBP and TI, integrating insights from various studies. By emphasizing understudied mediators and moderators, identifying research gaps, and outlining derived hypotheses, the study sets the stage for future inquiries. Its practical recommendations are essential for organizations that balance sustainability goals with workforce stability, benefiting organizational performance and employee satisfaction. **Keywords:** sustainable business practices, turnover intention, TI, job satisfaction, employee engagement, organizational commitment, employee involvement, employee empowerment, systematic literature review, PRISMA, future research directions, hypotheses, research gaps, green HRM What are the real motivations and experiences of silver entrepreneurs? Empirical evidence from Poland **PURPOSE:** Along with demographic changes, it is increasingly frequent that many mature people resign from their full-time jobs and decide to start their own businesses at a later age. Entrepreneurial activity among this group of so-called silver entrepreneurs can be caused by many motives, but these factors usually remain unknown to current employers or do not constitute a valid reason for understanding and keeping a mature person in the workplace. The purpose of this paper is to present new scientific results concerning entrepreneurial motivations, both internal and external, and the previous experiences of silver entrepreneurs from Eastern Europe based on an example from Poland. **METHODOLOGY:** We analyzed a unique sample of 1,003 owners of micro and small enterprises from Poland. The sample included only people over fifty. Our empirical study used a survey to explore the motivations and experiences of silver entrepreneurs that influenced their decision to start a business later in life. We linked attitude toward the behavior with motivation and utilized the “pull” and “push” factors. We utilized logistic regression to determine the factors related to starting a business above fifty. We also used the ordinary least square regression to determine the relationship between the explanatory variables and the age of starting a business by the respondents. **FINDINGS:** We found that the main “pull” factor positively influencing the start of business activity by silver entrepreneurs is the fulfillment of dreams as a broadly understood need for self-realization. However, the “push” factors (such as the occurrence of ageism in the workplace, as well as the loss of employment and lack of other opportunities on the labor market) significantly reduced the probability of starting a company at the age of over fifty. On the basis of the positive impact of a “pull” factor, it can be concluded that entrepreneurial activity at a later age is the result of opportunity-based entrepreneurship. Due to the negative impact of the job-loss factor, people made redundant started their business activity at an earlier age, before the age of fifty. Regarding external entrepreneurial motivations, the support received from family is the most important factor related to the individual’s environment affecting starting a business by silver entrepreneurs. However, the support from friends and the support from government bodies were not significant factors influencing starting a business at a later age. **IMPLICATIONS:** Findings from our study have implications for both employers and groups who support entrepreneurship. First, from the point of view of employers, the occurrence of ageism in the previous workplace could have resulted in resignation from full-time employment at an earlier age and a faster start of business activity. It is surprising that negative behavior towards older employees may also be associated with resignation from work by younger people. From the point of view of government bodies and other stakeholder groups related to the development of entrepreneurship, it is interesting that the support received from government bodies in conducting

business activities was statistically insignificant for each group of respondents. This suggests the need to identify effective support and to design a comprehensive strategy for the development of silver entrepreneurship.

ORIGINALITY AND VALUE: The vast majority of previous studies used secondary data or focused mainly on Western Europe, in particular the United Kingdom, Finland, and France. Our contribution is to provide empirical evidence about the silver entrepreneurs from Eastern Europe, especially Poland. Our research included individuals who actually run their own businesses, opposite to previous studies that take into account people who are just considering starting a business. This is particularly important in relation to research on the entrepreneurial intentions of mature people to undertake entrepreneurial activities at a later age, and the real motivations of silver entrepreneurs.

Keywords: silver entrepreneurs, ageing, entrepreneurship, entrepreneurial motivations, push/pull factors

Team members' direct participation in decision-making processes and the quality of decisions

PURPOSE: Do teams manage to reach better decisions than those made by individuals? Numerous studies have delivered inconclusive results. Meanwhile, participation in decision-making can take various forms and is not limited to consensus group decisions, and the influence of the various forms of participation on the quality of decisions has been less frequently examined. The aim of the research was to determine the effect on decision quality of changing the form of direct participation in the decision-making process in the case of complex, multi-stage problems.

METHODOLOGY: The article presents the results of a long-term experiment in which 598 teams of 2,673 people took part. The participants were asked to solve a decision problem using three decision-making styles: autocratic, consultative, and group. The participants played the role of members of a newly established project team that must plan its own work. The task concerned a problem that requires the analysis of a number of dependencies between sub-problems, in contrast to eureka-type problems. The decision problem was new to the participants, making it impossible to apply known solutions; a creative approach was therefore required. The decision was then compared with the optimal solution established by experts. Decision quality was based on the deviation of the proposed solution from the optimal solution.

FINDINGS: The results of the experiment confirm the significant synergistic potential of increasing direct participation in decision-making for complex, multi-stage problems. A significant proportion of teams made better decisions as a result of increasing direct participation – replacing autocratic decisions with consultative and group decisions. The quality of consultative decisions was roughly in the middle of autocratic and group decisions. By using group decision-making, teams made better decisions than the average individual decision and came closer to the decision quality achieved by the best team members. This effect was universal, observed both in the strongest and weakest teams. It should be remembered that, while group decision-making has the potential for synergy, it is not always achieved. Group decision-making markedly reduced the risk of making highly misguided decisions, and it can be reasoned that direct participation protects against serious mistakes more than it guarantees the best possible results.

IMPLICATIONS: Team leaders should be familiar with different decision-making styles, their advantages and disadvantages, and the scope of their application. This research suggests that increasing team members' participation to a consultative role and even better, a full participatory role, increases the quality of the decision. With the growing complexity of organizations that have to deal with accelerating change, technology development and increased competition, creating structures that can flexibly respond to the challenges of the environment requires the participation of team members at all managerial levels. The use of consultative and group decision-making styles for complex and multi-stage problems supports this process. The group decision-making style can bring better quality, but it has its limitations and it is not always possible to use it. It requires a team of highly competent people who identify themselves with the interests of the organization. Otherwise, the consultative form will bring better results.

ORIGINALITY AND VALUE: For the first time, an empirical study analyses the case of consultative decision-making, in which the team leader consults the individual opinions independently to finally come up with a final "team" decision. This approach is widely used by team leaders and managers in the field. This study shows that this approach constitutes an improvement

over the individual (autocratic) one but still falls short of the group decision-making approach. Finally, this study which has been done with the largest number of participant teams (598 teams, 2,673 individuals), professionally active post-graduate students and over a 24-year period allows a sound statistical confirmation of the proposed decision quality improvement when moving from individual to consultative and group decision-making styles. Keywords: participation in decision-making (PDM), decision quality, consultative decision-making, group decision-making Bankers' job stress, job performance, and job commitment trajectories during the COVID-19 pandemic

PURPOSE: The global COVID-19 pandemic has profoundly impacted multiple sectors across industries and regions, including medical services, financial institutions, and others. The escalating global pandemic in both emerging and developed nations has resulted in the implementation of stringent lockdown measures and unparalleled disruptions to economic activities. Consequently, individuals have become accustomed to relying on banking operations as a routine aspect of their lives, regardless of the circumstances. Learning how bankers engage with customers in response to the given circumstances would be intriguing. Hence, the study aimed to unearth the relationship between bankers' job stress, job performance, and job commitment, as well as the stress-based job performance and its impact on job commitment during the second to third wave of the COVID-19 pandemic in an emerging market. **METHODOLOGY:** A number of 287 data (response rate 71.75 percent) were collected by online platforms due to the COVID-19 pandemic through the simple random sampling technique. The exploratory factor analysis, confirmatory factor analysis, and structural equation modeling were run to test the proposed research framework with the help of MS Excel 2007, SPSS 22.0, and AMOS 23.0. **FINDINGS:** The findings showed that bankers' work-related stress has a positive impact on job performance but no relationship with job commitment; acute stress has a negative impact on job commitment but no significant relationship with job performance; and stress-based job performance has a significant positive impact on job commitment during the COVID-19 pandemic. **IMPLICATIONS:** The outcomes of this study provide value to the field of behavioral science by introducing the phenomena of COVID-19 in the context of bankers and emerging economies. The demographic variables and the revealed relationships of bankers' job stress, job performance, and job commitment trajectories would help policymakers rethink stress management practices and policy building in the bank job and the long-term relationship building with their existing employees. **ORIGINALITY AND VALUE:** The novelty of the research is the COVID-19 phenomenon and an emerging economy's bankers' context. Keywords: work-related stress, acute stress, job performance, job commitment, bankers, COVID-19 pandemic

Entrepreneurship education for women through project-based flipped learning: The impact of innovativeness and risk-taking on course satisfaction **PURPOSE:** The primary aim of this research is to explore the correlation between learners' characteristics and the perceived value and satisfaction associated with Project-Based Flipped Learning (PBFL) methodologies. A secondary objective involves investigating how these PBFL methodologies can be employed to enhance the quality of entrepreneurship education for women. **METHODOLOGY:** During the first semester of 2018, a total of 80 students enrolled in the Communication Society class were engaged in a longitudinal study, involving bi-weekly online surveys prior to the semester's conclusion. The survey instruments utilized Likert-scale measurements, with a 5-point scoring system. The data acquired was subsequently analyzed using structural equation modeling, which facilitated the examination of both the pre- and post-change scores and the structural properties of their relationships with overall course satisfaction. In terms of statistical evaluation, the study employed Generalized Structured Component Analysis (GSCA), a powerful component-based SEM technique, thus ensuring a robust and academically rigorous interpretation of the data. **FINDINGS:** Our research sought to understand the effects of learners' characteristics, specifically innovativeness and risk-taking, on course satisfaction in Project-Based Flipped Learning (PBFL). We found that female learners' innovativeness positively influenced their perception of the project's entertainment and educational value, which in turn increased preference for PBFL and course satisfaction. Interestingly, risk-taking did not significantly influence perceived project value, which provides insights into the role of

personality traits in learning outcomes. **IMPLICATIONS:** Our study invigorates entrepreneurship education theory by highlighting the key role of learner innovativeness in PBFL course satisfaction, urging a nuanced examination of personality traits in educational contexts. Further, we question the established importance of risk-taking, necessitating a critical reassessment in this domain. These pivotal theoretical contributions challenge prevailing assumptions, enrich scholarly discourse, and open new avenues for research. On the practical side, our findings emphasize the imperative of fostering innovativeness in women's entrepreneurship education. These insights underscore the need for a strategically tailored, creative learning environment, with the potential to enhance learner engagement and satisfaction significantly. In sum, our research generates transformative theoretical insights and provides actionable strategies for improving the practice of entrepreneurship education. **ORIGINALITY AND VALUE:** Our research presents a novel approach to fostering women entrepreneurs in the media sector through PBFL. This unique focus on the intersection of gender, media entrepreneurship, and PBFL distinguishes our study from existing literature. Furthermore, our findings offer educators invaluable guidance for enhancing female entrepreneurship education, thereby enriching the pedagogical landscape of this domain. **Keywords:** entrepreneurship education, women entrepreneurship, project-based flipped learning, innovativeness, risk-taking, course satisfaction

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