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Important Consideration for Combining Trust, Empathy, and Sensitivity to Guide Our Facilitation of Adult's Learning

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2017

Important Consideration for Combining Trust, Empathy, and Sensitivity to Guide Our Facilitation of Adult's Learning

John A. Henschke, EdD

Title:

Important Considerations

[from back to the 80's and before]

for

Combining Trust, Empathy, and Sensitivity

to

Guide Our Facilitation of Adult's Learning

Description and Objectives:

Each Participant --

1. Will identify how 23 elements connect within the combination of three categories – trust, empathy, and sensitivity – in facilitating the learning of adults in higher education [and other settings];

2. Have opportunity to understand how all of the elements in the three categories interrelate; and,

3. Apply these elements and categories to her/his practice of teaching/facilitating the learning of adults.

Combining Trust, Empathy and Sensitivity to Guide Our Facilitation of Adult's Learning

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LARGE GROUP MEETINGS

ENHANCING INTERACTION

WITH

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CLARIFICATION

REBUTTAL

ELABORATION

PRACTICAL APPLICATION
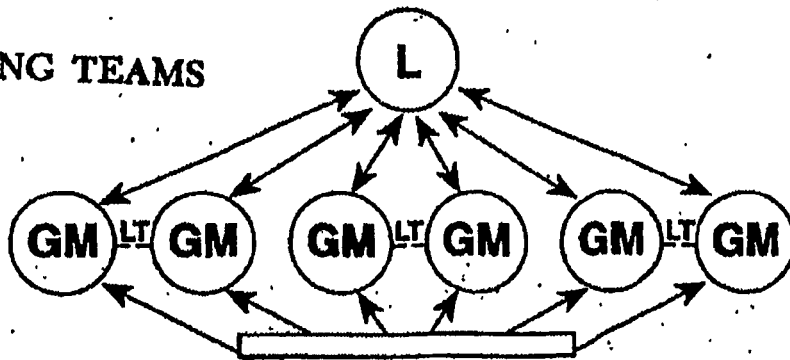
(2) before a presentation the audience can be asked to serve as "<u>listening teams</u>" according to the section of the room they are sitting in——one section to listen to the presentation for points requiring clarification (the <u>clarification</u> team), another for points with which they disagree (the <u>rebuttal</u> team), another for points they wish to have elaborated on (the <u>elaboration</u> team), and a fourth for problems of practical application they wish the speaker to address (the <u>application</u> team). After the presentation the teams are asked to "buzz" in groups of four or five to pool their thinking about the points they want raised, following which one member of each group gives a summary of its deliberations and the speaker responds to each item in turn, until time runs out or all items are discussed;

Major Themes in Andragogy

Emerging Discovery Coming Out Of the Continuous Research of
John A. Henschke
1970 to the Present 2014

1. Evolution of the Term Andragogy

2. Historical Antecedents Shaping the Concept of Andragogy

3. Comparison of the American and European Understandings of Andragogy

4. Popularizing and Sustaining the American & World-Wide Concept of Andragogy

5. Practical Applications of Andragogy

6. Theory, Research and Definition of Andragogy

History and Philosophy of Andragogy

Research by John A. Henschke, Lindenwood University, St. Charles, MO, USA

History and Philosophy of Andragogy – 181 Years

Early Appearances of Andragogy 1833-1927

Andragogy's Second American Appearance and its Foundation Being Established 1964-1970

Movement Toward Applying Andragogy To Human Resource Development 1971-1973

Emergence of Self-Directed Learning Skills As A Major Way to Implement Andragogy 1975-1981

Strengthening the Numerous Uses of Andragogy Along With Growing Controversy and Resistance Toward It 1981-1984

Identifying the Stronger European Base of Andragogy in Comparing it with the American Base 1985-1988

The Foundation of Trust Undergirds Andragogical Learning Despite The Andragogy Debate 1989-1991

Scientific Foundation Of Andragogy Being Established Amid Skepticism and Misunderstanding 1991-1995

Momentum Gained Against Andragogy While Counter Arguments Assert Its Value 1995-1998

Antecedents To An Historical Foundation of Andragogy Being Extended and Broadened 1998-2000

Empirical Research Being Pressed for Investigating Andragogy's Value While Objection Remains 2000-2003

Bringing European and American Andragogy Closer Together As Distance Education Emerges 2003-2004

The Hesitation Concerning Andragogy Continues While Many Still Stand By Andragogy 2005-2006

Knowles' Prominent Long Range Contribution to Andragogy's Continuance into The Future 2006-2011

Clearer Emphasis on Congruence between Scholarship and Practice Accompanied by Contribution to the Shaking World Economy 2012 and Beyond into the Future

Assumptions of
Andragogical Model of Learning

About	Andragogical
Need to know reason for learning something	Reason that makes sense to the learner
Concept of learner	Increasingly self-directing
Role of learner	Rich resource for learning by self & others
Readiness to learn	Develops from life tasks and problems
Orientation to learning	For immediate application
Motivation	By internal incentives, curiosity

Knowles, M.S. (1995)

Process Elements of
Andragogical Model of Learning

Elements	Andragogical
Preparation	Gain insight, understanding of what is to come
Climate	Relaxed, trusting, mutually respectful, informal, warm, collaborative, supportive, fun, openness, authenticity, humanness, and pleasure
Planning	Mutually by learners and facilitators
Diagnosis of needs	Mutual assessment by learners and facilitators
Setting of objectives	Mutual negotiation by learners and facilitators
Designing learning plans	Learning Contracts. Learning projects. Sequenced by readiness
Learning activities	Inquiry projects. Independent study. Experiential techniques
Evaluation	By learner-collected evidence validated by peers, facilitators, experts. Criterion-referenced

Knowles, M.S. (1995)

Assumptions and Processes of Andragogy

Assumptions of Andragogy

There are six assumptions of andragogy that may be called the cardinal principles which comprise andragogy's theory and these undergird an andragogical curriculum. They are as follows.

The need to know. Adults have a need to know a reason that makes sense to them, as to why they should learn some particular thing—why they need to learn the subject matter the teacher has to teach them.

The learner's self- concept. As adults, we have a deep psychological need to be self-directing—to be perceived by others and treated by others as able to take responsibility for ourselves.

The role of experience. Adults enter into an educational activity with a greater volume and a different quality of experience than youths. The greater volume is obvious—the longer we live, the more experience we accumulate. The difference in quality of experience arises from the different roles adults and young people perform.

Readiness to learn. Adults become ready to learn when they experience a need to know or be able to do something to perform more effectively in some aspect of their lives. Among the chief sources of readiness are the developmental tasks associated with moving from one stage of development to another. Any change—marriage, the birth of children, the loss of a job, divorce, the death of a friend or relative, or a change of residence—can trigger a readiness to learn.

Orientation to learning. Because adults are motivated to learn after they experience a need, they enter an educational activity with a life-, task-, or problem-centered orientation to learning.

Motivation. Although the andragogical model acknowledges that adults will respond to some external motivators—for example, a chance for promotion, a change of jobs, or a change in technology—it proposes that the more potent motivators are internal—such benefits as self-esteem, recognition by peers, better quality of life, greater self-confidence, self-actualization, and so on.

Process Elements of Andragogy

There are eight process elements that help to flesh-out the way that an andragogical curriculum may possibly (in all probability, needs to) be enacted. These are first expressed as a statement. Then each is followed by a question to help one decide the procedure[s], methods and techniques that will help learners become actively involved in carrying out the application of andragogy to any subject matter, and meet the expectation of the participants. They are as follows.

Preparing the learners for the andragogical program/course – A most common introduction to the participants is sharing the purpose, objectives, meeting time and place, potential benefits, the participatory nature of the learning design so the adult learners develop some realistic expectations about

how they will be involved, and things to think about such as what special needs, questions, topics, and problems they hope will be dealt with.

The first question an andragogue asks in constructing a process design, therefore, is "What procedures should I use to help prepare the adult learners to become actively involved in this course and to meet their expectations?"

Setting the climate – A climate conducive to andragogical learning is a prerequisite for effective learning. Two aspects of climate are important: physical and psychological.

Physical climate – The typical classroom setup, with chairs in rows and a lectern in front, is probably the one least conducive to learning that the fertile human brain could invent. It announces to anyone entering the room that the name of the game here is one-way transmission—the proper role for the students is to sit and listen to the professor. The effective educator of adults makes a point of getting to the classroom well before the learners arrive. If it is set up like a traditional classroom, consider moving the lectern to a corner and rearrange the chairs in one large circle or several small circles. If tables are available, place five or six at a table. A bright and cheerful classroom is a must.

Psychological climate – Important as physical climate is, psychological climate is even more important. The following characteristics create a psychological climate conducive to andragogical learning:

- **A climate of mutual respect.** Adults are more open to learning when they feel respected. If they feel that they are being talked down to, ignored, or regarded as incapable, or that their experience is not being valued, then their energy is spent dealing with these feelings at the expense of learning.
- **A climate of collaboration.** Because of their earlier school experiences where competition for grades and the professor's / teacher's favor was the norm, adults tend to enter into any educational activity with rivalry toward fellow learners. Because peers are often the richest resources for learning, this competitiveness makes these resources inaccessible. There are climate-setting exercises that can be used to open courses which put the learners into a sharing relationship from the beginning for this reason.
- **A climate of mutual trust.** People learn more from those they trust than from those they aren't sure they can trust. Facilitators of learning will do well to present themselves as a human being rather than as an authority figure, to trust the people they work with and to gain their trust.
- **A climate of support.** People learn better when they feel supported rather than judged or threatened. Teachers of adult learners try to convey their desire to be supportive by demonstrating their acceptance of them with an unqualified positive regard, empathizing with their problems or worries, and defining their role as that of helper.
- **A climate of openness and authenticity.** When people feel free to say what they really think and feel, they are more willing to examine new ideas and risk new behaviors than when they feel defensive. If professors demonstrate openness and authenticity in their own behavior, this will be a model that the adult learner will want to adopt.

- **A climate of pleasure / fun.** Learning should be one of the most pleasant and gratifying experiences in life; it is, after all, the way people can achieve their full potential. Learning should be an adventure, spiced with the excitement of discovery. It should be fun. Dullness is the unacceptable part of the adult learners' previous educational experience, and the professor will improve the learning climate by making a lot of use of spontaneous [not canned] humor.
- **A climate of humanness.** Learning is a very human activity. The more people feel they are being treated as human beings, the more they are likely to learn. This means providing for human comfort—good lighting and ventilation, comfortable chairs, availability of refreshments, frequent breaks, and the like. It also means providing a caring, accepting, respecting, and helping social atmosphere.

The second question an andragogue asks in constructing a process design is "What procedures should I use with this particular group to bring these learning climatic conditions into being?"

Involving learners in mutual planning– The andragogical process model emphasizes learners sharing the responsibility for planning learning activities with the facilitator. There is a basic law of human nature at work here: People tend to feel committed to any decision in proportion to the extent to which they have participated in making it. The reverse is even more true: People tend to feel uncommitted to the extent they feel that the decision or activity is being imposed on them without their having a chance to influence it.

The third question the andragogue answers in developing a process model, therefore, is "What procedures will I use to involve the learners in planning?"

Diagnosing their own learning needs– At the very simplest level, learners can share in small groups what they perceive their needs and interests to be regarding the acquisition of knowledge, understanding, skill, attitude, value and interest in a given content area of the course. One member of each group can volunteer to summarize the results of this discussion. This way, the learners will at least enter into the learning experience with some awareness of what they would like to get out of it. A learning need is not a need unless perceived so by the learner. It is possible to induce a deeper and more specific level of awareness by having learners engage in some of the new body of technology being developed for facilitating this process, with emphasis on such self-diagnostic procedures as in simulation exercises, assessment techniques, competency-based rating scales, and videotape feedback.

So the fourth set of questions the andragogue asks in constructing a process design is "What procedures will I use in helping the participants diagnose their own learning needs?"

Translating the learning needs into objectives– Having diagnosed their learning needs, participants now face the task of translating them into learning objectives—positive statements of directions of growth. Some kinds of learning [such as identifying criteria for various steps in accomplishing a particular task] lend themselves to objectives stated as terminal behaviors that can be observed and measured. Others [such as decision-making ability] are so complex that they are better stated in terms of direction of improvement.

The fifth question the andragogue asks is "What procedures can I use for helping involve the adult learner in translating their learning needs into andragogical learning objectives?"

Designing a pattern of learning experiences – Having formulated the learning objectives, the professor and the adult learner then have the mutual task of designing a plan for achieving them. This plan will include identifying the resources most relevant to each objective and the most effective strategies for utilizing these resources. Such a plan is likely to include a mix of total group experiences [including input by the professor], and subgroup [learning-teaching team] experiences, and individual learning projects. A key criterion for assessing the excellence of such a design is, "how deeply are the learners involved in the mutual process of designing a pattern of learning experiences?

So the sixth question the andragogue asks is "What procedures can I use for involving the learners with me in designing a pattern of andragogical learning experiences?"

Helping adult learners manage and carry out their learning plans – Learning contracts are a most effective way to help learners structure and conduct their learning. Students [adult learners] contract with the professor to meet the requirements of the university courses in which they are enrolled. [Incidentally, even though there may be a number of nonnegotiable requirements in university courses, the means by which learners accomplish the required objectives can be highly individualized.] Students going out on a field experience, such as a practicum or internship, will contract with the professor and the field supervisor. Contracts may also be specify how the learner is going to continue to learn on their own. Learning contracts are also used for continuing personal and professional development.

The seventh question that andragogue asks is "What procedures can I use to make certain the learners are full engaged and involved with me in managing and carrying out their learning plan?"

Evaluating the extent to which the learners have achieved their objectives – In many situations institutional policies require some sort of "objective" (quantitative) measure of learning outcomes. However, the recent trend in evaluation research has been to place increasing emphasis on "subjective" (qualitative) evaluation—finding out what is really happening inside the learners and how differently they are performing in life. In any case, the andragogical model requires that the learners be actively involved in the process of evaluating their learning outcomes.

The eighth question, therefore, that the andragogue asks is "What procedures can I use to involve the learners responsibly in evaluating the accomplishment of their learning objectives and meeting the course requirements?"

By answering these eight questions, the facilitator of adult learning emerges with an andragogical *process design*—a set of procedures for facilitating the acquisition of the course content by the adult learner. The answers to these questions require thought and contemplation about how the choices one makes will affect the outcome of the curriculum, no matter what the subject matter. It is the process of how the facilitator engages with the participants in and throughout

the learning process that matters the most. From Knowles (1995) and Henschke (2014).

Knowles, M. S. (1995). Designing Learning Experiences. Virginia, Alexandria: American Society for Training and Development.
Henschke, J. A. (2015, Forthcoming). Adult Education Curriculum for Equipping Successful Teachers of Adult Education in Numerous Contexts. Hershey, PA: IGI Global.

MODIFIED INSTRUCTIONAL PERSPECTIVES INVENTORY (MIPI)

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Listed below are 45 statements reflecting beliefs, feelings, and behaviors beginning or seasoned teachers of adults may or may not possess at a given moment. Please indicate how frequently each statement <u>typically applies to you</u> as you work with adult learners. Circle the number that best describes you.

How frequently do you:

	Almost Never	Not Often	Sometimes	Usually	Almost Always
1. Use a variety of teaching techniques?	A	B	C	D	E
2. Use buzz groups (learners placed in groups to discuss)	A	B	C	D	E
3. Believe that your primary goal is to provide learners as much information as possible?	A	B	C	D	E
4. Feel fully prepared to teach?	A	B	C	D	E
5. Have difficulty understanding learner point-of-view?	A	B	C	D	E
6. Expect and accept learner frustration as they grapple with problems?	A	B	C	D	E
7. Purposefully communicate to learners that each is uniquely important?	A	B	C	D	E
8. Express confidence that learners will develop the skills they need?	A	B	C	D	E
9. Search for or create new teaching techniques?	A	B	C	D	E
10. Teach through simulations of real-life settings?	A	B	C	D	E
11. Teach exactly what and how you have planned?	A	B	C	D	E
12. Notice and acknowledge to learners positive changes in them?	A	B	C	D	E
13. Have difficulty getting your point across to learners?	A	B	C	D	E

How frequently do you:

	Almost Never	Not Often	Sometimes	Usually	Almost Always
14. Believe that learners vary in the way they acquire, process, and apply subject matter knowledge?	A	B	C	D	E
15. Really listen to what learners have to say?	A	B	C	D	E
16. Trust learners to know what their own goals, dreams, and realities are like?	A	B	C	D	E
17. Encourage learners to solicit assistance from other learners?	A	B	C	D	E
18. Feel impatient with learner's progress?	A	B	C	D	E
19. Balance your efforts between learner content acquisition and motivation?	A	B	C	D	E
20. Try to make your presentations clear enough to forestall all learner questions?	A	B	C	D	E
21. Conduct group discussions?	A	B	C	D	E
22. Establish instructional objectives?	A	B	C	D	E
23. Use a variety of instructional media? (internet, distance, interactive video, videos, etc.)	A	B	C	D	E
24. Use Listening Teams (learners grouped together to listen for a specific purpose) during lectures?	A	B	C	D	E
25. Believe that your teaching skills are as refined as they can be?	A	B	C	D	E
26. Express appreciation to learners who actively participate?	A	B	C	D	E
27. Experience frustration with learner apathy?	A	B	C	D	E
28. Prize the learner's ability to learn what is needed?	A	B	C	D	E
29. Feel learners need to be aware of and communicate their thoughts and feelings?	A	B	C	D	E
30. Enable learners to evaluate their own progress in learning?					

	Almost Never	Not Often	Sometimes	Usually	Almost Always

How frequently do you:

31. Hear what learners indicate their learning needs are?

32. Have difficulty with the amount of time learners need to grasp various concepts?

33. Promote positive self-esteem in learners?

34. Require learners to follow the precise learning experiences you provide them?

35. Conduct role plays?

36. Get bored with the many questions learners ask?

37. Individualize the pace of learning for each learner?

38. Help learners explore their own abilities?

39. Engage learners in clarifying their own aspirations?

40. Ask the learners how they would approach a learning task?

41. Feel irritation at learner inattentiveness in the learning setting?

42. Integrate teaching techniques with subject matter content?

43. Develop supportive relationships with your learners?

44. Experience unconditional positive regard for your learners?

45. Respect the dignity and integrity of the learners?

A	B	C	D	E
A	B	C	D	E
A	B	C	D	E
A	B	C	D	E
A	B	C	D	E
A	B	C	D	E
A	B	C	D	E
A	B	C	D	E
A	B	C	D	E
A	B	C	D	E
A	B	C	D	E
A	B	C	D	E
A	B	C	D	E
A	B	C	D	E
A	B	C	D	E

14

(1)	(2)	(3)	(4)	(5)	(6)	(7)
4 ___	7 ___	1 ___	6 ___	5 ___	2 ___	3 ___
12 ___	8 ___	9 ___	14 ___	13 ___	10 ___	11 ___
19 ___	16 ___	22 ___	15 ___	18 ___	21 ___	20 ___
26 ___	28 ___	23 ___	17 ___	27 ___	24 ___	25 ___
33 ___	29 ___	42 ___	37 ___	32 ___	35 ___	34 ___
	30 ___		38 ___	36 ___		
	31 ___		40 ___	41 ___		
	39 ___					
	43 ___					
	44 ___					
	45 ___					
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL

Scoring process

A = 1, B = 2, C = 3, D = 4, and E = 5

Reversed scored items are 3, 5, 11, 13, 18, 20, 25, 27, 32, 34, 36, and 41. These reversed items are scored as follows: A = 5, B = 4, C = 3, D = 2, and E = 1.

| FACTORS	TOTAL	POSSIBLE MINIMUM	POSSIBLE MAXIMUM
1. Teacher empathy with learners.	___	5	25
2. Teacher trust of learners.	___	11	55
3. Planning and delivery of instruction.	___	5	25
4. Accommodating learner uniqueness.	___	7	35
5. Teacher insensitivity toward learners.	___	7	35
6. Experience based learning techniques (Learner-centered learning process).	___	5	25
7. Teacher-centered learning process.	___	5	25
GRAND TOTAL	___		

Use of Andragogical Principles
Category Levels

Category Levels	Percentage	IP1 Score
High above average	89%-100%	225-199
Above average	88% -82%	198-185
Average	81%-66%	184-149
Below average	65%-55%	148-124
Low below average	54%	<123

Use of Andragogical Principles Category Levels

Category Levels	Percentage	IPI Score
High above average	89%-100%	225-199
Above average	88% -82%	198-185
Average	81%-66%	184-149
Below average	65%-55%	148-124
Low below average	54%	<123
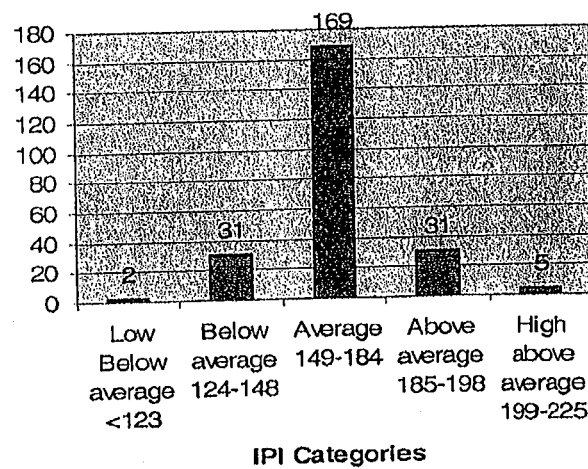
Items constituting the seven factors of the Instructional Perspectives Inventory

Seven factors under IPI	IPI Items
1. Teacher *empathy* with Learners	4, 12, 19, 26, 33
2. Facilitator *trust of* Learners	7, 8, 16, 28, 29, 30, 31, 39, 43, 44, 45
3. *Planning and delivery* of instruction	1, 9, 22, 23, 42
4. *Accommodating* learner uniqueness	6, 14, 15, 17, 37, 38, 40
5. Teacher *insensitivity* toward Learners	5, 13, 18, 27, 32, 36, 41
6. *Learner-centered* learning process (*Experience—based* learning techniques)	2, 10, 21, 24, 35
7. *Teacher-centered* learning process	3, 11, 20, 25, 34

FACTORS WITH ITEMS

Factor #1 Teacher Empathy with Learners – Your Teacher

4. Feels fully prepared to teach

12. Notices and acknowledges to learners positive changes in them

19. Balances her/his efforts between learner content acquisition and motivation

26. Expresses appreciation to learners who actively participate

33. Promotes positive self-esteem in learners

Factor #2 Teacher Trust of Learners – Your Teacher

7. Purposefully communicates to learners that each is uniquely important

8. Expresses confidence that learners will develop the skills they need

16. Trusts learners to know what their own goals, dreams, and realities are like

28. Prizes the learner's ability to learn what is needed

29. Feels learners need to be aware of and communicate their thoughts and feelings

30. Enables learners to evaluate their own progress in learning

31. Hear what learners indicate their learning needs are

39. Engages learners in clarifying their own aspirations

43. Develops supportive relationships with her/his learners

44. Experiences unconditional positive regard for her/his learners

45. Respects the dignity and integrity of the learners?

Factor #3 Planning and Delivery of Instruction – **Your Teacher**

1. Uses a variety of teaching techniques

9. Searches for or creates new teaching techniques

22. Establishes instructional objectives

23.Uses a variety of instructional media? (internet, distancelearning,interactive video, videos, etc.)

42. Integratesteaching techniques with subject matter content

Factor #4 Accommodating Learner Uniqueness – **Your Teacher**

6.Expects and accepts learner frustration as they grapple withproblems

14. Believes that learners vary in the way they acquire, process, and apply subject matter knowledge

15. Really listens to what learners have to say

17.Encourages learners to solicit assistance from other learners

37. Individualizes the pace of learning for each learner

38. Helps learners explore their own abilities

40.Asks the learners how they would approach a learning task

Factor #5 Teacher Insensitivity toward Learners– **Your Teacher**

5. Has difficulty understanding learner's point of view

13. Has difficulty getting her/his point across to learners

18. Feels impatient with learner's progress

27.Experiences frustration with learner apathy

32.Have difficulty with the amount of time learners need to graspvarious concepts

36.Gets bored with the many questions learners ask

41.Feels irritation at learner inattentiveness in the learning setting?

Factor #6 Learner-centered [Experienced-based] Learning Process– Your Teacher

2. Uses buzz groups (learners placed in groups to discuss) information from lectures

10. Teaches through simulations of real-life

21. Conducts group discussions

24. Uses listening teams (learners grouped together to listen for a specific purpose) during lectures

35. Conducts role plays

Factor #7 Teacher-centered Learning Process – Your Teacher

3. Believes that her/his primary goal is to provide learners as much information as possible?

11. Teaches exactly what and how she/he has planned?

20. Tries to make her/his presentations clear enough to forestall all learner questions

25. Believes that her/his teaching skills are as refined as they can be

34. Requires learners to follow the precise learning experiences she/he provides them

Factor Descriptions

Teacher *empathy* with Learners	Empathetic teachers pay attention to development of "a warm, close, working relationship" (Stanton, 2005, p. 116) with learners. Empathetic teachers respond to their learner's learning needs.
Teacher *trust of Learners*	Trust and respect between teachers and learners can be created in different ways, for example avoid threat, avoid negative influences, and allow learners to take responsibility for their own learning

(Stanton, 2005). In addition, relaxed and low risk atmosphere is an important factor in establishing mutual trust and respect.

Planning and delivery of instruction

In the andragogical approach, teachers should plan learning facilitation in the way that learners are involved in the planning process. When learners take responsibility for their own learning, they have commitment for their success. Finally, Knowles (1980) suggests evaluation and feedback should be included in the planning.

Accommodating learning uniqueness

Teachers should facilitate learners' learning and take into account the learners' difference, for instance, self-concept, motivation, accumulated life experience, and the application learners have in mind for the subject learned (Pratt, 1998; Stanton, 2005). Each learner has his/her preference in learning and he/she learns best in different methods. Teachers should apply distinct learning facilitation techniques with their learners.

Teachers *insensitivity* toward learners

When teachers lack sensitivity and feeling to recognize learners' uniqueness and effort, the trust, mutual respect, and link between them are not bonded. Knowles (1980) contends that a factor that

most influence the climate of learning is the behavior of facilitator, or in this research is teacher. In addition, one simple way to show care and respect to learners is listening to what they say.

Learner-centered learning process

With different accumulated learning experience, learners should take a major part in their own learning. The learners are active parts of the learning and work process. The role of techers is to facilitate with group dynamics and social interaction (Houle, 1996) so that the subordinates can easily apply the subject learned to applications they have in mind.

Teacher-centered learning process

Teacher-centered learning is defined as learning wherefailitators control the environment. It is also called subject-centered process (Knowles, 1980). The knowledge flow is a one-way transmission from teachers to learners. Unlike a facilitator – centered learning process, learners are passive parts in the teacher-centered learning process (Stanton, 2005).

MIPI Instrument

The questionnaire used in the Vatcharasirisook (2011) study included the Modified Instructional Perspectives Inventory (MIPI), questions asking about job satisfaction and intention of employee continuance, as well as questions asking about demographic data.

Since in this research the MIPI was used in the business context, the MIPI was modified to business language and consistent with the study environment. This researcher believes that the relationship between supervisor and subordinates based on seven factors of the MIPI can influence the development of organizational learning capability (OLC). Chiva and Alegre (2009) propose that organizational learning capabilities be composed of five dimensions: Experimentation, Risk taking, Interaction with the external environment, Dialogue, and Participative decision making. All 45 items on the MIPI, after language revision, could be classified in groups of one or more dimensions of OLC, see Table 2. Therefore, this researcher believes that the Modified Instructional Perspectives Instrument, which was created based on andragogical concepts, is the best tool to investigate supervisors' characteristics to promote OLCs.

Table 2: Categorizing MIPI to OLC Dimensions

No	Items under the Modified Instructional Perspectives Inventory	Experiment	Risk Taking	Interaction with the external environment	Dialogue	Participative Decision Making
1	Your supervisor uses a variety of learning/teaching/work techniques.	A	B	C	D	E
2	Your supervisor uses buzz group (learners placed in group to discussion information on a specific topic or project).	A	B	C	D	E
3	Your supervisor believes his/her primary goal is to provide you as much information about a project as possible.	A	B	C	D	E
4	Your supervisor feels fully prepared to present you information on a working project.	A	B	C	D	E
5	Your supervisor has difficulty understanding your point-of-view.	A	B	C	D	E
6	Your supervisor expects and accepts your frustration as you grapple with problems.	A	B	C	D	E
7	Your supervisor purposefully communicates to you that you are uniquely important.	A	B	C	D	E
8	Your supervisor expresses confidence that you will develop the skills you need.	A	B	C	D	E
9	Your supervisor searches for or creates new working instruction.	A	B	C	D	E
10	Your supervisor gives advice through simulation of real-life.	A	B	C	D	E
11	Your supervisor teaches you exactly what and how he/she has planned.	A	B	C	D	E
12	Your supervisor notices and acknowledges to you your positive changes.	A	B	C	D	E
13	Your supervisor has difficulty getting his/her point across to you.	A	B	C	D	E
14	Your supervisor believes that learners vary in the way they acquire, process, and apply subject matter knowledge.	A	B	C	D	E
15	Your supervisor really listens to what you have to say.	A	B	C	D	E
16	Your supervisor trusts you to know what your own goals, dreams, and realities are like.	A	B	C	D	E

17	Your supervisor really listens to what you have to say.	A	B	C	D	E
18	Your supervisor appears to feel impatient with your progress.	A	B	C	D	E
19	Your supervisor balances his/her efforts between your content acquisition and your motivation.	A	B	C	D	E
20	Your supervisor tries to make his/her presentations clear enough to forestall all employee questions.	A	B	C	D	E
21	Your supervisor conducts group discussions.	A	B	C	D	E
22	Your supervisor establishes working and learning objectives for work projects.	A	B	C	D	E
23	Your supervisor uses a variety of working and learning media (internet, distance, interactive, videos, etc.).	A	B	C	D	E
24	Your supervisor uses listening teams (you and other colleagues grouped together to listen for a specific purpose) during some training.	A	B	C	D	E
25	Your supervisor expresses that his/her work skills are as refined as they can be.	A	B	C	D	E
26	Your supervisor expresses appreciation to you for actively participating in projects.	A	B	C	D	E
27	Your supervisor expresses frustration with your apathy in work.	A	B	C	D	E
28	Your supervisor prizes your ability to learn what is needed for a work project.	A	B	C	D	E
29	Your supervisor feels you need to be aware of and communicate your thoughts and feelings.	A	B	C	D	E
30	Your supervisor enables you to evaluate your own progress in work and learning.	A	B	C	D	E
31	Your supervisor hears what you indicate your work and learning need are.	A	B	C	D	E
32	Your supervisor has difficulty with the amount of time you need to grasp various concepts.	A	B	C	D	E
33	Your supervisor promotes positive self-esteem in you.	A	B	C	D	E
34	Your supervisor requires you to follow the precise work and learning experiences he/she provides you.	A	B	C	D	E
35	Your supervisor conducts role plays.	A	B	C	D	E
36	Your supervisor gets bored with the many questions you ask.	A	B	C	D	E
37	Your supervisor individualizes the pace of work and	A	B	C	D	E

17	Your supervisor really listens to what you have to say.	A	B	C	D	E
18	Your supervisor appears to feel impatient with your progress.	A	B	C	D	E
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34	Your supervisor requires you to follow the precise work and learning experiences he/she provides you.	A	B	C	D	E
35	Your supervisor conducts role plays.	A	B	C	D	E
36	Your supervisor gets bored with the many questions you ask.	A	B	C	D	E
37	Your supervisor individualizes the pace of work and	A	B	C	D	E

	learning for you and your co-workers.					
38	Your supervisor helps you explore your own abilities.	A	B	C	D	E
39	Your supervisor engages you in clarifying your own aspirations.	A	B	C	D	E
40	Your supervisor asks you how you would approach a work and learning task.	A	B	C	D	E
41	Your supervisor feels irritation at your inattentiveness in the work and learning setting.	A	B	C	D	E
42	Your supervisor integrates work and learning techniques with subject matter content.	A	B	C	D	E
43	Your supervisor develops supportive relationships with you.	A	B	C	D	E
44	Your supervisor expresses unconditional positive regard for you.	A	B	C	D	E
45	Your supervisor respects your dignity and integrity.	A	B	C	D	E

The Instructional Perspectives Inventory was designed by Henschke (1989). The purpose of the IPI is to measure beliefs, feelings and behaviors of adult educators when they possess adult education (Henschke, 1989). The IPI is a self-report tool with a self-scoring key (Stanton, 2005, p. 111). Originally, the Instructional Perspectives Inventory was arranged on a four-point Likert scale: *never, rarely, sometimes, and often*, and consists of forty-five items. The survey was built around seven factors. The seven factors are:

- Teacher *empathy* with learners

- Teacher *trust* of learners

- *Planning and delivery* of instruction

- *Accommodating* learner uniqueness

- Teacher *insensitivity* toward learners

- *Learner-centered* learning process (*Experience based* learning techniques)

- *Teacher-centered* learning process

Stanton (2005) modified the IPI to a five-point Likert scale: *almost never, not often, sometimes, usually, and almost always.*

In the Vatcharasirisook (2011) study, the modified IPI with a five-point Likert scale IPI was used in Thailand. In addition, the 45 items in the instrument were revised to be appropriate to this study and the seven factors in the IPI were modified to:

- supervisor *empathy* with subordinates

- supervisor *trust* of subordinates

- *planning and delivery* of instruction

- *accommodating* subordinate uniqueness

- supervisor *insensitivity* toward subordinates

- *subordinate-centered* learning process (*experience based* learning techniques)

- *supervisor-centered* learning process

The five facilitating factors proposed by Chiva and Alegre (2009) to promote learning in organizations are experimentation, risk taking, dialogue, interaction with the external environment, and participative decision making. They are defined as:

Experimentation. Experimentation can be defined as "the degree to which new ideas and suggestions are attended to and dealt with sympathetically...that experimentation involves trying out new ideas, being curious about how things work, or carrying out changes in work process" (p. 326).

Risk taking. Risk taking is defined as "the tolerance of ambiguity, uncertainty and errors" (p. 326). Risk taking is an important trait for organizations to develop. Effective organizations accept and learn from failure and mistakes.

Interaction with the external environment. Interaction with the external

environment is defined as "the scope of relationships with the external

environment" (p. 326). Because organizations have to keep up with an uncertainty

in business, interaction with the external environment plays a major role in

organizational learning and development.

Dialogue. Dialogue is defined as "a sustained collective inquiry into the

processes, assumptions and certainties that make up everyday experience" (p.

328). Dialogue is a process to create an understanding of communication;

therefore, it is a crucial factor for organizational learning.

Participative decision making. Participative decision making is defined as "the

level of influence employees have in the decision making process" (p. 328).

Supporting participative decision making, organizations benefit by increasing

employee involvement, job satisfaction, organizational commitment, and

ownership of decision outcomes.

In the Vatcharasirisook (2011) study, the researcher believes the seven factors of the

Instructional Perspectives Inventory (IPI) influence the five dimensions of organizational

learning capability (OLC) and promote organizational learning.

Earlier in this part it was indicated that the questionnaire used in the Vatcharasirisook

(2011) study included the Modified Instructional Perspectives Inventory (MIPI), questions asking

about job satisfaction and intention of employee continuance, as well as questions asking about

demographic data. This was used with more than 500 employees combined from Banking,

Healthcare, and Hospitality. The end result included three clear indications: (1) The higher

these participants scored on their ratings of their supervisors on the two factors of "Supervisor

Empathy with Subordinates" and "Supervisor Trust of Subordinates," the higher their scores were on 'job satisfaction'; (2) this high 'job satisfaction' rating in # 1 just above, translated into their intention of employee continuance; and, (3) the higher these participants scored on their ratings of their supervisors on the factor of "Supervisor Insensitivity toward Subordinates," the higher their scores were on their desiring to leave employment of their corporation.

<u>**References**</u>

Chiva, R. & Algre, J. (2009). Organizational learning capability and job satisfaction: an empirical assessment in the ceramic tile industry. *British Journal of Management, 20,* 323-340.

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Stanton, C. (2005). *A construct validity assessment of the Instructional Perspectives Inventory.* (Doctoral Dissertation, University of Missouri – St. Louis, 2005). Publication No.: AAT3173438

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Evaluation of This Meeting
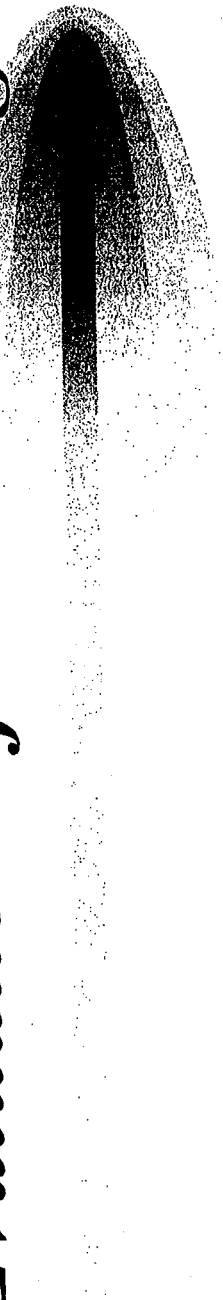
- As a result of this St. Louis ASTD session,

  I will . . . .