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Applying Andragogical Principles to Enhance Corporate Functioning

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LINDENWOOD UNIVERSITY

Applying Andragogical Principles to Enhance Corporate Functioning

John A. Henschke, Ed. D.

*Immediate Past-Chair – 2016 Board of Directors
International Adult and Continuing Education Hall of Fame (IACEHOF)*

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Session Abstract: Andragogical elements [*trust, empathy, sensitivity*] actively expressed by facilitators/supervisors toward learners/supervisees/workers and fostering their reciprocation toward facilitators/supervisors, while being enhanced with organizational learning (OL) elements [*experimentation, risk-taking, interaction with the external environment, dialogue, participative decision-making*], strengthens job satisfaction and fosters learners'/supervisees'/workers' desire to retain employment with their corporation -- thus reducing employment costs of new learners/supervisees/workers. Adding to these are leaders' four (4) [*management of attention through vision, meaning through communication, trust through positioning, and deploying positive self-regard focused concentration*] strategies for taking charge which when applied with the andragogical elements and OL serve to strengthen and enhance corporate functioning and viability.

Presentation to AAIM Round table

October 11, 2016

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Andragogy Websites:

- Topics in Ed. - Adult Learner <http://www.umsl.edu/~henschke>
http://works.bepress.com/john_henschke [Each month I receive a report from them as to the number of downloads, the number of institutions, and the number of countries. My latest report at this writing indicates that from 171 of my papers posted, I have 3407 downloads, to 389 institutions, in 118 countries.]

**ANDRAGOGY: *The art and science of helping and facilitating adults in their learning*
A Doctoral Emphasis Specialty — Courses are on both Doctoral and Masters Level**

AAIM Employers' Association (Hire, Develop, Retain) Round Table – October 11, 2016

Applying Andragogical Principles to Enhance Corporate Functioning

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**INSTRUCTOR'S PERSPECTIVE INVENTORY
FACTORS**

(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

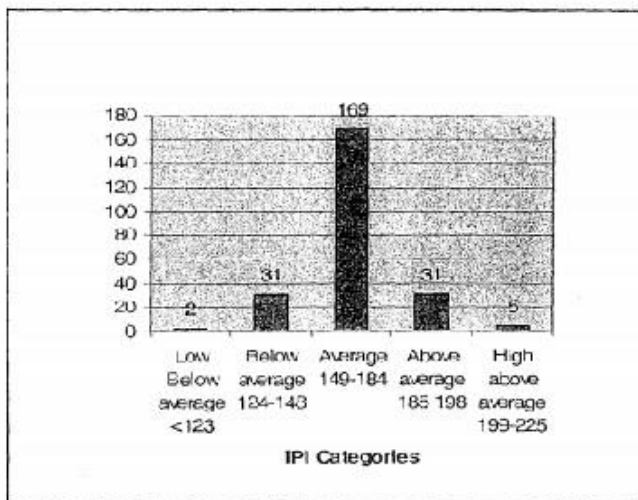
A = 1, B = 2, C = 3, D = 4, and E = 5

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.

<u>FACTORS</u>	<u>TOTAL</u>	<u>POSSIBLE MINIMUM</u>	<u>POSSIBLE MAXIMUM</u>
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

<i>Category Levels</i>	<i>Percentage</i>	<i>IPI Score</i>
High above average	89%-100%	225-199
Above average	88%-82%	195-185
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 <i>empathy</i> with Learners	4, 12, 19, 26, 33
2. Facilitator <i>trust of</i> Learners	7, 8, 16, 28, 29, 30, 31, 39, 43, 44, 45
3. <i>Planning and delivery</i> of instruction	1, 9, 22, 23, 42
4. <i>Accommodating</i> learner uniqueness	6, 14, 15, 17, 37, 38, 40
5. Teacher <i>insensitivity</i> toward Learners	5, 13, 18, 27, 32, 36, 41
6. <i>Learner-centered</i> learning process (<i>Experience—based</i> learning techniques)	2, 10, 21, 24, 35
7. <i>Teacher-centered</i> 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, distance learning, interactive video, videos, etc.)
- 42. Integrate teaching techniques with subject matter content

Factor #4 Accommodating Learner Uniqueness – Your Teacher

- 6. Expects and accepts learner frustration as they grapple with problems
- 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 grasp various 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.

Teacher's *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 teachers 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 where facilitators 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

Supervisor / Subordinate

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.

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

Five Organizational Learning Elements

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.

References

- 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.
- Henschke, J. A. (1989). Identifying appropriate adult educator practices: Beliefs, feelings, and behaviors. *A paper presented at the Midwest Research-To-Practice Conference on Adult, Continuing and Community Education*, St. Louis, MO.
- Stanton, C. (2005). *A construct validity assessment of the Instructional Perspectives Inventory*. (Doctoral Dissertation, University of Missouri –St. Louis, 2005). Publication No.: AAT3173438
- Vatcharasirisook, V. (2011). *Organizational learning and employee retention: A focused study examining the role of relationships between supervisors and subordinates*. (Unpublished doctoral dissertation). University of Missouri, St. Louis, Missouri.

Figure 1 shows Cronback's alpha coefficient calculations for the three dissertations that validated the instrument.

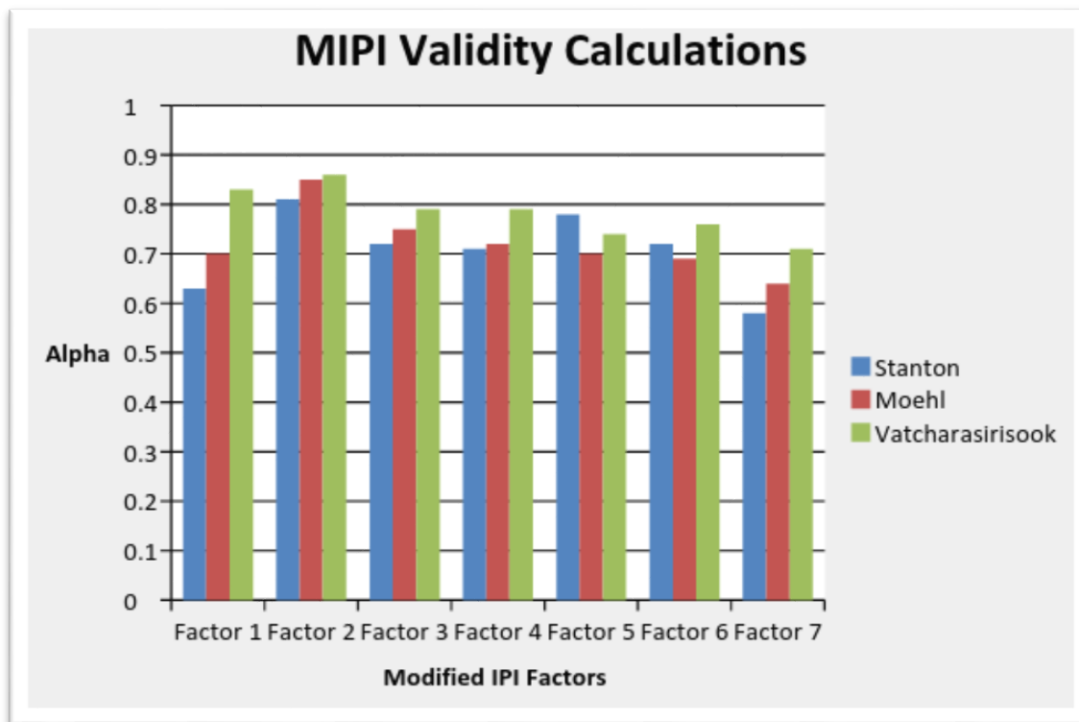


Figure 1. MIPI validity calculations
Modified Instructional Perspective Inventory factors follow:

Factor 1. = Teacher/supervisor empathy with learner/subordinate

Factor 2. = Teacher/supervisor trust of learner/subordinate

Factor 3. = Planning and delivery of instruction

Factor 4. = Accommodating learner/subordinate uniqueness

Factor 5. = Teacher/supervisor insensitivity toward learner/subordinate

Factor 6. = Learner/subordinate-centered processes

Factor 7. = Teacher/supervisor-centered processes

Moehl, P. (2011, July). *Exploring the relationship between Myers-Briggs type and instructional perspectives among college faculty across academic disciplines* (Unpublished doctoral dissertation). University of Missouri-St. Louis, St. Louis, MO.

Stanton, C. (2005, April). *A construct validity assessment of the instructional perspectives inventory* (Unpublished doctoral dissertation). University of Missouri-St. Louis, St. Louis, MO.

Vatcharasirisook, V. (2011). *Organizational learning and employee retention: A focused study examining the role of relationships between supervisors and subordinates*. (Unpublished doctoral dissertation). University of Missouri, St. Louis, Missouri.

Reciprocity of Empathy, Trust, and Sensitivity. To be effective, an

andragogue needs to combine the reciprocity of empathy, trust, and sensitivity in concert with the ability and potential of learners for the same, to understand the learning process and interact with facilitators effectively in making the right choices. This reciprocity takes the form of the facilitator initiating and maintaining the combination of three elements. Insensitivity may get in the way and block the process of modeling reciprocity of the three.

Empathy- The andragogue:

- Feels fully prepared to teach
- Notices and acknowledges to learners positive changes in them
- Balances her/his efforts between learner content acquisition and motivation
- Expresses appreciation to learners who actively participate
- Promotes positive self-esteem in learners

Trust- The andragogue:

- Purposefully communicating to learners that they are each uniquely important;
- Believing learners know what their goals, dreams and realities are like ;
- Expressing confidence that learners will develop the skills they need;
- Prizing the learners to learn what is needed;
- Feeling learners' need to be ware of and communicate their thoughts and feelings;
- Enabling learners to evaluate their own progress in learning;
- Hearing learners indicate what their learning needs are;
- Engaging learners in clarifying their own aspirations;
- Developing a supportive relationship with learners;
- Experiencing lll conditional positive regard for learners; and,
- Respecting the dignity and integrity of learners.

Insensitivity- The insensitive educator (without reciprocity, leans toward insensitivity):

- Has difficulty understanding learner's point of view
- Has difficulty getting her/his point across to learners
- Feels impatient with learner's progress
- Experiences frustration with learner apathy
- Have difficulty with the amount of time learners need to grasp various concepts
- Gets bored with the many questions learners ask
- Feels irritation at learner inattentiveness in the learning setting.

Sensitivity- The andragogue (with reciprocity, leans much more toward sensitivity):

- Makes certain to understand the learner's point of view
- Takes pains and time to get her/his point across to learners
- Exercises patience in helping all learner's progress
- Overcomes any frustration with learner apathy
- Will use whatever time learners need to grasp various concepts
- Thoroughly allows learners to ask all questions they need addressed
- Resists in her/himself any irritation at learner inattentiveness in the learning setting

Major Themes in Andragogy

*Emerging Discovery Coming Out Of the Continuous Research of
Dr. John A. Henschke
1970 to the Present 2015*

- 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 - 183 Years

Early Appearances of Andragogy (1833-1927)

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

Movement Towards 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 Towards 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
(2000-2002)

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 in The Future
(2007-2011)

Clearer Emphasis on Congruence between Scholarship and Practice Accompanied by
Contribution to the Shaking World Economy
(2012-2014)

On the Cutting Edge of Additional Developments 2015 and Beyond into the Future

Assumptions and Process of Andragogy

Assumptions of Andragogical Model of Learning

<i>About</i>	<i>Andragogical</i>
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

<i>Elements</i>	<i>Andragogical</i>
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)

Narrative on the First Andragogy Publication

The first use of the term ‘andragogy’ - as far as we know today - was found with the German high school teacher Alexander Kapp in 1833. In a book entitled ‘Platon’s Erziehungslehre’ (Plato’s Educational Ideas) he describes the lifelong necessity to learn. Starting with early childhood he comes on page 241 (of 450) to adulthood with the title ‘Die Andragogik oder Bildung im maennlichen Alter’ (Andragogy or Education in the man’s Age - a replica can be found on www.andragogy.net). In about 60 pages he argues that education, self-reflection, and educating the character is the first value in human life. He then refers to vocational education of the healing profession, soldier, educator, orator, ruler, and men as family father. So already here we find patterns which repeatedly can be found in the ongoing history of andragogy: Included and combined are the education of inner, subjective personality (‘character’) and outer, objective competencies (what later is discussed under “education vs. training”); and learning happens not only through teachers, but also through self-reflection and life experience, is more than ‘teaching adults’.

The History of ‘Andragogy’



The first use of the term ‘andragogy’ - as far as we know today - was found with the German high school teacher Alexander Kapp in 1833.

Kapp does not explain the term Andragogik, and it is not clear, whether he invented it or whether he borrowed it from somebody else. He does not develop a theory, but justifies ‘andragogy’ as the practical necessity of the education of adults. The idea of adult learning was not unusual in that time around 1833, neither in Europe (enlightenment movement, reading-societies, workers education, educational work of churches, for example the Kolping-movement), nor in America (Franklin Institute in Philadelphia, Lowell Institute in Boston, Lyceum movement, town libraries, museums, agricultural societies); all these existing initiatives had important dates between 1820-40.

**Merging
the
Modified Instructional Perspectives Inventory
with
Organizational Learning Capabilities
in
Andragogy**

	<i>Experimentation</i>	<i>Risk Taking</i>	<i>Interaction with the External Environment</i>	<i>Dialogue</i>	<i>Participative Decision Making</i>
Factor #1 <i>Teacher Empathy with Learners</i> – 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	✓	✓		✓	

Experimentation

Risk Taking

Interaction with the
External Environment

Dialogue

Participative Decision
Making

Factor #2 <i>Teacher Trust of Learners</i> – 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?				✓	✓

Experimentation

Risk Taking

Interaction with the
External Environment

Dialogue

Participative
Decision Making**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, distance learning, interactive video, videos, etc.)	✓		✓		
42. Integrates teaching techniques with subject matter content	✓				

Experimentation

Risk Taking

Interaction with the
External Environment

Dialogue

Participative Decision
Making

Factor #4 <i>Accommodating Learner Uniqueness</i> – Your Teacher					
6. Expects and accepts learner frustration as they grapple with problems.		✓			
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 from other learners	✓	✓			
38. Helps learners explore their own abilities	✓	✓	✓	✓	✓
40. Asks the learners how they would approach a learning task	✓				✓

Experimentation

Risk Taking

Interaction with the
External
Environment

Dialogue

Participative
Decision Making

Factor #5 <i>Teacher Insensitivity toward Learners</i>– 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 grasp various concepts		✓			
36. Gets bored with the many questions learners ask		✓			✓
41. Feels irritation at learner inattentiveness in the learning setting?		✓			
Factor #5 <i>Teacher Sensitivity toward Learners</i>– Your Teacher					
5. Makes certain to understand the learner's point of view				✓	
13. Takes pains and time together/his point across to learners				✓	
18. Exercises patience in helping all learner's progress		✓			
27. Overcomes any frustration with learner apathy		✓		✓	
32. Will use whatever time learners need to grasp various concepts		✓			
36. Thoroughly allows learners to ask all questions they need addressed		✓			✓
41. Resists in her/himself any irritation at learner inattentiveness in the learning setting		✓			

/
 Experimentation
 /
 Risk Taking
 /
 Interaction with the
 External
 Environment
 /
 Dialogue
 /
 Participative
 Decision Making

Factor #6 <i>Learner-centered [Experienced-based] Learning Process</i>– 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 <i>Teacher-centered Learning Process</i>– 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		✓		✓	

Organizational Learning Capabilities – Elements of its Meaning

1. Experimentation:

- The degree to which new ideas and suggestions are attended to and dealt with sympathetically.
- Involves trying out new ideas.
- Being curious about things work.
- Carrying out changes in work process.

2. Risk Taking:

- Tolerance of ambiguity, uncertainty and errors.
- An important trait for organizations to develop
- Effective organizations accept and learn from failure and mistakes.

3. Interaction with the External Environment:

- The scope of relationships with the external environment.
- Organizations have to keep up with the external environment; thus,
- Interaction with the external environment plays a major role in organizational learning and development.

4. Dialogue:

- A sustained collective inquiry into:
 - The processes
 - The assumptions and
 - The certainties
 - ↳ That make up every day experience.
- A process to create an understanding of communication. Therefore,
- Is a crucial factor for organizational learning

5. Participative Decision Making:

- The level of influence employees have in the decision – making process
- By supporting participative decision-making organizations benefit by increasing
 - Employment involvement,
 - Job satisfaction,
 - Organizational commitment, and
 - Ownership of decision outcomes.

This researcher **believes**

The **Seven Factors** of the
Instructional perspectives inventory

Influence

The **Five Dimensions** of
organizational **Learning Capability and**

Promote organizational learning.

The **Seven + Five** are reciprocal in nature and cooperate to enhance the productivity of the organization.

Organizational Learning Capability [OLC] – Dimensions / Elements of its Meaning

1. **Experimentation = E**
2. **Risk Taking = R**
3. **Interaction with the External Environment = I**
4. **Dialogue = D**
5. **Participative Decision Making = P**

Factors in the Modified Instructional Perspectives Inventory [MIPI]

I. Teacher Empathy toward Learners – Total = 8

- E - 1
- R - 2
- I - 0
- D - 4
- P - 1

II. Teacher Trust of Learners – Total = 18

- E - 2
- R - 3
- I - 1
- D - 7
- P - 5

III. Planning and Delivery of Instruction – Total = 8

- E - 3
- R - 1
- I - 2
- D - 1
- P - 1

IV. Accommodating Learner Uniqueness – Total = 14

- E - 3
- R - 4
- I - 2
- D - 3
- P - 2

V. Teacher Insensitivity/Sensitivity to Learners – Total = 9

- E - 0
- R - 5
- I - 0
- D - 3
- P - 1

VI. Learner-Centered Learning Processes – Total = -- 9

- E - 1
- R - 0
- I - 3
- D - 4
- P - 1

VII. Teacher-Centered Learning Processes -- 6

- E - 0
- R - 3
- I - 0
- D - 3
- P - 0

STRENGTHENING ELEMENTS GRAND TOTAL = 72

According to previous empirical research conducted by Henschke (1989, 2011c) on factors of the MIPI, empathy and trust play the strongest role in the employee's job satisfaction and retention. The research conducted by Vatcharasirisook (2011) underscores that the seven factors of the Modified Instructional Perspectives Inventory (MIPI) influence the feelings and beliefs of the subordinates, which impacts their job satisfaction and decision making as regards them desiring to be retained as subordinates in the organization. The seven exhibited factors are known as: supervisor empathy with subordinates; supervisor trust of subordinates; planning and delivery of instruction; accommodating subordinate's uniqueness; supervisor insensitivity toward subordinates; subordinate-centered learning process; and, supervisor-centered learning process.

The MIPI was used with more than 500 employees combined from banking, healthcare and hospitality. The research established one model to examine the relationship between the seven factors described above to the subordinate's job satisfaction and their intention to remain in the company. The most compelling part of the final result revealed **the strongest significant positive path** between supervisor **trust** of subordinates and subordinate job satisfaction (standardized $\beta=0.26$, $p=0.004$). In addition, the final result also revealed a supporting role of **a significant positive path** between supervisor **empathy** with subordinates' job satisfaction (standardized $\beta=0.17$, $p=0.04$); but, the **other five factors showed a negative path**. The final outcome highlighted that 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." This is considered as a positive reflection of the subordinates toward the organizations management structure, which could witness their desire for being retained in the organization, indeed. Notwithstanding, the empirical study guided by John A. Henschke revealed that "trust" and "empathy," which are the two elements found from the original IPI (Instructional Perspective Inventory) also influence the **five dimensions of the Organizational Learning Capability (OLC)** and promote organizational learning: **experimentation** (the degree to which new ideas and suggestions are attended to and dealt with sympathetically – it involves trying out new ideas, being curious about how things work, or carrying out changes in work process); **risk taking** (the tolerance of ambiguity, uncertainty and errors – it is the important trait for organizations to develop); **interaction with the external environment** (the scope of relationships with the external environment as it plays the vital role in organizational learning and development); **dialogue** (a sustained collective inquiry into the processes, assumptions and certainties that make up everyday experience); and, **participative decision making** (the level of influence employees have in the decision making process" (Chiva and Alegre, 2009). Empathy and trust from the supervisor encourages subordinates to initiate and exhibit their new ideas in the organization to partake in organizational development path. Moreover, the subordinates are taught to be courageous in taking risks and learning from their mistakes in order to perform better in their working position. Additionally, the subordinates are motivated to express their ideas, take part in decision-making processes and interact with the related external organization to build up the stronger relationship or partnership in the business to reach the cutting edge of the organization goals.

We have listed the learner/supervisee perspective on Factor #2, with the groups, comprised of teachers and learners as well as supervisors and subordinates. If both would rate each one of the items [included and not included] very high and fairly close to each other regarding trust, it would become quite clear that there would be an excellent trusting relationship between the two based on what these eleven items express. In addition, reciprocity becomes part of the nature of the relationship, and obviously the

following expressions and descriptions of a reciprocal relationship characterize the situation – interrelatedness, mutual assistance, give and take, aiding and abetting, mutuality, interplay, cooperation, collaboration. This factor #2 comprises the other factor that contributes toward learner satisfaction with the learning situation and the supervisee satisfaction with the job (Vatcharasirisook, 2011). The combination of these two factors – empathy and trust – not only leads to learning situation satisfaction and supervisee job satisfaction, but, in turn, these in combination secondarily lead to the learner and subordinate wanting to stay in the learning situation or want to stay employed in the organization where they are working (Vatcharasirisook, 2011). When one considers the amount of time and money it takes an organization to orient a learner or subordinate to the culture, values and practices which make up the atmosphere or climate of that institution, it is important that the atmosphere and climate be conducive to encouraging personnel to remain and be retained within. When this happens, these personnel may possibly contribute productively to the purpose and mission of the institution. There are other considerations to be observed relating to retention of personnel within an institution. This is related to Factor #5, as indicated below:

*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 grasp various concepts.
- 36. Gets bored with the many questions learners ask.
- 41. Feels irritation at learner inattentiveness in the learning setting.

*Factor #5 – Supervisor **Insensitivity** toward Supervisees – Your Supervisor*

- 5. Has difficulty understanding worker's point of view.
- 13. Has difficulty getting his/her point across to workers.
- 18. Appears to feel impatient with worker's progress.
- 27. Expresses frustration with worker apathy in work.
- 32. Has difficulty with the amount of time workers need to grasp various concepts.
- 36. Gets bored with the many questions workers ask.
- 41. Feels irritation at worker inattentiveness in the work and learning setting.

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

- 5. Makes certain to understand the learner's point-of-view.
- 13. Takes pains and time to get her/his point across to learners.
- 18. Exercises patience in helping learner's progress.
- 27. Overcomes any frustration with learner's apathy.
- 32. Will use whatever time learners need to grasp various concepts.
- 36. Thoroughly allows learners to ask all questions each needs addressed.
- 41. Resists in her/himself any irritation at learner's inattentiveness in the learning setting.

*Factor # 5 – Supervisor **Sensitivity** toward Supervisees – Your Supervisor*

- 5. Makes certain to understand worker point of view.
- 13. Takes pains and time to get her/his point across to workers.
- 18. Exercises patience in helping worker's progress.
- 27. Overcomes any frustration with worker's apathy.
- 32. Will use whatever time workers need to grasp various concepts.
- 36. Thoroughly allows workers to ask all questions you need addressed.
- 41. Resists in her/himself any irritation at worker's inattentiveness in the learning and work setting.

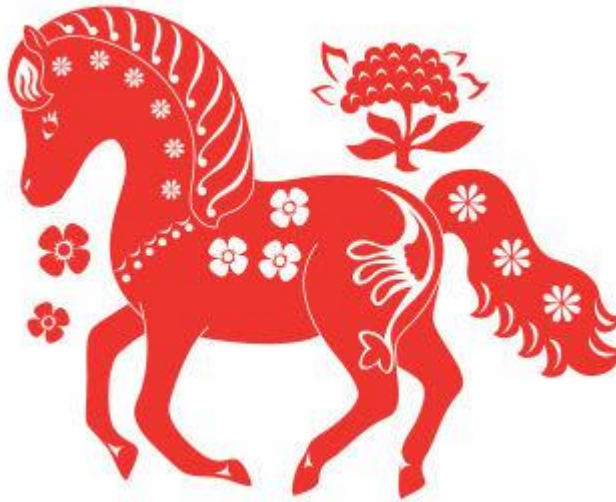
This is one of the most crucial aspects of implementing the issue of working/learning situations and job satisfaction aspects of trust, empathy, reciprocity, and sensitivity between teachers/supervisors and learners/subordinates. All may be well in these regards and indications may be leaning toward 'smooth-sailing' between them, especially when trust and empathy are harmonizing. However, when it comes to the extent of sensitivity/insensitivity between teachers/supervisors and learners/supervisees, if the leanings of either or both are toward sensitivity, harmony may easily be maintained. Nonetheless, if the leanings of either or both are toward insensitivity, the harmony generated by high trust and empathy may almost certainly be lessened at best, scuttled or destroyed at worst, with the accompanying result of the learners/subordinates acting on their desire to get out of that learning situation or workplace (Henschke, 2011a; Vatcharasirisook, 2011).

It may seem strange that it works that way. Moreover, if only one item from Factor #5 is amiss, one may think that it will not matter or influence the learning situation or the workplace sufficiently to have a negative impact. Notwithstanding, it is a quite well known fact that it takes five positive statements to off-set one negative statement so also in the case of factor #5 items and influencing a person to leave a corporation. When the South African Government was being helped to rid the country of Apartheid, there were nine major elements that the consultants considered as necessary to help them accomplish that task (McLagan and Nels, 1995). Their research substantiated that all nine elements held together as a unified major influence. If all elements, except one, were upheld, the one element not upheld contributed to destroying the unity and the total effort crumbling and resulting in no value to the country seeking to eliminate Apartheid. In addition, Lazarsfeld and Katz (1955, 2006) found in their original research, which is still valid more than a half-century later, that it is the relationship that teaches – the closer the relationship is, the more learning and workplace harmony will occur; the more distant the relationship is, the less reciprocity, interrelatedness, mutual assistance, give and take, aiding and abetting, mutuality, interplay, cooperation, and collaboration; consequently, the less learning and workplace harmony will take place.

Thus, the same is probably true relating to the sensitivity/insensitivity factor between teachers/supervisors and learners/supervisees. It is not just one of the seven items in this factor that may be acceptable to overlook, but it is that if one of the seven items in this factor is considered unimportant, all of the eleven items of trust, combined with all of the five items of empathy will be of no avail in building the solid foundation of learning and workplace harmony/productivity that will flourish with trust, reciprocity and relationships. All seven items in this factor hold together as a unified influence. If one item is missing, the influence of this factor is nullified. Or, from the opposite point of view, if one item of insensitivity is strongly present, it nullifies the positive effect in the relationship of the factors of trust and empathy. This means that concentrated attention must be given to greatly reduce or eliminate entirely each item our practice that relates to insensitivity on the part of teachers or supervisors toward learners or supervisees. This is a critical distinction to make and needs to be dealt with as being of utmost importance.

We could forward to an added dimension for improving the hiring, developing and retaining people that may contribute to the productivity, wellbeing and economic viability of an enterprise in the world of today. This dimension has to do with leaders and their strategies for taking charge to move this idea into reality. This will include some research combined with it being related to the MIPI for helping to strengthen operating corporations in what seems to be a topsy-turvy globe. Warren Bennis (1984) appears to have contributed to this possibility which follows.

The 4 Competencies of Leadership



Warren Bennis interviewed 90 outstanding leaders and their subordinates, with the intention of learning what makes real leaders (as opposed to effective managers) tick. After five years of research and thought, he identified four competencies common to all 90 leaders, and they're presented in Training & Development Journal's fortieth anniversary series of articles by major figures in human resource development.

By Warren Bennis

For nearly five years I have been researching a book on leadership. During this period, I have traveled around the country spending time with 90 of the most effective, successful leaders in the nation; 60 from corporations and 30 from the public sector.

My goal was to find these leaders' common expected. For a while, I sensed much more diversity than commonality among them. The group comprises both left-brain and right-brain thinkers; some who dress for success and some who don't; well-spoken, articulate leaders and laconic, inarticulate ones; some John Wayne types and some who are definitely the opposite. Interestingly, the group includes only a few stereotypically charismatic leaders.

Despite the diversity, which is profound and must not be underestimated, I identified certain areas of competence shared by all 90.

Warren Bennis is Joseph DeBell Chair of Management and Organization at the University of California School of Business Administration, Los Angeles. He has been an advisor to the last four U.S. presidential administrations, and he serves on ASTD's Board of Governors.

1984, Warren Bennis

VISIONARY LEADERSHIP

Management of

- ATTENTION THROUGH VISION

- * Makes people want to join in with her/him
- * Enrolls people in a compelling vision that brings others to a place they have not been before
- * Does not waste peoples time
- * Knows exactly what (s)he wants
- * United others with his/her intention and outcome, goal or direction
- * His/her intentions (vision) always evident

- MEANING THROUGH COMMUNICATION

- * Makes dreams apparent to others
- * Aligns people with his/her dreams
- * Uses metaphors clear to others and with which people can identify
- * Makes ideas tangible and real so people can support them
- * Creates meaning, not merely explanation or clarification of a goal
- * Integrate facts, concepts, anecdotes into meaning for the public
- * Get their people to understand and support their goals in a variety of ways

- TRUST THROUGH POSITIONING

- * Is reliable, constant, focused and all of a piece can be counted on and will not shift positions
- * It is clear where he/she is coming from and what he/she stands for, even though others may disagree with it

- DEPLOYMENT OF SELF THROUGH POSITIVE SELF-REGARD AND THE WALLEDA FACTOR

- * Knows his/her skills and deploys them effectively
- * Know themselves, their strengths and nurture them
- * Concentrates on the intention, the task, the decision
- * Unacquainted with the concept of failure
- * Learn from and use something that doesn't go well
- * Concentrates on winning, not on not losing

EMPOWERMENT: THE EFFECTS OF LEADERSHIP

1. People feel significant
 - What they do makes a difference to the success of the organization
 - What they do has meaning and significance

2. Learning and competence matter
 - Learning and mastery are valued
 - People are valued
 - Mistakes give us feedback and tell us what to do next

3. People are part of a community
 - Where leadership is, there is
 - a team
 - a family
 - a unity
 - Even people who do not especially like each other feel a sense of community

4. Work is exciting
 - Where leaders are, work is
 - stimulating
 - challenging
 - fascinating
 - fun
 - Pulling, rather than pushing people toward a goal
 - energizes people to enroll in an exciting vision of the future
 - motivates through identification, rather than through rewards and punishments
 - Leaders articulate and embody the ideals toward which the organization strives

WHICH VISION?

People can be expected to enroll in an exciting vision which

- Has a concept of quality
 - * something appreciated intuitively
 - * responded to by a feeling
 - * connected intimately with our experience of
 - meaning
 - beauty, and
 - value
- in our lives; and closely linked with quality
- Has a concept of dedication, even love of our work
 - * it is evoked by quality
 - * it is the force that energizes high performance systems, that facilitate our work

Merging the Modified Instructional Perspectives Inventory with Leader Strategies for Taking Charge in Andragogy

Leader Management of

Attention through Vision
Meaning through Communication
Trust through Positioning
Deploying Positive Self-Regard
Focusing Concentration

Factor #1 <i>Teacher Empathy with Learners</i> – 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		✓		✓	

Attention through Vision

Meaning through Communication

Trust through Positioning

Deploying Positive Self-Regard

Focusing Concentration

Factor #2 <i>Teacher Trust of Learners</i> – 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?			✓		

Attention through Vision

Meaning through Communication

Trust through Positioning

Deploying Positive Self-Regard

Focusing Concentration

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, distance learning, interactive video, videos, etc.)	✓				
42. Integrates teaching techniques with subject matter content	✓				

Attention through Vision

Meaning through
Communication

Trust through Positioning

Deploying Positive
Self-Regard

Focusing Concentration

Factor #4 *Accommodating Learner Uniqueness* – Your Teacher

6. Expects and accepts learner frustration as they grapple with problems.		✓			
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		✓			

Attention through Vision

Meaning through Communication

Trust through Positioning

Deploying Positive Self-Regard

Focusing Concentration

Factor #5 <i>Teacher Insensitivity toward Learners</i>– 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 grasp various concepts	✓			✓	
36. Gets bored with the many questions learners ask	✓			✓	
41. Feels irritation at learner inattentiveness in the learning setting?	✓			✓	
Factor #5 <i>Teacher Sensitivity toward Learners</i>– Your Teacher					
5. Makes certain to understand the learner's point-of-view	✓			✓	
13. Takes pains and time to get her/his point across to learners	✓			✓	
18. Exercises patience in helping all learner's progress	✓			✓	
27. Overcomes any frustration with learner apathy	✓			✓	
32. Will use whatever time learners need to grasp various concepts	✓			✓	
36. Thoroughly allows learners to ask all questions they need addressed	✓			✓	
41. Resists in her/himself any irritation at learner inattentiveness in the learning setting	✓			✓	

Attention through Vision

Meaning through Communication

Trust through Positioning

Deploying Positive Self-Regard

Focusing Concentration

Factor #6 <i>Learner-centered [Experienced-based] Learning Process</i>– 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 <i>Teacher-centered Learning Process</i>– 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					✓

Leader Strategies for Taking Charge [LSTC] – Dimensions / Elements of its Meaning

Management of:

1. **Attention through Vision = AV**
2. **Meaning through Communication = MC**
3. **Trust through Positioning = TP**
4. **Positive Self-Regard = PS**
5. **Focusing Concentration = FC**

Factors in the Modified Instructional Perspectives Inventory [MIPI]

I. Teacher Empathy toward Learners – Total = 10

- AV - 0
- MC - 5
- TP - 0
- PS - 4
- FC - 1

II. Teacher Trust of Learners – Total = 11

- AV - 0
- MC - 0
- TP - 11
- PS - 0
- FC - 0

III. Planning and Delivery of Instruction – Total = 5

- AV - 5
- MC - 0
- TP - 0
- PS - 0
- FC - 0

IV. Accommodating Learner Uniqueness – Total = 7

- AV - 0
- MC - 7
- TP - 0
- PS - 0
- FC - 0

V. Teacher Insensitivity/Sensitivity to Learners – Total = 14

- AV - 7
- MC - 0
- TP - 0
- PS - 7
- FC - 0

VI. Learner-Centered Learning Processes – Total = 5

- AV - 5
- MC - 0
- TP - 0
- PS - 0
- FC - 0

VII. Teacher-Centered Learning Processes – Total = 5

- AV - 0
- MC - 0
- TP - 0
- PS - 0
- FC - 5

STRENGTHENING ELEMENTS GRAND TOTAL = 57

LARGE GROUP MEETINGS

Enhancing Interactions

With

Listening Teams

CLARIFICATION

REBUTTAL

ELABORATION

PRACTICAL APPLICATION

Before a presentation the audience can be divided into four geographical sections and be asked to serve as "listening teams"—one section to listen to the presentation for points requiring *clarification*, another for points with which they *disagree(rebuttal)*, another for points they wish to have *elaborated* on, and the fourth for problems of *practical application* they wish discussed. After the presentation, the teams are asked to "buzz" for a few minutes to pool their thinking about the points they want raised and select a spokesperson; then the spokespersons are called on to present in turn the questions or issues to the speaker; the speaker responds to each question or issue until time for the session has expired or each issue or question has been addressed.

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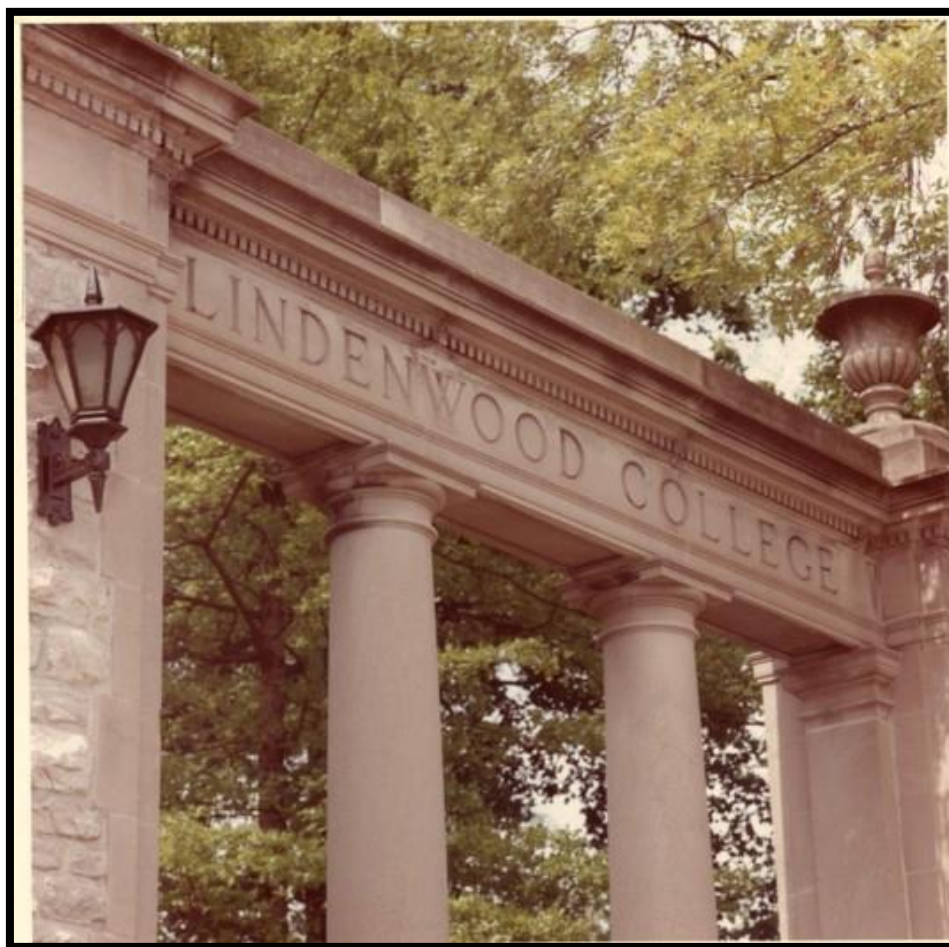
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