

ALD 689 Final Paper

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ALD 605

There are nine specific areas (or reasons) that adults use when pursuing education. They include: personal development, home and family, hobbies and recreation, general education, job, religion, voluntary activity, public affairs, and agriculture or technology (p. 61, Merriam, Caffarella, Baumgartner, 2007). There are different types of learners and why they wish to pursue education. Goal oriented learners are adults who find education as a means to an end. These types of individuals may be adults who are in on-the-job training programs, attending college or other forms of education where the end result affords them a promotion and higher wages in their employment. There are the activity oriented learners; they learn for the fun/health/thrill, etc of learning. They learn just because they want to and could also be for social means in learning. They learn because their friends are learning. Finally there are the learning oriented learners who learn for the sake of learning something new.

There are many barriers that adults face when being interested in educational pursuits. As the Director of this adult education program, it is my job to work with all adults, allowing them the opportunity to surpass these barriers and afford them the opportunity for educational pursuits. Typically, individuals of lower income and employment status have been left behind in educational pursuits. If an adult is unemployed, as job is a motivation to learn, the adult as no motivation to learn. No job = no motivation. With increasing family demands on today's adults, there is lack of time and money. More adults have to care for not only their children but also their adult parents in the same home, often having multiple generations within the home for financial and support reasons. These issues cause an adult to shy away from learning.

In this position that I hold, my job requires me to work with all adults, no matter what barriers I face in encouraging adults to learn. To start with, if an adult wishes to participate in

learning, that is good. If an adult doesn't wish to participate, finding out why is important. Are there barriers to the adult learning or is the adult just resisting learning? Absolutely to start with, if an adult is against education, often times, the barrier is financial. The decision for adult learning is often based on who is paying and why they are paying for it.

With almost 20 years of experience in developing and training adults in workplace education, I have had an opportunity to train adults at all levels of employment, from the recent college graduate, to the experienced professional, to new partners/management within an organization. Throughout my employment years, I've always had an opportunity to develop training programs and deliver them to learners within workplaces. There is definitely a purpose for adult education. Within my frame of reference, this purpose is that the learning is needed for employment. This learning is often called continuing education or professional education. There are many adults who are required by their companies or professional licenses to continue with education. Being Direct of the adult education program, I believe that using development theories of the Sociocultural Theory and Andragogy, coupling the theories with Transformational Learning and Self-Directed Learning will allow me to increase enrollment within this educational program.

Sociocultural Theory

Throughout the lifespan, cognitive development happens in a sociocultural context. This development influences the form it takes and stresses the importance of socialization on cognitive development. As adults, we need to integrate all areas of the sociocultural view in development of new educational offerings. We need to be considerate of how "race, class, ethnicity, social class, gender, sexual identity, and physical ability" (p. 15, Kasworm, 2010). Being socially and ethically correct in development education offerings will help allow me as director to entice more adults in learning in our program. Social and cultural areas of the adult

lifespan allow for growth of adults. Knowing what areas adults have interests will allow us to design and develop new programs. Those programs will engage adults into wanting to learn. Understanding human development and how it affects learning will allow us to develop programs and add to enrollment. Do we need more race-specific classes? Do we need to teach classes of sexual identity? When we develop new classes, do we take all of these views into perspective to create socially-correct program? All of these questions through the sociocultural theory explain how we should add enrollment of adults.

Developing programs for organizational change would be a great way to increase enrollment in our program. Companies who are going through organizational change could benefit from our services. “The idea that an organization could learn in ways that were independent of the individuals within it was the key breakthrough, which was first articulated by Cyvert and March (1963),” who formulated “a general theory of organizational learning” with emphasis on “rules, procedures, and routings in response to external shocks...which are more or less likely to be adopted according to whether or not they lead to positive consequences for the organization” (p. 61, Kasworm, 2010). When an adult goes through the shock of organizational change, having to know new rules and procedures, taking classes in organizational change would help the adults who are enabling the change. By developing new classes in organizational change for specific companies, as the director, we can increase enrollment by targeting companies who need organizational change education.

Andragogy

According to Knowles, there are main goals in Andragogy. The first is that “part of the job of educators of adults is to help learners, whether they are learning on their own or in formal learning programs, to be able to plan, carry out, and evaluate their own learning. (p. 107,

Merriam, Caffarella, Baumgartner, 2007)” The second is that adults need to reflect why they need to initiate this learning. Andragogy and Self-Directed Learning are coupled together. “In the United States, the name Malcom Knowles is most closely associated with andragogy, a term rooted in 19th-century Europe and referenced by Linderman during the 1920s” (p. 40-41, Kasworm, 2010). An adult’s life experiences play an important role in the learning process. Individuals who follow andragogy seem to be mature and responsible decision maker. This type of person understands what their concept of self understands that their needs. By using Andragogy in development of additional training programs, this approach “refers to a way of thinking and being with adult learners and developing adult-adult relationships” (p. 41, Kasworm, 2010). By increasing enrollment, having more adults in the adult education program allows for more adult relationships. At the same time, as adult socialize with each other in the programs, having adult learning programs helps to improve the social order.

Increasing enrollment will also allow for a more diverse set of prior experiences in each of the adults enrolled. Each adult will be in control of the learning they desire. As instructor, Knowles believes my role is to promote mutual respect among learners and to facilitate each adult’s purpose for learning” (p. 419, Kasworm, 2010). Knowing what each adult’s desired outcome with learning helps me as the director to guide each adult, allowing them to use self-direction.

By using Andragogy, adults are concerned with immediate use of their knowledge gain from education programs. They participate more in “problem-centered learning activities” (p. 23, Mackeracher, 2004). There are many assumptions Knowles stated of adults who learn through andragogy. They include:

- “Adult learners move from dependency towards increasing self-directedness as a normal aspect of maturation.
- Adults accumulate an increasing reservoir of experience that becomes an increasingly rich resource for learning.
- Adults are motivated to learn in order to cope more satisfyingly with real-life tasks or problems.
- Adults are concerned about developing increased competence to achieve their full potential in life and about the immediate application of knowledge and skills.
- Adults prefer to participate in performance-centered learning activities.” (p. 23, Mackeracher, 2004).

Each of these assumptions allows me as the director to take those assumptions and build them into new learning opportunities and increase enrollment.

Transformational Learning

Adults will look to us when using Transformational Learning when they are learning about changes in the way they see themselves and the world that they live. Transformative learning works hand-in-hand with Sociocultural Theory. “According to Mezirow, transformative learning occurs when one experiences a disorienting dilemma” (p. 41, Kasworm, 2010). To continue with the idea of development organizational change programs, using transformational learning will allow us to develop the learning for adults and companies whose realities have been shaken in the form of organizational change. Adults gossip, even in companies while at work. When gossiping, they are presenting the experiences of how the company is working in the face of the organizational change or social change. The company believes that the organizational change is the best outcome for the employees and the company.

The employees can become very emotional over organizational change. They can jump to conclusions, believing the worst in the end results of the changes. Without the knowledge and understanding of the changes, the sub-conscious can play evil tricks. “Friere believed that the primary goal of transformation was social action and that it was not enough to transform individuals” (p. 42, Kasworm, 2010). Increasing enrollment in the educational program is of utmost concern to me as the director. Focusing on organizational change classes for specific companies will allow us as an education program to increase enrollment. Development of the new classes will also allow for new avenues of learning for not only our existing students, but new students.

Self-Directed Learning

When an adult takes the initiative to learn something new, whether they are required to learn this topic for work or personal knowledge gain, this initiative is called Self-Directed Learning. All adults learn new things every day, whether they believe they are learning new topics or not. Unlike with a child whose mind isn’t ready to be independent in their learning tasks, adults often have to use independence and initiative in learning. For most adults, they do not believe they are learning if they are not in a formal setting. Perception is the key to understanding learning.

“Andragogy focuses on the adult learner and his or her life situation” (p. 83, Merriam, Caffarella, Baumgartner, 2007) whereas “Pedagogy refers to the teaching of children where the teacher is the focal point” (Peterson, 2012). Without Self-Directed Learning in an adult, most adults would not be able to function. Adults need to become independent to compete and sustain their life in the adult world. What exactly is Self-Directed Learning?

There are three goals of Self-Directed Learning. They are: 1. Educators help adults to carry out education plans, whether the individual is in a formal learning program or learning on their own, to plan, carry out, and evaluate that learning; 2. Adults need to critically reflect and understand the reasons for their learning needs, wants, and interests; and 3. Enhance an individual's ability to become more self-directed in learning more (p. 107-108, Merriam, Caffarella, Baumgartner, 2007). With these goals, individuals who take the initiative to become more knowledgeable in any topic tend to follow these goals.

When I worked toward my master's degree, I worked with an advisor who helped guide me in carrying out the plan to earn my degree. What classes do I attend? What are the best classes for my ultimate goals for my employment?

Many adults consider themselves self-directed learners. They know when they NEED to learn something, whether that learning is for their career or for their home/personal endeavors. They know when they WANT to learn something. They know the entire W's of learning (Who? What? Where? Why? How?). The ultimate question and critique comes in assessing Self-Directed Learning. As a developer of adult learning programs, am I developing the right training for those who learn from me? Am I able to guide those individuals in learning? How can I build my training better? How can I increase student enrollment in my program?

The biggest critique of Self-Directed Learning is the ability to measure self-directed competencies. Mackeracher states there have been attempts to develop means of assessing Self-Directed Learning competencies. "The two most frequently used are the Self-Directed Learning Readiness Scale (SDLRS) (Guglielmino, 1977) and Oddi's Continuing Learning Inventory (OCLI) (Oddi, 1986)" (p. 47, Mackeracher, 2004). In formal education settings, these assessments have been used in studies related to self-directed learning. However, with that being

said, there's no clear indication that self-directed learning is developed as unbiased and context free.

Self-Directed Learning is ingrained in the majority of adults. As we grow, we learn how to become independent, not only in our thinking but in our learning. We realize that without questioning and taking the initiative to learn new things, we cannot grow as adults. For these adults who seek out education at our facility, we will work with them and guide them to the education they seek. Often, they will come to us for job advancement. Our training programs will afford them the ability to become happier people, elevating their self-esteem, while allowing them the satisfaction in knowing they have accomplished the task at hand. That task is working through our educational program for job advancement.

Most adults have some self-direction in learning to some degree. Self-direction in learning can occur in many projects that are self-planned and self-conducted. Personal characteristics of the learner will allow us to gauge how self-directed the adult is when seeking us out for new learning opportunities.

Conclusion

There are many different reasons why an adult would choose to or refuse to continue education in adulthood. Adults should all consider themselves lifelong learners. Once someone becomes an adult, they are considered self-directed, independent thinkers of their own destinies. There are many advantages to continuing education in adulthood. From financial gains in employment to social interactions to just because, adults need to continue to learn as they age. There are many barriers in an adult's life that happen that would hinder someone from learning. Knowing all of these incentives and barriers, along with the developmental theories and learning theories allows me as director to increase enrollment in this education program.

ALD 607

“Many of our students face a triple hurdle to success. College for them is a challenge economically, academically and socially, and to succeed they need support, guidance and encouragement. Our obligation as educators is not just to enroll students but to graduate them. All of us – faculty, staff, advisors, peer students – must rededicate ourselves to helping students get past the obstacles standing between them and a diploma. It truly takes a village to graduate a student” (Berkman).

“At the core of everything we do is our philosophy of Engaged Learning. It's more than a marketing promise. It's the mantra that gives purpose to Cleveland State's mission of providing a contemporary and accessible education in the arts, sciences, humanities and professions, and conducting research, scholarship and creative activity across these branches of knowledge. We pride ourselves on the many ways that we engage our students — inside the classroom, throughout the community and around the globe.

‘As an urban public university, Cleveland State has a special obligation not only to serve the community in a traditional sense, but also to contribute to the city's redevelopment in ways that many institutions cannot,’ says Dr. Berkman. ‘We're bringing a level of engagement to our education that is shaping Cleveland State into one of the best urban universities in the nation’” (Cleveland State University).

Recently, Cleveland State University had a posting for a Professional Development Center Manager. This position, as stated in the posting “provides program development, administration, marketing, and support for programs and initiatives of the Professional Development Center”. This position is in the training development center of a public four-year college for which I have applied and been accepted for an interview with the hiring managers.

Being the college is a public institution, they need to remain at the forefront of learning opportunities for all types of learners. In 2012, Cleveland State University announced its Strategic Plan for 2012-2015. As large of an institution that Cleveland State is, there needs to be a vision and priorities set to keep the college's future bright and continued development with meeting the society's needs. There are seven key areas that the college has considered its strategic initiatives: "Enhancing undergraduate student education; Enriching research in priority areas; Pursuing initiatives in signature programs; Increasing tuition revenue through focused growth initiatives; Implementing strategies to maintain a stable budget model; Fostering leadership within the University community; and Improving the physical environment of campus" (Strategic Planning Priorities).

"Student success is at the core of our mission as an urban institution" (Strategic Planning Priorities). This being said, their primary goal is to have student success. The programs the college provides must allow for the students to succeed. This means at the college level for the student to graduate and earn their degree. Without students, there is no college. If the students don't succeed, there is no college. Without future planning and building initiatives to attain, the college will not succeed in assisting its students to succeed. This is the primary mission, or philosophy of the college. At the same time, I believe my own philosophy of adult education can assist with the college's initiatives and this department's plans for this open position.

"Get to Steppin'" or "Just Do It" or "Be Active" – These are all mantras that I've been using toward my Personal Journey. Back in August, 2012, I started on what I am now calling my Personal Journey. After turning 41, I realized many things about my life needed to change. To start with, my education became a target. I wanted to become better educationally, more than just

my Bachelor's Degree. So, I started back to school, working toward my Master's Degree. Completing the degree in Adult Learning and Development is where I decided I needed to be. Teaching adults in high technology software since 1996, I finally realized this is where I needed to be. I have been blessed for a third time to be able to develop and teach adults in technology software; this time in the Manufacturing Industry which is my current position and role.

I have always believed that adults were self-directed in their learning. Ever since learning to program software back in 1997, I knew that if an adult needed to learn something new, whether it is for personal or professional gain, they needed to take the initiative to learn that topic. Personally, I have been learning more and more about baking. I've watched food shows on Food Network; read magazines and books; and have even been to cake decorating classes. Plus, practice in the subjects I wanted to become more fluent with helped me get to where I am today with baking.

This position has many responsibilities for the minimum qualifications. Based on my current and past experiences, I believe I can respond to the requirements requested. "Experience in development of educational programs, workshops, and certificate programs" (Mgr, Prof Devel Ctr.). In my current position, not only do I manage all of the data within our manufacturing technology systems, but I am also currently developing the full curriculum for a full training program. Each of these technologies has its own set of training classes and requirements for the training classes. Depending on the complexity of the software determines how many different classes and workshops are needed. The classes are created based on roles within the software so that if a specific department is required to know only specific pieces of the software, then that is all that department will learn. Self-Directed learning also works within this framework of training development. Without being able to actively question the users how they use the system,

training development may not be correct for them. The employees themselves are the only people who can help direct my development of these classes to enable them to learn the software correctly. The employees take initiative in making sure that I as the training developer knows their jobs. By assisting me in the development, they are taking the initiative to learn new topics/something new.

When an adult takes the initiative to learn something new, whether they are required to learn this topic for work or personal knowledge gain, this initiative is called Self-Directed Learning. All adults learn new things every day, whether they believe they are learning new topics or not. Unlike with a child whose mind isn't ready to be independent in their learning tasks, adults often have to use independence and initiative in learning. For most adults, they do not believe they are learning if they are not in a formal setting. Perception is the key to understanding learning.

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Being in the working world many years now, many of the topics that I have needed to learn for my job have come through taking initiative. Whether that training came from reading a book, watching a video on the Internet, or taking classes formally and informally, I have always been the one who promoted my professional development and requested my learning opportunities. For many, including me, learning, often called professional development, is a means to gain more knowledge in employment-related topics that will help in promotions. At the

same time, as an adult, I am not instructed by anyone that I need to learn a specific topic by a specific date. If I did, this type of learning would be considered Pedagogy, where a teacher tells me what I need to learn and when. On the opposite end of the spectrum to Pedagogy lie Andragogy and Self-Directed Learning. Both of these go hand-in-hand. Andragogy is the theory of how adults learn. Self-Direct Learning is “a process in which students take the initiative to diagnose their learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes. The role of the instructor shifts from being the 'sage on the stage' to the 'guide on the side' in a self-directed learning environment” (The Northeast Texas Network Consortium Coordinating Office, 2002).

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Personally, I have used the goals first in returning to college to earn my Bachelor’s Degree and now to complete my Master’s Degree. By working with my current employer through my supervisor, we discussed the needs of the company having someone trained with this level of knowledge to train others. Our company has a tuition reimbursement program. With the documentation submitted, I was asked by my supervisor to give a descriptive narrative why I felt my proposed education would benefit the company. In the position that I obtained at the beginning of 2012, not only am I completing the daily tasks of my required job, but I am also

taking 50% of my time to develop and train others on our technology systems. The documentation was written in such a way that my supervisor and Vice President realized the need and how I was filling that need. By taking the initiative, I was able to prove to my superiors the importance of this education.

Working with the advisor at the university, I have been able to be guided in carrying out the plan to earn my degree. What classes do I attend? What are the best classes for my ultimate goals for my employment? I am also able to evaluate that the learning I have been completing immediately impacts my ability to perform my job better. I have been able to bring examples of my classroom learning to work, using the ideas and theories immediately. At the same time, as I am currently training adults, I am able to use the training that has already been developed as live case studies in my classes.

As I was promoted at work, I always knew the education path I wished to complete. I have been able to reflect, while researching the correct education path to reach the goal. By reflecting the goals, I was able to determine that there are many other learning opportunities once I complete my degree. Where do I want to go next? What other learning will I be required to complete for my next goal? Is there any other learning required at this time? All of these questions allow me to further become a Self-Directed Learner.

“Strong customer service skills and the ability to work effectively with a wide range of constituencies in a diverse community” (Mgr, Prof Devel Ctr.). As with any jobs that deal with the public, there is always the need for customer service skills. In my current position within the manufacturing company, even though I do not work with the outside public, I do need to keep strong customer service skills being that my customers are my co-workers whom I train and guide on the technology. There is not a more diverse community than within a college. During

my internship class during Spring, 2014, we had students who were as far away as Phoenix, Arizona. Within my company, because we are a globally-based company, again, this company is very diverse, in that the employees are located all around the world. In every country this company is located. Understanding differing cultures is paramount in the training development.

We “promote learning that is culturally, professionally, and personally relevant” (Kasworm, 2010). When developing training, the first thing that comes to mind is does this training embrace the original goals when in development? Education is moving from being teaching-center to learning-centered. More learning is contextualized by use of role-playing and other social activities. When educators try to do this, they realize that the switch can be a failure based on learning theories they have learned in past. Understanding self-directed learning will definitely help adult educators who are developing new training. Also, by moving to a learning-centered environment, the educators must also develop a global standpoint, understanding worldwide cultures and how everyone learns.

I believe that I am a learning-centered educator. Initially, my training development centered on the employees who are physically present at the Elyria headquarters of my company. As the company has shifted focus the last two years, the need for understanding all of our employees and how everyone learns is important for my training. By understanding the needs of my audience, I am able to develop training that is learning-centered and culturally correct for everyone. Developing training from a holistic approach would be difficult in the learning environment where I teach. Due to the global nature of my teaching, having any religious connotations would be considered taboo. Understanding different cultures is vitally important to ensure the training does not offend any of my learners.

Courtney Lamendola from our class commented that...“In our melting pot of a culture I find that this has become an increasing concern with any training and that finding a learning-centered approach that is culturally correct for everyone is quite a challenge. The importance of this is that in your area for instance, it is no longer just the central Elyria headquarters that is affected. Rather by using technology and other approaches it has bridged the gap across barriers and has allowed for an excess of viewpoints and collaborations to take place. Gone are the days where different ethnicities stuck to their area of the city and only spent their time in this bubble. Often, to make everyone feel welcome and their ideas valued can be more of a challenge than originally understood. However, I believe that the payoff of making this work goes beyond the training itself. Breaking out of the structured training and facing the uncertain is always difficult at first. I believe that by evaluating the training and changes along the way will allow for everyone to grasp the new trainings with open arms” (Hennes).

With this same thinking, I have enabled myself to understand diverse cultures and communities to develop programs and communicate with diverse cultures to allow me to be an effective developer of programs. No matter what type of position that a person holds, EVERY position is required to know customer service skills to enable them to work with their constituents. In my current position, and this prospective position, understanding my students is vital in developing the best possible training, allowing me to also engage in the college’s initiatives.

I still have much to learn about being the best adult educator that I can be. Being in this program now allows me to take concrete class assignments and work them into my training development immediately at my current job and any potential new positions in the future, including this position that I am interviewing. I have already realized that my goals are not what

others' goals are who are also completing this same program. At the same time, I am able to use the training that I am developing for my current company as case studies in my classes. The process is a win-win situation for both my degree and my current job.

With this position, I will be able to take the learning and employment experiences and continue to use them to make this position the best possible for this organization. Understanding that I am a Self-Directed Learner allows me to understand that if there are pieces of this position where I need additional training, I will seek out that training, follow-through with it, and use the skills required to make me the best individual for the job.

ALD 645

Currently at the company where I work, there has been a global shift in the way the company does business. The company is no longer segregating themselves by their locations, but they are truly working to become a global organization. There are many changes that need to be processed and completed for this company to be a global organization. One of the major projects is upgrading the Manufacturing technology systems used to document and run the company. One of the software tools is being retired, while another is being elevated within all of the manufacturing locations. For each of these projects, the manufacturing training that I have been developing requires organizational changes to ensure the learning is valid. As a leader within this organization, there are many factors that I must consider and leadership theories to assist in my development changes.

There are many different theories of leadership. Through my daily employment life, even though I am not specifically categorized as a manager, I do present managerial qualities. There are many tasks that are required of me every day from my managers and executives. With that being said, the Motivation Theories of Motivation in Theory X and Theory Y presented to us by Douglas McGregor are used by me every day.

In my daily position, I work in the product engineering department of a manufacturing company. In this company, not only do I maintain the engineering documentation for all of the products we design, develop, and deliver for sale, I also develop and train all end-users on how to use the manufacturing technology systems information, developing the entire curriculum. During my two years within this department, there has been a shift between the individuals themselves. It is true that there are still employees who will continue to be Theory X individuals. These are the individuals who choose to not do their jobs until someone tells them to “Do Your

Job,” however, more of the individuals have taken the initiative to ask questions about the software and what their roles are in the overall environment of the development workflow.

In a management aspect, I manage the workflows of each engineering change. I make sure every step in the workflow is completed. If the step takes longer than expected, I review the individual or individuals who have not completed their tasks. As a Theory X person, I might direct their efforts and control their actions by telling them exactly what their tasks are to be completed. For a Theory Y person, I might send them an email, remind them that work needs to be completed, allowing that individual the initiative that they are responsible enough to know what their tasks are and complete their work on their own. This process happens literally hundreds of times a day.

When I first started within this company, I could tell how passive the employees were. As the third proposition states from McGregor:

“Without this active intervention by management, people would be passive – even resistant – to organizational needs. They must therefore be persuaded, rewarded, punished, controlled – their activities must be directed” (p. 47, Knights & Wilmott).

In 2008, I was hired into the marketing department. At that time, and for three and a half years, I worked for the director within that department, she always told me that, adults are responsible for completing their own work, but we have to babysit their tasks or their work will never get done. Because they don't do their work, our products won't get launched or obsoleted on time, causing us to lose profits to which I agreed. If the workers did not complete their work and be responsible adults, revenues can be lost. Many of the employees were indeed lazy, being with the company for 20+ years in some cases. They had a way to complete their work that didn't require answering to anyone. Because new management was in place in this organization, and in agreement with McGregor, “it was the result not of human's inherent nature, but rather an unintended consequence of management philosophy, policies and practice” (p. 47, Knights &

Wilmott), meaning that because management never in the past “scolded” the employees for not doing their work in the past, why were they all of a sudden being scolded now? The new management was requiring the employees to work.

Taking this into consideration now, with the Theories of Motivation, many of the Theory X employees have since left or retired based on the fact that newer and stricter management has been implemented across the company. This allows for the Theory Y employees who enjoy their work and are responsible for their tasks to be seen in a new light, allowing them to complete tasks that they might not have been able to complete while the Theory X employees were working. In contrast, the Theory Y individual has any or all of the following qualities:

- “Effort in work is as natural as work and play.
- People will apply self-control and self-direction in the pursuit of organisational objectives, without external control or the threat of punishment.
- Commitment to objectives is a function of rewards associated with their achievement.
- People usually accept and often seek responsibility.
- The capacity to use a high degree of imagination, ingenuity and creativity in solving organisational problems is widely, not narrowly, distributed in the population.
- In industry the intellectual potential of the average person is only partly utilised” (McGregor, Douglas).

I enjoy working for this company and am very motivated to make sure my time at this company is profitable not only to me but to every employee who is there with me. That also means that if the work is not finished correctly, it is my job given to me by my management, to lead those who are required to complete their tasks to make sure their tasks are done.

The employees within this company also have to work in teams. Teaming has become a very important aspect to complete new product development processes. Within the process, there are a number of people who make up the team. Each of these teams will have individuals from each of the various departments, up to 12 different departments across the company. For the process to work and the team to be a success, going back to the individuals being Theory Y

employees is very important. The individuals need to be responsible for their own actions to complete all of the tasks required during the workflows so that products are designed, developed, and launched on time and on budget. By being able to launch a new product on time allows for no lost revenues.

As a manager, we depend on each of our team members to make the overall group a success. Without each person contributing to the overall process, the team is a success. At the same time, the team depends on the manager to lead the team correctly. “When the group is completely dependent on a leader who is invested with all the powers, just like a god, for providing answer to the anxieties of the group, hence providing security” (p. 121, Knights & Wilmott). The manager is responsible for making sure all of the tasks are completed, in this case, the steps required for the new product development, design, develop, launch, along with all of the sub-steps under each of the main steps. Team members being through the process understand the process and know what their tasks are based on what departments they work under. Each department has specific tasks in the overall workflow. Part of my position has been within each of these teams to make sure all of the tasks are completed for the workflow and very similar to that of the Theories of Motivation. I am continually reviewing the process steps to make sure all of the steps have been completed. If they have not been completed, making sure they are, either by reminding them or outright telling them to do their jobs. More and more of the employees are completing their jobs without being told.

There are multiple teams that happen every day within my company. We develop existing and new products based on product families. Examples include Power Tools, Drain Cleaning, Diagnostics, etc. Within each of the families, there will be design changes to existing products and new product development. Multiple teams can have the same people who work on different

products. Then, you may have an odd product team that has one different person involved or different department involved. Within ALL of the teams, I have been the central figure making sure all of the work gets completed.

My daily working environment can be the same every day and can be different every day. Depending on the processes that are required by me when I get to work in the morning when I turn the computer on will tell me the direction of where I need to go for work for the day. Am I working toward Theory X employees? Am I working toward Theory Y employees? More and more of the employees have approached me, asking me questions and requesting training programs or specific training to be developed. Based on this continued feedback allows us to understand the need is there within the teams for the training and for us to continue to manage our employees. Even though I am not labeled a manager at my company, my coworkers consider me a manager in every way and are confident in my abilities to work with motivation and teaming.

“Knowledge is sometimes referred to as power” (p. 38, Knights & Willmott). As such, being a leader requires the individual to have the knowledge and use it. My leadership within this company is a collaborative venture and adventure. Even though I am only one woman who is in one role, my role allows me the unique opportunity to change the company through example. At the same time, even though I am only one person, I cannot change the company without my employees completing their tasks and keeping our workflows processing. I have been with this position in the Product Engineering Department now two years, but even before taking the position, individuals in the process sought me out for guidance and knowledge sharing. I have the ability to work with others and create the environment that allows all success in their jobs. By completing these learning opportunities and leading by example, I have been able to implement

meaningful changes within the organization to create and launch products on time and within budget. The other employees are able to become motivated and successful in their tasks.

Even though I am not a manager at my company, I do see myself as a leader and a subject matter expert. Not only do I work with the technology where I develop the training, I also have to set a good example for my employees, where each person is tasked with a section of the product life management cycle to complete their jobs every day. When that employee doesn't complete their work, the workflow stops. Part of being this leader requires that I keep track of each person's assignments. I lead by example. By completing my own tasks, my employees see the importance of keeping the assignments completed. While completing my daily tasks, I also develop the training and teach it. When the employees know their own jobs and exactly what they need to complete through the training, I am learning how everyone uses the technology to keep the workflow moving.

I am continuing to develop my knowledge abilities by understanding what EACH person does in the workflow. This accomplishes a number of tasks. Sadly, not everyone completes their jobs in a timely manner. First, this learning allows me to know what each person's tasks are and can politely remind people to keep their work completed. Secondly, this allows me to assist when new employees come into the company by teaching them and getting them up to speed quickly for the process to flow smoothly. Through this entire process, I am using the lens of Knowledge. Within the company, I have used by roll through knowledge and power. "A role, however, consists of a set of expectations and obligations" (p. 27, Knights & Willmott). Due to these expectations, I am required to continue to learn everyone else's roles so that in knowing everyone's jobs, I am able to keep the workflow processing efficiently.

Theory Y as it is explained in the text is where my leadership rests. In the past, the employees have often told me that their tasks were not very detailed based on the training of the technology systems have been given. Agreeing with them, the individual who last held my position did not have true knowledge sharing capabilities. Being a trainer, I also have to present the knowledge in such a way that my employees understand how to learn from my example. Management has believed that the employees should learn from each other instead of a trainer. When I started teaching the technology that allowed management to see the importance of the training, they asked for more. The management sees the rewards for allowing me the ability to develop the training and teach it globally. Our product are being developed quicker and launched on time, allowing the company to profit from the on-time launches.

“Management by objectives (MBO) is a widely used technique in which common goals and targets are mutually agreed between superior and subordinate, and then subsequently reviewed to assess performance and identify changes” (p. 273, Knights & Willmott). When the managers work with their subordinates, they set goals for those subordinates. When those tasks relate to education of the technology, the tasks falls on my shoulders as the trainer to enable the employee success in understanding their role within the organization. New employees are all required to meet with me and train basics for the technology systems. As they advance into working in the workflow, they meet with me again in a classroom setting to train on the advanced topics so that their performance is success with the company. This is required for all employees globally.

Ridge Tool Company, where I work, would be considered a multinational company. We are currently working at becoming a truly global company, with manufacturing locations globally, and marketing departments globally. My job as trainer requires me to understand

employees and human nature based on everyone's culture. The company's headquarters is located in the United States. Being an English-based company, all locations must work under the western scope, thus a female as a trainer and leader being one of the issues. In other areas of the world, the culture does not allow for women to have such positions that I hold. The process was started two years ago when I obtained this position where males in other locations see me as a leader and will listen to my training and guidance. I treat everyone equally. I believe we are all working for the company and should follow the same processes. I am still learning what motivates others in the other areas of the globe. Even in the United States, I am learning what motivates my co-workers. They do not see me as a threat that others in other locations might perceive me as. Bottom line, in some of the locations, they just do not want to take orders from a woman. Their culture or religion doesn't allow it. To continue to work for a multinational company, they must set aside their beliefs to allow it.

Overall, my personal philosophy as a leader is to lead by example. For all employees in the company, by grasping the technology, I am able to help everyone be more confident with the technology. Technology is moving at lightning speed, even in a manufacturing company. Each employee must grasp the technology bull by the horns and embrace it whether they are ready for the changes or not. Change is a tough topic to embrace. Manufacturing has been completed the same way for so long in this company. When the technology upgraded last, individuals waited almost a year to access the technology. After embracing the technology, and asking for help and training, the employees realized how easy the new technology has become. They were not happy with the older versions of the software, and decided the newer software was just as bad. After training and knowledge sharing, they realize the process has improved. My leadership abilities

and ease in training and knowledge sharing has allowed our product life management processes to improve and increase productivity.

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In the planning of this program, different theories of planning were reviewed. “Planning models can be viewed in three broad categories: classical, naturalistic, and critical (Cervero & Wilson, 1994)” (Aalsburg Wiessner). By developing a program dealing with organized retail crime, the decision to use the critical model was one of the two theories used. The planning is looking to create change and social justice by teaching the employees the issues around organized retail crime and how to create the change by making the employees aware of the issues and how to deal with them.

The planning team will include various managers at differing levels that will allow the team to plan the program accordingly. “It is empowering to have experience and voice affirmed” (Aalsburg Wiessner). Without the different management individuals at the planning table, there’s no way to know exactly what issues occur at the retail store level. The employees are becoming the teachers in this process. Some of the principles that will be used in this theory include: “conscientization, critical reflection, co-creation of knowledge, problem-posing, reciprocal roles of teacher-learners and learner-teachers, centrality of participants’ experiences, engaging in dialogue, values participants’ voices, using cooperative teams and collaborative learning methods, praxis, and empowerment for action” (Aalsburg Wiessner). The planning team definitely wants full cooperation from everyone and wants the dialogue open and flowing so allowing for the participants to have voices is important. The team needs to be cognizant of all participants to allow them the opportunity to transform their world in retail as it pertains to retail crime and how to fix the injustice.

Along with the critical theory, the planning team opted to use the naturalistic model to describe exactly what the issue the retail organization experiences when retail crime occurs. By

reflecting on the past experiences of the retail crime, the experiences will help the planning team change the future of the retail company in the planning of the program. Naturalistic models attempt to describe what actually happens and tend to believe that reality is a changing dynamic that can only be understood through reflection of past experience(s) (Murk).

Using the naturalistic model allows the planning team to have a logical flow in the design of the program planning. The steps include:

1. “inputs of a learning needs assessment,
2. Process directed to those needs,
3. Outcome(s) that represents the learned behavior(s),
4. And feedback in the form of an evaluation that proves the information necessary to repeat the programming cycle” (Murk).

By keeping the planning logical, even with all of the political and power struggles, allows the program planning team to stay on track to complete the planning process. The only way to have an effective program planning activity, due to the nature of the issue is to use both the critical and naturalistic models. “Cervero and Wilson (1994) suggest that program planning is a participatory process” (Murk). Without acceptance and participation at all levels, no matter how volatile the politics appears, in light of organized retail crime, all parties must work together to complete this process.

One of the most distressing trends in organized crime activity of retail establishments is the propensity for thieves to resort to violence to avoid being apprehended, putting store personnel, law enforcement, and customers at risk. According to the survey, retailers say on average two in 10 (18.3%) apprehensions lead to some level of violence, up from 15.2 percent last year and 13.0 percent in 2011 (National Retail Federation, 2013).

Also found in the survey, nearly six in 10 (58.4%) believe top management at their organization understands the severity of Organized Retail Crime (ORC), up from 54.4 percent last year. After reviewing the numbers in loss reported over the past six months involving ORC groups Loss Prevention Manager contacted her Regional Manager to discuss the severity of ORC in their region. They partnered with the company's Training Manager to develop a training program to educate the District Managers in the region of the six principles to loss prevention involving ORC; Awareness, Compliance, Detection, Investigation, Resolution, and Prevention. The District Manager was invited to help with the planning of the program.

The planning table contains many individuals, each representing various interests. Karen Hoffman will represent the District Managers who are looking towards learning more about ORC, and how to prevent it so they can take this information back to their stores and educate their store line employees. Sarah Small will take the role of the Regional Manager. The Regional manager's interest is in educating the District Managers in the region about ORC and how to prevent it in hopes that this training will promote awareness around ORC and decrease the number of losses throughout the region. Hugh Rider will take the role of Loss Prevention Manager. The interests of the Loss Prevention Manager are similar to that of the Regional Manager along with the desire to not only decrease the region's losses but also contribute to the company's overall decrease in losses. Cathryn Hennes will take the role of the company's Training Manager. The Training Manager's interests are to ensure the training program follows the company's guidelines and includes effective methods in order to achieve desired results.

The person who has the most power at this planning table is the Loss Prevention Manager. Although the program was built on a partnership between the Loss Prevention Manager and the Regional Manager, the Loss Prevention Manager holds authority here because

the topic of this program falls directly in her department. Next in line of power would be the Regional Manager followed by the Training Manager who was brought on to help design and facilitate the training program. And last in power would be the District Manager who was brought on to give the other's ideas of what is directly happening in the stores.

While we are working at the planning table, there are many tasks for the Training Manager to complete in helping to make the program a success. As the Training Manager, it helps greatly that the trainer understands completely the subject matter that needs knowledge transfer activities completed. Being that the Training Manager is an employee of the company, she understands the needs of the company, but needs the interested parties involved in the planning table. Not only will the Training Manager be able to facilitate the meetings with all interested parties, she will learn about the topic of Organized Retail Crime.

Everyone involved with the planning of this program comes to the table with vested interests in the outcome of the program. Because of the number of management involved in the planning table discussions, the Training Manager may also need to be required to help keep tempers at an even keel. Knowing that each person also can bring a hidden agenda is something that the trainer will have to be aware of. Keeping the planning table on focus will also be a key responsibility. There are many steps the Training Manager can help facilitate in the building of the support. Knowing that the CEO is onboard with the issue at hand is very important. The program ultimately cannot be a success without all of the parties agreeing to the planning.

As Caffarella states, the planners can "invite selected learners to assist in planning the program" (Caffarella, 2002). As a member of the planning table, we have invited a District Manager to assist in the planning of the program. This person will see the planning first-hand and will enable the planning team to better understand the dynamics in the individual stores and

will enable them to create a program that will effectively teach the District Managers, allowing them to teach their sales associates. By including a District Manager representative, you allow your team the ability for that person to be in contact with other District Managers across the region, explaining the planning and how this will help all of the stores succeed in thwarting Organized Retail Crime.

As with any meetings, there will be power shifts. The Loss Prevention Manager will believe they are in control of the situation. They have traveled to the individual stores, reviewing audit records and store surveillance. When they do this, they see the inner workings of the stores, reviewing the dynamics between sales associates and sales associates and the customers. They will understand who is completing the crimes. The Regional Managers become vulnerable in this auditing process. The end result of the program will enable them to become more confident in their employees and their processes.

During the program planning process, the Training Manager will enable all parties the ability to “ensure that program ideas, especially ones that are potentially controversial, are considered by staff” (Caffarella, 2002). There could be definite power struggles at the planning table. By allowing all ideas their time, the trainer learns about the issues at hand and helps to bring the program together so that objectives and other necessary items for the program become crystal clear.

Educational objectives are critically important in most planning models because they serve as the programmatic pivot between needs-assessment and instructional design (Cervero & Wilson, 2006). After receiving the message from CEO, everyone at the planning table knows that there is one ultimate goal here; decreasing the company’s losses. Each person at the table had a different topic that they held as priority, but had no problem giving each topic a place in

the program. The Loss Prevention Manager felt that the ORC information should have priority because she has seen an increase in the amount of losses involving this type of group. The Regional Manager felt that internal theft should be a priority because of noticing recently within the regional some internal theft issues. The Training Manager, after hearing recent reports on compliance feels that this topic should take priority. And the District Manager, who was invited to give her input, felt that prevention was a priority because it was the information she wanted to take back to her team.

Only one issue arose during the planning and that was brought up by the District Manager. After discussing the steps involved in prevention, the issue of payroll was mentioned. The District Manager felt that the reason policy and procedures get overlooked and detection was low was because most stores do not receive enough cash flow to keep up with these things. Another payroll issue she mentioned was involving ORC groups. These groups enter stores in groups of 3 or more. Most stores in her district run on minimum coverage because they are low volume, meaning at times a store may only have one employee working. This makes it very difficult to prevent any form of ORC theft. Because the District Manager ranks last in power at this table the issues she raised were quickly dismissed by the Regional Manager who stated that there was no extra payroll to be allocated at this time. Knowing there was little say in the matter, the District Manager stayed quiet, and the group moved on to finalizing the program.

“Planning empowers stakeholders to discover alternative realities through a give-and-take process of negotiated interests” (Murk). As I plan programs, like this one, understanding all of the political power struggles that occur is important. Using both theories as our approach allows us to critically understand the issues and to logically process a planning table activity is important. Both theories can work hand-in-hand while the Training Manager not only helps to

develop the program, but also works as the facilitator. No matter what program planning that occurs, whether this theoretical program planning activity or in my current employment, having the right attitude toward the goal of the planning is important.

With all programs like this one, the importance of having participation from all parties at the planning table is important for the program to be a success. Even with the power struggles noted in this example, being the Training Manager, I have the ability to bring all parties together as a facilitator and make everyone understand the importance of the planning activity. Without participation from everyone, especially at the District Manager level, the program will not be a success and organized retail crime will continue. A logical framework for planning is always a great way to plan programs. Knowing that the power struggles can affect the planning process, along with other issues of time and availability affect the process, I have a pivotal role in the Training Manager. Not only will I be the person to develop the actual training program after the planning table process, but I will also be able to ensure planning table occurs. Even though this theoretical program planning was in practice, this is a real issue occurring within the retail industry. Programs like this would be effective no matter what retail establishment decided to run a program planning activity such as this.

In my current employment, due to the nature of my role within the company, formalized program planning activities such as this do not occur regularly. The bulk of the program planning is informal, with discussions occurring where I, being the Training Manager have meetings between all of the vested parties individually, but no actual full meeting. Coming into this position, I brought the knowledge of what programs needed to be planned. With the changes in the organization becoming more global in nature, meaning, everyone works together and in the same manner, the programs have to be planned with that in mind. This means not only is there

local political issues to resolve, there's also global politics and culture involved. Leadership and management also have political connotations in the program planning process.

Where I work, there is a clear distinction between who is a leader and who is a manager. Even though I am not a manager, I am considered a leader for the work that I do. By being the adult learning leader (Training Manger), I have the role of taking the technology we use and define the training that is needed for all of the different departments. At the same time, managers often consult with me on process and planning. Instead of determining how a process should change, since I am the subject matter expert, the managers often look to me to determine new processes and procedures, setting the precedent HOW something should be documented, then train everyone on this change. I have never had a clear management position, but believe as being a leader enables me to become a better manager than some of those in management at my company. Because I have knowledge, I have power but don't use it toward evil (so to speak). My manager doesn't have enough knowledge in the technology we use, even though he has been there 20+ years and knows I could out manage him. With this being said, I would rather work with him to get the job done. The planning process allows me, as the Training Manger, to set aside my political differences to work with my manager and other executives to get the job done. We are all in the company to make the company successful. Political differences need to step back at the door to the planning process.

There have been so many changes in the dynamic of companies since the economic downturn at the beginning of this century. The "old boys network" just doesn't work anymore. There are still fewer companies with females and minorities in management or executive roles. Because of this, adult learning has to make strides to change like is occurring with me in my company. There are managers and there are leaders in my company. With managers, they tend to

focus on "...programming, financing, staffing, and marketing" (p. 178, Kasworm, 2010).

Leaders, in turn, are focused on "...communication skills, human relation skills, well-developed thinking skills, perceptions skills, and a sense of time" (p. 179, Kasworm, 2010). Managers run the business, while leaders develop the employees to run the business. Those who hold the knowledge wield the power. As in my instance, I believe I hold the power so I am considered a leader, whereas my supervisor who is in the management position does not have the knowledge that I do and cannot wield the power as I do, but wields the management powers. Knowing the difference allows me to be an effective program planner and leader and Training Manager, using all of these skills to make the company better.

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