Part 2: The Backdrop of Learning and Teaching Theories
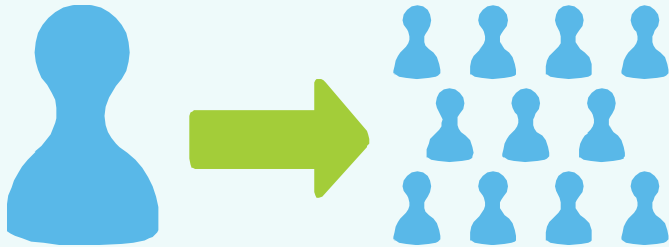
Chapter 8: Adult Learning within Human Resource Development

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Individual Focus First

❖ Individual development and personal fulfillment without using organizational performance as the measure of worth

Organizational focus first

❖ Increase the performance of the host organization through the development of the organization's workforce

Human Resource Development Goals

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HRD Goals (cont.)

❖ **Important Elements in HRD**

- Performance outcomes
  - ✓ Ex: High-quality services delivered to external customers
- Performance drivers
  - ✓ Ex: Learning and process improvement

❖ **HRD should be concerned with maintaining and/or improving performance**

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HRD Goals (cont.)

Key Terms

❖ **Organization**
  - ✓A productive enterprise having a mission and goals
  - ✓A system, with definable inputs, processes, outputs, parts, and purposes

❖ **Performance**
  - ✓The means by which organizations measure their goals
  - ✓Can be measured at the organizational, process, and individual levels

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HRD and Performance Improvement

PERFORMANCE VARIABLES	PERFORMANCE LEVELS		
	Organizational Level	**Process Level**	**Individual Level**
Mission/Goal	Does the organization's mission/goal fit the reality of the economic, political, and cultural forces?	Do the process goals enable the organization to meet organizational and individual missions/goals?	Are the professional and personal mission/goals of individuals congruent with the organization's?
System Design	Does the organizational system provide structure and policies supporting the desired performance?	Are processes designed in such a way to work as a system?	Do individuals face obstacles that impede their job performance?
Capacity	Does the organization have the leadership, capital, and infrastructure to achieve its mission/goals?	Does the process have the capacity to perform(quantity, quality, and timeliness)?	Does the individual have the mental, physical, and emotional capacity to perform?
Motivation	Do the policies, culture, and reward systems support the desired performance?	Does the process provide the information and human factors required to maintain it?	Does the individual want to perform no matter what?
Expertise	Does the organization establish and maintain selection and training policies and resources?	Does the process of developing expertise meet the changing demands of changing processes?	Does the individual have the knowledge, skills, and experience to perform?

HRD and Performance Improvement (cont.)

❖ **Strategic Capability**

- Defined: Knowledge & expertise required to figure out the present and future developments & finding ways to connect them

❖ **Adult Learning**

- Critical to
  - ✓ Maintain performance of an existing system
  - ✓ Improve system performance
- Powerful organizational improvement strategy

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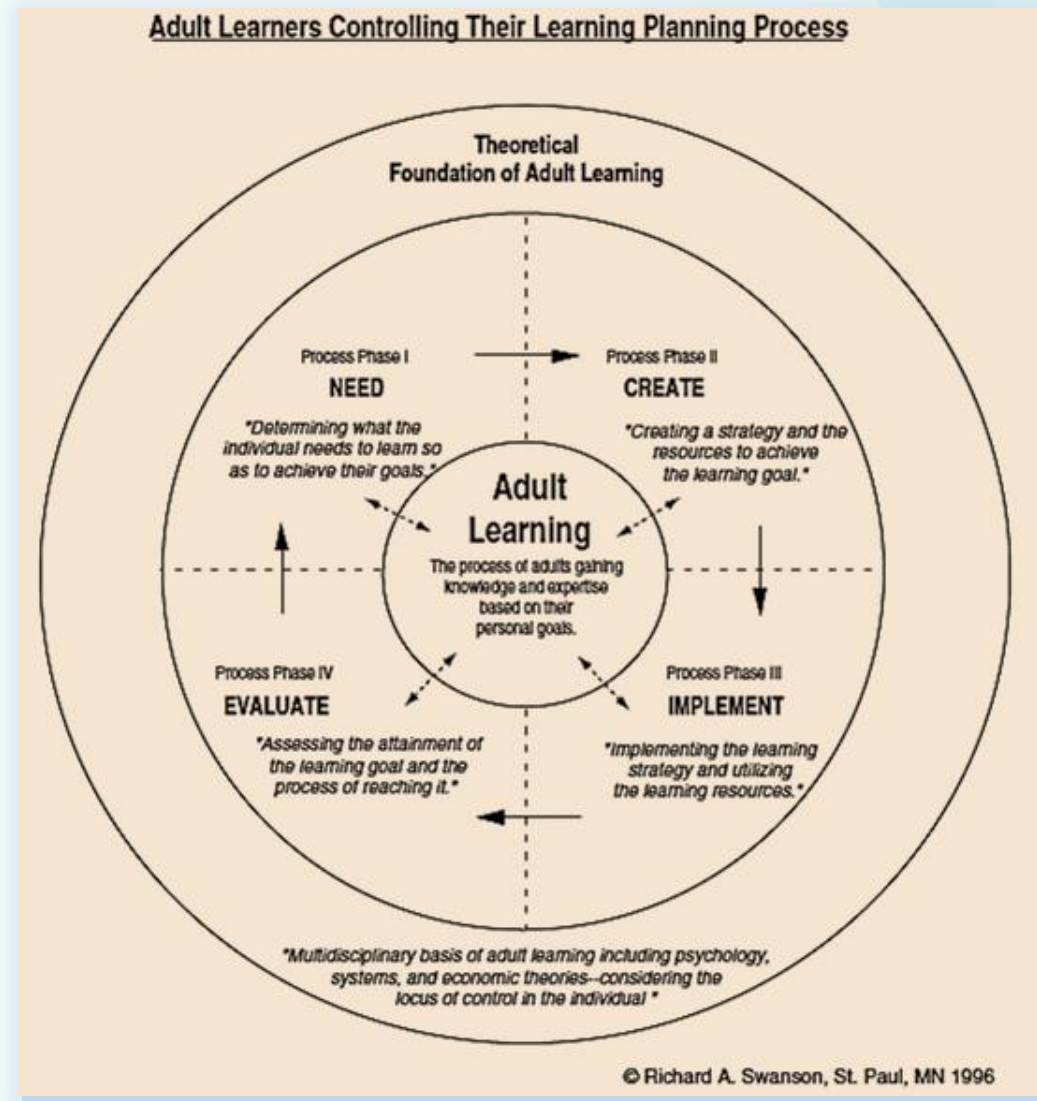Taylor & Francis Group

HRD and Adult Learning (cont.)

Focus of Adult Learning in HRD

- Development interventions
    - Organizational context
    - Desired outcome is learning that will impact the organization's performance goals

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Phases of the Adult Learning Planning Process

Adult Learners Controlling Their Learning Planning Process

Theoretical Foundation of Adult Learning

Process Phase I
NEED
"Determining what the individual needs to learn so as to achieve their goals."

Process Phase II
CREATE
"Creating a strategy and the resources to achieve the learning goal."

Adult Learning
The process of adults gaining knowledge and expertise based on their personal goals.

Process Phase IV
EVALUATE
"Assessing the attainment of the learning goal and the process of reaching it."

Process Phase III
IMPLEMENT
"Implementing the learning strategy and utilizing the learning resources."

"Multidisciplinary basis of adult learning including psychology, systems, and economic theories--considering the locus of control in the individual."

© Richard A. Swanson, St. Paul, MN 1996

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The Adult Learning Planning Process: Need

❖ **"Who needs to know, as defined by whom?"**

❖ **Advice**

- Engage learners in this phase to gain higher motivation.

- Do not expect self-reported needs to be accurate for either the individual or the organization.

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The Adult Learning Planning Process: Need (cont.)

Type of Learning

- Unintended learning

- Self-directed learning

- Mediated learning

- Authority-directed learning

Locus of Control

- No control

- Learner controlled

- Shared control b/w learner and external authority

- Authority controlled

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The Adult Learning Planning Process: Create

❖ **Educators engage learners to**
- Establish motivation & community
- Promote validity of the experience & materials

❖ **Advice**
- Engage learners in this phase to better mediate the actual learning

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The Adult Learning Planning Process: Implement

❖ **Forms of shared control**

- Formative evaluation
- Team learning
- Peer instruction

❖ **Advice**

- Engage learners in this phase to gain higher validity in the selected learning strategies

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The Adult Learning Planning Process: Evaluate

❖Evaluation

- Defined: "a systematic collection of evidence to determine if desired changes are taking place"

❖Advice

- Engage learners in this phase to gain higher self-reflection and integration of the knowledge and expertise being sought.

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Reflection Questions

1. **Discuss how both disciplines of adult education and human resource development connect to adult learning.**

2. **From your experience, how does learning connect with performance? Speak to performance at various levels (individual, work process, and organization).**

3. **What is your general position related to the idea of adult learners controlling their own learning?**

4. **Discuss the relative ease and difficulty of adults controlling the various learning phases (need, create, implement, and evaluate).**

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