



Routledge
Taylor & Francis Group

Part 4: Practices in Adult Learning

an informal business



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Chapter 14: Facilitating Learning

an informal business

Roles of Teachers

❖ **Transmit prescribed content**

- ✓ What students should learn

❖ **Control the way students receive and use it**

- ✓ How and when students should learn

❖ **Test if they have received it**

- ✓ If students have learned



Teacher Characteristics



Key skills

- Presentation



Source of rewards

- Being such a good transmitter of content
- Controlling students

Roles of Learning Facilitators



**Process
manager**

**Process
designer**

**Content
resource**

Facilitator Characteristics

Required skills

- Relationship building skills
- Needs assessment skills
- Involvement of students in planning
- Linking students to learning resources
- Encouraging student initiative

Source of reward

- Releasing students

Creative Leadership

❖ **The highest function of leadership**

❖ **Releases the creative energy of the people being led**

Behavioral Characteristics of Creative Leaders

Have faith in people, offer them challenging opportunities, and delegate responsibility to them



Involve their clients in all of the planning process



Believe in and use the power of self-fulfilling prophecy



Value individuality



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Behavioral Characteristics of Creative Leaders (cont.)

Stimulate and reward creativity

Committed to a process of continuous change and are skillful in managing change

Emphasize internal motivators over external motivators

Encourage people to be self-directing

Theory X

Assumptions about Human Nature

- The average person dislikes work & will avoid it if he can
- Most people must be coerced, controlled, & threatened in the interest of organizational objectives
- The average person prefers to be directed, wishes to avoid responsibility, has relatively little ambition, & wants security above all

Assumptions Implicit in Current Education

- The student cannot be trusted in his own learning
- Presentation equals learning
- The aim of education is to build brick upon brick of factual knowledge
- The truth is known
- Creative citizens develop from passive learners
- Evaluation is education & education is evaluation

Theory Y

Assumptions About Human Nature

- The expenditure of physical and mental effort is as natural as play or rest.
- External control and threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.
- Commitment to objectives is a function of the rewards associated their achievement.

Assumptions Relevant to Significant Experiential Learning

- Human beings have a natural potentiality for learning
- Significant learning takes place when the subject matter is perceived by the student as relevant to his own purposes
- Much significant learning is acquired through doing.
- Learning is facilitated by student's responsible participation in the learning process

Organization Characteristics

Static	Innovative
Structure	Structure
Rigid	Flexible
Hierarchical	Multiple linkages based on functional collaboration
Narrowly defined roles	Broadly defined roles
Property-bound	Property-mobile
Atmosphere	Atmosphere
Task-centered	People-centered
Interpersonal	Caring
Cold	Warm
Formal	Informal
Reserved	Intimate
Suspicious	Trusting
Management, Philosophy, & Attitudes	Management, Philosophy, & Attitudes
Management function- control personnel through coercive power	Management function – release the energy of personnel
Low risk taking	High risk taking
Errors should be avoided	Errors should be learned from
Emphasis on personnel selection	Emphasis on personnel development
Decision & Policy Making	Decision & Policy Making
High participation at top/ low at bottom	Relevant participation by all affected
Clear distinction b/w policy-making & policy-execution	Collaborative policy-making & policy-execution
Decision making by legal mechanisms	Decision making by problem solving
Decisions treated as final	Decisions treated as hypothesis to be tested
Communication	Communication
Restricted flow	Open flow
One-way: downward	Multi-directional: up, down, & sideways
Feelings repressed or hidden	Feelings expressed

Reflection Questions

- 1. What are the barriers to succeeding as a facilitator?**
- 1. Given that there are times you need to be a teacher and other times a facilitator, what would you need to do to mentally prepare yourself for each role?**
- 2. Discuss and contrast the concepts of controlling and releasing the energy of others.**
- 3. Why is leadership important in releasing the energy of others?**
- 4. What strikes you most when you compare and contrast static and innovative organizations?**