The Dissertation in Practice at Western University

Spring 8-27-2017

Improving Adult Learners' Experience with Continuing Professional Education: A Transformational Path to Andragogy

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A Transformational Path to Andragogy

Abstract

The topic of this organizational improvement plan is to improve the learning satisfaction of adult learners in professional programs who return to universities to attend formal academic courses or programmes in class while pursuing their employment. Its purpose is to promote and support the teaching faculty involved in such courses and programmes in adopting andragogical methods to support those adult learners and improve their learning experience. The research is informed organizational leadership, organizational change, and by andragogic theories. This study will impact adult learners, teaching faculty, administrators, and organizational culture as it relates to Continuing Professional Education (CPE), with particular focus on helping instructors teach adults better using more andragogical methods. It is expected that in doing so, they will improve their learning experience, academic achievement, recruiting and retention of the growing number of professional adult learners seeking formal education at universities. The design of this study is based on quality assurance and quality improvement. It is a research-informed quality improvement plan based on the trans-theoretical model (Prochaska & Velicer, 1997), the intelligent leadership model (Sydänmaanlakka, 2003), and transformational leadership (Burns, 1978; Bass, 1985). This study promotes an organizational culture of learning that meets the targeted needs of learners, to improve their learning experience, while bringing greater awareness of the needs of adult learning.

Keywords: Andragogy, trans-theoretical model, intelligent learning model, transformational leadership.

Executive Summary

This Organizational Improvement Plan (OIP) addresses the need to improve the learning experience of adult learners pursuing formal Continuing Professional Education (CPE) at the South Eastern Ontario University (SEOU).

In Chapter One the Problem of Practice (POP) is introduced and the purpose of the Organizational Improvement Plan (OIP) is presented. The need to implement change to improve the learning experience of professional adults engaged in classroom CPE at the SOU while maintaining employment is then validated. The approach of integrating a leadership framework (means) and a change management framework (process), in order to implement a necessary change (vision) within the SEOU is presented in Chapter Two. A three tier system's approach to leadership is recommended for implementation. Within the institution a transformational leadership approach is used to ensure that individual's needs are synchronized with the needs of the institution to ensure its survivability, while the trans-theoretical model (TTM) provides the framework for individual change process. Finally, the Intelligent Leadership Model (ILM) is employed at the organizational level to ensure that internal and external stakeholders cooperate and support the change process, both in its nature and in its purpose. In Chapter Three, informed by those frameworks, and the Plan, Do, Study, Act (PDSA) cycle, an implementation plan is proposed to support the adoption of andragogic methods to address the POP.

This OIP has the potential to facilitate and enable meaningful change to PSE institutions and adult learners in PSE programs. Learner satisfaction is a key part of personal and professional well-being. Postsecondary education with an andragogical orientation could be a major contributor to learner well-being and institutional success.

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List of Abbreviations

ADKAR..........Awareness, Desire, Knowledge, Ability, Reinforcement

CD…………..Curriculum Developer

COP…………Community of Practice

CTL…………Centre for Teaching and Learning

CME..............Continuing Medical Education

CPE...............Continuing Professional Education

DBA………...Doctor of Business Administration

CMM.............Change Management Model

DMD………..Doctor of Dental Medicine

DLaw……….Doctor of Law

EdD…………Doctor of Education

ILM…………Intelligent Leadership Model

MBA………..Masters in Business Administration

MD………….Medical Doctor

MOU.............Memorandum of Understanding

OD………….Optometry Doctor

OIP………….Organizational Improvement Plan

PDSA……….Plan, Do, Study, Act

PELSKATQ...Perception, Experiences, and Learning Satisfaction of Knowles'
                       Andragogical Theory Questionnaire

PESTLE…….Political, Economic, Social, Technological, Legislative, Environmental

PLAR……….Prior Learning and Recognition

PSE…………Post-Secondary Education

POP…………Problem of Practice

SMART..........Specific, Measurable, Attainable, Result-based, Time-bound

SEOU............South Eastern Ontario University (fictitious name)

TKT………...Threshold Knowledge Test

TTM………...Trans-Theoretical Model

Chapter One

Introduction and Problem

This chapter provides an introduction of a problem of practice (POP) for an organizational improvement plan (OIP) addressing the learning experience of professional adult learners as they return to a formal Canadian education context at the South Eastern Ontario University (SEOU) for the purpose of pursuing Continuing Professional Education (CPE). This chapter explains the context and the perspectives surrounding the POP that leads to lines of inquiry and questions. These in turn inform a leadership-focused vision for change that will be planned and developed in subsequent chapters.

Organizational Context

One development about post-secondary education (PSE) is that it is no longer the purview of the elite. Far from universality, it has become more accessible and more adults are enrolling in higher education (Watkins, 2006) for a multitude of reasons: self-fulfilment, intellectual challenge, or often for the betterment of professional standing (Shimoni, Scotney, & Cohoe-Kenney, 2011). This last reason is the nexus for this OIP and will be referred to as Continuing Professional Education (CPE). Academic programmes such as DBA, EdD, CME, and MBA (see list of abbreviations on p. x), are relatively well known, recognized, and established. They adhere to accredited bodies of knowledge, may be mandatory, and are often delivered based on andragogical principles (Knowles, 1980) (e.g., active learning, team work, case studies). Usually practitioners (professionals in those specific fields) are hired as instructors and provide focused and relevant applied knowledge by embedding the theory in the reality of the job context.

This area of Continuing Professional Education has grown dramatically since the 1970s (Selman, et al., 1998) as a result of those who must keep up to date with new knowledge and conditions affecting their employment. These practitioners and professionals (see list on p. x) are expected by society to be able to perform at an expected level. To do so, professional groups realized they were facing a major problem keeping up with an accelerated rate of change due to growth of technology, a rapidly expanding knowledge economy, and increasing consumer demands or social accountability.

To respond, professional associations and pre-service education/training institutions (universities, institutes of technology, community colleges) established continuing professional education programs, often offered through continuing education units. These programs are instrumental in addressing the learning needs of adults returning to PSE for additional upgrading in their fields. Many of these accredited and certified programs are instructed by those with a knowledge of adult education principles and methodologies (andragogy), and focus on applied content that can be transferred to one's work. Participants earn CEUs (continuing education units) based on both participation and some sort of competence measurement.

Much continuing professional education is also delivered or offered by private companies with this sole purpose. And while it is impossible to quantify the detailed growth or extent of Continuing Professional Education in Canada, this OIP explores only postsecondary education institutions as a provider of CPE, with attention on one specific university—South Eastern Ontario University (SEOU) and its CPE unit.

SEOU

South Eastern Ontario University has a long and rich history as a comprehensive university. It offers both undergraduate and graduate degrees, and two decades ago begun to offer continuing education directed to professionals. Because it is located in a large urban area, the market is relatively large, and there have been few competitors. There is a Faculty of Continuing Studies that provides a variety of online undergraduate courses and degrees. The other faculties provide undergraduate and graduate degrees on site, although three of them also offer Continuing Professional Education programmes. The CPE units are cost-recovery ones, and have had success with programs delivered at the request of specific employers' needs: Management, Engineering, Applied Science, and Leadership.

SEOU has a typical hierarchical organizational structure with a Board of Governors, a President, V-Ps of key macro units (e.g., Academic, Finance, Students, etc.), with 5 Faculty units and 34 Departments. The faculty numbers 600, and student enrollment is approximately 11,000. The University mission and vision focus on serving learners, supporting research in specific fields, addressing focused corporate educational needs, and developing future leaders in Canada and abroad.

The general context for SEOU is described below.

PSE Institutions

Formal education is a structured, systematic, and organised system of teaching and learning that transfers knowledge and skills to learners (La Belle, 1982). In her analysis, Peters (2015, p. 42) speaks of the changing perceptions of PSE as a public good (government, collective) becoming more of a private good (individual). Learners are critical consumers who want the best return on their investments, and the right "product"

to meet their perceived "needs." Elliott (2013) wrote that education has at its core a moral purpose to make a difference, to bring about improvements, and to be transformational. Increased competition, changing demographics, declining enrollments, reduced government funding, and a general public call for accountability have educational institutions realizing the importance of student satisfaction (Cheng & Tam, 1997; Kotler & Fox, 1995). SEOU has recently begun to pay greater attention to feedback from learners via course evaluations and general input from others like employers.

The next section represents the PESTE analysis pertaining to the context and its various aspects.

Social Analysis and Context

Socio-economic. Students are the vital ground, in military jargon—the object that must not be lost—or the organization's mission fails. Of course departments and faculties are important, but they are of little use if there are no students to teach, no learners attending. Thus, adult learners who have a myriad of PSE options for pursuing continuing professional education must decide where to obtain the best value for their limited budget and time—their return on investment.

Individual Perception. For some learners, an institution or program reputation plays a major role in decision-making. Information can be based on participant testimonies, marketing brochures, or employer publications. In today's multimedia and social media environment, we must not underestimate the impact that satisfaction comments from current and past learners have on influencing the decisions of others (Lewis, Gonzales, & Kaufman, 2012). Therefore, learners may apply to a CPE program based on what they have heard or read, and then expect a positive experience, thus

inferring that satisfactory experiences and outcomes for others may be predictive of their own.

Socio-academic. Most PSE institutions have adults of various ages (just out of high school to retired people) as their clientele (Reese, 2012) but still educators commonly refer to pedagogy. Pedagogy is the art and science of teaching children, while andragogy is the art and science of teaching adults. There continues to be an academic debate of the appropriateness and effectiveness of each when dealing with learners. (See Appendix A for a comparison between pedagogy and andragogy.)

Some PSE institutions offer programmes directed to professionals (like the CME, DBA and EdD) devoted to specific competencies: health services, education, engineering, human resource development, for example. SEOU, the focus of this OIP, has responded to perceived needs by creating new CPE programmes—several sponsored jointly with MOUs between the university and professional associations (refer to Appendix B).

Socio-demographic. There is a growing trend towards "credentialism" (Cruikshank, 2008; Peters, 2015; Townsend, 2002) as practicing professionals manoeuvre in the global economy and competitive work environment (Cruikshank, 2008; Vaughan, 2008). Adult education is a "hot" topic for educational providers, and many want to take advantage of an expanding market of learners and an overall increase in learning credentials for professionals. SEOU fills this demand with the provision of CPE in niche domains.

Social adaptation. Since learner satisfaction has been found to correlate with academic success (Wach, Karbach, Ruffing, Brunken & Spinath, 2016) it may be perceived as important to address any source of dissatisfaction as a valid obstacle to

professional growth and therefore as an important PSE problem. SEOU has lost some opportunities by not adapting its programs to changing environments or responding to learner and employer feedback. Although most PSE institutional administrators and managers (but not all faculty) recognize "higher education as a service industry" as reported (Maddox & Nicholson, 2008), they are less concerned with the overall satisfaction of their students as "customers."

The need for change. This POP is an appeal to SEOU's faculty members to work together to optimize their CPE course and program delivery to improve learners' experience and satisfaction. As presented in Appendix C, adult learners' satisfaction in two particular CPE activities (1A1 and 1A2, as represented in Appendix B) is currently low as measured over their professional programme. Recruiting has been more difficult and cohort sizes have been consistently decreasing for CPE 1A1. Thus, this POP addresses learning satisfaction with an expectation that an improvement in such will result in an increase in recruitment and enrollment that will benefit faculty, the organization, employers and their clients (beneficiaries of competencies).

Obstacles to change and the change vision are important to understand.

Organizational Priority and Perception

Some PSE institutions offer only limited internal opportunities for faculty to improve teaching and facilitating skills (Bens, 2012), and even when available, such programs are met with limited attendance and interest by faculty. At SEOU, many consider their primary purpose/interest to be research (a typical ratio is 40% teaching, 40% research, 20% administration/service). Some PSE faculty may not see the need to learn or change their teaching methods unless resources and incentives are attached.

The most active teacher support centres are found in PSE institutions affiliated with a Department and/or Faculty of Education. For example, in one medium size city in Ontario there are three major PSE institutions but only one has a Center for Teaching and Learning (CTL) as well as a Faculty of Education, while the other two institutions have neither. That specific CTL provides sessions on teaching skills, educational tips, techniques, methodologies about teaching, one-on-one coaching and teaching support, and a variety of other short programs or workshops related to teaching and learning. Could the other two institutions share that resource? There is no such unit for faculty development at SEOU.

PSE structures are briefly examined for institutional change.

Organizational Structure

Most PSE institutions in Canada have a similar structure of hierarchy: Board of Governors, President, senior academic leaders and various program units (e.g., Faculties, Departments). In Appendix B, a simplified organizational chart of SEOU illustrates where the various Continuing Professional Education programs are nested.

Recruitment and retention of learners is crucial for PSE because these are directly linked to the funding and operation of the academy. In SEOU's case, the Memoranda of Understanding (MOU) with employers for CPE programmes provides additional funding beyond government grants. These MOUs are (re)negotiated on a regular basis (i.e., every 3 years) based on several factors, but primary is learner/participant feedback to the employer and competency assessment.

Academic Freedom

Most universities are self-governed by "academic freedom" (Douglas, 2015; Livingstone, 2013, p.3) that allows for independent and critical enquiry. The idea of academic freedom is a crucial component of any creative, innovative post-secondary institution, since faculty have the content and pedagogical expertise to guide academic decision-making (OPSEU, 2012). For SEOU, this academic freedom translates to instructors having responsibility for what happens in their classrooms, including those in the CPE unit.

Authority and Power

At SEOU, and likely in most PSE institutions, there are power plays that influence and challenge those in positions of authority. Unions and collective agreements protect members (Brazer, Kruse, & Conley, 2014; Shafritz, Ott, & Jang, 2011). Cutting programs because of low enrollment may cost the positions of faculty members and administrators. It may also affect the reputation, funding, or standing of the institution.

The Teaching Learning Transaction and Definitions

The terms teacher, instructor, facilitator, faculty can be synonymous; they can also have many similarities and differences. In PSE, it is often "assumed" that those who instruct use more "facilitative" techniques than just lecture and test, primarily due to the nature of the learners (more mature than high school ones) and the institutional environment (e.g., often programs have older, experienced students and are explicitly linked to employment / employers). These create a different "culture and climate" for teaching and learning—not always, but often. SEOU is struggling with what kind of environment it wants to foster; traditionally it follows the type described below.

Teachers. The role of a teacher involves a transfer of information, often lecturing while learners listen, take notes, ask questions, and write exams. A teacher in PSE is considered an expert (King, 1993), is in control, and structures the classes in accordance with an approved curriculum. Instructors are generally valued for their credibility and authenticity (Brookfield, 2006a).

Facilitators. A facilitator's role is to lead discussions and activities based on the material to be covered and the level of knowledge to be acquired. Interactive methods such as discussions and demonstrations involving participation are used. The focus is on applying and relating content to existing knowledge and past experience—thus making it more meaningful. The goal is to move responsibility for learning from the educator to the student (Schreyer Institute for Learning Excellence, 2007). Facilitators are most effective when learners are mature, experienced, and self-motivated—adults in professional careers.

At SEOU, the majority of the teaching faculty involved with CPE 3E1 (refer to Appendix B) have been facilitating rather than teaching, while only a minority of those involved in CPE 1A1 and 1A2 are considered facilitators—they follow the traditional roles noted earlier. In Department B, C and D, facilitation is minimal—again more traditional.

Learners. Student satisfaction has been found to be a key factors that affects the quality and effectiveness of a program (Aitken, 1982; Astin, Korn, & Green, 1987; Bailey, Bauman, & Lata, 1998; Love, 1993; Suen, 1983). Practitioners and professionals—those

in CPE—have acquired significant knowledge in their fields. Thus, they expect satisfactory experiences and outcomes when engaged in learning.

Professionals and Professions. In this OIP, "professional" is per Oxford's dictionary and refers to adults who have job related knowledge and skills by virtue of education and are gainfully employed. The term must not be constrained by the sociological definition of *profession* (i.e., a vocation with a body of knowledge and skills put into service for the good of others). As noted, continuing professional educational refers to those learners who are employed in certain professions and periodically return to education activities to upgrade their knowledge and skills. "An important goal of Ontario's postsecondary education system is to provide the appropriate level of educational attainment to meet the current and future human capital needs of the province (HEQCO, 2009: 19). This is what SEOU is attempting to do with its CPE offerings.

The interaction among these roles (teacher, facilitator, and learner) and resultant satisfaction, discussed below, is the focus of this OIP.

Learning Experience

There is lack of a standardized definition of learner satisfaction in the literature (Asadizaker, Saeedi, Abedi, & Saki, 2015). For this study, Ekoto and Gaikwad's (2015, p. 1380) definition is used: Learning satisfaction (LS) is the "emotional affordance" or the "subjective perceptions" of the degree at which learning experiences match learning expectations on a subject or a course. Appendix C provides a case study regarding adult learners' views on learning satisfaction at SEOU that supports the need to intervene.

Since this POP focuses specifically on adult learner satisfaction in a classroom, this framework will focus on the following points (see Figure 1):

- Motivation – Because the learners attending CPE programs are voluntarily doing so, it can be assumed that motivation is present although it may differ among learners.

- Teaching style – This appears to be the main point of contention at SEOU. Learners openly criticising the teaching styles and methods employed in two of the CPE programs.

- Environment – Learners in CPE at SEOU depend on classrooms and do not live on campus nor use usual student services except for the library. However, the physical and psychosocial environments that make learning a positive, engaging experience are considered.

- Learning style – There are multiple learning styles, therefore this OIP will rely on what andragogy informs us regarding adult education preferences as presented later in this chapter.

- Content – As the content of CPE courses and programs is agreed upon through MOU or accreditation bodies, this point will not be discussed further.
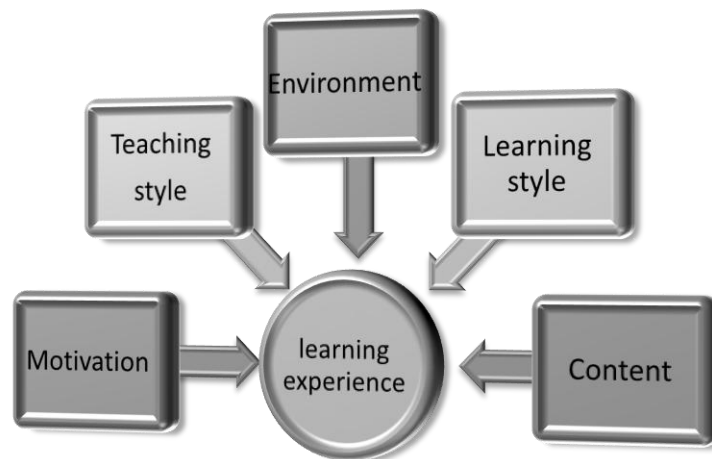
Figure 1. The author's framework of five factors influencing the learning satisfaction of adult learners undertaking CPE.

As can be seen in Figure 1, all 5 factors influence the learning experience and thus satisfaction. However, for this OIP, the prevalent variable is the reconciliation of teaching and learning styles.

The Leadership Problem of Practice (POP)

At SEOU, four programs offered by two of its faculties have seen a decline in enrolment and a loss of relevance by employers and CPE learners in the last five years. One actually closed and a new replacement was created at another Ontario PSE instead. A second program in the same department is in jeopardy of the same fate if SEOU does not ensure that changes are made to meet the demand of the sponsor. In the other faculty, two programs have suffered a reduction in enrolment that is being attributed to a loss of interest by potential learners. SEOU has discovered that feedback participants have been sharing with their employers and others within the professional community is not positive.

This POP addresses the need to improve learners' experience with their CPE in these two South Eastern Ontario University faculties. It should be noted that CPE programs in the remaining faculties and departments have not suffered the same faith and are thriving with great reputations and growing enrolment. The OIP discusses how to support the targeted faculty in recognizing, adopting, and implementing andragogical teaching methods. It is informed by active learning theory (Petress, 2008), adult learning theory / andragogy (Knowles, 1980), learner satisfaction (Ekoto & Gaikwad, 2015), transformational leadership (Burns, 1978; Bass, 1985), and organizational leadership (Sydänmaanlakka, 2008). The OIP is based on promoting an organizational culture of learning that meets the needs of practicing professional learners, focusing on their satisfaction and positive learning experiences.

Perspective on the POP

For SEOU, creating specialized CPE programmes meeting the needs of targeted employers and professionals in niche segments showed growth potential. This was met positively at first and learners enrolled in the various programmes, often supported by

their employers in terms of funding and time. However, recent issues with some of

programs are placing pressures on the institution and on its reputation. How effectively

the university responds is critical to its status as a viable CPE provider.

A System's Approach

Approaching this problem from a single angle (e.g., the learner or the instructor)

would be ill advised. The university needs to systemically improve the learning

experience as influenced by instructor and administrator leadership through organizational

improvements. Organizational change from a systemic approach of the key factors related

to satisfaction (motivation, teaching style, environment, learning style, and content—see

Figure 1), has the potential to lead to greater institutional effectiveness and learner

satisfaction. As a system, the solution needs be framed by complementary models that

serve specific roles. There must be a leadership model to guide the change agent's

approach and philosophy (leadership), there must be a complementary model to help

guide the change at the personal level (individual change), and there must be a model that

guides the change at the organization level (collective transformation). These models will

be presented in Chapter Two.

Guiding Questions

Bauer (2015) analyzed five studies conducted between 2002 and 2010 and found

that learner satisfaction is treated the same way that consumer satisfaction with a service

would be in other contexts. Satisfaction is a measure of the differences between the actual

perceived experience and the preconceived expectations that the consumer (learner) had.

This is consistent with the Ekoto and Gaikwad (2015) findings that learning satisfaction

(LS) is the "emotional affordance" or the "subjective perceptions" of the degree at which

learners' experiences match learners' expectations on a subject, course, or program.

Given this information and definition, it is appropriate to ask:

- **How could SEOU improve learning experiences?**

- **How could this be communicated, accepted, and implemented by instructors?**

    Satisfaction. Learning should be based on the experience of the learners, wrote

Birzer (2003), building on Knowles (1968, 1984) theory of andragogy.

> Adults are motivated to devote energy to learn something to the extent that they
> perceive that it will help them perform tasks or deal with problems they confront
> in their life situation. Furthermore, they learn new knowledge, understanding,
> skills, values, and attitudes most effectively when they are presented in the context
> of application to real life situations. (p.61)

    Key questions are:

- **How should we define satisfaction for this POP?**

- **How can we gain support in addressing learner satisfaction?**

    Andragogy. Andragogy utilizes learner centered instruction, where learning is

self-directed and teachers act as facilitators (Knowles, 1990). Participant background,

motivation, and maturity level are important to this study. Ekoto and Gaikward (2015, p.

1378) confirmed Knowles insights about andragogy, noting:

- Adult students have high resistance to pedagogical methods, and

- A fast paced changing society makes knowledge rapidly irrelevant, thus
  creating the need to focus on problem–solving and learning-how-to-learn.

In research on andragogy and satisfaction, these authors found that most of their

graduate learners (63% Masters, 37% Doctorate), from four academic fields (Business,

Education, Health, and Religion) agreed that learning satisfaction was in one way or

another related to andragogy (p. 1385).

Key questions might be:

- **How could instructors be motivated and supported in adapting their material to andragogical methods given that their learners in the context of this POP?**

- **How can andragogy be introduced in curricula, syllabi, instructor development, organizational change, and in instructional methods?**

Resources. Since this organizational change may require additional time, funding, and human capital (new or re-assigned), leaders should be ready and willing to reallocate or increase those resources in support. One question is:

- **How can this initiative be well resourced, well led, well planned, well communicated, and well monitored along the way?**

Process. Implementing a change means that faculty, supported by administrators, must engage in an effort for change, and "challenge entrenched organizational policies and practices" (Ryan & Tuters, n.d., p. 1) to improve learner satisfaction. Given that research indicates that andragogical teaching methods increase adult learners' satisfaction, we can ask:

- **How can such methods be communicated, accepted, and implemented by faculty within PSE institutions?**

Framing the POP

In considering factors that may impact this POP, the four frames approach and analysis proposed by Bolman and Deal (2013) is used as a starting point. However, the frames are not to be considered in isolation but rather as a system's approach as presented earlier. Figure 2 presents a holistic perspective for considering this problem.
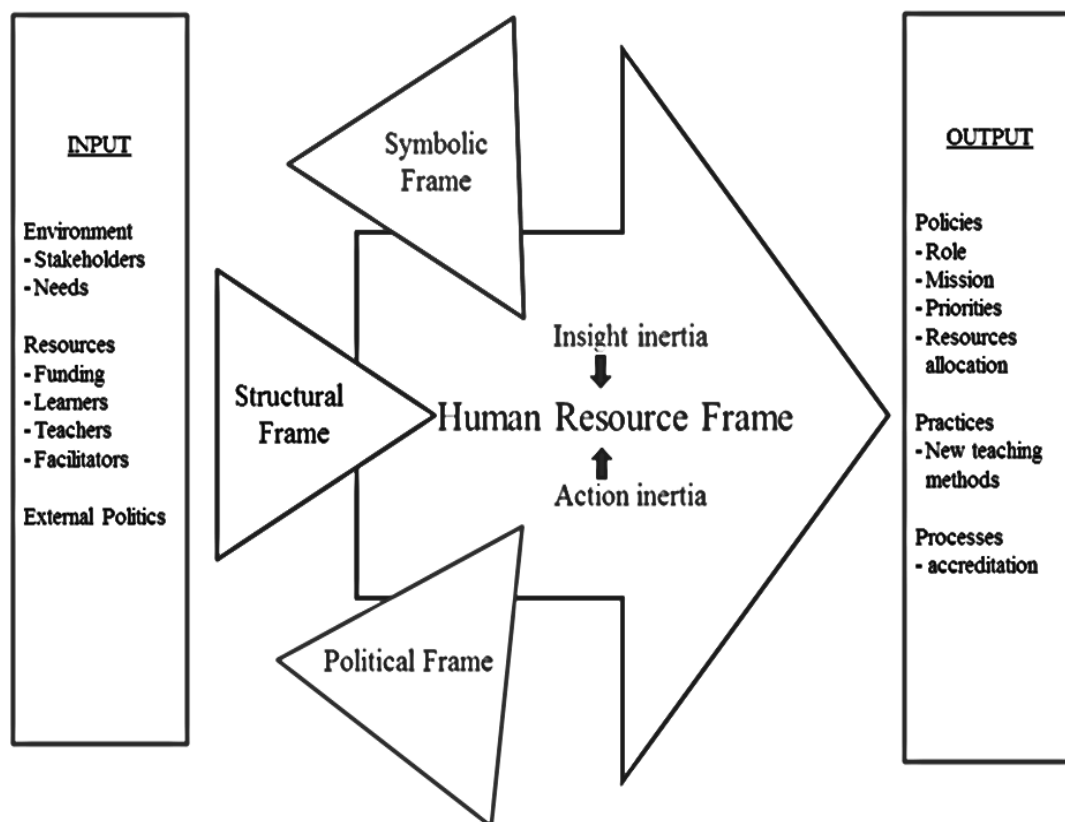
Figure 2. This is the author's merged model for change for PSE institutions showing the realities and complexities of change based on inputs and outputs that are influenced by four frames and the concept of inertia. (Adapted from elements of the "Congruence Model (Nadler & Tushman, 1980a, 1980b), the "Four-Frame Model" (Bolman & Deal, 2013), and the "Zone of Inertia Model" (Godkin, 2010).

As can be seen, three frames (political, structural, and symbolic) influence how SEOU faculty, learners, and administrators will engage, given their abilities, beliefs, and motivations towards change. The human resource frame is shown as the foundation of this change and which can be affected by inertia. This frame reminds us that faculty are the cornerstone for this institutional change, so how they view their teaching is critical to the success of this OIP. While CPE faculty members are often found working independently, a system's approach encourages them to move towards interconnected, self-managing teams and egalitarianism (Bolman and Deal, 2013, pp. 152-53). This

perspective highlights the collaborative process in the delivery of effective continuing professional education. This lens also supports the university mission of serving learners and meeting community needs.

      Inertia. The fact that change is not instantaneous can be explained by the concept of inertia (Godkin, 2010). As academic institutions claim to be "learning organizations" (Benedict, 2014), the aspect of inertia is justified in explaining the resistance or opposition to new views, processes, and methods within the institution. Insight inertia is the lack of awareness of what is needed or warranted, while action inertia represents the lack of action taken once it is realized that change is required. In this OIP, insight inertia might be not recognizing the level of non-satisfaction of the adult CPE learners, not realizing that practitioners and professionals have different learning expectations, a lack of self-awareness in the learners' general attitude and feedback during class, and the belief that this is the way teaching has and should continue to be done in university based on the instructor's own past experience. Action inertia is the lack of change for those instructors who are aware of the factors above, or their indifference to introduce change and address the issue once they are made aware of the POP. As to inputs for change: a review of the expectations of the stakeholders (e.g., review of the MOU for the continuing professional programs, discussion on expectations between parties); a better understanding of the andragogy principles; the provision of appropriate resources (e.g., professional development opportunities, advisorship and mentorship, tools, time) and academic as well as curriculum development support to facilitate the change process; the leadership support at the SEOU (e.g., Board, Principal, VPs), Faculty, and Departmental levels.

For outputs, the primary change will be new andragogical teaching practices, which focus on adult learners and their experience, motivations, engagement with content relevant to their professional and practicing employment. If these learners feel valued and involved, their satisfaction will increase and their support for these CPE programs will be shared.

Therefore, many elements influence this change, but instructors are at the center.

Leadership-Focused Vision for Change

To encourage South Eastern Ontario University instructors to change their teaching approach to improve learning satisfaction, a change leader must be present. As Ryan (2005) noted, leadership is a collective process; therefore, it must be seen in a social context (p. 23). To hold a title of leader or to fill a leadership role is of no consequence without the presence of other humans; relations, influence, trust, authority and interactions amongst people is where leadership exists. Someone must have a vision and others must be agents towards that goal (e.g., leaders, followers, enablers). Leadership theories will be addressed in greater detail in Chapter Two.

Planned change should be more evolutionary than revolutionary. The idea of this OIP is to implement systematically the necessary changes to improve learning satisfaction and experience in a university CPE program. This could occur by increasing the use of andragogical methods in the classroom. It appears that currently there is not a significant awareness by many CPE instructors, administrators, or other university stakeholders that andragogical instruction would improve learner satisfaction judging from the nature of the discussions at Faculty Board and during informal discussions among CPE faculty members. In fact, the term "andragogy" itself is not well known amongst university

instructors from faculties other than Education, and this university does not have one to help spread the word. Once that awareness is present, a change agent must ensure that support and resources are put in place to help faculty with the transformation. Ultimately, success would be attained if faculty feel motivated and supported during the change process; that perceived obstacles have been substantially reduced or eliminated; and that the implemented changes are long-term to the point of becoming the new norm. Thus, the priorities for change appear to be: faculty awareness, faculty motivation, and organizational support (leadership and resources).

However, Higgs and Rowland's research on the typology of change and effective leadership (2005) discovered assertions in the growing literature on change leadership that the root cause of many change problems was leadership behaviour. That change approaches based on assumptions of linearity (e.g., succession of single cause-to-effect activities building up) were unsuccessful, those built on assumptions of complexity (e.g., multiple activities influencing) were more successful) (p. 121). When identifying the factors that have contributed to the challenges associated with the practice and research of fostering transformative learning, Taylor and Laros (2014, p. 134) mention that instructors in the classroom must have the appropriate leadership approach for the situation if success is to happen as one peripheral challenge to transformational leadership. Transformational leadership (Bartling & Bartlett, 2005; Northouse, 2015), or the ability to articulate a vision and motivate others while putting the need of the organization (learners' satisfaction), may offer the most appropriate approach for this organizational change.

Individualized considerations (the personal needs of each instructor and each of the learners, as opposed to a generalised compromise—one size fits all approach) are

enabled through the provision of adequate training, resources, and the reinforcement of the right mindset (Dweck, 2006, 2009, 2015).

Based on Mezirow's (1992, 1994, 1997) transformational learning theory, CPE instructors would support these learners by including their life experiences, focusing on applied learning, and shifting their attitude to one of collaboration vs. control. Thus, they will become more efficient at centering the learning activities on working professionals and satisfaction will follow.

The vision for this OIP is to promote a culture of andragogical teaching-learning within CPE courses at one university, thereby addressing the enrollment problem for CPE 1A1. Change readiness and obstacles or challenges to a change leader is explored next.

Organizational Change Readiness

Having proposed a transformational leadership approach and acknowledged that learners have some responsibility for their CPE learning, what are the challenges for change agents?

Dr. Parkin (CBC, 2013, October 21) introduced the Programme for the International Assessment of Adult Competencies (PIACC) test to "determine how well our adult population is prepared for world changes and working" (Hicks, 2013). Rottmann (2007) noted that linking leadership and change, positions the market as the most legitimate medium to guide decision-making, educational reform, and resource distribution" (p. 75). Both authors and their views reinforce the concept of a "learning society" by indicating that society must adapt to its changing environment and that education plays an important role in this adaptation. SEOU is doing this by offering CPE courses and programmes that meet this goal.

We also understand from the Canada 2020 think-tank report of 2011 that education clearly matters in a knowledge-based economy (p. 9). The indicators that such adult learning is taking place may be demonstrated by the growth of adult learners over age 40. Appendix D illustrates the significant increase of the number of adults (aged 40+) who return to PSE studies, while Appendix E denotes the large percentage of adults (25-64) seeking additional job related knowledge—many of both groups employed as practicing professionals.

In her research on 358 non-traditional (her nomenclature for adult learners—71% between age 31-40, and 74% with employment revenue) students in University Continuing Education Association (UCEA) undergraduate degree programs, Tannehill (2009) noted that although many PSE institutions had a mission to educate adult learners and dedicated departments for such, it was rarely reflected in the mission statements of these institutions (29%) or of the dedicated department (61%). Furthermore, faculty members who taught adult learners were not regularly trained in andragogy (44%) (p.121). Although equivalent statistics could not be found for Canadian and Ontario PSE institutions, at South Eastern, the CPE demographics are well known: all learners are employed full-time and education is sponsored by their employers. They are aged 25-52. Faculty training in andragogy is not offered by SEOU. However, a faculty led professional development seminar is conducted each term and instructors are encouraged to share their views on any relevant topic. Accepting that change is needed at this institution should be compelling.

When it comes to organizational change and increasing learner satisfaction by improving their learning experience, it is important to focus on what is in need of change.

Courses and program content are not perceived as an impediment but rather the knowledge transfer transaction. Andragogical instruction would solve this!

But change requires enabling the stakeholders (instructors and administrators) and orchestrating the change process. In this case, faculty must be made aware that learners' satisfaction matters to the institution because it supports the vision through enrolment, which in turn confirms its relevance, secures its funding through employer sponsored MOUs and paid participants, and ensures faculty employment.

<div align="center">**Communicating the Need for Change**</div>

Change leaders at South Eastern Ontario University will need to communicate effectively throughout all these improvement stages. By being authentic (Duignan, 2014) and transparent in the approach and in the purpose, the change agent will create a level of trust (Arnold, Barling, & Kelloway, 2001), between faculty and administrators.

Identification and Recruitment (Building Awareness)

The first step in the communication plan (details in Chapter Three) is building awareness.

It is important to appreciate the collective wisdom faculty have in addressing this problem. If the POP is explained clearly and discussed openly—that trust factor—and if CPE faculty members are considered as being part of the solution (as opposed to part of the problem), they will want to take leadership roles in the development of solutions and in implementation of changes.

Although this OIP identifies a key element of the solution as initiated / increased andragogy, other changes may emerge to complement or support this.

Similarly, if change leaders include senior faculty and administrators, as well as representatives of the constituency, it can create a stronger interactive synergy.

The Approach

Once the CPE change leadership is recruited, information can move forward. To be effective, communication needs to be focussed and clear, with a detailed plan, tailored to the audience (see Chapter Three). Leaders can expect certain reactions and responses, including anxiety, uncertainty, and inertia as discussed earlier.

Reduce anxiety. To avoid undue anxiety, the focus should be on the win-win outcome of the change. Support along should be made clear.

Set priorities. In all communications, the first priority will be to identify who is the intended recipient and details of the plan. People want to know what is going to happen, to whom, and when.

Tailor communication. There should be communication tailored for external stakeholders, internal stakeholders including CPE faculty, administrators, learners, and employers.

Be reassuring. As with all change initiatives, adoption is never assured. SEOU's communication must be reassuring and also supportive for those who are late adopters or those who doubt the benefits and are currently resisting the change.

Be inviting. Change communication should invite comments, feedback, and attendance to town hall and discussion forums, as well as frank discussions and exchanges of ideas at faculty meetings. Giving a voice is important to gain buy-in and recruit change agents.

Conclusion

This chapter provided the foundation for this Problem of Practice at one university. Continuing Professional Education has a significant presence at this university, but satisfaction is waning and in need of attention. The complex relationship among learning experience, satisfaction, academic results, and enrolment was analysed, with a proven instructional approach of andragogy proposed as a key to effecting change.

The next step focuses on planning and developing this solution for this organizational change in Chapter Two.

Chapter Two

Planning and Development

The idea behind this OIP is to integrate both a leadership framework (means) and a change management framework (process), to implement a necessary change (vision) in a continuing professional education program within a post-secondary education institution. In this chapter the proposed planning and development frameworks are presented, using a change model to guide the process. A critical analysis of what needs to change and possible solutions to the POP are discussed.

Frameworks for Leading the Change Process

Chapter One presented a systemic change process as required to implement change at SEOU. That a leadership model was needed to guide the change leader, that a framework what needed to guide each individual in his/her personal change, and that the organization needed a model for the collective change process were discussed as key change components. Selected frameworks as well as key assumptions are analyzed for their application to this problem and its proposed change in this section.

The Transformational Leadership Framework

Based on the myriad leadership theories and approaches available, many of them covered by Northouse (2015), selecting an appropriate one is crucial.

Many leadership models could be used because each has something to offer, but transformational leadership (Bartling & Bartlett, 2005; Northouse, 2015), or the ability to articulate a vision and motivate others while putting the need of the organization (the learners' development) before self, may offer the best approach for this POP. The solution may bring instructors outside of their comfort zone; may cause extra work for which they

perceive not having enough time for (Barsky, 2002); and may expose some teaching or professional weaknesses in the process. What prevails is that the learners are satisfied (and enhancing competencies) while the instructors feel supported and empowered along the way.

According to the Transformational Leadership Report (Cox, 2007), there are four components to this theory that fit nicely with the vision of CPE providers like this univesity. Leaders should be charismatic and have an idealized influence on the learners. Leaders should provide inspirational motivation and a strong sense of purpose (Tannenbaum & Schmidt, 1973). They should stimulate those engaged in change process intellectually, encouraging creativity and critical thinking. Finally, they should provide individualized consideration and attention, respecting and celebrating individual contributions and strength to promote self-worth and fulfilment. All these resonate well with andragogy as presented in Chapter One and as relevant for the CPE courses and programmes offered to practicing professionals engage in formal learning.

The Intelligent Leadership Model (ILM)

The intelligent leadership model model (Figure 3) aims at leading organizations in a global and changing environment (Sydänmaanlakka, 2008) like that of this university. Today's university leaders are facing continuous changes and at an increasing pace. Organizational values and goals often contradict each other. The increased complexity of situations facing leaders is reflected in universities with the need for more accommodating course delivery (e.g., online, evenings, weekends), by the growing numbers of academic programs, or by the need to recruit international students to help make up funding shortfalls. They form a "chaotic environment" where leaders can no longer control

everything because *virtuality*, multi-culturalism, and globalization are making many

issues multi-dimensional and difficult to fully appreciate. A systems approach that

reconciles this complexity at the organization level seems natural and appropriate.
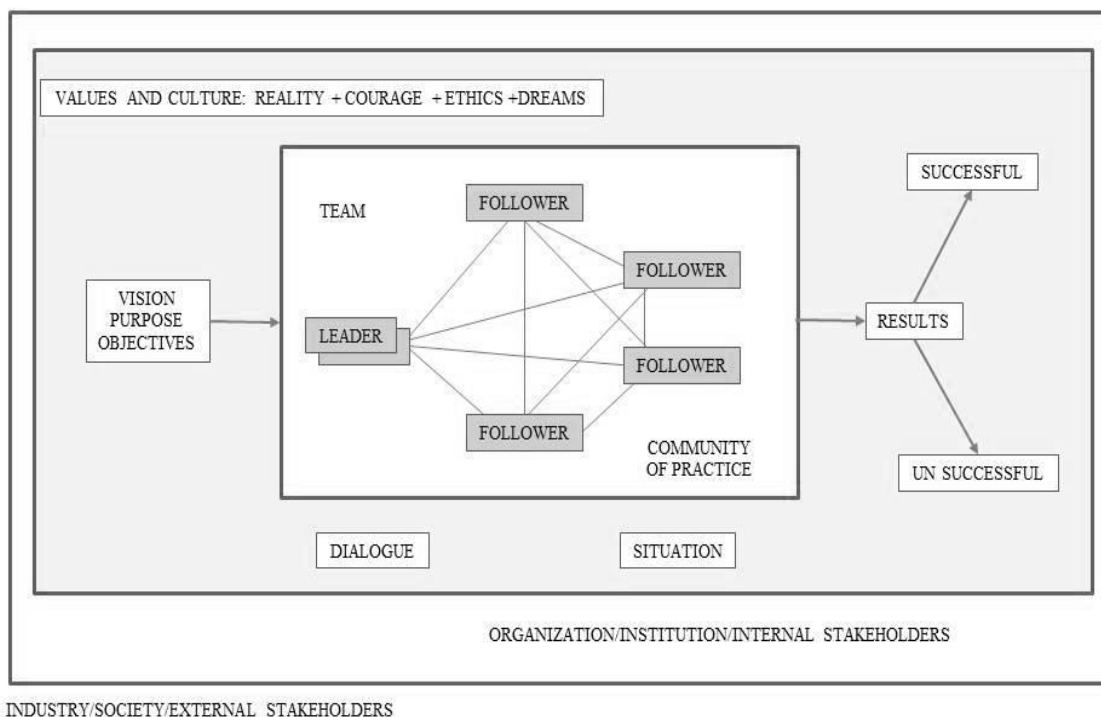
Figure 3. The Intelligent Leadership Model (ILM) demonstrates the interactions and relations between internal and external stakeholders, as well as the influence of values, culture, dialogue, and situational awareness on the leader attempting to introduce change. It also considers that the leader needs to consider the complex network of followers that could be regrouped in communities of practice.

For Sydänmaanlakka, intelligence is the ability to exploit rational, emotional,

spiritual, and physical competences in one's environment. Just like the TTM comprises

multiple theories to frame change at the individual level, the ILM offers the same at the

organizational level, thus making the framework practical, as opposed to theoretical.

The Trans-Theoretical Model (TTM) for Behaviour Change.

A leader not only needs a model to guide the change process, he/she also needs a

theoretical framework for applying the model. Since it is posited that adult learner

satisfaction in this CPE programme will be increased by changing how these instructors instruct (based on greater awareness of facilitative teaching and adult learners), a behavioral change framework is proposed. The idea is for teaching faculty to change their behaviour regarding adult learners (their predisposition), as well as to review/revise their teaching methods and their relationship with learners. For that reason, the trans-theoretical model (TTM) of behavior change is selected as the framework for change (see Figure 4).

Levesque, Prochaska, Prochaska, Dewart, Hamby, and Weeks (2001) state that the TTM integrates four theoretical concepts of change:

- Five stage of change (readiness to take action)—awareness, desire, knowledge, ability, and reinforcement.

- Ten processes of change based on cognitive, affective, and behavioral activities that facilitate change.

- Decisional balance (pros and cons of changing).

- Self-efficacy (competence and confidence to make and sustain changes in difficult situations).

As can be seen in the figure, there are ten cognitive, affective, and behavioral activities / processes that can produce change, and a progression of the "value of change" in the decision balance. These can in turn help facilitate a change and provide indications of status using a soft system methodology (Checkland, 1985) or a dashboard approach (Acreman, 2015) to evaluate progress and detect friction during the change process.
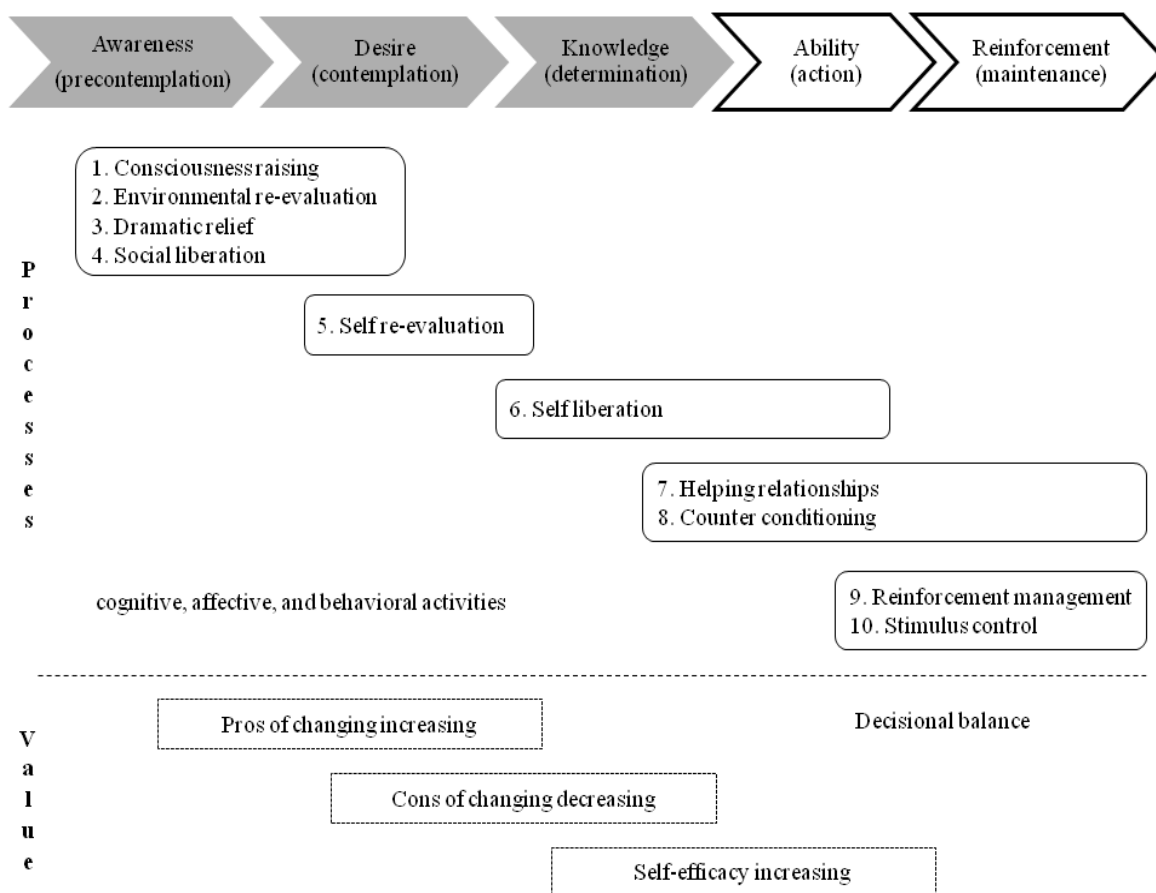
Figure 4. Part of the trans-theoretical model (TTM), the monitoring of the change process across the stages can be performed by paying attention to the change in feedback, from negative to positive, as well as through the increase in self-efficacy (Prochaska & Velicer, 1997)

Although initially created for changing health related behaviour (smoking, exercising, and taking medications for example), the model has since been adopted and proven helpful in changing organizational behaviour (Grover & Walker, 2003); instructor behaviour, methods, and instructional approaches in nursing (Melnyk, Fineout-Overholt, Feinstein, Li, Small, Wilcox, & Kraus, 2004), in health and social care (Clark, 2013), in finance (Shockey & Seiling, 2004), in leadership (Isaac, Kaatz, Lee, Carnes, Richey, Middleton, & Hospital, 2012), and in ethics (Tyler & Tyler, 2006).

For this OIP, this TTM model will be used in planning an appropriate solution that will introduce an andragogical approach in CPE programs at South Eastern Ontario University.

Initial Concerns

There are some initial concerns at the planning stage prior to implementation.

Identifying a champion. The need for change needs a transformative leader. SEOU's leadership must share their vision and empower others to obtain CPE instructors' involvement and generate the change movement. As a change agent planning this organizational improvement, I am only one person within the CPE unit; I must find a champion leader to support this change initiative and with whom I can work.

Measuring andragogy. In 1998 Beaman wrote that the use of andragogical teaching methods posed some difficulty in assessment because of its incompatibility with traditional methods of testing (Ekoto & Gaikwad, 2015). Therefore, this aspect may arise during the change process because SEOU uses primarily traditional assessment (tests). How will achievement be measured in courses? How should marking guides be devised to support individualized assessments that are tailored to learners' background, profession, and contribution towards the collective learning outcomes? The measure of how much andragogical content and methods are used and present in a class as directed and implemented by instructors can be measured by reviewing the teaching strategies and activities in each course syllabus.

Peer support. Team work and trust must be developed and must become part of the solution, not part of the problem. MacKay (2014) reported that an individual Ontario PSE instructor workload was already maximized and this is also true for the SEOU

teaching faculty. Finding / making time for change is always problematic. Emphasis will certainly need to be put on understanding each SEOU participant's situation; on establishing open lines of communication for the exchange of ideas within and across departments; on facilitating activities for change; and in resourcing solutions. The focus should always be towards the success of each learner.

Acceptance of the TTM & ILM. Although the TTM has not been specifically used to transform instructors into facilitators, in placing the learner at the forefront of a change process, or in supporting andragogical principles in CPE programmes, it has been successful in meeting similar educational transformational goals (e.g., nursing, business). The ILM is quite recent and relatively unproven although unchallenged.

Critical Organizational Analysis

Leaders using any fewer than all of Bolman and Deal's (2013) four lenses (political, structural, human resources, and symbolic) to address change and provide direction and motivation to their organizations will likely meet some internal resistance. All four frames are omni-present in South Easterm continuing professional education programs, and they influence participants as well as inform change agents.

Implementing change will require focus and persistence (Bolman & Deal, 2013, p. 157). For academic institutions, successful decision making regarding change requires a careful analysis of the culture and context, a deep understanding of personalities involved, countless consultations, good communication (Kouzes & Posner, 2012, p. 316), conservative timelines, and much patience. Let's look at those areas that require attention.

The Gaps That Need Attention

Five key gaps need to be addressed for a better learning experience and improved satisfaction in these programs.

Beliefs regarding adult learners. Most educators come to teaching as content experts. Rarely do they have experience working with practicing professional who are mature, experienced, motivated for applied and relevant knowledge. When these learners come to a course they have high expectations for both a comfortable physical environment and also for a welcoming, positive, engaging psychosocial environment. They want to feel valued, have their voices heard, and treated with respect. They expect the teaching learning transaction to provide all those, as well as new competencies.

Research provides much evidence that learner satisfaction is critical in postsecondary environments (Ho, Kuo, & Kuo, 2014; Maddox & Nicholson, 2008; Pelletier, Collerette, & Turcotte, 2015; Stronge, Grant, & Xu, 2015). When instructors don't know how to use andragogy in their classroom, when they don't understand adult learner characteristics, or when they believe they should control—not share—the learning environment, learners often "vote with their feet." This may explain the declining enrolment in CPE 1A1 at SEOU as discussed in Chapter One.

Orientation of programmes and institutions. Most colleges and universities have a student population of adult learners (Reese, 2012) and South Eastern is no exception. Most of these institutions were created in an era of rapidly expanding PSE; most of their instructors practice a pedagogy style of teaching. Today's working adult population is trying to manoeuvre in the globalized knowledge economy and secure better positions in a competitive work environment (Cruikshank, 2008; Vaughan, 2008), creating

a growing trend towards "credentialism" (Cruikshank, 2008; Peters, 2015; Townsend, 2002). In addition, many adults pursue leisure or personal learning for interest and to remain active. It is not enough to offer courses and programs to cater to demand. They must be efficient, effective, and meet the needs and interests of learners and of employers in some cases they must satisfy the client (as in MOU contracts). Learning ought to be challenging, engaging, and relevant as well as satisfying, no matter what type of course or program. This is where the strength of andragogy lies.

Facilitator relevancy and effective teaching. The third gap to address related to teaching "style." Knowles (1968, 1980, 1990), one of the founders of adult education, popularized the concept / theory of andragogy—that adult learners need facilitators rather than teachers; that learner characteristics (e.g., experience) are important considerations in a classroom; that content should be problem-oriented and applied. It would be imprudent to assume that every teacher is in fact an effective facilitator. Therefore, it is proposed that learning to teach adults as well as to facilitate adult learning is important for satisfaction.

CPE instructors should cease to act as the "sage on the stage" and instead assume the role of "guide on the side" (both expressions coined by Alison King, 1993) in order to provide the best possible adult learning environment at SEOU.

Update teaching for learner satisfaction. The fourth gap is closely linked with #3. When an appeal is made to use different teaching methods, instructors often claim that they have neither time nor resources to change their material and approach (Brazer & Peters, 2007; Rust, 2009; Terry, 1999) and the same response is provided at SEOU by instructors in continuing professional education. Some instructors appear somewhat

unfamiliar or skeptical with the concepts of active and cooperative learning and may even feel threatened by the idea of sharing the "stage" with the learners, or losing control over their syllabi, timelines, or classroom. Conversely, professional adult learners familiar with participative learning by virtue of their professional background (e.g., case studies, role playing, and group discussion) find these more effective and satisfying than passive learning of listening and taking notes. In fact, this is the privileged method employed by CPE 3E1 for their online classes.

A second question of this gap relates to the type of "assessment" that is most appropriate for adults in continuing education courses related to their professional practice. Are there effective ways to measure learning other than traditional written exams? Can instructors learn about this on their own? What is the responsibility for institutional leaders to address this issue?   Can this be build into a change plan?

Another related question is how to recognize or compare the indicators of success (satisfaction) after teaching and facilitating activities? Since satisfaction is an issue for learners and their professional associations, finding ways to identify satisfaction factors is important to this OIP.   Ekoto and Gaikwad (2015) have created a measurement instrument titled "Perception, Experiences, and Learning Satisfaction of Knowles' Andragogical Theory Questionnaire" (PELSKATQ) that could offer a measurement instrument for this OIP (discussed later).

Build on existing knowledge. Adult learners have acquired knowledge over time that may not have been formalized. They want to build on this knowledge and often want it recognized. Some institutions have "prior learning assessment recognition" (PLAR) as one of their guiding principles; some professional associations also use this strategy for

their members. Whether it be acquired informal/non-formal learning or formal credentials, CPE instructors need to get to know their adult learners to identify their goals and expectations, needs and interests, and preferences for learning style. With this information, the teaching-learning transaction can be made more effective, engaging, and tailored to increase satisfaction.

Make resources available. Because this OIP proposes change that affects faculty, one has the right to expect support and resources from the institution. SEOU offers only limited internal opportunities for faculty to improve teaching and facilitation skills, and even when available, such programmes are often met with limited attendance and interest. Is it possible that South Eastern faculty members, CPE instructors especially, are unaware or uninterested in the fact that teaching can be done by and with other means—that professional development is available.

Helping CPE instructors learn and apply andragogical principles to their instruction, and having SEOU leaders who support these efforts, will help foster learner satisfaction.

Possible Solutions to Address the Problem of Practice

Several solutions are explored for suitability to this issue.

Internal Consultation, Exchange, and Discussion

The initial and most important step in this OIP is to bring awareness within SEOU and each of the CPE departments. This would initiate the process of pre-contemplation amongst the stakeholders. It would be used to share studies and exchange ideas regarding the current level of satisfaction amongst participants. Instructors and leaders could review the past terms and course reviews to bring awareness to the fact that the level of

satisfaction is not as high as it could be. Comments from learners stating what they appreciated and suggestions for change are important. For example, CPE 1A1 and 1A2 have years of reporting available but not the others. Also, online CPE success may not be directly transferable to in-class CPE therefore this analysis must be considered.

This initial exchange, discussion, and consultation is important but only these limiting efforts will not bring about a transformative change as proposed. The resources needed for this solution are limited to time for review and any technological support for collating data.

In House Training on Active Learning and Andragogy Principles

The concept of "train the trainer" where a few selected members of an organization attend a course/workshop (often externally) and then in turn provide that same training to others (internally) is well known in professional environments. In this solution, external specialists in andragogy are contracted by SEOU to introduce and prepare for the change, including the training sessions. Part of the training should include the positive feedback obtained at CPE 3E1 even though this programme is offered online and not in a classroom like the others.

This solution requires an investment in time for the training and follow-up, and in funding to contract the expert, but little in terms of infrastructure. It is within the reach of SEOU as it may be tailored to a budget or to a time period. Its success is dependent on the effort put in place by CPE participants, and the positive reinforcement provided by SEOU leaders.

The role of the change agent and of the institution leadership is important in setting the goals and the vision as this solution would see faculty left on their own to

change and improve. Its success could be maintained with subsequent training sessions to address new personnel intake, or any "relapses" from past participants.

Create and Share Adapted Material (Community of Practice)

This solution would see the creation of a community of practice offering support by sharing resources and expertise (even a CTL) amongst institutions in geographical proximity (South Eastern Ontario). It would ensure resources are optimized (i.e., faculty expertise, instructional resources) while facilitating the exchange of best practices. The idea of a professional learning community is proposed by Benedict (2014), Jurasaite-Harbison (2009), and Wenger (2000). This creation of a community of practice (federation) that is internal to each institution and/or that crosses and supports multiple institutions could be led by SEOU "change early adopters" and supported by selected CPE leaders and change managers. This solution sees groups of instructors offering peer support as part of their regular duties. This approach may help remove certain obstacles in communications and understanding as there would be a shared understanding of the instructional responsibilities amongst the parties.

This solution has many merits, including the significant one of allowing CPE instructors to experience firsthand one of the key andragogic concepts of peer teaching. Polin (2010) discusses the role of social and technical networking in professional education, stating that the communities of practice model describes learning as the transformation or development of the individual, from an initial novice state of limited participation to a fully developed identity of deeper participation, as evident in his or her changing identity and practice. In line with DuFour's (2004) study (p. 5), such a community of educators could focus SEOU's efforts on crucial work related to CPE

instruction and generate materials that reflect that focus--specifically on strategies for implementing andragogy and improving learning experience and satisfaction.

The resources needed for this solution are time mostly, but some funding may be required to reproduce shared material or cover travel for meetings outside of SEOU's campus. The support of leadership in making this solution a reality and a priority will be key to its success.

Employ Course/Content Developer Positions

In this solution, experts are permanently hired to consult with instructors as proposed by Bloom, Maclaine, Muzyka, and Stuckey (2016). These experts would be responsible for identifying best practices to implement and transform material to adhere to andragogic concepts. More lasting than the consultant based solution, the use of permanent developers would facilitate the transition of course material and testing in CPE courses and programmes into content, format, and assessment. This development and subsequent transformation supported by a trusted leader within SEOU is key to address inertia and to remove obstacles to change based on time and resource constraints. With time, a relationship of confidence between developers and CPE teaching faculty will be created. As well, efficiencies would be developed about successful development and how to approach follow up interventions. Obviously, this solution does not directly address the implementation of andragogical content delivery within programmes and classes and some instructors may revert to their old-ways once in the classroom.

Faculty Development Unit

The ultimate solution is also the one requiring the largest investment. SEOU could create and implement a well-resourced Centre for Teaching and Learning (CTL), as

described by Webber, Bauer-Krylow, and Qin (2016). This unit would ensure that expertise is permanently present to assist CPE instructors in developing facilitating skills and andragogical materials. A CTL could support many initiatives within SEOU, including Instructional Skills Workshops (ISW) aimed at "strengthening instructors' skills in planning, teaching, feedback, and critical reflection through a student-focussed process" (Dawson, Borin, Meadows, Britnell, Olsen, & McIntyre, 2014).

Such a unit would represent a strategic decision and investment with a much wider scope on instructor-learner transactions across campus than just helping CPE learners and instructors. It would also support Hammer et al.'s (2010) contention that instructors who know how to use different techniques to encourage active learning (orienting students towards self-direction, independence, and critical thinking) have the most impact. The South Eastern CTL staff could also offer information sessions and workshops to explain the benefits and the process for change. A CTL could also offer infrastructures (e.g., offices and laboratories), information technology resources, and expertise (e.g., curriculum developers, content creators, advisors), to help transform CPE courses in more andragogic ways. It could serve as a key bridge between instructional research by Education Faculties across the Province and others. And although created and funded initially for the purpose of supporting CPE courses and programmes aimed at adult learners, Centre services could easily extend to any faculty member(s) in support of any class improvement.

Leadership Approaches to Change Synthesis

Once the solution has been identified, the next step is to adopt leadership frameworks tailored to its environment, its context, and nature of the change. So far, the

"what, who, where, when, and why" of the change have been discussed. The intelligent

leadership model (ILM) (Sydänmaanlakka, 2003a, 2003b, 2008) provides the institution

with a collective change model (how?). Transformational leadership is used for this

organizational change at the individual level (What?) given the culture and environment

of this university. This systemic approach frames the reasoning, motivation, and attitudes

change process leader should adopt to influence the constituency. The TTM also provides

a framework, a process, for change to be implemented and monitored along the way—

supportive and enabling at the individual level (Who, Where & When?) while the ILM

helps the institution adapt to change more rapidly. Then the merged model explains why

change is difficult, why inertia is present, and why change can support the transformation

of inputs into new outputs (Why?).

It is possible to insert the premises of transformational leadership and those of the

TTM into the ILM. And it is possible to achieve an OIP that is complete and

implementable, that will survive SEOU's reality and its complex environments. What

needs to be maintained is that all these are subjected to the needs and imperatives of

internal and external stakeholders.

The ILM requires specific elements and conditions--a clear and well-articulated

vision (strategic thinking). This vision must be nestled within a clear purpose and framed

by clear attainable and measurable objectives and goals for leaders, administrators, and

instructors. Leaders must be empowered and supported by stakeholders. Teamwork must

be promoted and from that teamwork, communities of practice will blossom through

effective and passionate dialogue.

This process must be allowed to "morph" as each situation dictates and as the change faces victories and setbacks (renewal and innovation). The dialogue must be genuine, compassionate, and passionate, while respecting the realities of each constituent and stakeholder. Dialogue must also be courageous in its content, allowing all to feel safe and supported in the process. This dialogue within and outside of SEOU as well as the whole OIP process of CPE change must remain ethical in nature, affording an equal voice and opportunity for all, while remaining positive, encouraging, and respectful of individual differences and the ability to cope or accept change. In the change process, all should perceive and feel that they are moving towards their ideal and their dreams, not away from them. As SEOU change leaders and their constituents foray in this positive change environment, the CPE transformation must be monitored. Successes must be recognized and celebrated however modest they may be. Difficult moments must be seen as opportunities to reflect and review on the process as a mean to improve and learn. Failures and set-backs must not be allowed to halt or impede the CPE change process or discourage those who tried, but instead they should present opportunities for renewed leadership (formal and informal) to surface and pick up the torch and keep moving forward.

This is where the strength of the TTM model prevails; it recognizes the need for self-evaluation and reinforcement during the change process. It recognizes that relapses and failures are possible but that self-efficacy will grow with time and perseverance. The theory underlying this model relates to the stages of instructional change: from being aware of a need to change, to a desire to change, to the knowledge of what needs to change, to acting on a change, and finally to being able to sustain the change in CPE

teaching methods and creating new relationships with professional adult learners. This is what learner satisfaction is built upon.

Conclusion

The planning and development of a systemic solution at this university needs to be informed by models and frameworks that are relevant and inclusive of the many factors surrounding organizational change. Andragogy as a "best way forward" change will not be easy, but it will evolve to increase learner experiences and thus satisfaction in continuing professional education programs.

The next chapter addresses implementation, monitoring and evaluation, and communication of this change initiative.

Chapter Three

Implementation, Evaluation, and Communication

In this final chapter, an implementation plan is presented, identifying institutional change agents and their new roles, a revised organizational structure, and the goals and priorities of this change initiative. A monitoring process is presented to support the Plan, Do, Study, and Act (PDSA) (Deming, 1986) system.

As this OIP is aimed at changing human beings within a complex organization, ethical considerations and challenges are discussed given the importance they have on change. Finally, a detailed communication plan is presented.

Change Implementation Plan

To implement changes needed to address this problem of practice, namely creating awareness for the need to change and then enabling and supporting the change process to improving adult learner experience and satisfaction in the classroom, an incremental plan is appropriate. In the previous chapter, the trans-theoretical model (TTM) was suggested to help CPE faculty understand the need for change, accept it, and act upon it. It was also noted that a change at the individual instructor level may be perceived as revolutionary. However, from SEOU's perspective the change should rather be evolutionary— implemented incrementally, building upon success, using the intelligent leadership model (ILM) approach.

The Strategy for Change

In using a strategy for change, it is important to realize that extra efforts may be required from CPE instructors despite the support and resources offered by the institution, especially as they work through changes incrementally while still teaching. The purpose

of the change as tied to the composition of the learners must be reinforced frequently and throughout the transformation. SEOU cannot afford to take a strategic pause to implement this change. Rather it takes a gradual approach to change and builds up momentum as stakeholders develop skills and become efficient at implementing them.

The change strategy must account for a multitude of considerations. The whole faculty membership must be informed. Communication should be provided on a regular basis and via multiple channels to reach all stakeholders. Leaders should be available for questions, and instructors should be able to identify the timing of change to their courses.

Individual change level. Initially those instructors involved in CPE programmes will attend information sessions to discuss the level of dissatisfaction reported and the impact it has on participation, motivation, assessment, retention, and enrollment. The change to andragogy as a teaching approach will be introduced and the strategic plan for implementation presented. Any instructor already employing some andragogical methods would be invited to share his/her experiences and as "innovators" they will be asked to act as change-agents.

Instructors will be asked to select one of their courses to "transform" using andragogic methods. Letting them chose which course to work on is important in removing apprehension and anxiety with the change. Their direct involvement in this selection will help gain their buy-in. The principle of "crawl, walk, run" is as valid for them as it is for learners. That said, even choosing the course they deem easiest to transform will come with a learning curve. The initial course change effort will be greater and will likely take longer than the subsequent courses, even if it was initially perceived as easy to adapt. Facilitation skills will develop and improve with experience.

Peer support groups will be created and a Curriculum Developer (CD) position would be created or someone re-assigned to mentor and support initial attempts as learning about andragogy and incorporating facilitation skills happen. Later, as CPE instructors become familiar with and more efficient at transforming their content with the assistance and support of early adopters and the CD, peer support groups will assist others in course development.

The goal is to promote and support the change process at an individual level. This must be done without compromising the quality and the standards of the university. Change is not achieved by reducing the curricula or the standards, but rather by transforming the way knowledge is organized and imparted to targeted learners.

Institutional change level. It is anticipated that at the institution level, the change in the continuing professional education programs will stimulate a renewed sense of vitality and professional development among instructors as well as administrators. Peer support groups may empower and enable other initiatives to improve student experiences and satisfaction.

In the spirit of ILM, setting the conditions for faculty to want to achieve the institution's goals by supporting and enabling them, self-leadership will ensue. CPE instructors will seek training and share knowledge for the collective well-being. Thus, each CPE unit and its larger institution are creating the right conditions for significant change at many levels.

A New Strategic Organization

This OIP proposes some internal reorganization at SEOU to better address the problem. Reorganization can sometimes improve efficiency and in this case, help with

retention and enrolment (revenue generation) by supporting the implementation of more learner satisfaction initiatives. Farnsworth, Seikel, Hatzenbuehler and Frantz (2014) validated this idea in their work on Idaho State university-wide reorganization of its academic and support service departments to achieve efficiencies and a sharpened organizational focus (p.59). Kotter (1996) also stated that "major internal transformation rarely happens unless many people assist"; therefore, this organizational change promotes the creation of a formal Centre for Teaching and Learning (CTL) at the institution level to support faculty in modifying or creating class material using andragogic principles—including facilitation skills.

OIP Limitations

The main limitation in this OIP is the resource bill including the funding allocation that will affect the timelines and the scope of the implementation. The creation of a CTL will require funding and infrastructure that may not be available in the short term. Hiring new course developers or training existing ones to support the andragogic change would also require funding and time.

Therefore, SEOU must establish Specific, Measurable, Attainable, Result-based, and Time-bound (SMART) goals in their change process to ensure that this important change is supported. If timelines are too aggressive, CPE change agents will feel too much pressure and possibly a lack of support—leading to frustration and abandonment (relapse). If the timelines are too relaxed, then the motivation and interest may lapse into indifference and a perception (or feeling) that the change effort is not as meaningful or urgent as once portrayed by leadership.

Another limitation is the level of engagement by leaders at all levels. As this change takes place, the university continues its myriad functions. Even with committed leadership, this can take interest and energy away from the change efforts.

Although not a limitation, it is also possible that opportunities present themselves, such as an unexpected donation of funds to support these changes, or a new professional body seeks to engage the services of SEOU for their continuing professional education needs. If so, a plan should exist to take advantage of any opportunity by having identified and prioritized where extra funding would be best spent.

Whether risks or opportunities arise, any change effort requires monitoring and evaluation. For this change the Vice-Principal, Academic is responsible to ensure a pan-institution visibility.

Change Process Monitoring and Evaluation

As alluded to earlier the change efforts at SEOU need to balance efficiency, renewal, and well-being to build a learning organization. To do this, and based on Hunter Stockton Thompson's quote: "Anything worth doing, is worth doing right," this change process will be monitored and the efforts measured to determine if things are going "right"—and as planned.

The PDSA Model Cycle

The feedback loop and corrective actions for this organizational improvement is represented by Deming's (1986) PDSA (Plan, Do, Study, Act) model / process (Moen & Norman, 2009). For this change, the cycle equates to the following: planning (Chapters One and Two), doing, studying, and acting (Chapter Three).

Individual PDSA. As illustrated in Figure 5, for each CPE instructor, the relative

size of the successive loops is indicative of the level of effort and time necessary to

modify course material based on research, preparation, and integration of new andragogic

components. The subsequent loops get smaller because the experience and knowledge

acquisition makes the subsequent courses transformation more efficient and easier.

Furthermore, as an instructor transforms, peer support is available, and the Community of

Practice (COP) groups and/or the formal Centre for Teaching Support (CTL) lend

expertise and guidance. Finally, the feedback loop from the CPE learners will identify

areas of success as well as areas still in need of effort (see more details later).
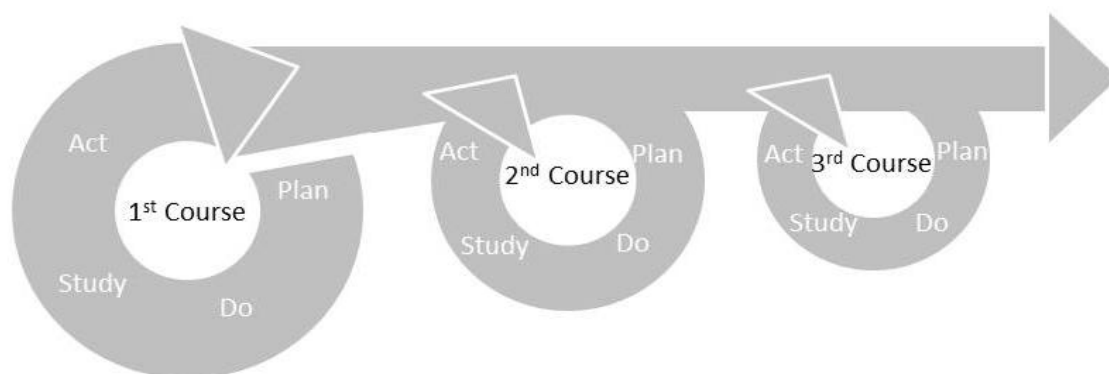
Figure 5. Succession of individual PDSA loops as each CPE instructor adapts and
modifies a course in succession. The loop size represents the relative decreasing level of
effort and time needed.

Although dealing with changes for the first transformation attempt may appear

tedious and requires much time and effort, each subsequent transformation benefits from

the prior work and therefore the process becomes easier and faster, until it is second

nature thus, requiring minimal effort.

Collective PDSA. In Figure 6, the PDSA loops demonstrate expansion in change

effort and of andragogy adoption, where instructors work at the individual level until their

respective departments get involved in the process, then their faculty, finally the entire university.

Instructors monitor their own change process, and make changes as appropriate. As a majority change their instruction, certain CPE departments / faculties embark on the change process as sub-organizations and then leaders (department heads and deans) join in the monitoring process.
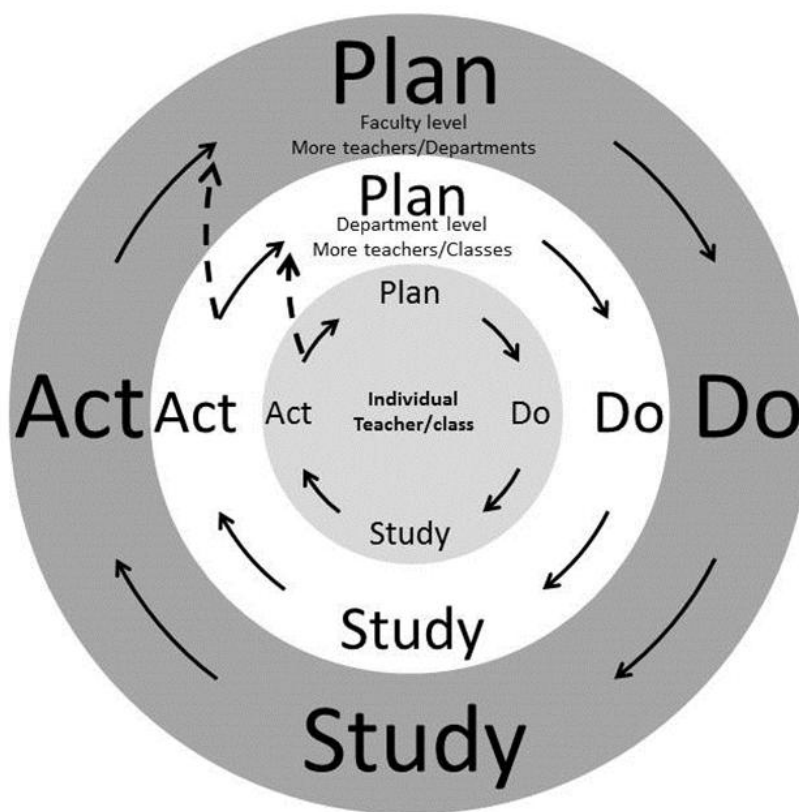
Figure 6. The PDSA cycle employed incrementally from the single instructor, to the many instructors in departments, faculties, and at the SEOU's level. When a level is sufficiently efficient, peer support appears and the "jump" to the next level is facilitated.

Again, after a department gets involved, the process continues to the faculty level where the PDSA process gets monitored by the dean. Ultimately, as more faculties get involved in the change process, the PDSA cycle jumps once more to reach the institution level and then the Principal or the VP Academic assumes oversight.

A similar growth and effectiveness loop process will informally exist as individual instructors form small groups of adopters and communities of practice (COP) that then become larger groups of adopters. To represent such growth, each concentric circle level represents a group growth transforming and adopting the revised teaching method. That adoption growth is represented by the jumping dotted arrows in Figure 6.

Once more, departments and faculties have initiated their change process, and it reaches the outer circle where the monitoring at the institution level is performed by the university leadership. The monitoring process needs to account for enough flexibility for leaders to self-determine if the monitoring should "jump" to the next level or not.

Both the PDSA model and the TTM account for possible setbacks during the change process and accept the need to return to an earlier stage to recommence (Figure 7).

Figure 7. Trans-Theoretical model alignment with the PDSA cycle. Just like the study phase of the PDSA allows for modifications of the plan and activities, the T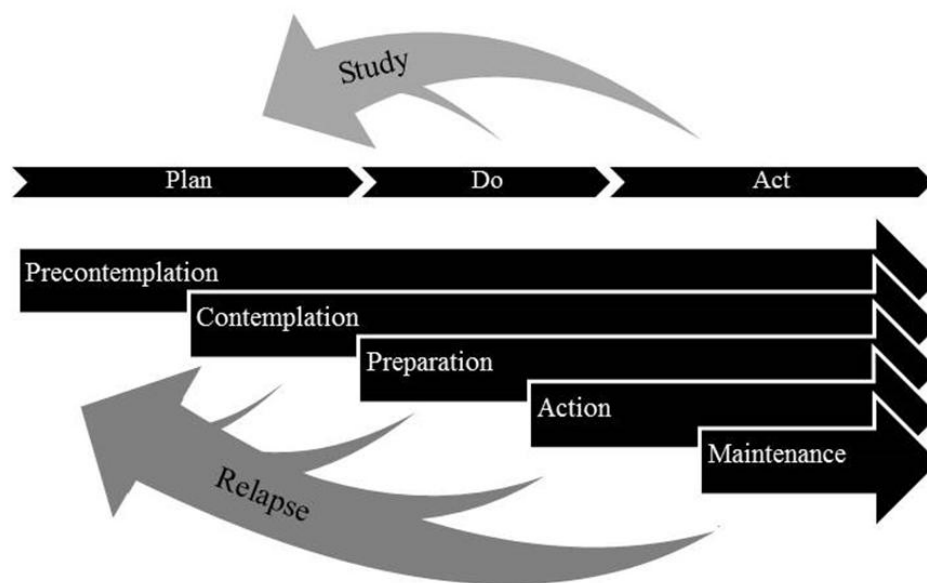TM's recognition that a relapse is possible at any stage of the change, will allow for a re-evaluation and modification of the processes.

The pre-contemplation and contemplation stages of the trans-theoretical model (TTM) equate to the planning step of the PDSA, and the preparation and action stages to the doing step. Any relapse is akin to a need for realignment that would arise during the studying step of the PDSA. This particularity of the TTM in recognizing the possibility for relapse during the change process makes it powerful in offering an opportunity to try something else, adjust what is not working, and reflect on the experience. Its other strength during the monitoring and evaluating stage of the OIP is to humanize the change process, and to remove guilt for errors or failure for those embracing the change but not succeeding initially.

Finally, the revision or maintenance steps of the TTM are aligned with the action step of the PDSA.

Monitoring and Evaluation Strategies

As discussed, the PDSA model facilitates the change and transition from current instruction in the CPE program to a more andragogical focus. This transition is incremental, complex because it involves behavioral change for faculty, and is underway during regular delivery of programming. Thus, monitoring will be informal—or formative—as it is executed during the time of change.

A brief discussion of monitoring strategies involves asking learners to provide feedback along the way—as changes are implemented into the classroom. This could be through short questionnaires, discussions with class members at the time of, and about key initiatives (e.g., a new activity facilitated by instructor rather than presented by lecture), and by informal exchanges with learners during course breaks or after class.

Also, a key part of monitoring is the interaction of faculty with others engaged in implementing andragogy. This could be through the community of practice small group discussions, by informal discussion with faculty during lunchtime, or at regularly scheduled faculty meetings.

The types of information sought during these monitoring activities include the general but basic information for any change: what is working, what is not, and suggestions for improvement. Sometimes this is asked as "What do you like?" and "What don't you like?" and "What would you change?" Those involved with changing curricula and instruction can use the information to "tweak" their efforts and continue with their work.

Once a certain time period has elapsed and most or all changes have been made (the CPE program can formally market itself as one with "Andragogy for Adult Practitioners and Professionals"), a formal, summative evaluation should be planned. The purpose of this type evaluation is on the worth and value of something—in this case—of new andragogical programming. Details of this are beyond the scope of this OIP, but such an effort would be comprehensive, research oriented, and require the services of one knowledgeable with research and evaluation.

Tools and Measures for Andragogy

Let us be reminded of Ekoto and Gaikwad's (2015, p. 1380) definition of satisfaction: Learning satisfaction (LS) is the "emotional affordance" or the "subjective perceptions" of the degree at which students' learning experiences match students' learning expectations on a subject or a course. These authors reviewed eleven instruments measuring andragogy (p.1382). They concluded that only one of those instruments

focused on the learning satisfaction of adult learners, and it was not comprehensive. Therefore, they created their own measurement instrument labeled Perception, Experiences, and Learning Satisfaction of Knowles' Andragogical Theory Questionnaire (PELSKATQ)—Appendix F recaps the twelve-known andragogy measuring instruments.

In their work, Ekoto and Gaikwad concluded that adult learners in general experience learning satisfaction in an andragogical environment. Therefore, this OIP proposes to increase andragogy to increase satisfaction and has developed a institutional change plan for such. As presented in previous chapters, increasing satisfaction helps in learner retention and should help in enrolment. Ultimately, as anticipated by Caruth (2013), as andragogy is increasingly practiced in the CPE classroom, adult student interest in adult learning and education will grow, therefore andragogy is also good for recruitment. The PELSKATQ could be used if the change effort does not appear to meet the desired intent.

At the individual CPE instructor level, the implementation of andragogic methods is monitored at the course and class level, while at the next collective levels it is monitored based on the level of participation. This would allow for the establishment of a "performance and measurement dashboard" to help inform the instructor involved specifically as to what works and what needs improvement in the content, method of delivery, and assessment of each course (Dvir, Eden, Avolio, & Shamir, 2002).

Leadership Ethics and Organizational Change

Change should be ethical. By that, it is meant that the reason for the change should withstand the scrutiny of stakeholders and be deemed necessary, worthwhile, and

lasting. Furthermore, the process itself should also be ethical. The change must be enabled, supported, and worthy of the efforts put in place, by those affected by it.

In this OIP, the ethic of care (Noddings, 1995, 1984) is at the heart of the organizational change. The change is specifically aimed at increasing adult learner satisfaction, but it requires that instructors respect learners with a goal of improving learning experience as well.

Change carries with it an enormous ethical burden and responsibility (Northouse, 2013). Northouse posited that it is the leader's duty to assist others in dealing with change and personal growth. Ethically, educational leaders generally treat their faculty fairly. This includes appropriate behavior, dignity, integrity, respect, and appropriate leadership throughout the change process. Because the learners affected by this change process are practitioners and professionals in a variety of employments, most of them are governed by an ethical code of behavior in their work. Thus, they will expect to be treated as they treat their own clients.

Change Process Communication Plan

Communication is at the crux of change because it is a key element of trust. Trust and communication have been shown to enhance such organizational outcomes as employee participation and job performance (Dirks, 1999; Dirks & Ferrin, 2001; Ellis & Shockley-Zalabak, 2001; Pincus, 1986; Ruppel & Harrington, 2000). Yet without trust, change is difficult if not impossible. Communication is what serves as the glue between leaders, followers, and the vision of change. This requires a good communication strategy.

Communication Strategy

The success of any organizational change initiative resides in trust among all involved, as noted. In turn, trust is often tied to the quality of the communication among participants. The change agent for this initiative is the point of contact, coordinating the change activities—including all communication. This person will naturally come from within the institution and be acceptable to all—having earned their trust and respect.

Physical meetings, like faculty councils and professional development sessions will be held. Collegial discussion and exchange of ideas, skills, tools, and resources are encouraged. To increase the participation in the feedback loop, a positional mail box on the SEOU electronic email system (e.g., Change.Initiative@seou.ca) is available. Table 1 proposes a strategic and operational communication plan (part of PDSA process and feedback loop).

Table 1

OIP Communication Plan (Part of the PDSA Cycle and Feedback Loop)

Level Vs Frequency	CPE Instructor	Department/Faculty	SEOU
As needed (if cannot wait)	Direct communication: Interview, email, letter	Town hall meeting, update briefings, presentations opportunities, urgent communiqué (email, written)	Town hall, communiqué (Electronic or paper publication)
Monthly	Mentor meeting, community of practice meeting	Update briefings, celebrate successes raised by individuals	Acknowledge and reinforce success publicly
Term	Instructors: Update department head on progress, review personal dashboard, revise personal change plan Learners: After action review, fill QA survey for each course	Dept Head: Review departmental dashboard, revise change plan Deans: Monitor departmental dashboards, review objectives, brief champion about change progress.	Review QA student survey results, update board of governor
Annually		Review faculty dashboard, review faculty objectives and timeline.	Review department and faculty dashboards, review institution objectives and timelines, re-energize change agents, acknowledge progress and celebrate successes publicly.

In Table 2, objectives, target audiences, key messages, communication tactics, and timelines are identified. The communication plan is flexible and will be reviewed and updated frequently.

Table 2
OIP Communication Plan (Audience and Key Messages)

Audience	Key message	Tactics	Communication objectives
Primary - CPE instructors SEOU Leaders	Satisfied learners do better academically. Adult learners prefer andragogic methods.	Presentations Town hall meetings Peer support group meetings	Raise awareness for andragogy by 100%. Increase satisfaction of learners.
	Satisfied learners will increase retention and enrolment which will ensure sustainability.	Newsletter Communiqué	Increase learner retention by X% annually. Increase learner enrolment by Y% over 5 years.
	Adult learners seek education where it is delivered most appropriately.	Launch event	Raise awareness for andragogy by 100%. Identify one early adopter in each unit.
Secondary - Adult learners	Come to us, you will be satisfied with your experience.	Presentation Internal correspondence	Increase enrolment by Y% over 5 years.
	We respond to the needs of adult learner.	Press release Social media Recruiting documents	Increase satisfaction of adult learners
	We care for our learners and we adapt to their requirements.	Press release Social media Recruiting documents	Get current learners to recruit others. Garner support of Z% new corporate clients per year
Tertiary - Administrators Other instructors	You are part of the solution. The success of instructors is in part due to you.	Press release Social media Recruiting documents	Raise appreciation for the efforts done by the faculty membership. Recognize that success is a team effort. Increase awareness regarding the relationship between satisfied learners and future growth and employment.

A campus wide communication strategy is not discussed due to the limited nature of this change (only the Continuing Profession Education units are involved). It is anticipated that the adoption and advantages of andragogical instruction will be shared with other parts of the university as appropriate.

Conclusion

Informed by the Trans-theoretical Model (TTM), the Intelligent Leadership Model (ILM), the Plan, Do, Study, Act (PDSA) cycle, and transformational leadership, this implementation plan demonstrates the complexity of introducing andragogy teaching and learning principles into one university unit. For this change at South Eastern Ontario University to be effective and sustained, many significant decisions, stakeholders, and activities need to be considered in tandem. This OIP can lead to meaningful change in postsecondary education, and for adult learners in professional programs. Learning satisfaction is a key part of personal and professional well-being. An andragogical orientation is a major contributor to this well-being.

OIP Conclusion: Next steps and Future Considerations

This OIP provides a process and the plans to improve learning experience and academic satisfaction for adults in continuing professional education programs. That, in turn, would improve enrolment and retention of an important market of learners seeking to improve their competence to become more effective and competitive in the workforce. Introducing andragogy in the CPE classroom would provide adults with increased satisfaction. Satisfied learners perform better academically and are more prone to speak positively about their experience, thus supporting the enrolment effort. More research on satisfaction in PSE institution is needed, especially regarding their motivations and expectations.

This OIP falls short of an actual implementation. But it provides a framework for a reality of implementation if and when university programs wish to adopt andragogical teaching and learning. Learner satisfaction is a powerful attribute!

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Biography

Sylvain Gagné, EdD (leadership), MASc (management), BEd (adult education), BBA is a native of Montréal, Québec. He is a Fellow at the American Academy of Project Management and holds many professional certifications in executive management, project management, process engineering, and change management.

At the time of writing this document he was an Assistant Professor and the academic Head of Department offering professional programmes to adult learners in a Canadian university. Besides his teaching and management responsibilities, he has supervised many research projects in MBA and Applied Science programmes. Previously, he served in professional schools and institutions in Canada and abroad as an instructor and facilitator. He has lead a specialized training and education department for a large federal department, where he coordinated and managed international training and education, and where he authored its strategic training and education framework. He also facilitated leadership development and research for the Canadian Insurance Institute Fellow program. He has been a keynote and guest speaker in many countries on matters related to capability development. He has visited (so far) 85 countries, all of Canada's provinces, and most of the American states.

He is a qualified Incident Commander for Search and Rescue, a certified rescue diver, and a parachutist who enjoys international travel and adventure with his family.

He is married to a wonderful school teacher and he has two amazing daughters.

Appendix A

A Comparison between Pedagogy, Andragogy, and Heutagogy

The Pedagogy-Andragogy-Heutagogy (PAH) Continuum Showing their Different Aspects (Retrieved from Ekoto & Gaikwad (2015), as adapted from Blaschke (2012) and Roberts (2007)). Highlighted in yellow are the important aspects in the context of SOEU; the need to share control between teacher and learner, the emphasis on competency, the need for an approach based on content application, self-direction, and consideration for the learner's experience during the knowledge transaction.

Aspect	Pedagogy	Andragogy	Heutagogy
Technological Backdrop	Pre Web 1.0	Post Web 1.0 and Pre Web 2.0	Post Web 2.0 and Pre Web 3.0
Locus of Control	Teacher	Teacher-Learner	Learner
Education Sector	Schools	Adult education	Doctoral research
Cognition Level	Cognitive	Meta-cognitive	Epistemic
Developmental Emphasis	Acquisition	Competency	Capability
Instructional Approach	Getting students to acquire prescribed subject matter	Getting students to learn (content)	Getting students to understand how they learn (process)
Knowledge Production	Subject understanding	Process Negotiation	Context shaping
Learner's self-concept	Teacher-dependent	Self-directed	Self-determined
Learner's experience	Little worth	Greatly important	Greatly important

Appendix B

South Eastern Ontario University (SOEU) Continuing Professional Education Unit
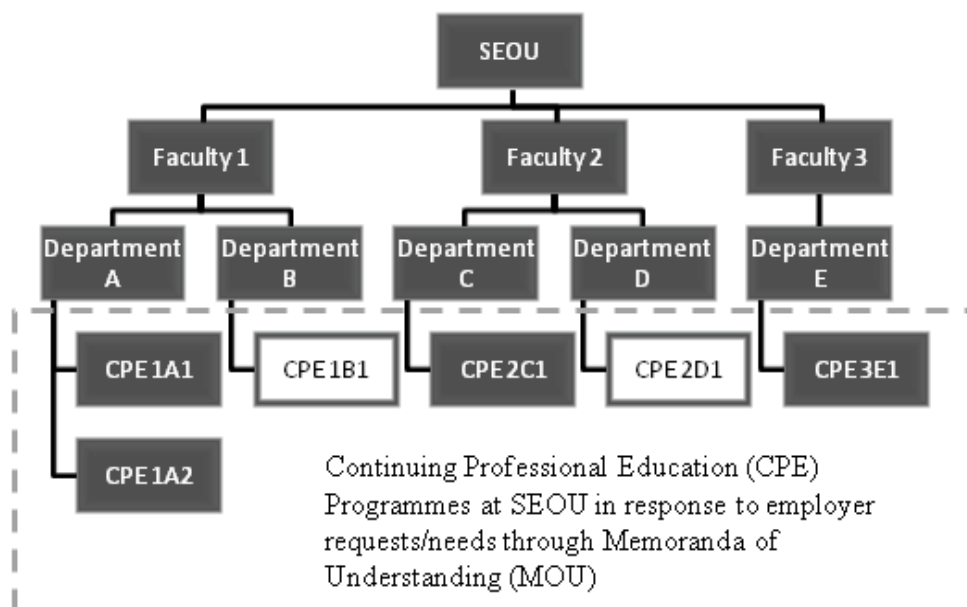
Status of CPE Programmes:

In classroom only

CPE 1A1 – Reported learner dissatisfaction with teaching methods. Declining enrollment.

CPE 1A2 – Reported learner dissatisfaction with teaching methods. Steady enrollment.

CPE 1B1 – Programme never started. Unreconcilable views on teaching methods.

CPE 2C1 – Employer requested changes in teaching methods (pending review).

CPE 2D1 – Programme transferred to another PSE institution by the employer.

Online only

CPE 3E1 – Very successful programme. Growing enrollment.

Appendix C

Case Study on two CPE at SEU

In a South Eastern Ontario University (SEOU) (no education faculty, no CTL) three times a year, for twenty-two and thirteen years respectively, adult learners enrolled in two similar Continuing Professional Education programmes (CPE 1A1 and CPE 1A2) have formally conducted after-action-reviews where they were able to raise praise, concerns, and awareness towards the programmes' overall curriculum, each of the courses' syllabus, and teaching effectiveness. They have also provided various suggestions for consideration to address their concerns and dissatisfaction with their learning experience. Historically, learners' overall feedback upon completion of their entire programmes has been very positive, but each individual course's feedback varied widely. Most learners experienced moments of frustrations based on the teaching style and methods used by some teachers. The more technical material was often difficult to master for some students who wished for more time or for better learning tools as well as facilitated support, while for other students, it was the course delivery formats and lack of stimulation that was deemed unappealing to their learning styles. Given the variety of backgrounds and professional experience within each adult class, teachers apparently made little effort to cater for the prior knowledge of each individual adult learner, and delivered their material like they have always done it in the past, mostly in a formalized way; they spoke at the front, learners were expected to take notes, and to do individual assignments on their own. Everyone was assessed using the same teacher imposed method. Such standardized course deliveries and assessment schemes were found to be

inappropriate or problematic for the majority of the learners, who raised this as a routine

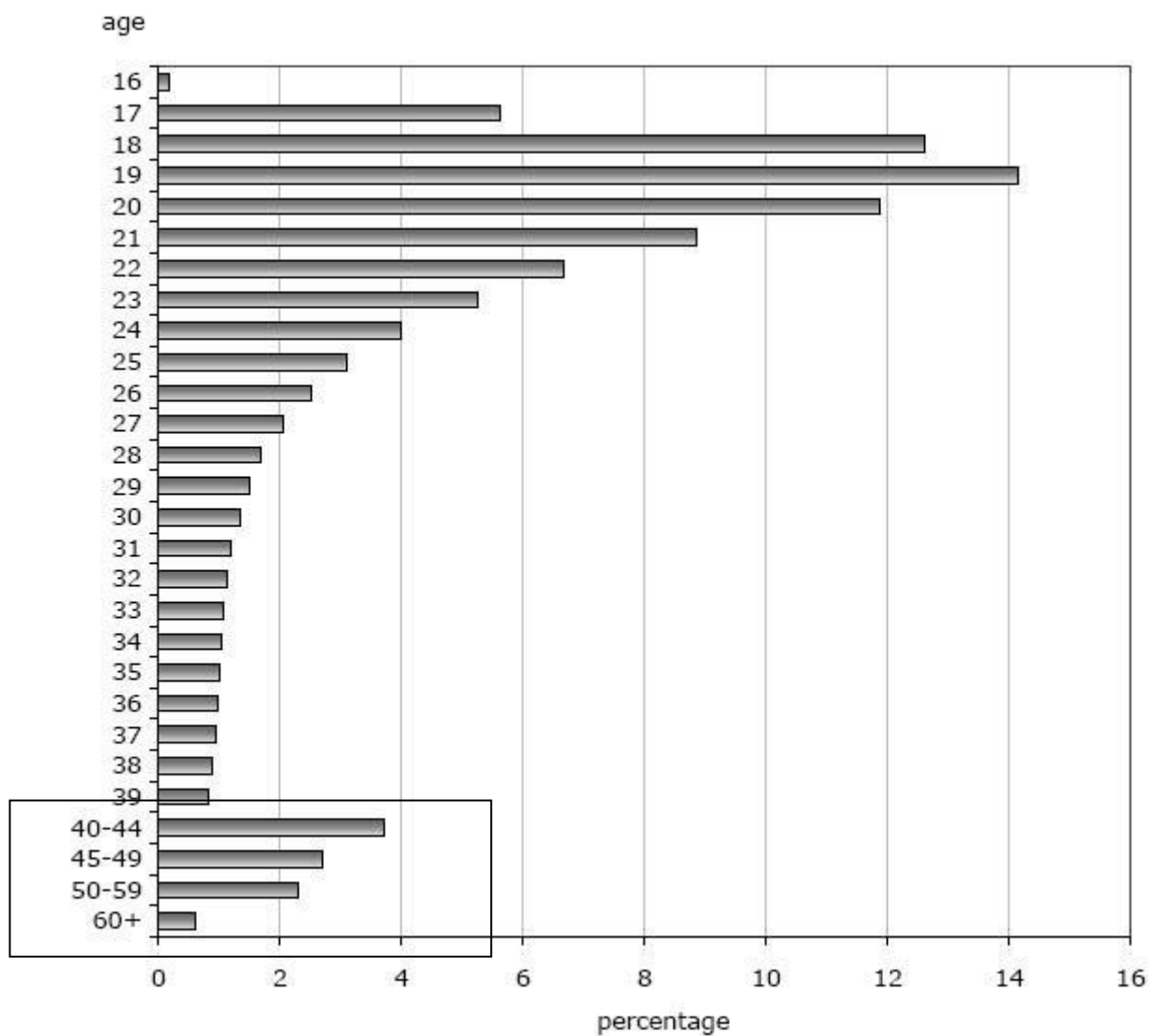dissatisfier. (Source: Course Critic Reports, 1994-2016)

Appendix D

Chart 1, Age distribution of university students, 1992 and 2007
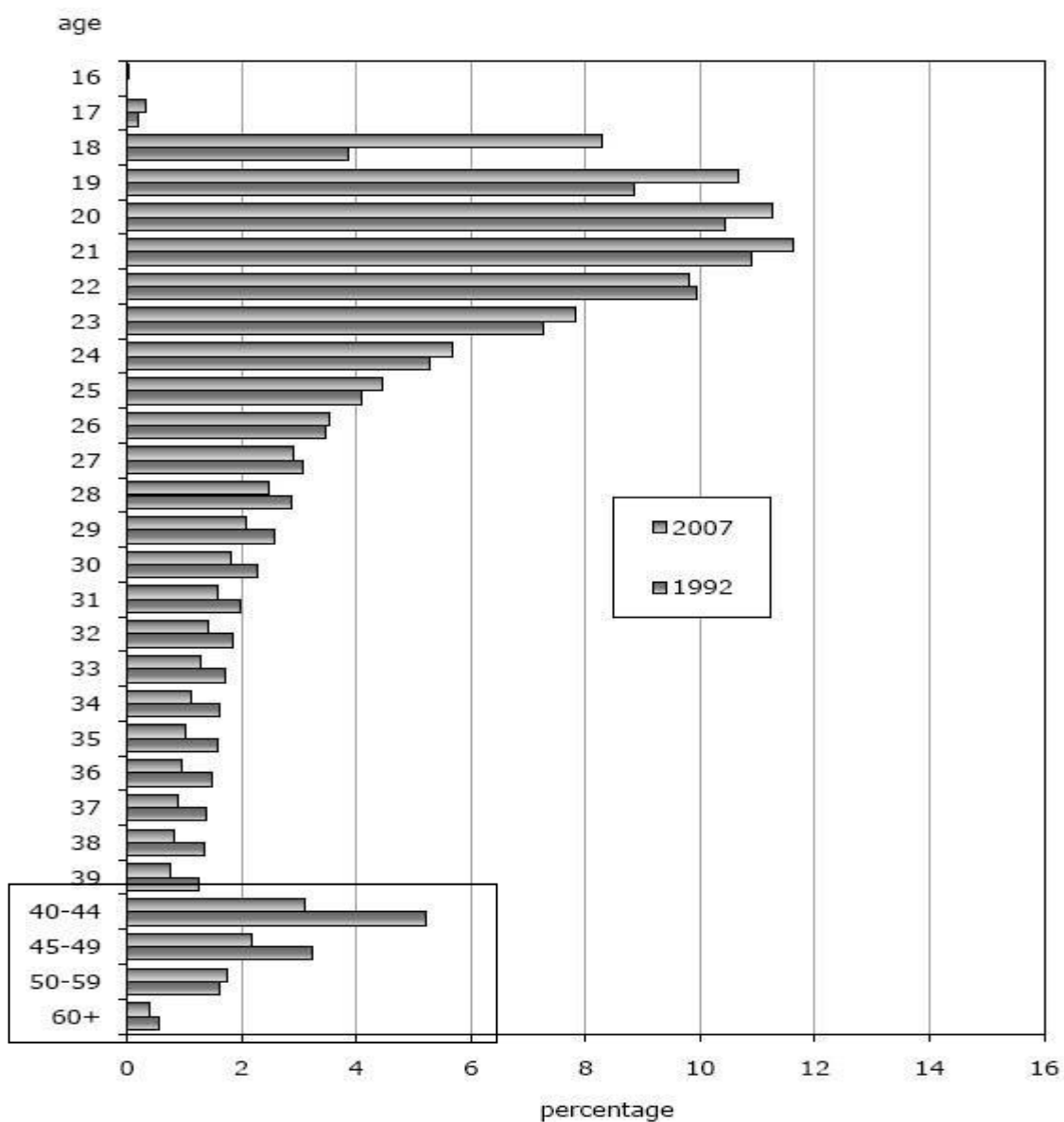
SOURCE: Statistics Canada, <u>Postsecondary Student Information System</u>.

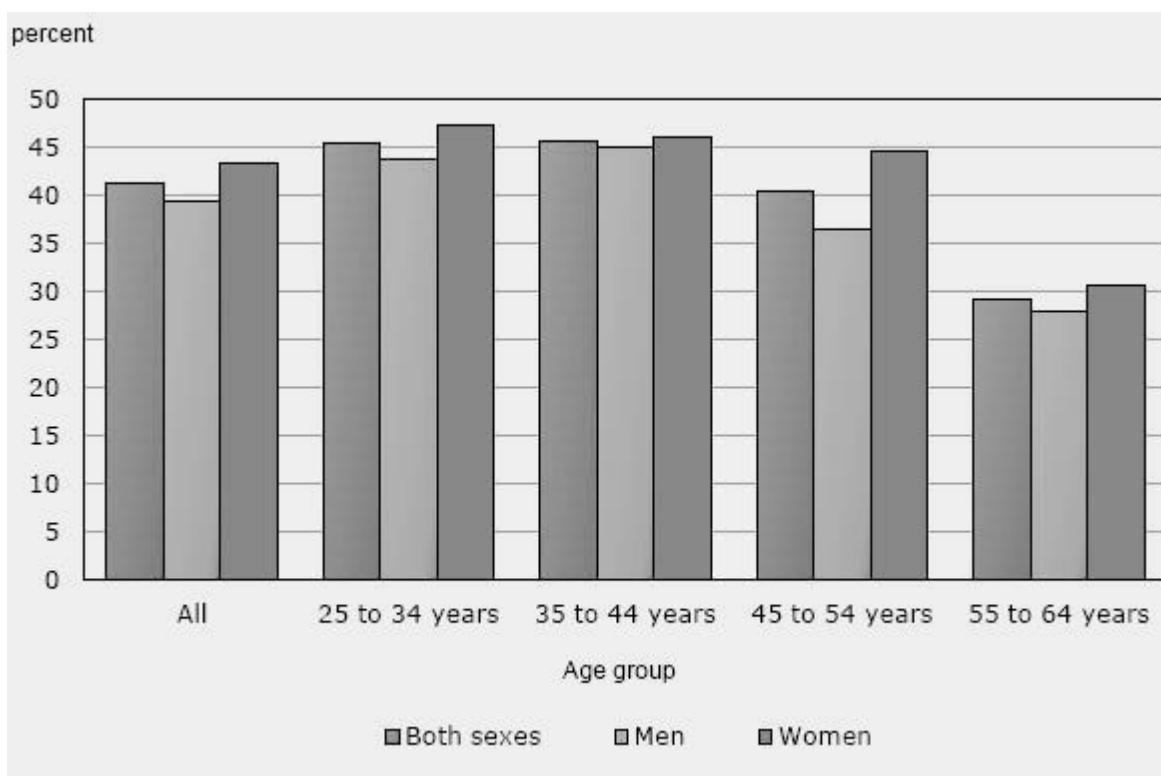Chart 2, Age distribution of college students, 2006

NOTE: Comparable data on the age distribution of college students is not available for 1992.

SOURCE: Statistics Canada, Postsecondary Student Information System.

Appendix E

Participation of adult workers[1] in job or career related training activities by sex and age

group

Note 1: Individuals aged 25 to 64 who had a job during the survey's reference period.

Source: Statistics Canada, <u>Access and Support to Education and Training Survey</u> (ASETS), 2008.

Appendix F

List of Instruments Measuring Andragogy

Year	Name of Instrument	Author	Purpose	Remarks
1975	Educational Orientation Questionnaire (EOQ)	Hadley, Herschel N.	To measure differences in beliefs about pedagogical and andragogical learning strategies amongst adult educators	Failed to validate all the six assumptions of andragogy
1977	Self-Directed Learning Readiness Scale	Guglielmino, Lucy M.	To measure an individual's self-directed learning readiness	Focused on only one of Knowles' six assumptions namely, self-concept
1978	Principles of Adult Learning Scales (PALS)	Conti, Gary A.	To measure adult education practitioners' acceptance of, adherence to, and application of learning principles congruent with collaborative teaching-learning mode	Was validated via factor analysis
1979	Educational Description Questionnaire (EDQ)	Kerwin, Michael	To measure student perceptions of educators' teaching andragogical behaviors	Measured partial dimensions of andragogy
1981	Andragogical Practices Inventory (API)	Suanmali, Chidchong	To measure the level of agreement about andragogical assumptions among leading educators	Limited to leading educators
1982	Student Orientation Questionnaire (SOQ)	Christian, Arthur Carl	To measure student preferences for either andragogical or pedagogical instruction	Fails to validate all dimensions of andragogy
1987	Personal HRD Style Inventory	Knowles, Malcolm S.	To measure andragogical constructs among Human Resource Development practitioners	Was never validated
1989	Instructional Perspective Inventory (IPI)	Henschke, John A.	To measure the beliefs, feelings and behaviors needed by adult educators	Validated in four other studies
2000	Unnamed	Perrin, Allen L.	To examine levels of adults preference of andragogical teachers and levels of relationships between andragogy and adult learning characteristics	Did not have psychometric validity
2005	Modified Instructor Perspective Inventory (MIPI)	Stanton, Charline	To measure the beliefs, feelings and behaviors needed by adult educators	Modified from a 4- to 5-point Likert Scale
2005	Adult Learning Principles Design Elements Questionnaire (ALPDEQ)	Wilson, Lynda Swanson	To measure adult educators' andragogical orientations	Measured five out of six andragogical principles and seven out of eight andragogical processes. Was validated.

| 2015 | Perceptions, Experiences, and Learning Satisfaction of Knowles' Andragogical Theory Questionnaire (PELSKATQ). | Ekoto Gaikwad | To assess the validity of the andragogical model in studying the effect of andragogical practices on learning and student satisfaction outcomes. | Measured statistical variance of the demographic profile of learner population against their learning satisfaction and principles of andragogy. |

Note. Adapted from: Christian Eugene Ekoto et al. The Impact of Andragogy on Learning Satisfaction of Graduate Students. American Journal of Educational Research, 2015, Vol. 3, No. 11, 1378-1386. doi:10.12691/education-3-11-6