



4-19-2018

POST – DOCTORAL EDUCATION RESEARCH PROJECT

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Recommended Citation

Henschke, John A. EdD and Charungkaittikul, Suwithida, "POST – DOCTORAL EDUCATION RESEARCH PROJECT" (2018). *IACE Hall of Fame Repository*.

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POST – DOCTORAL EDUCATION RESEARCH PROJECT

“The Overarching Andragogical Approach (Using Self-directed learning as the center means for implementing Andragogy) for Developing, Implementing, and Sustaining a Lifelong Learning Society (Including Economic, Moral, Innovation, Creativity, and etc.) within Families, Small Communities, Large Cities, Provinces, Universities, Corporations, Businesses, Educational Institutions, Governments, NGOs, to Ultimately turn Thailand into a Quality Dynamic Lifelong Learning Society for the Benefit of All People”



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 **Chulalongkorn University**
จุฬาลงกรณ์มหาวิทยาลัย



 **คณะครุศาสตร์**
จุฬาลงกรณ์มหาวิทยาลัย
Pillar of the Kingdom



 **LINDENWOOD**
LIKE NO OTHER

Acknowledgement:

Lindenwood University, Chulalongkorn university, Faculty of Education, Department of Lifelong Education, Prof. Dr. John A. Henschke, Colleagues, Students, Family, and Friends

Presentation Topics

Introduction

Objective

Results and Recommendation

Action Plans

Q & A

Introduction

- Today, the world is changing, re-establishing the role of education to have a continuously developing society.
- In this period of change and transition, the competitive advantages of each country consequently depend on the availability and maintenance of a labor force with the necessary knowledge, practical skills and ability to innovate.
- **Many countries have respected the new developmental concept to promote the continual learning of individuals and society.**
- The literature on andragogy demonstrates **the need to consider the future of andragogy**, which may strengthen the theory and allow for the assumptions and processes to further guide this aspect of adult education.

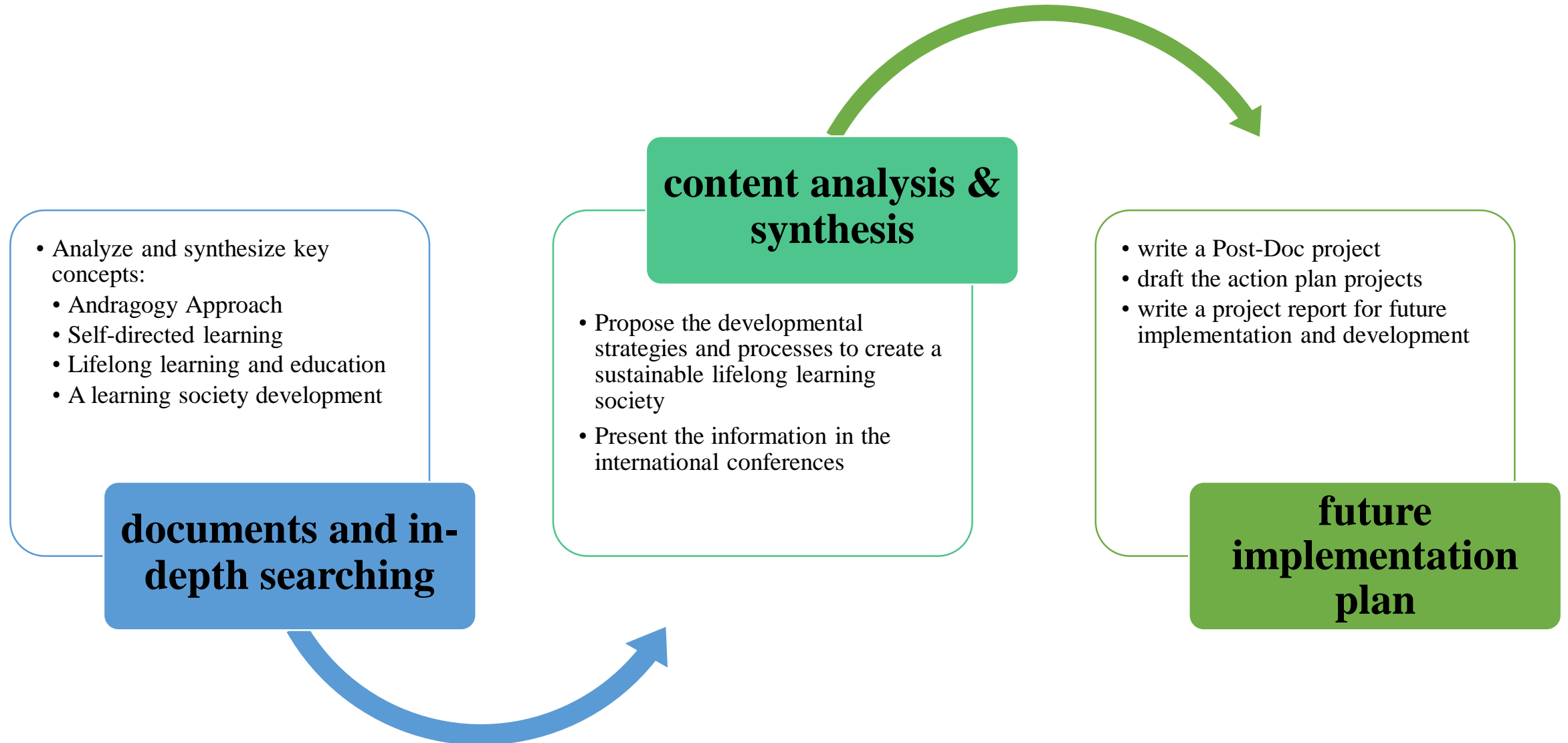
- In addition, Henschke (2011) mentioned that the literature on andragogy should demonstrate the need to consider the future of andragogy, which would strengthen the theory and allow for the assumptions/characteristics to further guide adult education into the future.
- **None of the research studies in the past has ever mentioned the possibility of a relationship between these two main concepts: ‘Andragogy’, the art and science of helping adult learn; and ‘Learning Society’, an emerging logical development of society (Faure et al, 1972) that positions education and learning as the key to a nation's economic and social development in a context of rapid change.**
- Therefore, it would be beneficial to us all to consider andragogy from a different angle, especially the andragogical practices that drive individual learning, organizations, as well as the society learning.

- It is essential to investigate the potential of the andragogical concept for personal and collective development of people in general and the future societies.
- The report proposes a practical application of andragogy as a key vehicle for locally and regionally creating a sustainable lifelong learning society using an integrative literature review to find out and offer a conceptual framework and processes for bringing this idea to reality.

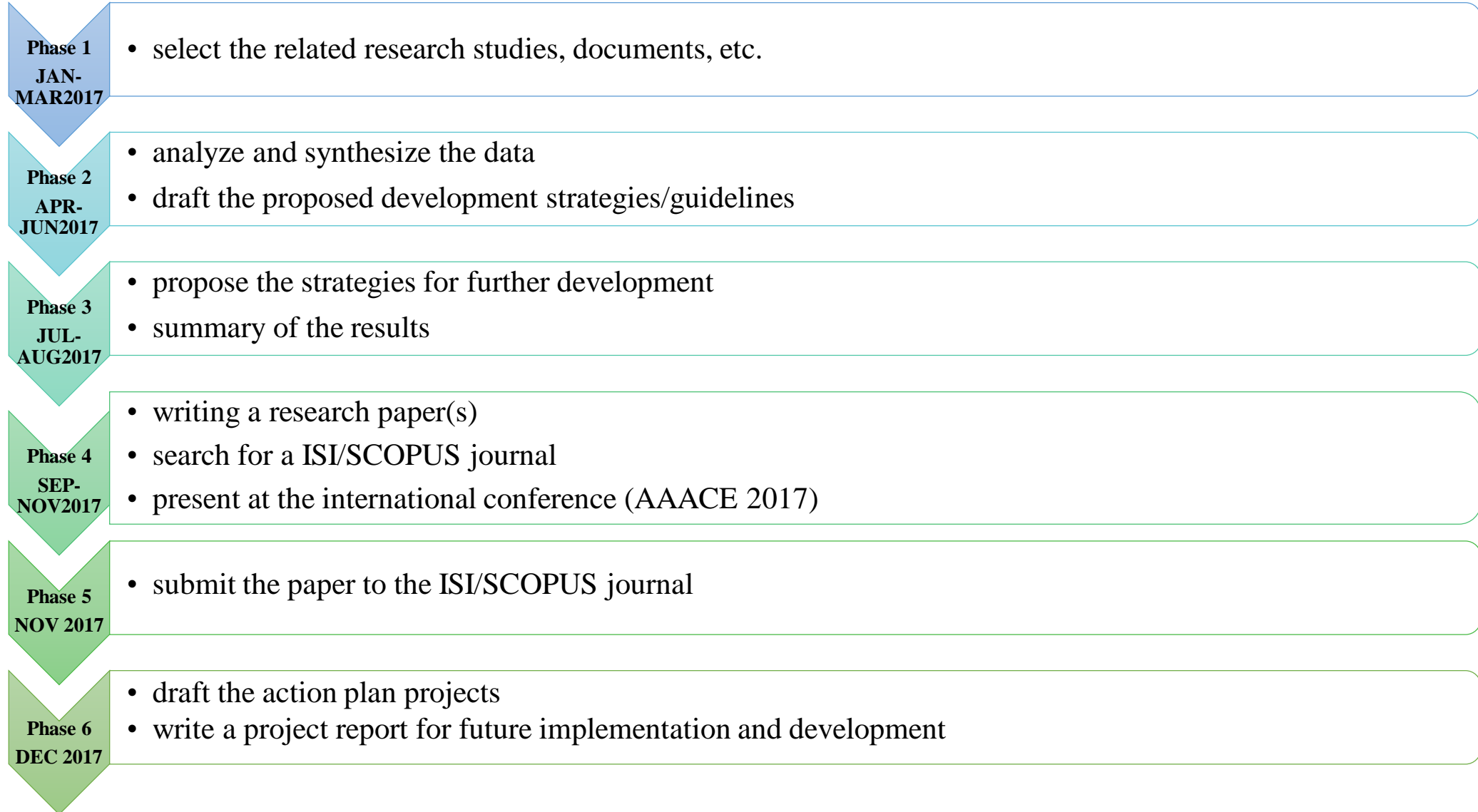
Objective

- To propose a conceptual framework and processes for bringing this idea to reality.

Research Methodology



Study Timeline/ Procedure



Andragogy Foundation

- The andragogical model is based on six key assumptions and eight process elements about adult learners, which are the foundation of adult learning.
 - **Six assumptions** are: (1) Adults need to know a reason that makes sense to them, for whatever they need to learn; (2) Adults have a deep need to be self-directing and take responsibility for themselves; (3) Adults enter a learning activity with a quality and volume of experience that is a resource for their own and others' learning; (4) Adults are ready to learn when they experience a need to know, or be able to do, something to perform more effectively in some aspect of their life; (5) Adults' orientation to learning is around life situations that are task, issue- or problem centered, for which they seek solutions; and (6) Adults are motivated much more internally than externally.
 - **Eight processes** are: preparation; conducive learning climate; mutual planning; collaborative need diagnosis; mutually set objectives; contracted designing of learning plans; collaboratively conducted activities; and, learner directed evaluation. The process needs to be part of a continuous cycle.

ANDRAGOGY

Six Assumptions:

1. The need to know;
2. The learner's self-concept;
3. The role of the learner's experience;
4. Readiness to learn;
5. Orientation to learning;
6. Motivation.

Eight Processes:

1. Preparation;
2. Conducive learning climate;
3. Mutual planning;
4. Collaborative need diagnosis;
5. Mutually set objectives;
6. Contracted designing of learning plans;
7. Collaboratively conducted activities; and,
8. Learner directed evaluation.

SELF-DIRECTED LEARNING

EMPATHY

TRUST

SENSITIVITY

“The field of adult education has long sought a glue to bind its diverse institutions, clientles, and activities into some sense of unity; perhaps andragogy will give at least a unifying theory. And, extended in its application to the concept of lifelong education and learning, perhaps andragogy will provide a unifying theme for all of education” (p. 53).

(Knowles, 1990)

Andragogy and Lifelong Learning

- Andragogy remains one of the dominant models of adult education (Blaszczak, 2012), especially in this knowledge-based society, where knowledge is, simultaneously, the autonomic value and powerful social capital.
- Hence, lifelong learning is very important which can ultimately lead to the formation of a lifelong learning society. Andragogy has a role to play in contributing to lifelong learning (Henschke, 2016), also influencing economic (Henschke, 2013b) and social development.
- Charungkaittikul (2011) and Charungkaittikul and Henschke (2014) mentioned that lifelong learners are the main components in learning society development.
- The two concepts of andragogy and lifelong learning are important in shaping an individual to enhance the capabilities in both personal and professional development.
- Nowadays, the combining of adult education and lifelong learning constitutes one of the most significant factors influencing individual growth, economic growth and social development. (Blaszczak, 2013 and Henschke, 2013b).

Andragogy and Human Resource Development

- Human Resource Development (HRD) and andragogy share this interest in the facilitation of adults in their learning and professional development (Kessels, 2015), as well as to increase the human capital in knowledge, understanding, skill, attitude, value, and interest that an individual possesses to make an individual a productive worker (Besanko, Dranove, & Stanley, 1996).
- Adult learning is defined as the process of adults gaining knowledge and expertise; it is inextricably intertwined with the practices and processes of HRD.
- Knowles (1980, 1990) suggests that successful change in corporations is somewhat dependent upon having a transforming environment of innovation, rather than having a static environment in such dimensions as: structure, atmosphere, management philosophy and attitudes, decision making and policymaking, and communication (Knowles, 1980, 1990).
- Moreover, an organization needs to be innovative in providing an environment conducive to the kind of learning (change) that leads to transformation into staying ahead of the curve in human capital management (Henschke, 2009).

- HRD is based in learning, and every HRD practitioner should have the knowledge and understanding of the theories of Adult Learning (Nadler, 1989). It also places a heavy responsibility on the manager.
- Knowles (1972) had earlier turned his attention to the role of the manager as an educator of adults, the one who can release and develop the potential of the human resources that are his company's principle asset.
- Consequently, andragogy can easily be viewed as one of the founding building blocks for HRD. Focusing on the learning and development aspects of adults in the context of their professional work, andragogy has offered valuable principles for organizing meaningful learning environments.
- HRD and andragogy share this interest in the facilitation of adults in their learning, professional development, and work setting.

Andragogy and Elements of Organizational Learning Capacities for Economically Flourishing

- In this section, the authors elaborate the essential tools that underlie the andragogy concept which is not only the art and science of helping adults learn but a method that can increase the capacities of human resources in the organization using several past studies (e.g., Knowles, 1980, Henschke, 1989; Stanton, 2005; Chiva & Algre, 2009; Bennis, 1984; and Vatcharasirisook, 2011).



❖ The Andragogical Modified Instructional Perspectives Inventory (MIPI)

- The Andragogical Modified Instructional Perspectives Inventory [MIPI] has been validated three times and used in 25 completed doctoral dissertations in five USA universities. As this Inventory is understood and used appropriately, it shows participants' job satisfaction and desire to stay learning and working within their organization.
- In Cronback's alpha validation, the factors show 'Teacher Trust of Learners' as consistently the strongest factor in the inventory (Henschke, 2016). Moreover, this strength of trust has been consistent throughout using the MIPI.
- To be effective, an andragogue needs to combine the reciprocity among empathy, trust, and sensitivity in concert with the ability and potential of learners for the same, to understand the learning process and interact with facilitators effectively in making the right choices.
- However, supervisor insensitivity toward subordinates was a direct predictor of employee desire to leave the company. He believes that the MIPI which was created based on andragogical concepts, is the best tool to investigate supervisors' characteristics to promote organizational learning capacity (OLC).

❖ The five elements of organizational learning capacity

- The five facilitating OLC factors proposed by Chiva and Alegre (2009) to promote learning in organizations are **experimentation, risk taking, interaction with the external environment, dialogue, and participative decision making.**
- The reciprocity of empathy, trust and sensitivity is being enhanced by the OLC factors to strengthen job satisfaction, and fosters learners', supervisees', workers' desire to retain employment with their corporation which may reduce costs of new learners, supervisees, and of all workers (Henschke, 2016).
- In fact, all seven factors of the MIPI influence the five dimensions of organizational learning capacity and promote organizational learning and increase productivity.

❖ The four best strategies for leader to take charge in organizational learning

- The four strategies of management: strategy I: ATTENTION Through Vision; strategy II: MEANING Through Communication; strategy III: TRUST Through Positioning; and strategy IV: The Deployment of SELF Through Positive Self-Regard.
- **And the Wallenda Factor Leadership is the marshaling of skills possessed by a majority but used by a minority.**



- Knowles (1990) indicated the form of leadership which releases the creative energy of the people being led. He described that creative leaders:
 - (1) make a different set of assumptions (essentially positive) about human nature from the assumptions (essentially negative) made by controlling leaders;
 - (2) accepts as a law of human nature that people feel a commitment to a decision in proportion to the extent that they feel they have participated in making it;
 - (3) believe in and use the power of self-fulfilling prophecy;
 - (4) highly valued individuality, and close – knit society;
 - (5) stimulate and reward creativity;
 - (6) are committed to a process of continuous change and are skillful in managing change;
 - (7) emphasize internal motivators over external motivators; and
 - (8) encourage people to be self- directing.

Learning Society Development

- Charungkaittikul (2011) provided the most extensive in-depth study that includes more than 600 pages of detailing the results of a learning society development.
- The study revealed the five essential elements for enhancing sustainable lifelong learning development: the (1) components of a learning society; the (2) principles for the development of a learning society; the (3) steps in the development process of a learning society; the (4) the strategies for the development of a learning society; and the (5) key success factors for developing a learning society.
- All components comprise details which can really be put into practice (Charungkaittikul, 2011).
- Thus, a learning society development is comprised of both social structure and institutional structure toward lifelong learning.
- The individual learning communities/cities/towns all operate in their own locally appropriate ways.

Results and Recommendation

- **Why society needs adult education (Andragogy)**
- 1. The changing nature of society that has been described requires that nearly every citizen gain emotionally passionate competencies, new skills, new understandings, and new intellectual orientations throughout his/ her life in order to live satisfactorily.
- The most obvious adult and continuing education function is the **facilitation of lifelong learning**.
- Thus, adult education (Andragogy) must help people keep their learning skills abilities sharp and provide the best possible facilitative environment for learning.

- 2. Many **people face several different careers in a lifetime** because of changing interests or certain occupations becoming obsolete.
- Adult educators have a tremendous responsibility in facilitating learning occupational training and education for the professionals.
- 3. Another societal role is related to the surprisingly low level of educational achievement in the country. Many low-income individuals cannot get out of their ruts because of inadequate amounts of education or training, each city has a large number of individuals with virtually no formal education at all, and, as indicted earlier, school dropout rates are increasing; and in some cities the average level of education does not automatically mean a better life nor is education a panacea to cure all social ills. Thus, the adult educator has an important role to play in **improving the overall literacy of many people**.
- 4. **Preparation for citizenship, or civic literacy** as it is referred to by some, is another area of concern for the adult and continuing educator. Understanding one's own civil rights, becoming involved with community action or community development projects to solve a local problem, and simply being confident in communicating with others are important personal activities; thus, a variety of life skills are required if societal ills disliked by so many are to be cured.
- 5. A final need to mention here related to **the increasing leisure experienced** by some individuals that was mentioned earlier. Hopefully, adult and continuing educators can increasingly find ways to help people fill their leisure with meaningful activities and learning pursuits designed for personal growth throughout a lifetime (Hiemstra, 1976).

- There are three main activities using andragogical processes in enhancing individual learning and fulfillment and developing sustainable lifelong learning institution, community, or society.
- The results are as follow:
 - Andragogical process of understanding people and their learning needs;
 - Andragogical process for facilitating of learning;
 - Andragogical process for developing a climate conducive to learning.

Further Development Strategies

- There are two main recommendations for using self-directed learning as the center means for implementing andragogy) for developing, implementing, and sustaining a lifelong learning society (including economic, moral, innovation, creativity, and etc.) within families, small communities, large cities, provinces, universities, corporations, businesses, educational institutions, governments, NGOs, to ultimately turn Thailand into a quality dynamic lifelong learning society for the benefit of all people.
 - The first way to apply it is through **the teaching/professional development**.
 - The second application is **a community/society development**.

1. The teaching/professional development

- Key Factors Found in Successful Adult Learning Programs:
 - An environment where students feel safe and supported,
 - An environment that fosters intellectual freedom and encourages experimentation and creativity.
 - An environment where faculty treats adult students as peers--accepted and respected as intelligent experienced adults whose opinions are listened to, honored, appreciated.
 - Self-directed learning, where students take responsibility for their own learning.
 - Pacing, or intellectual challenge. Optimal pacing is challenging people just beyond their present level of ability.
 - Active involvement in learning, as opposed to passively listening to lectures.
 - Regular feedback mechanisms for students to tell faculty what works best for them and what they want and need to learn--and faculty who hear and make changes based on student input. (Billington, 2000)
- There is evidence that concepts of andragogy are beginning to make an impact on the theory and practice of elementary, secondary, and collegiate education (Knowles et al, 2005).

2. The community/society development

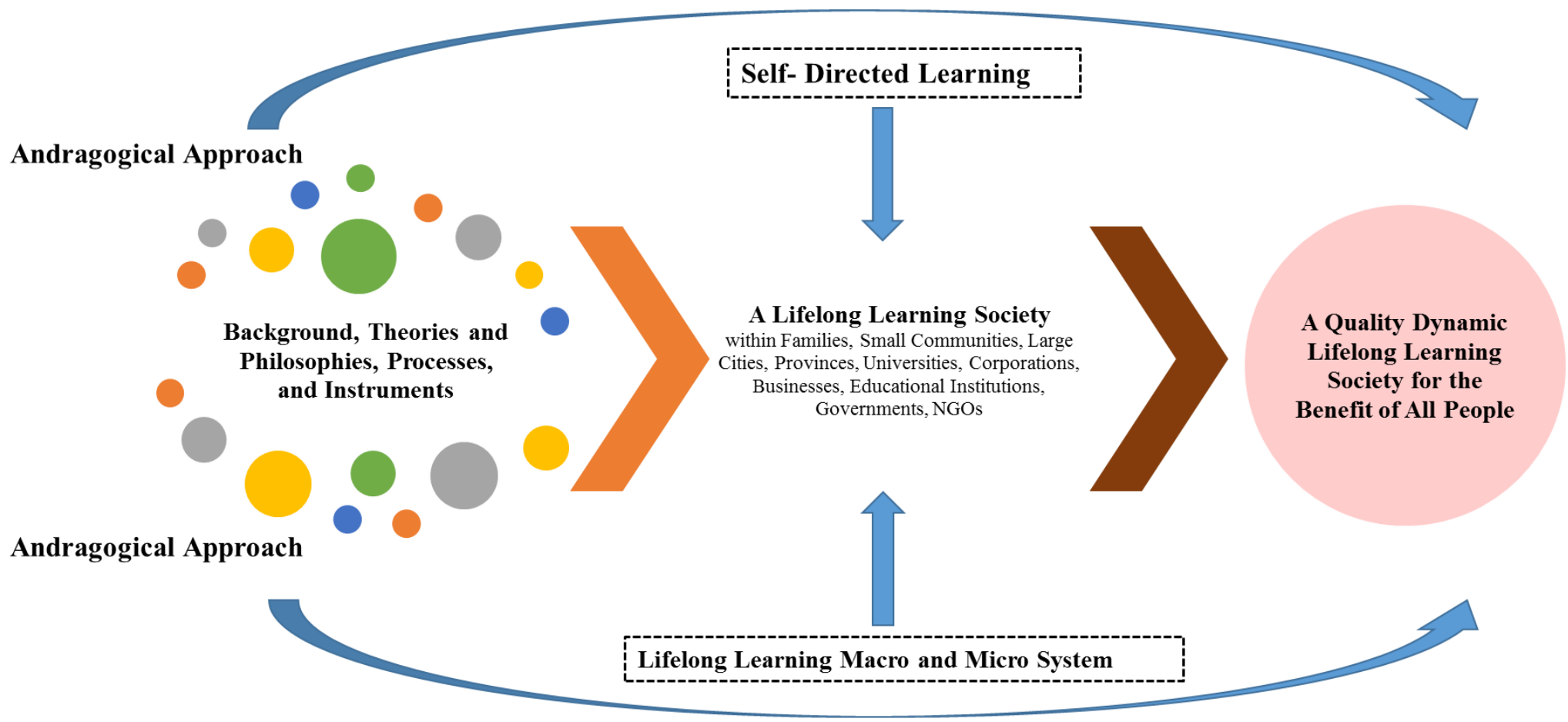
- The community is the natural setting for most adult and continuing education programs.
- Charungkaittikul (2011) provided the most extensive in-depth study, detailing the results of a learning society development.
- The study revealed the five essential elements for enhancing sustainable lifelong learning development: the (1) components of a learning society; the (2) principles for the development of a learning society; the (3) steps in the development process of a learning society; the (4) the strategies for the development of a learning society; and the (5) key success factors for developing a learning society.
- Thus, a learning society development is comprised of both social structure and institutional structure toward lifelong learning. The individual learning communities/cities/towns all operate in their own locally appropriate ways.

Strategies for Developing a Lifelong Learning Society Using Andragogical Concepts

- **There are three strategies on which the andragogical model is based to create a sustainable lifelong learning society: assumptions, process design, and development steps.**
- **The eight most important assumptions for creating a lifelong learning communities. This model of lifelong learning resources system is based on the following assumptions:**
 - 1. Learning in a world of accelerating change must be a lifelong process.
 - 2. Learning is a process of active inquiry with the initiative residing in the learner.
 - 3. The purpose of education is to facilitate the development of the competencies required for performance in life situations.
 - 4. Learners are highly diverse in their experiential backgrounds, pace of learning, readiness to learn, and styles of learning; therefore, learning programs need to be highly individualized.
 - 5. Resources for learning abound in every environment; a primary task of a learning system is to identify these resources and link learners with them effectively.
 - 6. People who have been taught in traditional schools have on the whole been conditioned to perceive the proper role of learners as being dependent on teachers to make decisions for them as to what should be learned, how it should be learned, when it should be learned, and if it has been learned; they therefore need to be helped to make the transition to becoming self-directed learners.
 - 7. Learning (even self-directed learning) is enhanced by interaction with other learners.
 - 8. Learning is more efficient if guided by a process structure (e.g., learning plan) than by a content structure (e.g., course outline) (Knowles, 1990).

- Furthermore, the implication for applying the above assumptions to planning and conducting a series of learning activities to engage individuals in the process of lifelong learning involving the elements:
 - 1. a broadening and deepening of the skills of self-directed inquiry;
 - 2. the diagnosis of learning needs (or perhaps even better, competency-development needs);
 - 3. translation of these needs into learning objectives;
 - 4. identification of human and material resources, including guided experiences, for accomplishing the objectives;
 - 5. designing of a plan of strategies for using these resources;
 - 6. executing the plan; and
 - 7. evaluating the extent to which the objectives have been accomplished (Knowles, 1990).
- Achieving a learning environment for people by identifying all the learning resources in a society; incorporating information about these resources; establishing a mechanism for policy making and administration; and designing a lifelong learning process, is another main development aspect to foster a sustainable lifelong learning society.

- Andragogy recommends that educators, especially adult educators need to become more aware of how to build a flexible structure based on andragogical functional collaboration; to create a people-centered learning atmosphere; to use and transfer knowledge; to share expertise and know-how; to emphasize developing and using resources; to participate and work with various networks; to furnish collaborative decision-making and policy-making; to engage in continuous training and learning development; and to provide opened and multidirectional communication (Knowles, 1990).
- This is the major challenge for governments, policy-makers, adult educators and all community citizens/members as they seek to conceptualize andragogy as a strategy to exploit the best in a human being at whatever ages s/he is; to utilize all sources of information; after all it helps create the places where people learn, live, and work.
- The difficulties to creating such a system are significant, therefore needs to consider suitable policy options appropriate to the local context in terms of a developing rather than a developed, learning society rationale (Stiglitz and Greenwald, 2014).



Strategies for Developing a Lifelong Learning Society Using Andragogical Concepts

Action plans

- The following information is the designed actions for further development.

- **1. Action Plan for the Faculty Development**

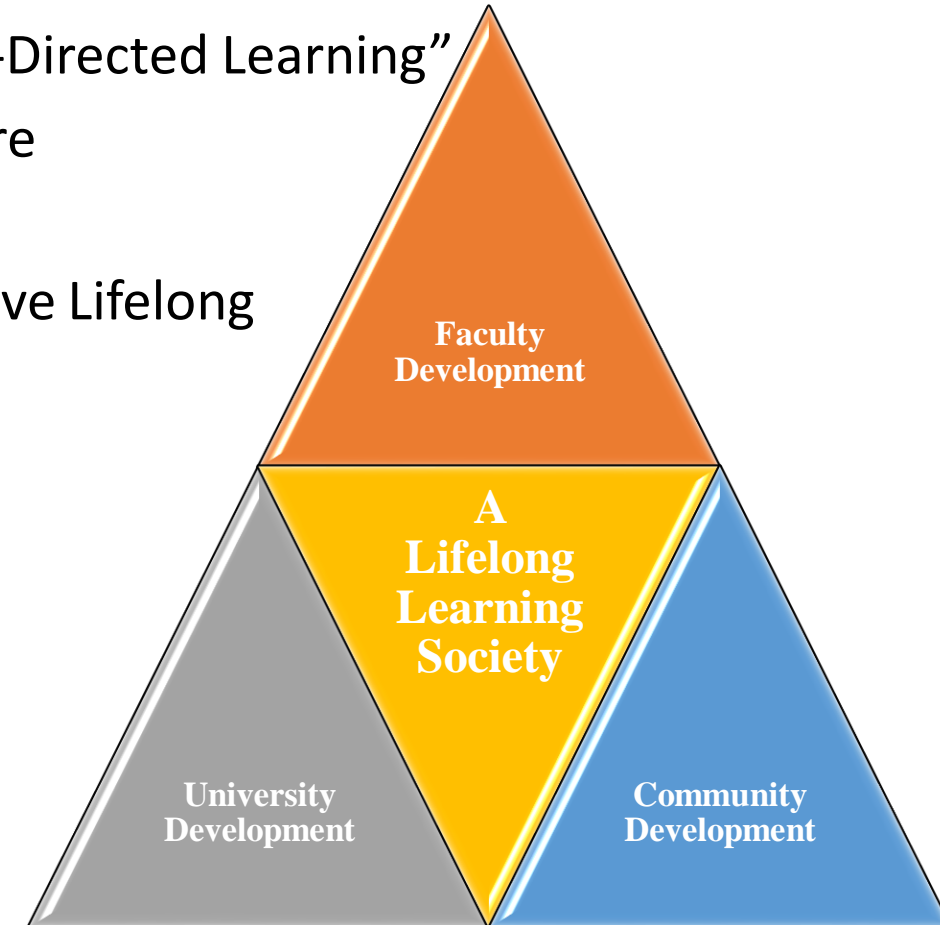
- Project title: “An Andragogical Approach to Foster Lifelong Self-Directed Learning”
- Goal: To enhance the lifelong self-directed learning atmosphere

- **2. Action Plan Action Plan for the University Development**

- Project title: “An Andragogical Approach to Develop an Innovative Lifelong Learning University”
- Goal: To develop an innovative lifelong learning university

- **3. Action Plan for the Community Development**

- Project title: “An Andragogical Approach to Create a Sustainable Lifelong Learning Society”
- Goal: To build sustainable lifelong learning societies in Thailand



- The foundational of implementation this project comprises of andragogy, and self-directed learning (SDL).
- *Andragogy* – the comprehensive umbrella theoretical perspective of study of bringing adults to their full degree of humaneness; and, with *self-directed learning (SDL)* being perceived as perhaps the major way that andragogy may be implemented for the advancement of a humane world learning society.
- From Knowles (1970, 1980) comes the suggestion that it is possible for andragogy to be somewhat of a comprehensive theoretical umbrella concept for learning, growth, development, action and impetus for moving a nation and the worldwide society constructively forward.

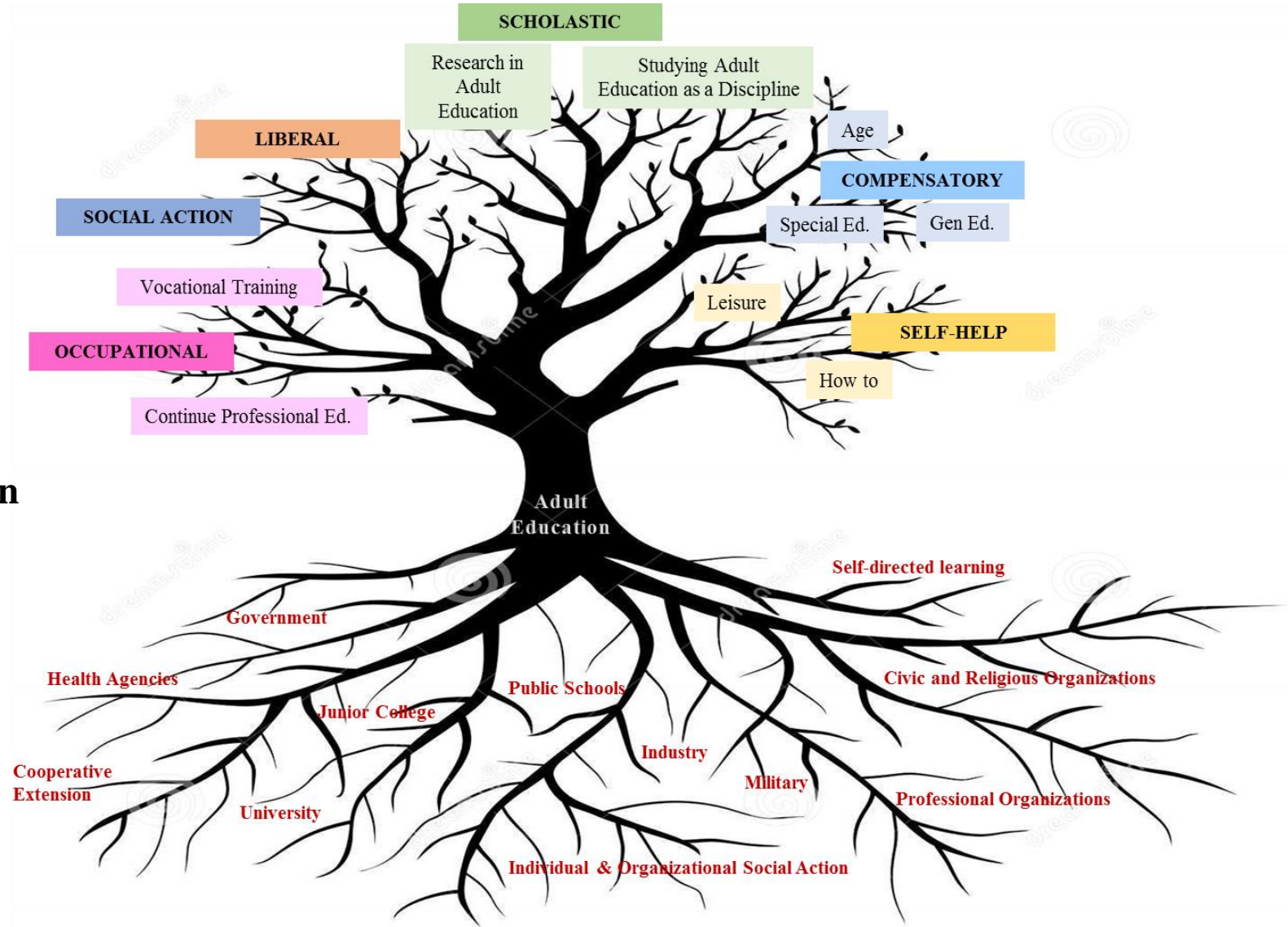
Suggestion to increase the scope of the andragogical applications

- In order to improve the effectiveness and increase the scope of the andragogical applications, the following recommendations are proposed.
 - 1. The focus of andragogical practice could expand beyond that of the adult learner to also consider social, political, and cultural contexts. Learners are influenced by the surrounding contexts which shape their thinking and action.
 - 2. Research (or more research) on the application of the andragogical approach in Asian countries could be conducted in order to examine whether the approach is applicable to those in the Eastern hemisphere.
 - 3. Andragogy could address a situation of both adults and children.
 - 4. Although andragogy is an art and science of facilitating the learning of adult learners, it is recommended that the approach be applied in the teaching of children and adolescents, as well.

- Henschke and Cooper (2007) identified six world-wide themes depicting andragogy:
 - Evolution of the Term Andragogy;
 - Historical Antecedents Shaping the Concept of Andragogy;
 - Comparison of the American and European Understandings of Andragogy;
 - Popularizing and Sustaining the American and World-Wide Concept of Andragogy;
 - Practical Applications of Andragogy; and,
 - Theory, Research, and Definition of Andragogy.

A Typology of Adult Education

(Rachal, 1990)



The research needs in adult education: (a) to extend the knowledge and (b) to improve practice.

1

1) the adult as an individual and a learner

2

3) the adult education enterprise

3

2) the adult's response to social-cultural phenomena

Conclusion and Suggestions for Further Research

- The role of andragogy in creating a sustainable learning society can be divided into two specific dimensions: **first, the dimension related to the development of human beings, in the sense that every person will be in a position to keep learning throughout her/his life; and second, the operational dimension, all agencies of the society become recipients and providers of education and learning with each other.**
- Finally, development of a lifelong learning society using andragogical concepts is a sustainable way to create lifelong learning that will result in the development of quality of people's lives, community and society well-being, democratic participation, social inclusiveness and cohesion (Delors, 1998; Faris 2001; Cisco, 2010; Pham Do Nhat Tien, 2013), which will act as a social force driving the development of the country's economy and national growth (OECD, 1998, 2001a; Stiglitz and Greenwald, 2014).

- Obviously, an andragogical model of learning is applicable in multiple contexts
- Finally, this study will create the new knowledge for everyone to create into a quality dynamic lifelong learning society, as well as ultimately turn Thailand into a quality dynamic lifelong learning society for the benefit of all people.
- It is hoped that the outputs comprised of
 - (1) conceptual framework;
 - (2) implementation process; and
 - (3) recommendations for the pilot projects development.

- Future research studies could focus more on
 - (1) an in-depth investigating the roles of andragogy as an adult education concept in enhancing the capacities of different stakeholders;
 - (2) helping all institutions to continuously apply andragogical concepts in increasing organizational learning capacities; and,
 - (3) comparative research and development of andragogical concepts application in real-life settings to examine various practices from different countries around the world.

“The future of this discipline needs strong research studies and the empirically demonstrative case studies of techniques that produce better outcomes. We, as the adult educators need to think through this question: “why we are doing what we are doing? – we need to have an educationally sound reason for why we are doing what we are doing.”

Time for

Q&A



At the end of this session, I will

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Thank you very
much for your
attention.

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