

Compliance Training Workshop

Section 3 Principles of Adult Learning

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Content

Adult Learning Theory

- Malcolm Knowles
- Five Assumptions
- Four Principles

Generational Considerations



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Andragogy (Adult Learning)

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Andragogy (Adult Learning)

Andragogy: The method and practice of teaching adult learners; adult education



Pedagogy: The method and practice of teaching children; child education

- the function or work of a teacher; teaching
- the art or science of teaching; education; instructional methods



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Malcolm Knowles



- *American educator*
- *Formalized and popularized adult education theory (andragogy) in the late 1970s and 1980s*



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Malcolm Knowles

Knowles, M. (1980). *The Modern Practice of Adult Education: Andragogy versus Pedagogy*. Rev. and Updated Ed. Englewood Cliffs, NJ: Cambridge Adult Education.

Knowles, M. (1975). *Self-Directed Learning: A Guide for Learners and Teachers*. Chicago: Follett Publishing Company.

Knowles, M. and Associates (1984). *Andragogy in Action: Applying Modern Principles of Adult Learning*. San Francisco: Jossey-Bass



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Andragogy/Malcolm Knowles

<https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles>

<https://www.instructionaldesign.org/theories/andragogy/>

<https://darlohighereducation.com/news/malcolmknowles6adultlearningprinciples/>



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Assumptions and Principles

Malcolm Knowles' work on Adult Learning Theory

5 Assumptions of Adult Learners

4 Principles of Andragogy



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Knowles' Five Assumptions of Adult Learners

1. Self-Concept
2. Adult Learner Experience
3. Readiness to Learn
4. Orientation to Learning
5. Motivation to Learn



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Assumption #1

Self-Concept

As a person matures his/her self-concept moves from one of being a dependent personality toward one of being a self-directed human being.



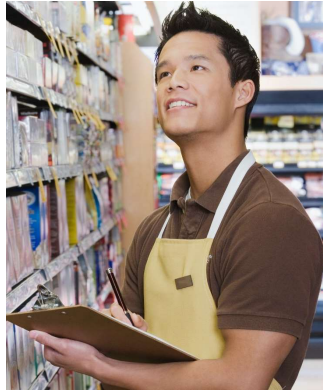
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Assumption #2



Adult Learner Experience

As a person matures, he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.



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Assumption #3

Readiness to Learn

As a person matures his/her readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles.



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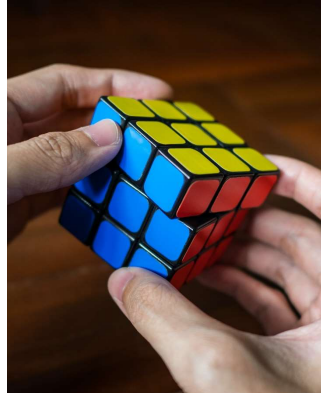


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Assumption #4

Orientation to Learning

As a person matures his/her time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly, his/her orientation toward learning shifts from one of subject centeredness to one of problem centeredness.



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Assumption #5

Motivation to Learn

As a person matures the motivation to learn is internal.



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Put into Practice

Activity:

For each of Knowles' five assumptions of adult learners, describe a scenario in which the assumption could or should be considered for compliance training design or delivery.

Share:

Take time to allow a select number or all the attendees to share one or more of the scenarios they described.

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Knowles' Four Principles of Andragogy

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Principle #1

Adults need to be involved in the planning and evaluation of their instruction.



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Principle #2



Experience (including mistakes) provides the basis for the learning activities.



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Principle #3

Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.



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Principle #4

Adult learning is problem-centered rather than content-oriented.



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Put into Practice

Activity:

For each of Knowles' four principles of andragogy, create a brief lesson plan that could be used to demonstrate how Knowles' principles could be applied in designing or delivering the compliance topic(s) of your choice.

Share:

Take time to allow a select number or all the attendees to share one or more of the lessons they created.

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Generational Considerations in Adult Learners

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Traditionalists

- Born 1925 to 1945
- Approximately 2% of workforce
- Training should contribute to the organization's goals
- Communication preferences: Discrete; present your story in a formal, logical manner; show respect for their age/experience (address as Mr., Sir, Mrs.); deliver your message based on the history/traditions of the company and how they can fit



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Baby Boomers

- Born 1946 to 1964
- Approximately 25% of workforce
- Training is a contribution to the organization's goals but is also a path to promotion and additional compensation
- Communication preferences: Diplomatic; in-person; speak openly in a direct style; use body language to communicate; present options (flexibility); answer questions thoroughly and expect to be pressed for details



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Generation X

- Born 1965 to 1980
- Approximately 33% of workforce
- Training enhances their versatility in the marketplace and investment in their future. Not necessarily loyal to the company who trained them
- Communication preferences: Blunt/Direct; immediate; use straight talk, present facts; use email as #1 tool; learn their language and speak it; use informal communication style; talk in short sound bytes; share info immediately and often



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Generation Y/Millennials

- Born 1981 to 2000
- Approximately 35% of workforce
- Willing and eager to take risks; don't mind making mistakes as they consider this a learning opportunity
- Communication preferences: Polite; use positive, respectful, motivational language; electronic communication style, cell phones, email, IM, text... these are "fun"; communicate in person if the message is very important; don't talk down as they will resent it; show respect through language and they will respect you; use action verbs; be humorous and show you are human; be positive



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Generation Z



- Born 2001 to 2020
- Approximately 5% of workforce
- Will rely on a fine balance of training that is social-focused and training that makes the best use of digital resources and technology. Keep an eye out for new tools but remember not to jump into technology simply because it's trendy
- Communication preferences: Images; they multi-task across multiple screens; shorter attention spans so they prefer video and images rather than text.



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Put into practice

Activity:

Keeping generational differences in mind, how might you design tailored compliance training on anti-bribery for a Board of Directors made up of mostly senior individuals (over 65 years of age) compared to the same topic for a marketing and sales force comprised of mostly younger professionals aged 24-38 years of age? Design 1-2 different approaches on this topic for each age group in preparation for sharing with the class.

Share:

Take time to allow a select number or all the attendees to share one or more of the lessons they created.



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Additional Resources on Generational Differences

- <http://www.wmfc.org/uploads/GenerationalDifferencesChart.pdf>
- <https://www.purdueglobal.edu/education-partnerships/generational-workforce-differences-infographic/>



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End of Section Slides



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Additional Exercises or Workbook Activities

- Utilize the TEAL Fact Sheet #6, "Student-Centered Learning." After reviewing this material design a draft lesson plan for a compliance topic that utilizes the principles of student-centered learning. Keep in mind, instructors who implement the student-centered model move from whole-class instruction to small-group and individual inquiry.
- Prepare to share with the rest of the attendees key aspects of the lesson plan you designed.



Additional Exercises or Workbook Activities

- Utilize the TEAL Fact Sheet #11, "Adult Learning Theories." After reviewing this material, prepare a short presentation (3-5 minutes) that compares and contrasts the three different adult learning theories described.
- Prepare to share with the rest of the attendees your brief presentation.

