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

In order for HRD to be successful everything must be learned. The organizational system, if changed would have to be learned and for new members would have to be learned for the first time. For process the learning process is mostly self-directed learning on how to better themselves. Every section of the performance diagnosis matrix on page 166 involves adult learning and HRD survival thrives on adult learning. Meanwhile HRD does not always involve adult education to be taken place, but this does not mean that self-growth will not be the outcome of a certain project resulting in adult learning.

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

Personally as an individual when I have LEARNED something I perform much better. Usually the performance I undergo is exam material, but even growing up taking dance classes or swimming lessons, when the skill was learned I performed well. In my own life I know that I can easily know something, but not necessarily LEARN it. I can memorize an amount of material an hour before an exam, know it for the amount of time I need to know it for and then as soon as I do the test I forget it. When I really take time to learn the material, rather than just know it my test scores are always higher.

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

I think it is good for adult learned to control their own learning, but that it should be monitored by someone else so that they don’t make big mistakes, or start on the wrong path. Much like we do here at TFC with an advisor who needs to approve your decisions, but for the most part we have control over what we are doing. On, the other hand those who are in a significant amount of learning should be directed by someone else so they know what is important to learn. I believe that it depends on the learner’s situation.

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

Most adults want to control their own learning, but for this to happen there is an assumption that the learner is fully aware of his own needs, can assess the learning required, is motivated enough to engage in the learning and isn’t threatened by the work. All four of these things being true for a person are highly unlikely. A facilitator should be necessary but the facilitator also should recognize that for them to disregard the learner’s needs and wants. If the assumptions of the learner I listed before are all true then the four learning phases will be easy for them to
accomplish. But if the assumptions don’t stand true then it will be a difficult task for an adult to teach themselves without a facilitator to direct them.