Spring 4-2014

Trust in Leadership: Investigation of Andragogical Learning and Implications for Student Placement Outcomes

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by

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A Dissertation submitted to the Education Faculty of Lindenwood University

in partial fulfillment of the requirements for the

degree of

Doctor of Education

School of Education

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This dissertation has been approved in partial fulfillment of the requirements for the degree of

Doctor of Education

at Lindenwood University by the School of Education

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Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work at Lindenwood University and that I have not submitted it for any other college or university course or degree here or elsewhere.

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Acknowledgements

As I reflect on those contributors who molded my steps on this journey, I must first return to my spiritual and educational foundation where my views on lifetime learning and leadership were cultivated. With a prayer in my heart for a leader whom, even after death, inspires a legacy of lifelong learning, I'd like to thank Dr. Fredda Witherspoon, my proclaimed mentor. Dr. Witherspoon groomed me to aspire to the highest levels of achievement and planted the seed for this doctoral degree.

Transitioning my thoughts to the halls of University City High School, I acknowledge the inspiration of my role models, my teachers. Collectively, they taught me to believe in academic excellence as the first pillar to a successful life. Topping my list was Mrs. Evelyn Wilkerson-Moore, an exemplary teacher, with whom I will never forget her life lessons in Social Studies 101.

I appreciate the support and guidance from my Committee leadership at Lindenwood University: Dr. John A. Henschke; Dr. Sherrie Wisdom; and Dr. Yvonne Gibbs. I would also like to acknowledge the Committee members representing the For-profit sector: Dr. Tami Lee Erickson, Executive Director of Education, Southern Careers Institute; Dr. Hubert Benitez, Provost and CAO, Briarcliff College; and Vice President James Swift, Career Education Corporation. I am especially thankful to each of you for your time and commitment to my success.

Finally, I would like to acknowledge the motivational words of my mother, Faye Gillespie, to never give up; my inspirational coach, Vicki Franklin, who brainstormed ideas with me at all hours of the night; and my special colleagues and friends who shared encouragement and support endlessly. And lastly, with all things, God is my protector, and my sustainer.

Abstract

Purpose. The investigation sought to determine the significance and or the effects of an ex post facto staffing intervention involving the addition of a Regional (mid-tier) team of instructional leaders as a viable and sustainable solution for increased operational effectiveness year over year, and, if there could be implications on employment outcomes. Furthermore, to determine whether this staffing intervention of adding a Regional (mid-tier) team of instructional leaders affected the primary Andragogical factors used for instructional effectiveness and did the change create a conducive condition for learning for Career Services Leaders from the perspective of Andragogy.

Design/Methodology/Approach. Mixed-method research utilizing the Modified Instructional Perspectives Inventory (MIPI) originally designed by Henschke (1989), modified appropriately. This study will compare the gap between the Regional Director (RD) and the Director (D) scores on the MIPI to measure possible contributions to employment placement outcomes and determine primary Andragogical factors used for instructional effectiveness for Career Services Leaders.

Findings. Regarding the influence of Andragogy on placement outcomes for 2011 compared to 2012, the conclusions were as follows: There was no significant relationship of note, however, observably, the wider the gap, the lower the placement rate for 2011. However, the 2012 Employment Rate (ER) indicated that there was a moderate, negative relationship between the gap in Andragogical instructional perspectives and employment rates. The leader learners were operationally effective as a result of the instruction they received from the instructional leaders. The research results support this point, since 2012 employment rates related to the Andragogical gap indicating trust, and both 2011 and 2012 employment rates were dependent upon the region from which they were generated.

Practical Implications. In higher education for-profit environments involving leadership development, instructional leadership staffing paradigms form the rationale for increased performance and operational effectiveness.

Originality/Value. The results of this study provided empirical validation for the decision to restructure the Career Services leadership model for continued implementation and sustainability in higher education leadership settings.

Keywords. Andragogy, Leadership, Career Services, Instructional Leadership, Adult Learning, Trust in Leadership, Regional Directors, Middle Management.

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Chapter One: Introduction

This mixed-method study examined the contributions of Andragogical factors and instructional strategies employed by Regional Directors in the Career College setting on the employment placement rate of institutions in six different regions of the United States.

Problem Statement and Purpose

A team of former first level managers in the Career College Setting, achieving mastery in their respective areas, were promoted to Regional Director which was a mid-tier instructional leadership position. These instructional leaders were assigned to travel to specific campuses and lead, train, support, and mentor leaders of Career Services in six regional areas in the continental United States.

This aggressive staffing modification, implemented by upper management, was in response to an ineffective staffing model that did not include the mid-tier instructional leadership level. In the absence of this leadership level, there were several federal, state, and local investigations that uncovered a severe disconnect involving inappropriate leadership behaviors, integrity issues, and incongruent leadership instruction, causing a slippery slope affect.

The Regional Directors, who were also adult learners themselves, created an environment which fostered a staffing paradigm by shifting the role of leadership from that of rote management to that of instructional leadership poised in trust. Coined as an intervention, the mid-tier leadership structure took flight.

This study was designed to examine and determine the effectiveness of instructional methodologies used by leaders in Career Services and the implications on

employment placement outcomes. The ex post facto intervention of the addition of a mid-tier layer of leaders, Regional Directors, was examined as a strategy that may have contributed to employment placement rates. The study compared the gap between the Regional Director (RD) and the Director (D) scores on the Modified Instructional Perspectives Inventory (MIPI), as a measure of possible contributions to employment placement outcomes and determination of primary Andragogical factors used for instructional effectiveness for Career Services Leaders.

Background

Career Services leaders have an inherent responsibility to break out of the box of conventional leadership and create a different instructional paradigm for adult learners. According to the leading researchers on adult learning, the type of educators who help adults learn are

> leaders in voluntary associations; executives; training officers; supervisors; foreman in corporations; teachers, administrators and group leaders in various educational institutions; and program directors…as well as professional adult educators who have been prepared specifically for this vocation and make it their permanent career. (Henschke, 1998, p. 11)

For adult educators charged with teaching adults and conceptually relevant for defining the core to instructional methods, Andragogy, the art and science of helping adults learn, (Henschke, 2003; Knowles, 1980) provided the framework for analyzing the most dominant factors of learning and leadership in this higher learning environment.

Andragogy, built on six core principles (Zmeyov, 1998), provided the rationale for adult instructional methodologies, and adult learning environments in the context of this study. These principles or assumptions, discussed in the most simplistic of forms,

serve as descriptors for the a) self-directed, independent learner who is in control of his/her learning; b) the adult learners life experiences are the primary learning resource; c) societal and external environmental changes influence learning motivation; d) sustainability of knowledge based on immediate application of learning; e) goal-driven learner with a purpose for learning determined at the onset; and f) adult learners respond to educators based on their need to know basis. According to Knowles (1975),

> Adult learners respond to extrinsic motivators-wages, raises, promotion, better working conditions, and the like—up to a point that they are reasonably well satisfied. But the more potent and persistent motivators are such intrinsic motivators as the need for self-esteem, broadened responsibilities, power, and achievement. (as cited in Craig, 1996, p. 258)

The emergence of the competencies of Andragogy can be beneficial to the adult learner, "if he or she effectively models the principles in adult education settings, learners will have a golden opportunity to become great adult educators themselves" (Henschke, 1998, p. 13). With that thought in mind, the core of this study was to "make a contribution to the field of knowledge" (McEwan, 2003, p. 21) of Proprietary Higher Education with the underpinning of Andragogy and the relevance thereof, for leader learners and those who instruct them.

The researcher asserts that adding a team of instructional leaders was viable and sustainable as a solution for performance, and operational effectiveness. Furthermore, upon employing an analysis of effective leadership competencies, such as trust, which has been considered the foundation (Maxwell, 2007) of various organizational structures, the researcher proposes the emergence of answers to the following questions: What are the factors that stimulate intrinsic learning for the leader learner, and will the adult

learner in leadership exhibit the same characteristics associated with the adult learning principles of Andragogy?

Career- Focused Education

A college adjunct instructor described a typical career-focused scenario in Midwest, USA. The instructor characterized the freshman class of Information Technology majors to be rebellious against the requirement to study English Literature. The students constantly had their computers out working on their own creative projects such as: designing website content; designing graphics; and creating gaming illustrations. The instructor complained that there was a conflict with the students not responding to her teacher-centered instructional approach. She questioned why the creative visual types of students were not responding to the cookie cutter mold of the traditional pedagogical model of rote instruction. They were provided a syllabus; explained the grading structure; lectured at the front of the class for an allotted amount of time; given a test; graded on a curve; and, thus, her expectation was that the college student should have enough tools to understand the concepts and succeed in the course (college adjunct, personal communication, 2007). However, “if teaching is seen as imparting or transmitting knowledge onto students, then one could easily argue how different it is to teach adults than students in K-12” (Smith, 2013, p. 1). This instructor did not realize the style of pedagogical influenced instruction was extremely didactic and a forced fit for these students, whom, in fact, were adult learners.

The described disconnect in this scenario suggested that adult learners tend to “put on our hat of dependency, fold our arms, sit back, and say, teach me” (Knowles, 1990, p. 58) when faced with elementary instructional styles.

The challenges described in the scenario were caused by the instructor's inability to teach to the skills and the strengths of adult learners. The instructor had not evolved through the pedagogical models of teacher-directed learning, to a level of self-directed learning (Knowles, 1975) principles. "Based on the pioneering work of Houle (1961), Tough (1971), and Knowles (1975), early research in self-directed learning was descriptive, verifying the widespread presence of self-directed learning among adults and documenting the process by which it occurred" (Merriam, 2001, p. 8). However, in this scenario, "the balance between teaching and learning is missing; learning turns out to be a measured product, or externalized performance of the student, instead of the growth process it should be" (Smith, 2013, p. 1) for the adult learner. Knowles emphasizes that "adults are self-directed, which he defines as a process in which individuals take the initiative, with or without the help of others, formulating learning goals, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" (Knowles, 1975, p. 18). Furthermore, self- directed learners are driven by life experiences that foster uniqueness; and adults are goal-oriented and more likely to sustain learning due to personal needs and motivation.

This pattern of self-directedness gives rise to a further discussion on the Andragogical principles of adult learning that first assumes that adults enter into a learning environment with a need to know why and have a task-centered alignment to education (Henschke, 2003). This school of thought also suggests "the charge for educational systems to include the preparation of students for life-long learning" (Posner, 1991, p. 1), thereby, opening the door for career-focused education.

This scenario is indicative of the climate of career-focused learning environments that are not only overcrowded due to the accelerated delivery of course instruction, and

additionally, exacerbated by the multi-tasking nature of the technologically savvy contemporary college student. According to the U.S. Government Accountability Office (GAO) Report released in August of 2010, "enrollment for for-profit colleges has grown from 365,000 students to almost 1.8 million in the last several years" (GAO, 2010, p. 1). The Association of Private Sector Colleges and Universities reported facts on the role of career-focused education in the U.S.:

> Career Colleges educate almost 10% of all college students; Career Colleges educated 54% of students in Allied Health fields in 2011; 75% of Career College students work while attending college; Career College average retention and placement rates were above 70% according to a report published by the Accrediting Council for Independent Colleges and Schools (ACICS). (IAF Fact Book, 2012, p. 2)

In support of this viewpoint, potential college students are encouraged, through various mediums, to select an option for a career-focused education motivated by an expectation that they are committed to their own success. The "students who are attracted to Career Colleges are looking for easier, faster, low cost ways to enter a particular job market, and want programs that give them the skills necessary to succeed in a future field of employment" (Lee & Topper, 2006, p. 86). Given the relevance of this adult learning paradigm, it does not explain the strategies of instruction that definitively motivate "teachable moments" (Havighurst, 1976, p. 7) in all adult learning environments. "For an educator, that means walking what you talk, not "do as I say, not as I do" (Henschke, 1998, p. 11). To that end, the results of this investigation may also reveal the principles of Andragogy to be the structure required for effective leader as learner instruction in the context of career-focused education.

Contemporary Career Colleges

Career Colleges have become a viable option for the aspiring student seeking accelerated higher education. Attracting adult learners with the promise of gaining a real world experience in an area of study that fits their lifestyle has created a unique model with a proactive approach that ensures students' future growth and career advancement goals are achieved expeditiously. According to data from the U.S. Department of Education reported by the Imagine America Foundation (IAF) 2012 Fact Book,

> Career Colleges enroll nearly 3.8 million students in the US and comprise 45% of the institutions participating in federal Title IV student aid programs. Career Colleges provide innovative learning environments, representing 42% of the online education market share. Students attending Career Colleges are typically older adults (25 years of age or older), and first-generation college students. (IAF Fact Book, 2012, p. 5)

Career Colleges are responding to the employment market by combining education and hands-on skills development. "One of the key functions of this sector of education is to provide job placement" (Lee & Topper, 2006, p. 86), which is significantly different from traditional colleges. The fast paced programs are designed to quickly transition an unemployed person to a skilled professional ready for hire. Martin, President of IAF stated,

> The Imagine America Fact Book is an annual look at the contributions of Career Colleges and schools, often referred to as 'for-profit' schools. Career Colleges provide diverse educational opportunities for students interested in receiving career-specific education and training in art, business, information technology,

> allied health, culinary arts and more than 200 other fields of study. (IAF Fact Book, 2012, p. 5)

Directly aligned with defining the American dream, Career Colleges are a model for the aspiring student, and serve as a gateway for them to attain financial security and career opportunities.

With an increase in enrollment and the advent of more diverse Career College programmatic offerings, the for-profit sector of higher education has experienced record advancement. Miller, President of the Association of Private Sector Colleges and Universities (APSCU), stated in USA Today on for-profit education,

> industry wide enrollments last year (2010) increased 18% . . . and the recession triggered some 'hyper growth' in both the community colleges and for-profit sectors because of the likelihood of enrolling adults over 25 that are transitioning and seeking to upgrade skills. . . . The significant growth of Education Management Companies (EMO) has also ensured the presence of Career Colleges in the educational market to be essentially a good investment. (Marklein, 2011, p. 2)

As stated, the industry discussed in this research was the for-profit sector of higher education, organized according to the basic corporate cyclical structure: Senior Management Team; Board or Directors; and Shareholders. With several layers of leadership blended in between, Career Colleges and universities were the primary product, owned by Education Management Companies (EMO).

EMO's are discussed in literature as "a complex system of institutions experiencing explosive growth over the last decade which has made it a prominent force in shaping higher education policy and practice" (Kinser, 2007, p. 9). EMO's provide

diverse educational services offerings and continue to emerge nationally. EMO's are essentially corporations, dedicated to profit and economic growth (Miron & Gulosino, 2013).

Table 1.

List of Educational Management Companies (EMO) For-Profit Institutions

American InterContinental University
American Public University System
The Art Institutes
Art Institute of Pittsburgh
Capella University
DeVry University
Fashion Institute of Design & Merchandising (FIDM)
Heald College
Kaplan University
Miami International University of Art & Design
The Art Institutes
National American University
Pittsburgh Technical Institute
Post University
San Joaquin Valley College
Strayer University
University of Phoenix
Universal Technical Institute
University of Phoenix
Walden University

Source: List obtained from Wikipedia/For-profit Education-EMO

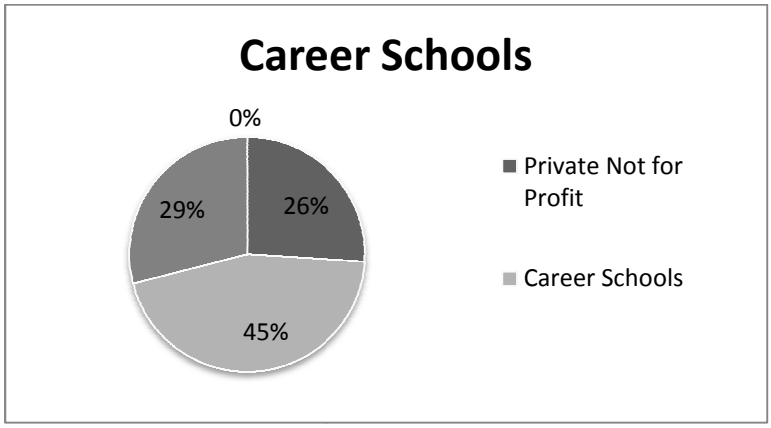
The researcher asserted a summative point on EMO's, supported by literature, indicating that it is an innovative business (Hentschke, Oschman, & Snell, 2002; Miron & Gulosino, 2013; Symonds, Palmer, Lindorff, & McCann, 2007), a major force in reshaping education in America (Symonds, Palmer, Lindorff, & McCann, 2007). EMO's

represents a diverse and competitive choice for students, reforming the face of higher education.

It is evident that the EMO had a voice in higher education and continues to reap the benefits of increased enrollments resulting in overall growth in the for-profit sector with the underpinnings of providing a service to the career-focused student.

Martin summarized the importance of this discussion with his statement, "occupations requiring postsecondary career education and training will significantly increase by 2018" (IAF Fact Book, 2012, p. 1). However, the attraction for first generation college students, empty nesters, single parents, and those with a desire for a better career remains in the balance.

Extant literature upholds the idea that contemporary Career Colleges have continued to reinvent opportunities to attract more students. Accreditation standards of both regional and national accrediting agencies provide Career Colleges a measuring tool to better define effectiveness based on specific indicators associated with retention and placement. "Accreditation's role is to provide assurance to consumers that the institution provides a quality education since the 1965 Higher Education Act (HEA)" (Lee & Topper, 2006, p. 86) was formed. Serving as the controller, the HEA opened institutional options, bringing to the forefront the Higher Education model, known as Career Colleges. The Career College was then and now, a leading edge resource for quality career-focused education.

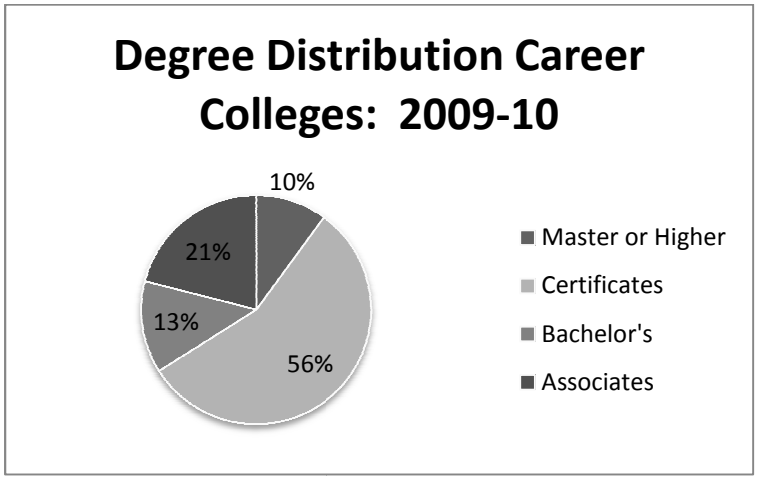


Source: IAF Fact Book, 2012, p. 6.

Figure 1. Title IV Eligible Post- Secondary Institutions 2010-11.

It seemed that the demanding job market sparked enrollment and the demand for more institutions and program offerings. Driving economic growth coupled with the motivation for financial gain were significant factors for adults attending Career Colleges, resulting in the fact that "45% (3,194) of the 7,077 Title IV Post-Secondary schools were Career Colleges" (IAF Fact Book, 2012, p. 6) (Figure. 1).

Career Colleges are granting degrees at higher completion rates over the counterpart institutions in the private sector. According to a recent data report posted in the IAF Fact Book (2012), "56% of the awards earned by Career Colleges in 2009-10 were Certificates" (p. 17) indicating a large portion of students completed short programs yielding a larger number of graduates hitting the job market at a faster rate (Figure 2).



Source: IAF Fact Book, 2012, p. 17

Figure 2. Degree Distribution Career Colleges: 2009-10.

The Career College performance structure is directly aligned with the primary indicators that measure effectiveness as defined by both regional and national accrediting entities. According to the guidelines established by the Accrediting Council for Independent Colleges and Schools (ACICS), performance outcomes include retention rates, licensure pass rates, and placement. The researcher primarily focused on the latter student achievement outcome-placement. For purposes of this study, the use of the terms placement outcome and employment outcome are interchangeable.

Career Services exists within the higher education institution as a department focused on student career placement outcomes. In the general setting, the construct of the Career Services department consists of an extensive staff comprised of: Career Services Representatives; Coordinators; Specialists; Business Developers; Directors; and Regional Directors. However, for purposes of this study the researcher focused on a population sampling of the Career Services Leaders who were responsible for performance and operations associated with employment placement outcomes.

The Career Services Leaders have obtained academic and professional achievements in various disciplines. Moreover, the Career Services Leaders are typically

promoted up through the ranks based on demonstrated mastery in the field. Therefore, for this study environment, the Career Services Directors (D) and the Career Services Regional Directors (RD) were selected to be the primary participants.

Figure 3. Mid-Tier Instructional Leaders-Regional Directors (RD) Responsibilities.

Figures 3 and 4 describe the functioning roles and responsibilities of the Regional Director and the Director. The study platform was Career Colleges focused on health areas of study in urban cities in the United States.

Figure 4. Leader Learners-Career Services Directors (D) Responsibilities.

Scope of Study

Before the inception of this study, there was not a mid-tier instructional leadership model functioning effectively. In the absence of this model, there was a federal investigation that uncovered inappropriate and falsified employment placement outcomes that were reported to federal, state, and regional entities. The results of this investigation caused leadership terminations on all levels and a massive turnover in leadership ensued. Incongruent leadership instruction, integrity, accountability, tracking systems, and violations of trust in upper management were factors that caused this severe disconnect in leadership behavior. An ex post facto intervention, developed and implemented by a division executive, required the installation of the mid-tier instructional leadership staffing model, and identified for this study environment as the Regional Director (RD).

To add further clarity and transitioning deeper into the framework of the investigation, the researcher identified the primary participant sets, previously discussed as leader learners (D), would formally be known as the Directors (D); and the mid-tier instructional leaders would be known as the Regional Directors (RD).

The primary role of the Regional Director (RD) was that of instructional leader for Directors (D) of Career Services. Note instructional leadership is listed as the primary role and also functions as the liaison between corporate leadership and college level leadership such as the school president, director of admissions and/or director of education (Figures 3 & 4).

Instructional Design Framework

The instructional design (ID) model served as the construct for instructional content delivered to the leader learners (Directors) and consisted of the following

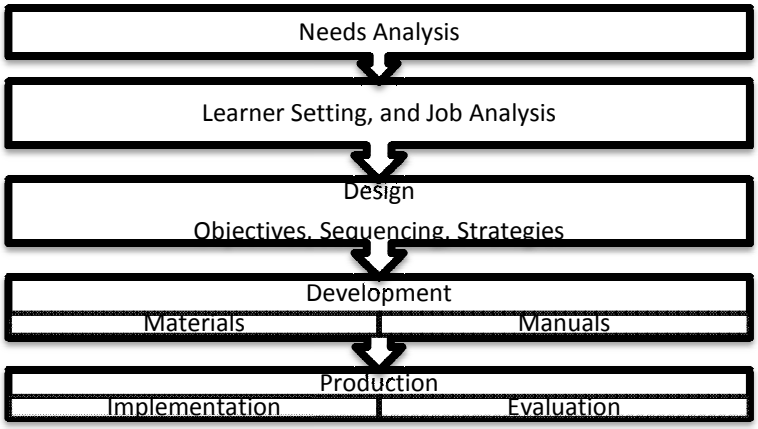
elements: “analysis, design, development implementation, and evaluation; referred to as the ADDIE Model” (Craig, 1996, p. 269) (Figure 5).

The ADDIE, described in phases, illustrates steps for an instructional design that is relevant to the study-site organizational setting. In brief,

> the (1) Needs Analysis determines the performance deficiency or problem to be overcome; (2) the designer analyzes the learners, the setting for delivery, and the instructional content in the Learner, Setting and Job Analysis phase; (3) the design phase is the opportunity for goal-setting, and learning strategies; (4) development involves delivery methods and assessment to achieve measureable outcomes; and (5) finally implementation and evaluation. (Craig, 1996, p. 269)

The ADDIE model gave rise to a host of instructional modules designed for Career Services related professional development such as: in-services; training sessions; web-based learning; as well as facilitation and collaborative style learning environments conducted at the respective college sites. Furthermore, all were related to specific performance metrics designed to meet placement outcomes in Career Services.

Instructional topics such as a) Staff Management; b) Management Skills; c) Leadership Development; d) Operational Functionalities; e) Compliance; Employer Development; f) Metrics and Placement; g) Business Development; and h) Succession Planning were all designed, as referenced by ADDIE. Soft skills leadership topics included a) Conducting Effective Team Meetings; b) Developing Effective Resume Training; c) Desk and Time Management skills; d) Identifying Staff Strengths; and e) Managing Effectively; and f) Team Building. All of these modules were administered by the Regional Directors (RD) during the study period and were structured according to the ADDIE model. Figure 5 illustrates the sequence of the model.



Source: Craig, 1996, p. 269

Figure 5. The ADDIE Model.

> Imbedded in the construct of the ADDIE model, the instructional leaders defined performance goals; identified resources for success; observed and analyzed performance; set expectations for improvement; plan[ned] coaching, training schedules and timelines; met with team or individual, demonstrated desired behavior or actions to reach outcomes; and follow[ed]-up for sustainability of goals. (Craig, 1996, p. 423)

The researcher maintains that each of the phases set the stage for providing comprehensive instructional leadership. Moreover, the analysis remains and requires further research regarding the evidence of Andragogical principles in the study environment.

Modified Instructional Perspectives Inventory

The primary instrument for this mixed-method methodology research was the Modified Instructional Perspectives Inventory (MIPI) originally designed by Henschke (1989). The MIPI, a tool that identifies and measures beliefs, feelings, and behaviors associated with Andragogical principles of learning (Henschke, 1989, 2003) which beginning and seasoned Regional Directors may or may not possess in a given moment,

was specifically adapted for two different versions: The MIPI-RD and the MIPI-D. As stated, there were two modifications reflecting word variations relevant to the study environment: one identified as MIPI-RD; and one identified as MIPI-D. The former, was configured to extract perceptions of Regional Directors' perceived effectiveness when using instructional techniques for facilitating learning for Directors in the form of a Regional Director self–assessment; and the latter was modified to measure the Directors' (D) perception of effectiveness of the Regional Directors' (RD) instructional techniques based on their experience. The MIPI instruments were administered to each group during the same point in time and were based on interactions over a time period of one year (2012) within one single study environment.

This MIPI instrument was selected to be the primary instrument for this mixed-method study which compared the gap between the Regional Director (RD) and the Director (D) scores on a specifically modified version of the MIPI to measure possible contributions to employment placement outcomes and determine the primary Andragogical factors used for instructional effectiveness for Career Services Leaders.

Research Question

The investigation sought to answer the following question concerning Andragogy: What are the primary Andragogical principles for learning that are the defining factors for instructional effectiveness for Career Services Leaders?

Hypothesis Statements

Hypothesis # 1: There is a difference in 2011 Employment Rate (ER) compared to 2012 Employment Rate (ER).

Hypothesis # 2: There is a relationship between the Andragogical Gap and the 2011 Employment Rate (ER).

Hypothesis # 3: There is a relationship between the Andragogical Gap and the 2012 Employment Rate (ER).

Hypothesis # 4: The 2011 Employment (ER) is dependent on the Region from which it was generated.

Hypothesis # 5: The 2012 Employment Rate (ER) is dependent on the Region from which it was generated.

Hypothesis # 6: The 2011 Employment Rate (ER) is dependent on the Director (D) rating of the Regional Director (RD).

Hypothesis # 7: The 2011 Employment Rate (ER) is dependent on the Director (D) rating of the Regional Director (RD). .

Hypothesis # 8: The 2012 Employment Rate (ER) is dependent on the Director (D) rating of the Regional Director (RD).

Hypothesis # 9: The 2012 Employment Rate (ER) is dependent on the Director (D) rating of the Regional Director (RD).

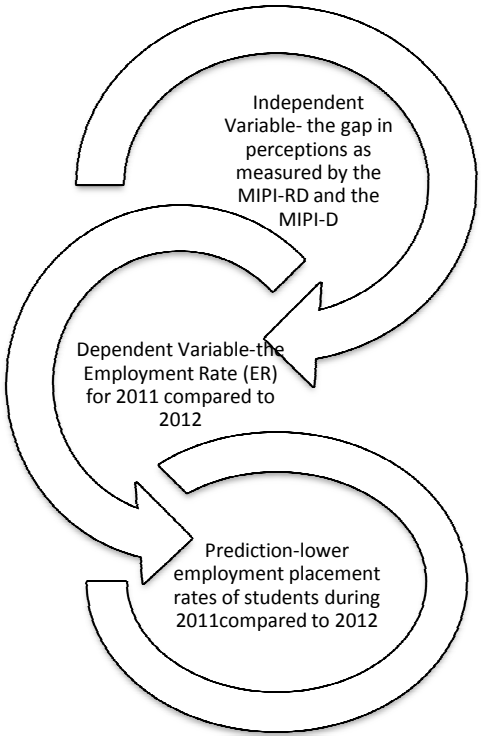


Figure 6. Hypothesis Variables and Prediction.

Methodology/Procedure

The primary investigator maintains that the research would align to add significant validity to the hypothesis, based on the Likert scale tabulation of the MIPI-D and MIPI-RD and Andragogical principles ratings on the category levels chart. The results were subject to assessment using *z*-tests comparison of two proportions of the Employment Rate (ER) 2011 to Employment Rate (ER) 2012; a comparative analysis of 20 randomized secondary placement data using Pearson Product Moment Correlation Coefficient (PPMC) comparing the gap between scores of the MIPI-D and MIPI- RD; and the Chi-Square test for Independence used to determine relationship between ER for each year to overall region MIPI ratings. The multiple statistical analysis provided triangulation for conclusions (Figures 6 & 7).

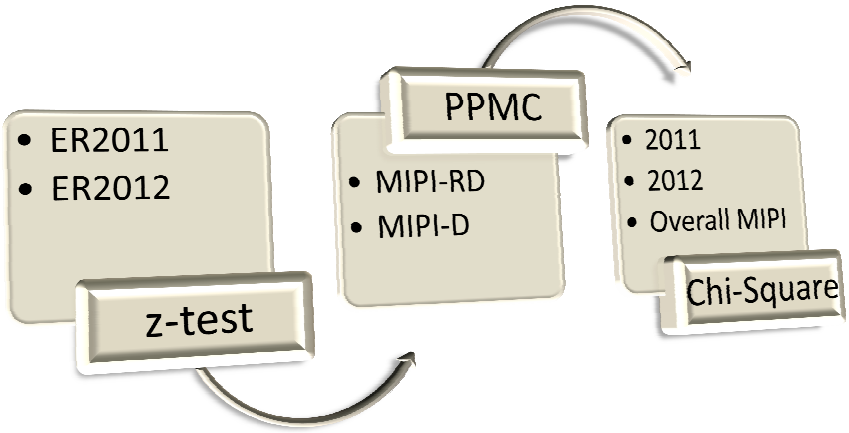


Figure 7. Methodology.

Limitations

The survey questionnaire method was used for experiential validation and may be considered one dimensional and lack depth when used as a singular tool. However, the specific research instrument was subjected to a data triangulation analysis approach in conjunction with this data gathering tool, thereby increasing the reliability of the findings (Fraenkel & Wallen, 2009). Furthermore, the MIPI instrument has been replicated in multiple studies globally withstanding validity and reliability in various relevant studies such as "Stanton (2005), Moehl (2011), and Vatcharasirisook (2011)" (Henschke, 2012, p. 18).

The instrument response quality and quantity may be impacted by the organization's staffing alignment changes which may have occurred for reasons such as attrition, promotions, or a participant opting out from the study. To offset that concern, the organizational timeline was limited to a two-year chronological instructional period for measuring the effectiveness of Andragogy and an ex post facto limitation imposed,

for purposes of this study, on placement Employment Rates (ER) for the same time period.

The primary participants were located in various regions and aligned accordingly to Regional Directors (RD) in teams. The role of the RD included staff development which involved periodic interaction with other staff members; training and development based on the deficiencies of the team or department; and adherence to policies and procedures which were directly aligned to corporate and accrediting body specifications and requirements. To support these particular set of circumstances, and based on the experience level of the Director (D), as well as the needs of the campus overall, the RD occasionally had to dedicate more time at a particular site than another, which may be a construct for difference or biased responses on the instrument. To augment this circumstance, the instructional time spent on a site was not included as a variable in the research approach.

The preferred method, and most effective for completion, was expected to be electronic via email. However, a simple task could be considered daunting, unimportant and time consuming, possibly resulting in a limited number of completed survey instruments. Therefore, the primary investigator determined the use of the email method to be best suited for 100% survey return rate. That collection strategy was effective and yielded a 100% percent rate of return of MIPI-RD, and a 75% return rate of the MIPI-D survey instruments.

In an effort to remove the possibility for the perception of coercion, the researcher included a third party administrator to monitor and follow-up on the completion of the survey instrument process. Further, due to the researcher's relationship to the role of RD, the researcher was excluded from research participation.

Definition of Terms

Andragogy. The art and science of helping adults learn (Henschke, 2003; Knowles, 1980).

Career College. Private institutions that are for-profit and focus on career-focused higher education. Other names for such institutions of this type include private and proprietary. Also known as technical or vocational schools, Career Colleges teach both academics and vocational trade programs with the intent for career placement. (Sharon, 2013)

Career Services Director (D). For purposes of this study, Career Services Director refers to personnel responsible for overseeing the operations, employees of the Career Services Department, and placement activities. This includes: management of placement processes in order to meet placement goals; maintaining compliance with policies and procedures; provide resources for career development; provide job search assistance to graduates; coordinate job fairs; meet and exceed target placement rate. Participate in regular coaching and professional development instruction provided by Career Services Regional Directors.

Career Services Regional Director (RD). For purposes of this study, Career Services Regional Director refers to personnel responsible for general managerial oversight, training and guidance to assigned campuses; ensuring the achievement of target placement goals and career services operational targets are consistent with organizational mission, values and standards. This includes: providing career services specific management, instructional leadership, and guidance to Career Services Directors. The Regional Director is assigned a region of approximately six or more campuses. The

Career Services Regional role reports directly to the executive level-- Career Services Vice President and Vice President of Operations for specific organizational division.

For-Profit Education. For purposes of this study, the term For-Profit Education is interchangeable with the term Proprietary Education.

Instructional Perspectives Inventory (IPI). Instrument designed to measure beliefs, feelings, behaviors associated with Andragogical principles of learning (Henschke, 1989).

Modified Instructional Perspectives Inventory (MIPI). The modified version of the IPI (Henschke, 1989), An instrument designed to measure beliefs, feelings, behaviors associated with Andragogical principles of learning for Career Services Leaders. MIPI adapted for two versions identified as the MIPI-RD (Regional Director); and MIPI-D (Director). In the context of this study, these will also be participant set identifiers.

Pedagogy. The science and art of education, specifically, an instructional theory (Pedagogy, 2012).

Proprietary Education. For-profit education (also known as the education services industry or proprietary education) refers to educational institutions operated by private, profit-seeking businesses (Kamenetz (2005).

Summary

Career Colleges were the backdrop for this ex post facto mixed-method study on the effectiveness of mid-tier instructional leadership and the implications on specific outcomes in Career Services departments. The Andragogical principles for adult learners were the foundational model that suggested evidence of the Instructional Perspectives

Seven Sub-Scale Factors as representing the leading competencies for leadership in this study environment.

Extant literature provided a platform for understanding the chronological evolution of adult learning and higher learning as an institution in American society. The framework for analyzing the most significant competencies of learning and leadership in those same environments were compartmentalized and layered on the foundation of trust which is one of the factors of Andragogy.

The researcher presented a collation of steps concerning the scope of investigation, and methodology in support of the rationale for research. The purpose for this study was to investigate the effectiveness of Andragogical instructional methodologies used for leaders of Career Services and the findings are discussed in Chapters Four. Based on the investigative approach, the alignment and evidence of Andragogical Sub-Scale Factors in the instructional methodologies were discussed. The secondary comparison served as an additional barometer with expected results that determined ‘if’ the mode of delivery of leader instruction impacted student placement outcomes, findings were expected to be significant.

In the final chapter, the results are discussed with suggested recommendations regarding the decision to restructure the leadership model for Career Services with the expected outcomes that would yield sustainability and operational effectiveness.

Chapter Two: The Literature Review

The Adult Education Movement

Adult Education, coined as a 'movement', denotes a point in history when the foundational framework of educating adults evolved as we know it today. It would be most relevant to discuss the efforts of notable individuals recognized in literature as pioneers of adult education, "who perceived a need for a kind of education that would address a rather specific problem or disseminate some kind of useful and practical information as its primary goal" (Moreland, 1985, p. 241). The contributions of pioneers such as Benjamin Franklin, Jane Addams, Booker T. Washington, Peter Cooper, Alvin Johnson, and others, "have been given limited treatment, if included at all, in the literature dealing with adult education" (Moreland, 1985, p. vii). However, the emergence of adult educational models that addressed vocational development, the influx of diversity into the American society, and continuing education, are significant and warrant recognition.

Historical literature recounts the profound works of Booker T. Washington, most often documented as the founder of Tuskegee Institute. Washington overcame perceived insurmountable odds with laying a foundation for educating students "with no land, no buildings, no faculty, and a state appropriation that during his tenure never exceeded $3,000 per year" (Moreland, 1985, p. 136). Washington was a noted forerunner in Industrial Education. "He maintained a firm belief that economic stability was appropriately strategic to address the social issues in the south in the late nineteenth and early twentieth centuries" (Moreland, 1985, p. 127). Washington's strategy was focused on a target demographic group of young adults and older who shared the desire for better

agricultural development coupled with “bringing the school to the farm” (Moreland, 1985, p. 127), identified in literature, as the Moveable School.

The conceptual development of the “Moveable School” was born from Washington’s vision for change and he was “regarded as an authentic forerunner of agricultural extension work” (Moreland, 1985, p. 127). The Moveable School was a vehicle for elevating adult education beyond the confines of the limited formula of the period, to that of moving outside of the classroom and into the rural communities, encouraging farming efficiency and a shift in the application of educating adults simultaneously.

The efforts of Booker T. Washington opened the door for the contemporary vocational/technical education model used today. The curriculum, reminiscent of Career College programs, consisted of “teacher education, nursing, hospital education, industrial arts, home making, and agriculture” (Moreland, 1985, p. 143). According to the book, *Pioneers of Adult Education,* Moreland (1985) expounded on the impact on vocationally motivated education for adults,

> While we make no attempt to attribute the development of contemporary community vocational –technical schools to Booker T. Washington, the goals of these schools in preparing individuals to secure gainful employment, to enhance their latent skills, to resolve problems scientifically, to improve the quality of their lives are remarkably similar to Washington’s goals for the student of Tuskegee Institute. (p. 143)

The researcher’s assessment is that educational relevancy is sewn into the fabric of adult learning and continues to build a structure that is based on the needs of society, constantly expanding in response to the growth of American academia.

The Adult Education pursuits continued in the northern region of America in the impoverished areas of Chicago. During the latter 1800s, Jane Addams founded the Hull House. According to literature, it was described as a dilapidated mansion that "opened its doors to all those who cared to enter . . . a particularly dramatic event, with historical significance" (Moreland, 1985, p. 152). The Hull House "was to provide educational opportunities which extended the horizons of those individuals who for some reason or another had been denied the privilege of attending a college or university" (Moreland, 1985, p. 160). The focus was on the neighborhood, and the educational needs of the inhabitants regardless of ethnicity or socio-economic position. The Hull House was the first Adult Education environment to extend outside of the diversity issues of the era. This same student-centered profile parallels the career-focused education of contemporary America.

The typical student of today parallels the Jane Addams' demographic description of the student of that era. It included a diverse community of adults, who were above the age of 19 years of age, male and or female, and of various backgrounds and ethnicities. The curriculum design was based on the needs of the student, using the educational platform that reflected student experiences. Hull House pre-dated the premise of the Knowles adult learning assumptions (Zmeyov, 1998), however, her mission "to provide its clients with the basic tools needed to improve their social, political, and economic condition" (Moreland, 1985, p. 164) was preparatory for contemporary higher learning models and lead to the continuing education paradigm for adults.

Historically significant, lifelong learning was integral to adult education reform in the early 1900's and found its genesis in the New School for Social Research founded by scholar and educator, Alvin Johnson. Alvin Johnson provided higher Adult Education,

through the reformation of higher learning for the “mature, well- educated adult” (Moreland, 1985, p. 205), which was a formula for professional development and in-service learning for educators in current Higher Education settings.

During this time in history, the society was in an upheaval, closely approaching the period of reconstruction. Education was also in a state of turmoil faced with transformation and ideological differences between the scholarly leadership of the era. Conferred in literature, there were restrictions in the ‘academic freedoms’ which were considered to be restrictive by the academic elite. Scholars of the period, such as “Charles Beard, James Harvey Robinson, Thorstein Veblen, John Dewey, along with Alvin Johnson, began to plan a new institution that would be a center of freedom for learning and teaching” (Moreland, 1985, p. 212). The New School was in its infancy with a target market, the elite educator. Thus, the concepts of lifelong learning, synonymous with continuing education were founded.

Mentioned in all of these historical accounts were the components that are encased in the category of Adult Education, and with great significance, they all addressed the learning needs of adult students, whom, “after some experience of life would be eager to expand their knowledge by studying in areas of paramount concern to them” (Moreland, 1985, p. 212). The motivation to enhance vocational skills, service the entire community and to provide education to those who desire to know more, are the foundation for an exposition of a movement in adult learning that is ongoing and relevant to educational models today.

Taking into account the significance of the perspectives on Adult Education, the literature leaves for discussion, several definitions of Adult Education that embody key elements of all three of these foundational models. In the book the *Profession and*

Practice of Adult Education, the author maintains there is a difference in adult education and adult learning. She differentiated thusly,

> Adult Learning is a cognitive process internal to the learner it is what the learner does in the teaching-learning transaction, as opposed to what the educator does. Learning also includes the unplanned, incidental learning that is part of everyday life. (Merriam & Brockett, 1997, p. 6)

This same author continues to provide support for her view by including versions from several theorists defining Adult Education and the researcher paraphrased according to this formula: Adult Education is with purpose and strategically directed; seeks to evoke change in personal and professional knowledge and competence and, finally, it is a relational process between the learner and the teacher. Simply, "Knowles (1980) identifies Adult Education as the process of adults learning" (Merriam & Brockett, 1997, p. 8). Boshier (1985, as cited in Brookfield, 1988), featured in the book *Training Educators of Adults*, considered Adult Education to be an "instrument that helps learners acquire characteristics that help satisfy or change societal expectations" (p. 79).

Finally, and appropriately for this study environment, Merriam & Brockett (1997) suggested a working definition for Adult Education, as a series of "activities intentionally designed for the purpose of bringing about learning among those whose age, social roles, or self-perception define them as adults" (Merriam & Brockett, 1997, p. 8). Each of these definitions is an indication of the elements necessary for the "mission of adult education as a satisfier of the needs of individuals, institutions, and society" (Merriam & Brockett, 1997, p. 18). In the final analysis, and as the paradigm of education continues to shift, Adult Education appears to be dependent upon deliberate actions on the part of the adult

learner, to transform learning needs to meet the growing challenges of an ever expanding society.

Much like the pioneers discussed earlier, the motivation for Adult Education was driven by reformation and expansion. “The field’s relationship to education in general is historically grounded in adult education’s efforts to professionalize and establish a separate identity for itself” (Merriam & Brockett, 1997, p. 25). Therefore, combining all of these various ideological perspectives on adult education and adult learning, the consensus is that both are reliant on each other, depending upon the context of the learning environment.

Adult Learning Distinct from Pedagogy

Adult Learning is naturally predisposed as a conceptual process (Knowles, 1980) that is based on the definitions featuring a common thread distinct to only adults learning which has been determined to be a distinct model of learning that is different from Pedagogy. The first documentation of this thought was implied as early as 1926 in “the book, *The Meaning of Adult Education* by Eduard C. Lindeman” (Knowles, 1980 as cited in Craig, 1996, p. 254). Considering the definitions of adult learning collectively, and the Knowles (1980, as cited in Craig, 1996) distinctions specifically, Lindeman suggests “adults were not just grown up children, that they learned best when they were actively involved in determining what, how, and when they learned” (p. 254). Further research continued with this theme on adult learning, simply stating, “adults learn naturally” (Knowles, 1980, as cited in Craig, 1996, p. 254), and “document the fact adults do indeed engage more intentional learning outside of formal instruction than in organized programs and that they are, in fact, highly self-directed learners” (Knowles, 1980, as

cited in Craig, 1996, p. 254). Adult learning continued to be an area of research into the next generation of scholastic exploration.

Literary discussions continued to flourish, and other scholarly writings added to the depth of understanding on Adult Learning. In the early "1960s, European adult educators were feeling a need for a label that would enable them to talk about it in parallel with the pedagogical model" (Craig, 1996, p. 254). Originally introduced by a German educator in 1833, this distinction was documented in literature to be Andragogy, a word "derived from the Greek word *aner or andros,* which means *adult man,* and a term which has been accepted in universal academic settings, as the art and science of helping adults learn" (Craig, 1996, p. 254). The definitions for Andragogy, as an adult learning process, ensued.

Peeling back the layers of a complex concept, Andragogy, described as a process for adult learning that is driven by the adults' need to learn, "could be said to be the theory of adult learning that sets out the scientific fundamentals of the activities of learners and teachers in planning, realizing, evaluating, and correcting adult learning" (Zmeyov, 1998, p. 106). Adding more depth to the definition, this same theorist stated further, "Andragogy is the art of guidance towards the fulfillment of the needs and interests and desires of the student" (Zamir, 2010, p. 80). These defining discussions set the framework for further development of Andragogy as a science of learning and teaching for adult and opened the door for further research abound.

The assumptions (Zmeyov, 1998) that specifically characterized Andragogy have been previously discussed in this paper, however, according to broad literary discussions, the noted important distinctions related to actionable behaviors of adults in learning environments are agreed upon to be formulaic in nature and process driven.

In contrast to this study environment, the Andragogical process discussed in an investigation entitled *The Theory of Effective Computer-Based Instruction for Adults by* Lowe (2004), supported the Knowles formulaic distinction. The process of adult learning, unfolds in the realm of technology which was perceived, by some traditionalists, as an unconventional adult learning setting. The Lowe Study was focused on the effectiveness of computer-based instruction for adults (Lowe, 2004). The Andragogical process, identified by Lowe, "creates a climate conducive to learning; creates a mechanism for planning mutually, diagnoses a need to learn; the instructional design fits the need for learning; results in suitable learning techniques and evaluation of learner outcomes" (, as cited in Lowe, 2004, p. 2). The contention of the researcher was not to address hybrid learning environments specifically, however, found it noteworthy that Lowe identified the Andragogical model, derived from the original works of Knowles (1990), to be an effective premise for the on-line instructional discourse researched.

This study and others, support the idea that the implication of Andragogy was apparent in adult learning environments regardless of how the instruction was applied and marks a significant difference from Pedagogy.

The researcher asserts that the implementation of Andragogical principles and processes opened the door for questions of effectiveness related to the leadership development of adults in leadership roles in Career Services departments. The researcher also contends that "most leadership training, like most adult education, is self-directed" (Houle, 1960, as cited in Brookfield, 1988, p. 114). Evidenced in the Lowe (2004) study, the content of instruction may be influenced by external organizational factors outside of the control of the adult educator and/or the learner and how instruction is contextually

synthesized. Furthermore, “the quality of his learning depends in essence upon his capacity to teach himself” (Houle, 1960 as cited in, Brookfield, 1988, p. 115), and this Andragogically influenced formulaic approach laid the framework for the applications and instructional discourse between the *leader learner* and the *instructional leader* discussed in this study.

The Trust Factor

Is trust a factor in leadership? According to literature , “the significance of trust in leadership has been recognized by researchers for at least four decades with early exploration by such scholars as Argyris, 1962; Likert, 1967; and McGregor, 1967” (Dirks & Ferrin, 2002, p. 3). From the onset, trust has appeared as a key concept in several leadership theories (Bass, 1990) applied psychology disciplines (Dirks & Ferrin), and across the lines into more contemporary publications related to “job attitudes, teams, communication, justice, psychological contracts, organizational relationships, and conflict management” (Dirks & Ferrin, p. 3). The emergence of trust can be found in broad structures of “management, public administration, organizational communication, and education, among others” (Dirks & Ferrin, p. 3). The answer develops conclusively, that “trust is the foundation of leadership” (Maxwell, 2007, p. 61) and it is evident in all the areas of human existence. “It is the glue that holds an organization together” (Maxwell, p.61). It is a continuous instinctive phenomenon that defines how humans interact.

Trust is etched between truth, faith, beliefs, and hope. Another interpretation of trust suggests “trust is the belief that those on whom we depend will meet our expectations of them” (Shaw, 1997, p. 21). Yet a more contemporary theorist lends a perspective suggesting that “trust undergirds and affects the quality of every relationship,

every communication, every work project, every business venture, and every effort in which we are engaged" (Covey, 2008, p. xxviii). Covey (2008) continued, "The truth is that many meaningful events in business, history, literature and life have hinged on profound moments of trust--on people who are willing to extend trust in amazing ways" (p. 320). In the most significant moments of human behavior, the conceptual view of trust is evidenced, and the events encountered in society, trust is a factor.

An extension of trust can be found in the *message* of trust when delivered by the Christian theologian, that defines instructional steps for a divine spiritual connection with the scripture, "Trust in the Lord, lean not to your own understanding" (Proverbs 3:5-6, NIVB). Trust is mentioned in numerous books of the Bible, suggesting a large portion of human fundamentals are derived from the foundation of religious teachings, concerning trust, regardless of denomination or philosophical influence.

In the utmost of complexity, trust can be defined based on the contextual use in a sentence; and/or how trust unfolds in the human experience. "The word ***Traust*** (trust) originated in the Mid-English language in the 13th Century" (Trust, n.d.), and according to the excerpts of grammatical definitions from the Merriam- Webster Dictionary-OL, "It is a verb; it is an intransitive verb such as *to place confidence or depend* (*Trust in*…); or *to be confident* such as (*hope*). It is a transitive verb such as "*to rely on the truthfulness or accuracy of* i.e. (*believe*). Trust can be a noun; an adjective; and an adverb, i.e. *trust ability, trustable, trustingly*" If trust can be described in multiple ways based on rules of syntax and grammar, what is trust?

As the notion of trust begins to suggest greater dimensions of definition, and we transition back to discovering that there is a relationship to actions of leadership, Covey(2008), author of *The Speed of Trust*, discusses trust from this perspective,

> Trust is not some soft, illusive quality that you either have or you don't, rather, trust is a pragmatic, tangible, actionable, asset that you can create…I contend that the ability to establish, grow, extend and restore trust is not only vital to our personal and interpersonal well-being; it is the key leadership competency of the new global economy. (p. xxviii)

Established in literature, trust is an essential factor in building relationships in the traditional sense of human interaction.

Literature on trust further suggests significant life events have trust as the common denominator. In today's culture, however, can those defining factors of trust discussed so far apply to the information age filled with the internet, and *smart* devices? In this context, trust is muddled and appears questionable. To further the discussion on this thought, a recent incident was a headline in the news regarding an incident of trust. A Notre Dame sportsman was victim to a social media scam that allegedly occurred due to the manipulation of his inborn "propensity of trust" (Covey, 2008, p. 321). According to the reporter, the trust factor was missing along with sound judgment because of the absence of human interaction and knowledge of character. Needless to say, the victim had no explanation, other than the belief and trust in a voice.

In popular culture, the dark side of trust unfolds, with the evolution of social media outlets used to promote relationship building. So the question of trust is not only masked by the lack of interpersonal interaction, but the relevancy of trust is skewed in this arena. A question is posed regarding trust: Can those unseen relationships actually have trust in the equation?

This real life situation was indicative of the power of trust or the lack thereof. It also implied *character* to be a necessary component on the list of trust factors.

Covey (2008) associates good character with ethical behavior, and, he views both to be "foundational and essential" (p. 29) when defining trust, however, "to think trust is based on character only is a myth" (p. 29) in the context of leadership. Trust is "the most effective way of relating to and working with others, and the most effective way of getting results" (Covey, 2008, p. 29). The researcher suggests that the complexity of trust is evidenced by the variety of definitions, and agrees that trust functions in the development of *leadership* as a competency and is evidenced consistently in rich research.

Literature continues to support the premise that trust has been defined accurately as a significant competency in leadership. A relevant study, *Trust in Leadership and Team Performance: Evidence from NCAA Basketball*, conducted by Dirks (2000), "examined the relationship between trust, leadership and team performance" (p. 1004). Specifically, Dirks' (2000) intention was to "substantiate the proposition that a higher level of trust in a leader results in higher team performance" (p. 1004). The Dirks (2000) study "conceptualizes trust as an expectation…that the team can rely on the leader's actions or words and that the leaders have good intentions towards the team" (p. 1004). The findings were significantly affirmed that "trust in the leader has an effect on team performance" (Dirks, 2000, p. 1008) and "is critical to team effectiveness" (Dirks, 2000, p. 1009). The results of this study suggest the chameleon-like nature of trust in organizational and team environments is impactful on performance and the style of leadership. Both of those elements continue to be significant empirical areas of study in addressing the impact of trust on leaders.

Evidenced in another relevant study, Dirks (2004) continued to expound on "how *trust in leader*s contributes to the effective functioning of groups and organizations" (p.

2). According to literature, trust is theorized "as a psychological state held by the follower involving confident positive expectations about the behavior and intentions of the leader, as they relate to the follower" (Dirks, 2004, p. 2). Dirks (2004) further explained, that the concept of trust is critical "to effective leadership that can impact followers in ways ranging from the mundane to the heroic" (p. 2). This point stands to reason, and explains the employees' willingness to complete a task based on the mere relationship with the leader. This form of relational trust, which "focuses on the nature of the leader-follower relationship and how the follower understands the nature of the relationship," (Dirks, 2004, p. 3) fosters increased performance. The opposing theoretical view of trust in leaders involved the character-based perspective which "implies that followers make inferences about the leader's characteristics such as integrity, dependability, fairness, and that these inferences have consequences for work behavior and attitudes" (Dirks, 2004, p. 4). Noted research in both of these areas, identifying a commonality in scholarly perspectives and identifying trust to be "a belief or a perception held by the follower" (Dirks, 2004, p. 4), the relationship to the leader is a secondary element. To that point, "to create trust in leader among subordinates, leaders may need to demonstrate competence" (Dirks, 2004, p. 8) in various areas of the organization promoting "their efforts toward a common team goal" (Dirks, 2004, p. 10). In creating a climate of competence where effective leader-subordinate interactions can be either or both relational and character-based, a significant competency in leadership will continue to emerge.

The emergence of collective trust was elaborated upon in rich empirical research in the context of organizational structures and groups by Kramer's (2010), *Collective Trust within Organizations: Conceptual Foundations and Empirical Insights*. According

to literary analysis, this paper embodied the idea that “collective trust is conceptualized as a kind of generalized trust conferred on other organizational members” (Kramer, 2010, p. 82). Kramer (2010) further stated, “Collective trust is predicated on schematic knowledge and stereotypic beliefs regarding the organization and what membership in it tells us about members’ trust –related motives, intentions, and likely actions” (p. 83). Differing from the trusting relationships and leadership interactions discussed so far, this theorist contends that the collective trust distinction, “is that its target is the organization and its collective membership is taken as a whole” (Kramer, 2010, p. 83). Based on this theory, the notion of collective trust and how it is demonstrated in organizational settings, specific to leadership interactions within larger groups, encompasses an expectation of trust based on the context of the interactions of the collective group.

This theoretical approach characterizes these collective trust communication events to be constructed based on “a three-part relationship between the truster (the subject rendering the trust judgment); a trustee or set of trustees (the object or targets of the judgment); and a specific domain or context within which trust judgments apply” (Kramer, 2010, p. 84). The ‘trust’ interactions, as they occur between the members, characterized by the three-part relationship theory, are generalized based on the overall perception of the collective “in-group”, which the theorist states are those in the “relevant social boundary” (Kramer, 2010, p. 85). Collective trust implies group dynamics and contextual expertise contribute to the complexity of “perceptions of trust and judgments” in larger organizations. This school of thought implies that a collective trusting environment “assumes trustworthiness” (Kramer, 2010, p. 94). Moreover, collective trust behaviors foster cooperation, and respect in organizational settings. Collective trust is yet another platform for understanding the functioning nature of trust in organizations.

In a recent study on *Power, Leadership and Trust*: *Implications for Counselors in Terms of Organizational Change* (Paul, 1982), the writer dissected these organizational constructs of power, leadership and trust, creating a process for developing leadership behaviors. Different from the common belief that leadership is power, according to the abstract opinion of this theorist on this subject, power and leadership are relational in the interactive process between leader and follower. The definitions are intertwined in the sense that power "can be defined as a relationship with which two or more persons tap motivational bases in one another and leaders induce followers to act on certain goals that motivates both leaders and followers" (Paul, 1982, p. 539). Trust intersects the two relational processes and "is an integrating and growthful force allowing focus on creating and discovering" (Paul, 1982, p. 539) between leaders and followers. Trust serves as the mechanism for understanding group interactions and imparts actionable behaviors and "it is significantly related to organizational effectiveness and productivity" (Paul, 1982, p. 539). The factor of trust on organizational development continues to be the connective tissue for designing methods for managing large groups, teams, and systems.

Andragogical Perspective on Trust

The evolution of trust, as an indicator for effective leadership, further unfolds, from an Andragogical perspective. After years of rich research and with the mission of dissecting the defining elements of trust, Henschke (1989, 1998) defined trust and set the platform for the function of trust in this study environment:

> Trust and respect between teachers and learners can be created in different ways, for example avoid threat, avoid negative influences, and allow learners to take responsibility for their own learning. In addition, relaxed and low risk atmosphere is an important factor in establishing mutual trust and respect.

(Henschke, 2013, p. 7)

Further noted in literature concerning the Henschke (1988, 1998) model on *trust*, the following question was at the forefront of his research: "What beliefs, feelings, and behaviors do adult educators need to possess to practice in the field of adult education" (Henschke, 2013, p. 4). Upon conducting multiple research versions for analyzing the intricacies of trust, the Instructional Perspectives Inventory (IPI) was developed and became the instrument of study for multiple research projects in the arena of Adult Education surrounding the trust question.

The Henschke (1989, 1998) IPI was finally comprised of seven factors: a) Teacher Empathy with Learners; b) Teacher Trust of Learners; c) Planning and Delivery of Instruction; d) Accommodating Learner Uniqueness; e) Teacher Insensitivity Toward Learners; f) Experience-Based Learning Techniques; and g) Teacher-Centered Learning. All of which remain constant in the instrument version adopted for this study as well as other studies globally. Upon completion of the final version, "the strongest factor was, *teacher trust of learners"* (Henschke, 2013, p. 4) evidenced by 11 elements characterizing trusting behaviors.

Henschke (1989, 1998) derived a list of 11 elements or items that would be indicators of trust in the behaviors of instructional leaders and support the view that *trust* as a significant competency of leadership. According to Henschke (2013), trust will:

Purposefully communicate to learners that each is uniquely important;

Express confidence that learners will develop the skills they need;

Trust learners to know what their own goals, dreams, and realities are like;

Prize the learners' ability to learn what is needed;

Feel learners need to be aware of and communicate their thoughts and feelings;

Enable learners to evaluate their own progress of learning;

Hear what learners indicate their learning needs are;

Engage learners in clarifying their own aspirations;

Develop supportive relationships with learners;

Experience unconditional positive regard for learners; and

Respect the dignity and integrity of learners. (p. 6)

The researcher distinguishes the 11 elements of trust to be significant for maintaining the mid-tier instructional leader as a staple in the leadership model for Career Services departments. Further, the intent was to suggest that there was significance, based on the findings that are forthcoming. The researcher also contends that the methodology for research and the analyses procedures were indicators for confirming a condition conducive to learning was created. And, finally, the research findings created interest for further empirical studies on the topic of trust in leadership in this context.

Creating a Culture of Trust in Leadership

Literary scholarship has been given to the culmination of discussion on trust in leadership in organizational settings. Theorists have provided definition and credence to the educational transformation that suggests creating a culture of trust is the next dimension in determining the recipe for developing leaders effectively.

Leadership, often considered to be synonymous with management, is also a multidimensional factor in creating a culture of trust, and differs greatly from management. In the discourse of leadership performance, “ideally, we expect leaders to persuade or inspire, rather than coerce or give orders” (Bolman & Deal, 2003, p. 337). Another perspective on leader performance suggests management is driven by “the process of assuring that a program and objectives of the organization are implemented

and leadership has to do with casting vision and motivating people" (Maxwell, 1993, p. xi). In creating a cultural shift in leadership dynamics in an organization, collaboration "implicitly assumes that trust develops incrementally and is related to collaborative performance" (Nielsen, 2004, p. 243) and serves as the leadership effectiveness measurement in an organization.

Leadership effectiveness is further discussed in a study on the concept of trust and performance in industrial organizational structures, researched in depth, by Dwivedi. In *Management by Trust (MBT): A Conceptual Model* (Dwivedi, 1983), the theorist contends that the most effective managerial approach should be trust-based, as a construct for optimum performance activity. The management by trust conceptual design provides a foundation for leadership to manage "based on definable, measureable and developable units of trusting behavior purporting to attain effective performance through optimization of organizational structures and processes, assimilation of conflicts, and integration of goals" (Dwivedi, 1983, p. 377). According to the findings discussed in this research, the MBT model created a culture of trust-based interactions between stakeholders, groups and individuals, promoting sustainable performance improvement that is adaptable in diverse organizational settings.

The distinctions between models of leadership are evidenced in the intended performance in organizational settings and support the paradigm that the effects of leadership styles on team learning are diverse and inclusive of trust. Specific to this investigative approach and for-profit organizational settings, the effects of leadership styles on team learning "propose a learning framework that links individual, group and organizational levels according to strategic renewal" (Bucic, 2010, p. 230). Imbedded in the Bucic's (2010) analysis, the objectives were twofold: to determine common

leadership styles "implemented in teams to generate into what top management team (TMT) leaders do and how their actions are interpreted by team members; and to unveil how leadership styles influence learning in teams" (p. 230). The focal point of the Bucic's study identified differentiating definitions of transactional, transformational and ambidextrous leadership styles in organizational applied settings and suggested the latter to be the common denominator. However, the researcher endorses each to have a role in learning effectiveness in leadership settings and warrants discussion.

Extant literature on different leadership styles, defined transactional leadership to be "based on transactions between manager and employees" (Bass, 1990, p. 20). Bass expounded further explaining that transactional leadership "concentrates on accomplishing the tasks at hand" and in many instances "is a prescription for mediocrity" (Bass, 1990, p. 20). Transformational leadership "occurs when leaders broaden and elevate the interests of their employees, generate acceptance of the purposes and mission of the group, and motivate employees to look beyond self-interests" (Bass, 1990, p. 21). Furthermore, transformational leadership "provides vision and sense of pride which promotes the respect and trust of followers" (Bucic, 2010, p. 232). In addition, adjectives that characterize transformational leadership are charismatic, inspirational, intellectually stimulating, and considerate of individual needs (Bass, 1990). Ongoing research into the complexity of organizational learning, and relevant to this study, identified a hybrid leadership approach that combines the characteristics of both transactional and transformational leadership styles-ambidextrous.

Ambidextrous leadership was identified in the Bucic study to be the connective adaptation of leadership effectiveness depending upon intended outcome of the organization, and in this case, learning. The ambidextrous leader "displays both

transactional and transformational approaches" (Bass, 1999, as cited in Bucic, 2010, p. 233) depending upon the team leaders' "ability to effectively access the condition of learning and determine the best style to support expected outcomes" (Bucic, 2010, p. 233). In some cases, "when the team leader implements an ambidextrous leadership style, the team learning occurs simultaneously" (Bucic, 2010, p. 233). The findings of this study determined transformational, transactional and ambidextrous leadership styles were operationally effective "on the development of learning as a strategic resource within the team and the organization" (Bucic, 2010, p. 228), and each can be adapted to function in concert with another depending upon the context and learning environment in the organization and the intended performance outcome (Bucic, 2010).

The researcher interjects the relationship between the three leadership concepts and the effectiveness of instructional leadership was consistent with the adaptation of leadership styles. For the study environment, leadership style shifts were also strategically effective and support sustainable *leader* learning and ultimately, top management performance.

The Vessel of Leadership

In the context of organizational leadership, trust has proven to be a complex vessel. Essential to "understanding the developmental nuances of trust…leaders who want to foster and maintain trust" in leadership must realize how "multidimensional" (Tschannen-Moran, 2004, p. 41) trusting interactions are firmly grounded and that it is a requirement for unimpeded organizational performance. In the context of leadership development, "without trust imbedded in the organizations' performance, it is impossible" (Pesce, 2012, p. 1) to foster commitment to the mission of the organization.

Upon review of literature that contributes to process-driven analyses of leadership that is housed in the competency of trust in organizational environments, “leadership is a process of mutual influence fusing thought, feeling and action to produce cooperative effort in the service of purposes and values embraced by the both the leader and the led” (Bolman & Deal, 2003, p. 339). And yet, other scholars describe leadership as a manifestation of trusting behaviors that are the “social glue (Fukuyama, 1995) or social lubricant (Spreitzer & Mishra, 1999) that can hold diversified, global organizational structures together” (Atkinson & Butcher, 2003, p. 282). Furthermore, contemporary theorists discuss leadership to be, simply, “influence, that is, the ability to get followers” (Maxwell, 1993, p. 2) to effectively perform based on common relationships.

Literature unfolds yet another dimension of the multiplicity of trust, found in the relational models of trust “implicating a variety of ‘macro-level’ structures, including networks and governance systems, in the emergence and diffusion of trust within and between organizations” (Kramer, 1999, pp. 573-574). Further discussion on the topic of relational trust, suggested research was “extended by elaborating on the cognitive, motivational and affective underpinnings of relational trust” and determined that social interactions were essential to trust-related behaviors, “including consideration of how ‘actors’ self-presentational concerns and identity-related needs and motives influence trust-related cognition and choice” (Kramer, 1999, p. 574). These scholarly accounts on trust in leadership, as it evolves in the discourse of organizational analysis, propose attributes of trust work in tandem depending on discourse, and are revealed to be even more multidimensional (Tschannen-Moran, 2004) depending upon the school of thought. Literature also suggests these trust perspectives are at the pinnacle point of the vessel of leadership.

Summary

The purpose of this chapter was to provide a comprehensive overview of the phenomenon of trust in leadership as it unfolds as a model for effectiveness in the adult learning paradigm. From a historical perspective, the framework for adult education gave rise to the reformation of education for adults and was revolutionized into a phenomenon in higher learning that opened the doors to contemporary adult learning models.

According to research, the concepts concerning Andragogy and Pedagogy, were differentiated beyond the obvious chronological difference in age and experience. The level of engagement "in the experience of learning" (Taylor, 1986, p. 56) by adults was more intentional and self-directed in nature. This self-direction is foundational to principles of Andragogy and marks a significant difference from Pedagogy.

The question of trust, as a factor of leadership, was a compelling topic. Experiential discussions personified that fact that trust is a constant, chameleon-like variable in organizational settings; and group and team interactions that can be relational, and or collaborative in the discourse of leadership opportunities. As one theorist described trust, "it is the glue that holds organizations together" (Maxwell, 2007, p. 61). The complexity of trust makes it a multifaceted entity and, continues to be the prevailing leadership competency, an essential element in effective organizational development for adult learning environments. Finally, the platform for the function of trust in this study environment was grounded in the Henschke (1989, 1998) model, defining the 11 elements that would be indicators of trust in the behaviors of instructional leaders. Further, this construct supports the opinion that trust is a significant competency of leadership.

The investigation into the elements of Andragogy in instructional leadership environments, such as Career Services, was supported by the forthcoming comprehensive research design which describes in detail the analytical structure for this study.

Chapter Three: Methodology

The previous literary discussions on the noted relevant topics related to Adult Education were presented with the intent to lend further credence for discussing the Andragogical perspectives associated with career-focused higher education and specifically, leadership development for Career Services staff.

Research Purpose

The extent of this study was to examine and determine the effectiveness of instructional methodologies used for leaders in Career Services and the implications on placement outcomes. The empirical inquiry system used was ex post facto or causal comparative mixed-method methodology, given that the conditions for data previously existed and "hence are studied in retrospect" (Fraenkel & Wallen, 2009, p. 363). According to Fraenkel and Wallen (2009), "causal-comparative research is also referred to sometimes as ex post facto (from the Latin for "after the fact") research" (p. 363), and to support the context of this study, the ex post facto intervention, was identified as the mid-tier instructional leadership model.

This rationale catalyst identified as a 'mid-tier role' of leadership was designed; installed; and identified throughout this study, and entitled 'the Regional Director' (RD). This study will compare the gap between the Regional Director (RD) and the Director (D) scores on the MIPI to measure possible contributions to employment placement outcomes and determine primary Andragogical factors used for instructional effectiveness for Career Services Leaders.

Before the inception of this project, there was not a mid-tier instructional leadership model functioning effectively. Within the study-site organization, in the absence of this model, there was a federal investigation of the Proprietary Higher

Education Sector that uncovered inappropriate and falsified employment placement outcomes that were reported to federal, state, and regional entities. The results of that investigation caused leadership terminations on all levels and a massive turnover in leadership ensued. Incongruent leadership instruction, integrity, accountability, tracking systems, and violations of trust in leadership were possible factors that caused the severe disconnect in leadership behavior. These actions led to a re-evaluation of the instructional leadership model for Career Services Leaders previously in existence. In this current study design, the researcher sought to uncover commonality in Andragogical themes that influence leader instructional effectiveness, as well as the competencies that create a climate that is conducive to learning.

Rationale

To examine the mid-tier role of leadership, the researcher chose to use the Modified Instructional Perspectives Inventory (MIPI). Upon conducting extensive research on leadership competencies, the creator of the MIPI, Henschke (1989), designed the instrument that measures Andragogical principles of learning, such as trust, which was used for other studies in various organizational structures. The MIPI instrument conclusively determined trust to be the foundation (Maxwell, 2007) for leadership development, however unfounded to be conclusive in the setting of this study, specifically, Career Services Leaders in Proprietary Higher Education.

Therefore, the rationale for this study was to add to the literature regarding Andragogical principles as a significant influence in for-profit higher education leadership settings. Furthermore, this study analyzed the effectiveness of the ex post facto intervention involving the addition of the team of Regional Directors (mid-tier

instructional leaders) as a viable and sustainable solution for operational effectiveness; and if there could be implications on employment outcomes.

Hypothesis Statements

Null Hypothesis # 1: There is no difference in 2011 Employment Rate (ER) compared to 2012 Employment Rate (ER).

Null Hypothesis # 2: There is no relationship between the Andragogical Gap and the 2011 Employment Rate (ER).

Null Hypothesis # 3: There is no relationship between the Andragogical Gap and the 2012 Employment Rate (ER).

Null Hypothesis # 4: The 2011 Employment Rate (ER) is independent of the Region from which it was generated.

Null Hypothesis # 5: The 2012 Employment Rate (ER) is independent of the Region from which it was generated.

Null Hypothesis # 6: The 2011 Employment Rate (ER) is independent of the Director (D) rating of the Regional Director (RD).

Null Hypothesis # 7: The 2011 Employment Rate (ER) is independent of the Director (D) rating of the Regional Director (RD). .

Null Hypothesis # 8: The 2012 Employment Rate (ER) is independent of the Director (D) rating of the Regional Director (RD).

Null Hypothesis # 9: The 2012 Employment Rate (ER) is independent of the Director (D) rating of the Regional Director (RD).

Research Question

The investigation sought to answer the following question concerning Andragogy: What are the primary Andragogical principles for learning that are the defining factors for instructional effectiveness for Career Services Leaders?

Instrumentation - Modified Instructional Perspectives Inventory

The primary instrument for this mixed-method methodology research was the Modified Instructional Perspectives Inventory (MIPI) originally designed by Henschke (1989). Accordingly, the Henschke (2012) model for adult learning was inspired,

> after years of practicing adult education…this lead to my developing a model which identified five major elements: (1) beliefs and notions about adult learners; (2) perceptions concerning qualities of effective teachers of adults; (3) phases and sequences of the adult learning process; (4) teaching tips and adult learning techniques; and (5) implementing the prepared plan. (p. 1)

The Henschke model was anchored in the foundational concepts of Andragogy defined by Knowles (1980), as “the art and science of helping adults learn” (as cited in Zmeyov, 1998, p. 105), upon which Knowles defined Andragogy to be based on several assumptions involving adult learning. As discussed previously, the Knowles’ (1975 1990) assumptions determine adult learners to be self-directed, experiential, influenced by social needs, and problematically motivated to seek learning. Based on the extensive research conducted by Henschke (1989, 1994, 1995) in adult learning, hence, Andragogy (Knowles, 1980), and the completion of a detailed study conducted to develop an assessment tool, “the instrument was initially labeled Instructor Perspectives Inventory (IPI)” (Henschke, 2012, p. 10) and was validated in multiple studies and dissertations.

The IPI instrument has been used and modified in over 18 dissertations globally and in various educational and corporate disciplines. The IPI has "become known in the field of adult education and was presented at the 1994 Commission of Professors of Adult Education (CPAE) Conference in Nashville, TN" (Henschke, 1994; Henschke, 2012, p. 10). The original IPI, which was later modified and labeled the MIPI for use in various relevant studies such as "Stanton (2005), Moehl (2011), and Vatcharasirisook (2011)" (2012, p. 18), was also modified for this current study environment and was labeled MIPI-RD (RD references Regional Director) and MIPI-D (D references Director). The researcher modified the original IPI factors (Henschke, 1989) appropriately for this study, and realigned the purpose to measure beliefs, feelings and behaviors which beginning and seasonal Regional Directors (leader instructors) and Directors (leader learners) may or may not possess at a given moment in an adult learning environment (Appendices A & B)

Data Gathering with the MIPI

The MIPI was configured with 45 statements reflecting beliefs, feelings, and behaviors (Henschke, 1989) of leader instructors, and leader learners respectively. As mentioned, there were two modifications reflecting word variations relevant to the study environment: one identified as MIPI-RD; and one identified as MIPI-D. The former, was configured to extract perceptions of Regional Directors' (RD) perceived effectiveness when using instructional techniques for facilitating learning for Directors (D) in the form of a Regional Director (RD) self–assessment; and the latter was modified to measure the Directors' (D) perception of effectiveness of the Regional Directors' (RD) instructional techniques based on their experience. The MIPI was administered to each during the same point in time and was based on interactions over a time period of one year (2012)

within one single study environment. The responses were tabulated on a 5-point Likert scale Almost Never; Not Often; Sometimes; Usually; Almost Always. The MIPI-RD and MIPI-D instruments can be reviewed in Appendix A and Appendix B.

The Instructional Perspective's Inventory Seven Subscale Factors and Instructional Perspectives Inventory items remained consistent with the original design of the instrument (Table 2) (Henschke, 1989).

Table 2.

The Instructional Perspectives Seven Subscale Factors and Items

Seven Factors Under IPI	Seven Factors Under MIPI-RD and MIPI-D	IPI Items
Empathy with Learners		4, 12, 19, 26, 33
Trust of Learners		7, 8, 16, 28, 29, 30, 31, 39, 43, 44, 45
Planning and Delivery of Instruction		1, 9, 22, 23, 42
Learner Uniqueness		6, 14, 15, 17, 37, 38, 40
Insensitivity Towards Learners		5, 13, 18, 27, 32, 36, 41
Experienced-based Techniques		2, 10, 21, 24, 35
Teacher Centered Learning Processes		3, 11, 20, 25, 34

Based on the tabulations of the 45 statements on the 5-point Likert scale and how each of the MIPI versions were scored and ranked in the category levels chart (Table 3), the strongest factors were identified for each MIPI version. The responses of each MIPI version scored and the results reflected the most significant Andragogical principles used for instructional effectiveness for Career Services Leaders founded in the application of statistical methodologies which determined significant relationships of MIPI results.

Table 3.

Use of Andragogical Principles Category Levels

	Category Levels	Percentage	IPI Scores
5	High Above Average	89-100%	225-199
4	Above Average	88-82%	198-185
3	Average	81-66%	184-149
2	Below Average	65-55%	148-124
1	Low Below Average	54%	<123

The researcher maintains that the research would align to add significant validity to the hypothesis, based on the Likert scale tabulation of the MIPI-D and MIPI-RD and Andragogical principles ratings on the category levels chart. The results were subject to assessment using *z*-tests comparison of two proportions of the Employment Rate (ER) 2011 to Employment Rate (ER) 2012; a comparative analysis of 20 randomized secondary placement data using Pearson Product Moment Correlation Coefficient (PPMC) comparing the gap between scores of the MIPI-D and MIPI- RD; and the Chi-Square test for Independence was used to determine relationship between ER for each year to overall region MIPI ratings. The multiple statistical analysis provided triangulation for conclusions.

The Study Population

The population consisted of Career Services Leaders who were employed in the for-profit sector in the United States. A total of 40 Career Services Directors (D) were solicited based on the researcher's judgment, knowledge and expertise of the participants. The researcher's professional role allowed interaction with the study population and guided selection of participants. The other category of participants, were the Regional Directors (RD) of Career Services. The researcher performed the duties of Regional Director (RD), and therefore asserts close familiarity with the Regional Directors' (RD)

role. Therefore, all six Regional Directors were invited to participate and all agreed. The consistent interaction, for the purpose of instruction, contributed to the selection of these two groups from the Career Services staffing structure previously discussed (Figures 3 & 4).

The MIPI-RD and MIPI-D survey instruments were posted, tabulated, and coded by a third party administrator. Forty Directors (D) were sent the MIPI-D by electronic mail from the researcher. Thirty-two Directors (D) completed and returned the MIPI-D to an email address specifically established for this purpose. The response rate was 80%. All six Regional Directors (RD) were sent the MIPI-RD by electronic mail and all six were completed and returned to the designated email address for tabulation, yielding a response rate of 100% (Table 6).

Secondary Data

Secondary data consisted of placement data from 40 Schools (SC) located in six regions in the U.S. The placement data was used for comparing the chronological school years of 2011 and 2012. The secondary data was extracted from employment data already submitted by each of the 40 de-identified Career Colleges. The employment placement data consisted of two consecutive reporting years with percent of increase or decrease already calculated. This data was saved and used for randomized sampling and the statistical analysis process for the comparison of instructional effectiveness and the implications on student placement outcomes (Table 4).

The purpose for the triangulation analysis strategy, which included the secondary placement data, was to add depth and equitable validity in the determination of possible contributions to employment outcomes ex post facto for years 2011 and 2012.

Table 4.

Secondary Data: 2011 & 2012 Employment Rate; 40 Schools

School Codes	ER Rate 2011	ER Rate 2012
Sc1	*No Data	*No Data
Sc2	30.16%	30.41%
Sc3	45.54%	51.23%
Sc4	26.61%	23.96%
Sc5		
Sc6	47.06%	36.07%
Sc7	34.26%	38.92%
Sc8	42.08%	47.33%
Sc9	43.31%	39.97%
Sc10	44.65%	41.72%
Sc11	54.23%	46.37%
Sc12	39.71%	50.22%
Sc13	33.52%	35.26%
Sc14	38.40%	44.89%
Sc15	27.14%	31.76%
Sc16	30.56%	40.38%
Sc17	45.73%	41.29%
Sc18		
Sc19	38.32%	44.89%
Sc20	29.09%	44.62%
Sc21	53.65%	54.77%
Sc22		
Sc23	27.03%	49.49%
Sc24		
Sc25		
Sc26	62.62%	68.18%
Sc27	37.22%	33.19%
Sc28	40.52%	46.85%
Sc29	31.85%	48.74%
Sc30	46.46%	41.39%
Sc31		
Sc32	36.54%	42.36%
Sc33		
Sc34	*No Data	35.48%
Sc35		
Sc36	36.93%	51.78%
Sc37	39.84%	50.81%
Sc38		
Sc39	49.28%	62.05%
Sc40	38.80%	45.81%
TOTAL	38.70%	41.62%

Instrument Collection Process

The instrument response collection process and the data management processes were conducted electronically. The instrument for measuring instructional perceptions, the MIPI-RD and MIPI-D, were sent to each group according to the modifications previously discussed. The MIPI-RD modified instrument was completed by Regional Directors (RD), modified to measure the self-assessment perceptions of instructional effectiveness that Regional Directors (RD) perceived of their own instructional effectiveness. There was also an MIPI-D modified for completion by the Directors (D) measuring Director (D) perceptions of Regional Directors (RD) instructional effectiveness. Each of the instruments, the MIPI-RD and MIPI-D are in the Appendix (Appendix A & B). Each of the process flow charts are illustrated in Tables 5 and 6.

Table 5.

Instrument Collection Process Flow Chart

Email-Series of emails sent to participants over a 30—45 day period by PI
Study introduction email sent from PI to all participants (Appendix E).
Endorsement and Support for Study email sent from desk of VP Career Services email address site was monitored weekly by administrative support.
Administrative support provided verbal weekly updates to PI of number of surveys sent/received for each participant set-Regionals Directors (RD) and Directors (D). Based on initial response, follow-up email was sent at two week point.
Each Regional Director (RD) added endorsement and support for study to regional team meeting agendas as a reminder to complete survey instrument MIPI-D. (Agreement from Regional Directors (RD) to do so verbally was obtained by PI.)
PI resent packet which includes introduction email and respective survey for each participant set-Regional Directors (RD) and Directors (D) attached in a reminder email at the 30-day point-provided completion update and request for completion in the body of the email.
Final email and participation update sent from PI at 45-day-point. Thank you from PI (Data needed should be submitted to meet minimum requirement range.).

Table 5 outlines the process for data collection throughout the study, while Table 6

outlines the data management process.

Table 6.

Data Management Process Flow Chart

All completed MIPI-RD and MIPI-D surveys were sent to a specific email address that was provided to each participant. The option to use word.doc or pdf.doc format was acceptable and mentioned in a Participation Request Letter attached to the individual emails sent to all participants.
All MIPI Surveys were numerically coded by region/school/director according to the same coding system described in Appendix C (See Appendix C, pp. 1-2) when printed from the email site. The codes were added to the top right corner of each survey and entered into an excel spreadsheet and later transferred to the Data Collection Sheet by the administrative support person. All emails with attached survey instruments were saved and filed in secured zip file on PI computer by administrative support person.
All coded surveys were saved into sub folders by region. This function was completed by the administrative person according to the coding system described and saved and filed in secured location.
Upon completion of coding process, surveys were printed by the administrative person and tabulated by PI. The results of the tabulations of all MIPI surveys were entered into the Data Collection sheet electronically for further analysis by the PI and administrative support person to ensure accuracy.
Secondary 2011 and 2012 Placement Employment Rate (ER) Data was coded to correspond to school number (ER# and year) and was updated on the Data Collection sheet by PI for further analysis.

The Study Research Sites

The research for this study was conducted in multiple sites based on the locations of the two participant sets, Directors (D) and Regional Directors (RD), in one of six assigned regional areas in the United States. The six regional areas were divided based on urban geographic areas in the U.S.: Midwest; Southwest; Southern; East Coast; Upper East Coast; and Northern. In each of the regional areas, there were Career Colleges that were located in specific cities and states within the six regions generating data used in this study.

To provide further contextual clarity as to how these two sets intersected by defined terminology. The Regional Director (RD) was functioning as the instructional leader; and the Director (D) was the leader learner. The instructional leader (RD) and leader learner (D) were aligned within the study as follows: for every one (1) Regional Director (RD), there was a minimum of six or more Directors (D) assigned. The Directors did not directly report to the Regional Directors and were not subject to performance evaluations. The Directors reported to the institutional president and performance reviews were conducted within the individual institution. However, the instruction and trainings were designed to address deficiencies in the performance on the part of the directors in the areas they managed and were held accountable for, specifically: leadership responsibilities as a member of the executive team, which included staff development,; compliance with policies and procedures, department of education and accrediting bodies, meeting metrics placement benchmark, and overall departmental operations (Figure 8).

Prior to accepting the development of the regional role, the Regional Directors (RD) served as Directors (D) on the school level. The team of Regional Directors was promoted based on mastery in all of the areas mentioned, as well as demonstrated ability to manage, lead, and motivate effectively. In addition, the Regional Director's role was primarily designed for the instructional leader, therefore, the selected team had to also demonstrate the ability to deliver content, facilitate learning, and design curriculum based on the required metrics and overall needs mandated by the placement goals. The regional assignments were aligned with the domicile of the Regional Director.

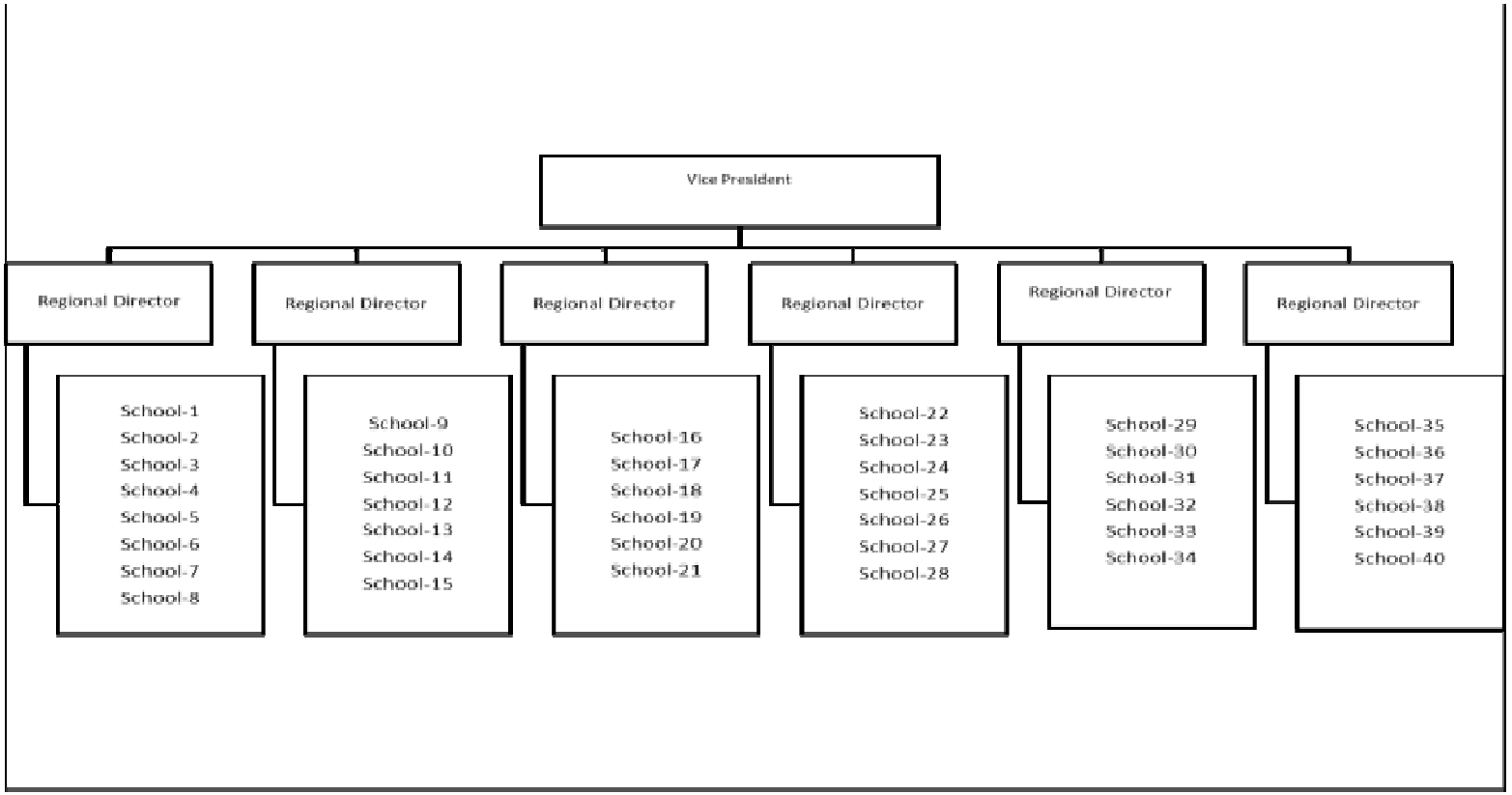


Figure 8. Organizational Structure of Regional Areas and Schools.

MIPI Instrument Data Collection Summary

The data was collected according to the process identified, and tabulated on the Data Collection Tool (Appendix C) for each of the participating groups: Regional Directors (RD); and Directors (D). The data collected from the MIPI instruments were recorded with six of the MIPI-RD returned and tabulated and 32 of the MIPI-D returned and tabulated on the Data Collection Tool. Each of the categories on the Data Collection Tool aligned with the Instructional Perspectives Inventory Seven-Sub Scale factors of Empathy with Learners; Trust of Learners; Planning and Delivery of Instructions; Learner Uniqueness; Insensitivity towards Learners; Experienced-Based Techniques; and Teachers Centered Learning Processes. The data collection results from the MIPI-RD, and the MIPI-D instruments were tabulated and the results were illustrated in figure format.

Summary

In conclusion, the collation of steps described in this chapter provided a framework for conducting an investigation into the effectiveness of instructional methodologies used for Career Services Leaders in Career College settings.
The quantitative methodologies were applied to investigate the ex post facto staffing model intervention identified for this study environment as the mid-tier instructional leader. The scope of study was described in detail regarding site, participants, data collection, and data management processes.

The primary tool for research was the Modified Instructional Perspectives Inventory (Henschke, 1989) which was appropriately modified for this study environment. The design of the instrument identifies and measures beliefs, feelings and behaviors associated with Andragogical principles of learning.

In order to add validity to the hypotheses, the researcher included, in the study design, raw data collected from the applications that were used for the triangular approach using *z*-test comparison of two proportions; a comparative analysis of 20 randomized secondary placement data using Pearson Product Moment Correlation Coefficient (PPMC) comparing the gap between scores of the MIPI-D and MIPI- RD; and the chi-square test for independence.

The primary investigator contends that the methodology for research and the analyses procedures would align appropriately for confirming a condition conducive to adult learning through effective instructional methods grounded in Andragogy. Further the triangulation of statistical analysis added depth, and validity to the results.

Chapter Four: Data Analysis

This study investigated the commonality between Andragogical themes that influence leader instructional effectiveness and competencies that create and enhance favorable conditions for learning. The intent of research, as related to the mid-tier leadership structure for Career Services Leadership, was to augment the literature regarding Andragogy, specifically in Proprietary Higher Education leadership settings and to determine the significance of staffing interventions, on the mid-tier leadership level, known as the Career Services Regional Director.

The intervention was ex post facto in nature and was in response to a series of events in the for-profit sector of higher education that prompted this intervention. Further, the mixed-method investigative approach was used to determine if instructional leadership paradigms were considerably viable and sustainable as a solution for instructional effectiveness and, finally, if there were implications on placement outcomes.

The hypothesis was “affirmed and statistically justified” (Fraenkel & Wallen, 2009, p. 224) that there was a moderate, negative relationship between the gap in Andragogical instructional perceptions as measured by the MIPI-RD (Regional Directors) and the MIPI-D (Directors) and employment placement rates of students who graduated and were employed during 2011 compared to students who graduated and were employed in 2012.

MIPI-RD Self-Assessment Results

The tabulated responses of the MIPI-RD self-assessments for the six Regional Directors (RD) are represented by Figure 9. Each of the MIPI-RD was scored according to self-reflective statements as the Regional Directors reflected on their own instructional effectiveness for facilitating learning for Directors (D). Further discussion on the results

are forthcoming, however, briefly, the graph is a visual depiction the highest instructional effectiveness competency for each of the Regional Directors, RD1 through RD6, based on the results of the MIPI-RD inventory, with regard to of 'Teacher trust in learners'.

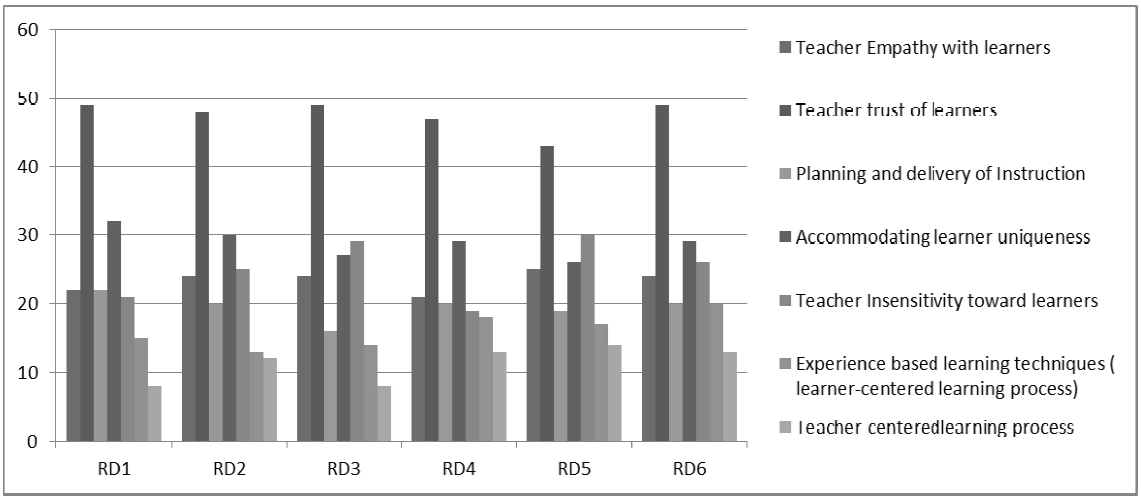


Figure 9. All Regional Directors (RD) Seven Sub-Scale Factors.

In contrast, the Regional Directors scored themselves the lowest on the factor, 'Teacher-centered learning process' which indicates, "the learning is controlled by the instructional leader, where the knowledge flow is transmitted one-way from teacher to learner" (Stanton, 2005 as cited by Henschke, 2013, p. 10). In actuality, this assessment was accurate in the instructional environment of leader learners. Leader learners have an innate self-directed nature as learners because of their roles, training and backgrounds and leaders. Unlike, entry-level college students, who are also adult learners, this distinction is a dividing point between the leader learner versus typical entry level adult learner, and poses to be a thought provoking conclusion that could lend an opportunity for further analysis in future studies.

According to the Henschke (2013) model, the trust factor description states, that the focus of "trust and respect between teachers and learners can be created in different ways, allowing learners to take responsibility for their own learning (Stanton, 2005) in a

relaxed and low risk atmosphere" (p. 10). The factor of trust establishes mutual trust between leader learner and instructional leader.

The results reflected in this graphic depiction illustrates that the RDs feel they are imparting the principles associated with the eleven elements of trust, imparting instruction as facilitators that was learner-centered in nature. Furthermore, the instructional delivery methods promoted an atmosphere of mutual trust and respect.

MIPI-D Results by Region Summary

Figures 10 through 15 are graphic representations of MIPI-D results for each of the Regions, one through six. The Instructional Perspectives Seven Sub-Scale factor results were based on the directors' responses on the MIPI-D statements that typically applied to Directors (D) as adult learners as they reflect on the instructional effectiveness of their assigned Regional Director (RD). The results were tabulated and graphed according to the scored results from each region in the following order: Region 1 - Directors D101 through D108; Region 2 - Directors D209 through D215; Region 3 - D316 through D321; Region 4 - D423 through D428; Region- 5 - D529 through D534; and Region 6 - D636 through D640.

The six regional areas were divided based on urban geographic areas of the U.S. All institutions are wholly owned by a private educational corporation. Going forward, the researcher will discuss each of the regions independently of each team. The discussions provide clarity as to the scope of the area; the leader learner versus instructional leader relationship; and conclusions based on the graphic depictions of instructional effectiveness based on perceptions of Andragogy, as measured by the Modified Instructional Perspectives Inventory (MIPI-D).

Region 1 (RD1), Figure 10

The commonalities associated with the schools that are a part of Region 1 (RD1) can be described as fast-paced, densely populated, urban campuses in the East Coast region of the United States. Each of the eight schools was well established in the community, with ample student populations per school.

The construct of the Career Services departments included the leader learner, also known as the Director (D); six to 12 staff primarily employer and student facing. The team-driven culture focused on employment outcomes and professional skills development for graduates in various programmatic areas and degree levels.

The leader learners (D) in these schools shared experience levels in the range of five to seven or more years in their respective positions. Most of the directors were promoted from within the organization and met the placement metrics and benchmarks on a consistent basis. The Directors (D) had extensive backgrounds in Career Services and other areas of leadership, ranging from military backgrounds to corporate America experience. Each of the Directors was in position during both of the ER reporting years of 2011 and 2012.

The instructional leader (RD) was promoted through the ranks, with a post-secondary education and domiciled in the region identified as the East Coast Region. The team of Directors' (D) experience level and the needs of the individual institution dictated the instructional content and delivery method provided by the instructional leader. For this group, the Regional Director (RD) may be likely to provide instruction based on new initiatives associated with the business of Career Services rather than basic foundational instruction discussed in the *Instructional Design Framework* section of Chapter One.

The researcher asserts that the experience level of the team may have had an impact on the limited need for direct instruction and was a potential factor in the perceptions of instructional effectiveness scored on the MIPI-D.

The tabulations were scored on the MIPI Score Sheet (Figure 18), and graphed in Excel by the researcher. Upon review of Figure 10, each of the Directors (D) scored the highest in 'Teacher Trust of Learners', with Directors (D) D103, D106, and D108, scores reflecting the highest perceptions of 'Teacher Trust of Learners' overall. The factors of 'Teacher Insensitivity toward Learners and Accommodating Learner Uniqueness' were the next highest ranking factors.

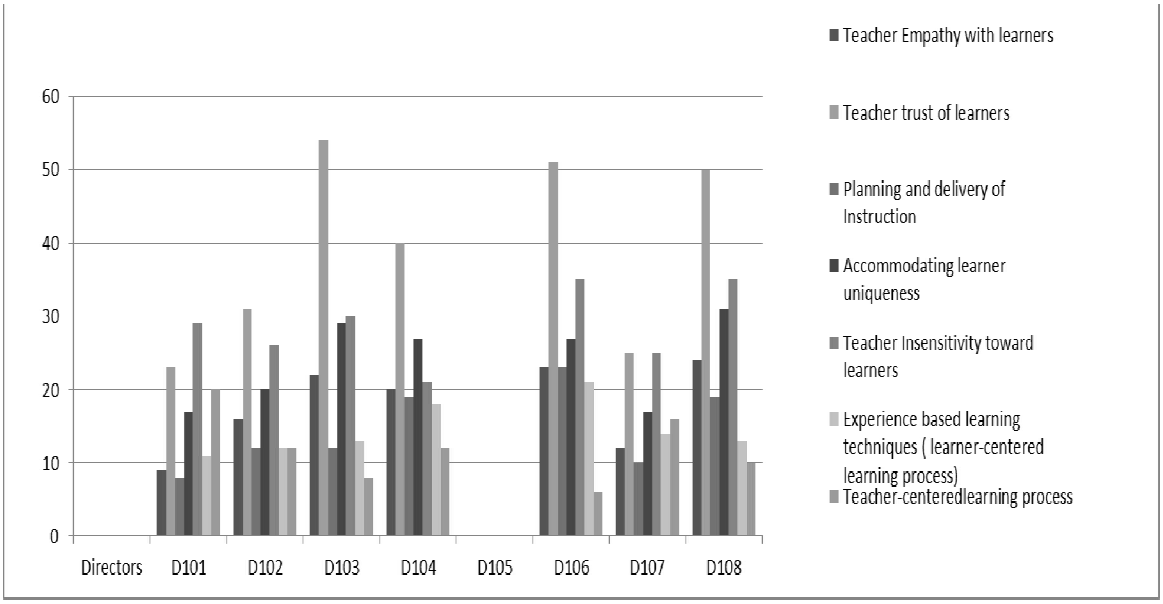


Figure 10. Director (D) Seven Sub-Scale Factors Region 1.

The researcher asserts that the Directors' (D) perception of effectiveness revolved around their ability to foster trust and respect and; inspire learning through facilitation. Based on the researcher's familiarity with the actual campuses, D103, D106, and D108, reflect the highest level of trust which reflected a relationship between leader learner and instructional leader as a professional mentor.

Region 2 (RD2), Figure 11

The characteristics of Region Two (RD2), were those of a mid-paced, Midwest community of campuses, located in close proximity over three states. Five schools were in the same city. The campuses were located in outlying municipal areas rather than the urban structures of densely populated cities. The seven schools were stratified in the areas they served, which created a separation in demographics, which was also a reflection of the culture on the campus. For example, this region was largely populated with typical demographics described according to the Integrated Postsecondary Education Data System (IPEDS), comprised of single females between the ages of 19-30; mostly African American; and primarily English speaking. Each of the seven schools was well established in the respective communities.

The construct of the Career Services departments included the leader learner, also known as the Director (D); and a small staffing structure ranging from two to six. The role of the staff was that of participating in professional development workshops in partnership with academic staff, job development events, and providing customer service assistance to students. The team-driven structure focused on employment outcomes and professional skills development for graduates in various programmatic areas and degree levels. Each of the Directors was in position during the ER reporting years of 2011 and 2012.

The leader learners' (D) experience level was that of average, indicating that this team of instructors needed more hands-on instruction from the instructional leader in all areas of business associated with Career Services. Instructional areas included staff development; policy and procedure training; driving activity to meet metrics; team building, as well as the myriad of topics discussed in Chapter One.

The instructional leader (RD) was assigned this region in response to the specific instructional needs of the Director team. The particular RD was a former trainer in corporate America and extremely familiar with adult learning instructional styles (Figure 11). The perceptions of the Directors (D) indicated strong relationships of trust between leader learner and instructional leader, from an Andragogical perspective. Furthermore, the other six sub-scale factors were equally reflective of the effectiveness of instructional techniques. All seven of the MIPI-D inventories were returned, a characteristic of a relationship of mutual trust and respect, and was the only region in which full participation was evidenced.

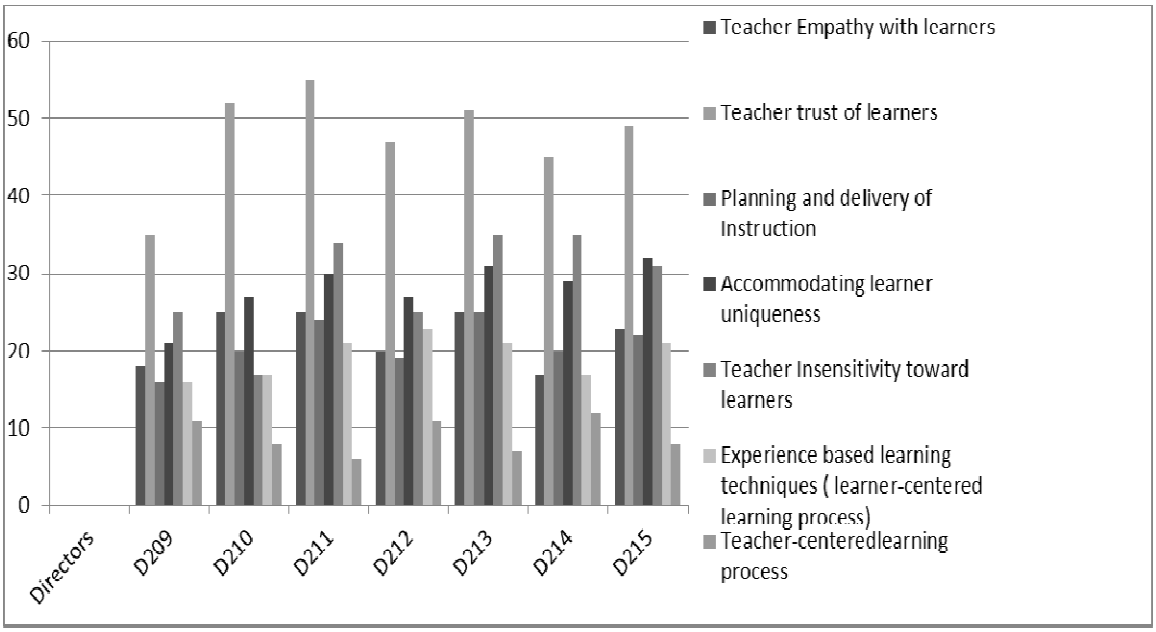


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Figure 11. Director (D) Seven Sub-Scale Factors Region 2.

The scores and factor rankings were generally consistent and reflect a generalized consensus that the level of instructional effectiveness was high. The Regional Director (RD) facilitated earnestly, building trust and respect in the delivery and content selection, tailoring the delivery approach based on the needs of the individual Director (D). The

learner-centered approach may have been influenced by the minimal experience level of the Directors (D) in this region, thus, creating a climate for more instructional interactions rather than the passive learning distinct to the teacher-centered approach.

Finally, the statistical analysis of the Director (D) scoring and the Regional Director (RD) scoring on the MIPI indicated moderate relationship in instructional effectiveness and performance and the results indicated from Region 2 perceptions supported that position.

Region 3 (RD3), Figure 12

The composition of the Northern Region 3 (RD3) can be described as densely populated with an urban influence. The six campuses that make-up the typography of the area were in close proximity of the student population. The region was comprised of four states, with three of the campuses in the same city. One campus was an outlier, located far westerly. The campus populations were relatively small per school at the time of the study.

The leader learners were all at the entry level of leadership, according to the operational organization of Career Services departments. Therefore, an intense level of instructional leadership was required for this group of leader learners. This team of Directors (D), were in position only during the ER2012 reporting year, therefore the Directors (D) only had a conceptual view of instructional effectiveness based on the new staffing construct with the mid-tier leadership in place. All of the six Directors were solicited for participation, however, only five inventory responses were returned, for a response rate of 83%. The staffing levels were small at all of the campuses, consisting of only two to four, according the needs of the business. The team focused on employment

outcomes and professional skills development for graduates in various programmatic areas and degree levels.

Unique to this regional construct, the Regional Director (RD) was also newly installed in the organization and underwent instruction from the more senior instructional leaders. This may have been a contributor the outlier - D319. Noting the MIPI-D scores reflected on Figure 12, the trust score on D319 reflected significant trust behaviors, scoring 55/55 on the Likert scale. This same Director (D) scored the second highest on the factor, 'Teacher insensitivity toward learners', which may indicate a climate of learning was cultivated through facilitation.

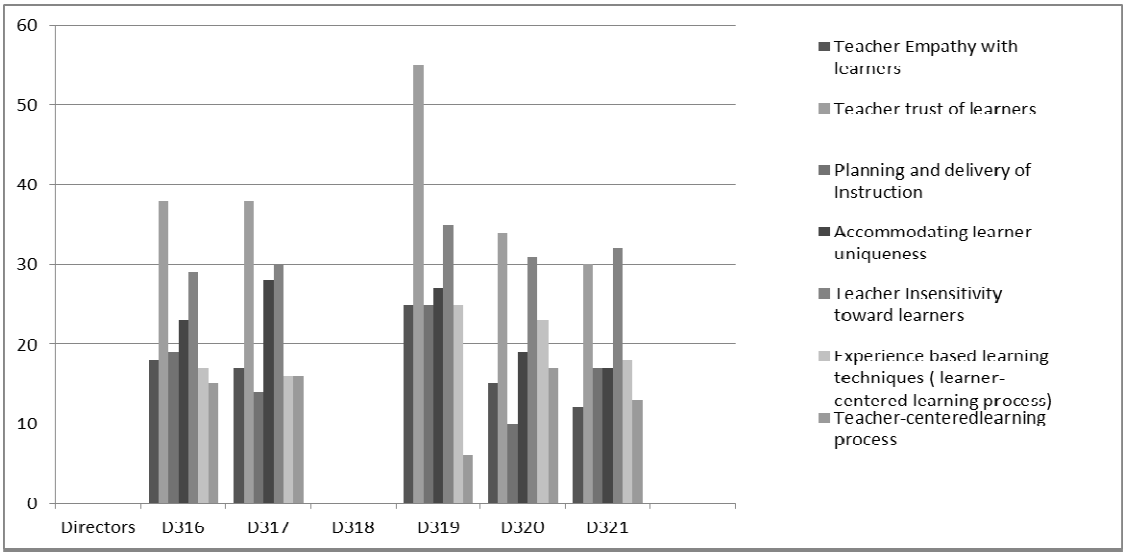

Figure 1. Director (D) Seven Sub-Scale Factors Region 3.

According to the researchers' familiarity with the circumstance of instructing the newly installed Regional Director (RD), the campus associated with D319 was used as an instructional platform. That decision was based on locale of site, small population and Regional Director (RD) domicile. Moreover, the prescribed instruction was intensified for the leader learner based on the MIPI-D scores, which may have been influenced by

considering instructional relationships with two Regional Directors (RD) delivering content.

The researcher notes the consistency in scorings on the MIPI-D of the remaining schools: D316; D317; D320; and D321. The scorings for the latter two appeared to be indicative of the amount of direct interaction with the instructional leader. Due to the instructional leader also participating in instruction schools located further outside of the direct Northern area mostly participated in virtual and web-based instruction.

Although these points were not variables in this study, the researcher notes that time spent with leader learner; and web-based instruction vs. direct face-to-face instruction, could possibly influence the perceptions of effectiveness of instruction.

Region 4 (RD4), Figure 13

The researcher infers that each of the regions is distinct from the other dramatically. The aspects of differences seem to not only be related to instructional effectiveness, but also the time spent and the instructional style of delivery. The latter was a variable and appears to be relevant in Region 4 and may have influenced the perceptions of effectiveness.

The areas of distinction for Region 4 (RD4), were the instructional leader was extremely tech-savvy; a proponent of micro-management; and enforced accountability through aggressive checks and balance, and, all of which were evident in the no nonsense delivery technique which was the signature of this instructional leader.

The culture of the regional area reflected diversity, urban awareness, and population density in the make-up of the campus represented. The upper-eastern regional area was comprised of seven large, well established campuses in the respective areas. The pace was fast and dynamic, reflective of the regional area, in general.

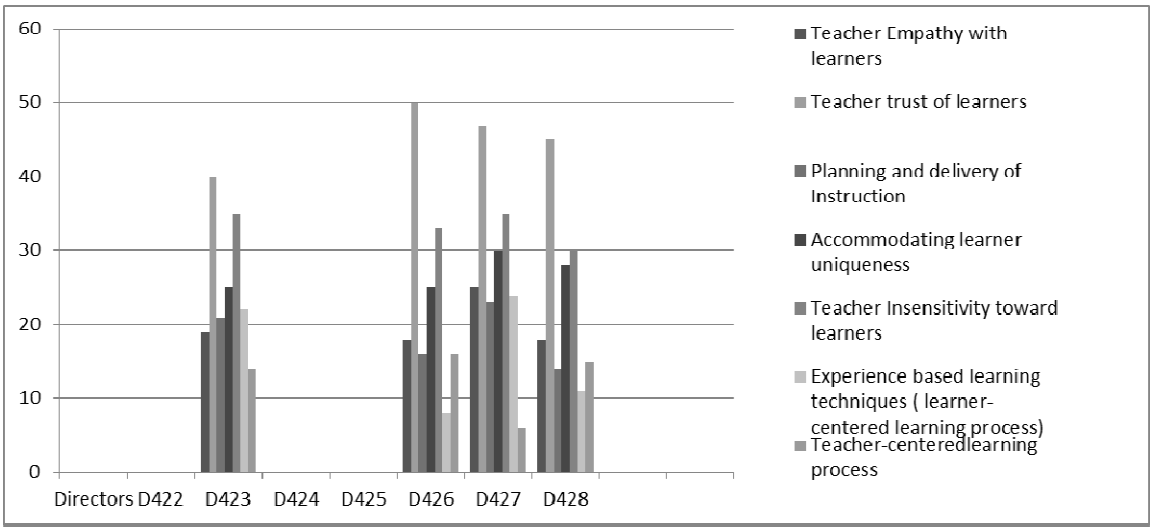

Figure 2. Director (D) Seven Sub-Scale Factors Region 4.

The experience level of the Directors was advanced and all were tenured in their respective positions. All seven of the Directors (D) were solicited; however, only four consented to participant and completed an MIPI-D inventory, yielding a response rate of 57%. The additional staffing ranged between six and 12 for these campuses. The team focused on employment outcomes and professional skills development for graduates in various programmatic areas and degree levels.

The researcher elects to bring to the forefront features that are specifically relevant to Region 4 that may be related to the results; and that are somewhat different from the other regions. Trust is still the primary factor in the competencies identified by this group based on MIPI-D responses.

The researcher also, distinguishes the perceptions regarding ‘Teacher-centered learning’ to be more evident than in the other regions. The contention is that the instructional style of the instructional leader may be a factor. As indicated in the description of the instructional leader, the controlling style of management was implied,

and based on the scoring on this particular sub-scale factor, the leader learner perceptions reflected elements outside of the principles of Andragogy.

According to literature, the 'Teacher-centered learning' is exactly as it implies, learning is inflexible, controlled, and one-way delivery. This approach emits pedagogical characteristics and created a condition for learning that was not centered on Andragogy (Henschke, 1989, 1998). The researcher considers the perceptions in total, and trusting relationships are evidenced as well.

Region 5 (RD5), Figure 14

The commonalities associated with the campuses that are a part of Region 5 (RD5) can be described as moderately-paced, indicative of the southern area of the U.S. Each of the six campuses was well known in the communities that they served, with typically large populations per school. The pulse of the campuses was slower, filled with bi-lingual adult learners that range from nationals in the U.S., and second generation immigrants. The demographic characteristics also included single women and men between the ages of 19-26 (IPEDS), returning continuing education professionals, and empty nesters. The cultural diversity was apparent in this regional area.

Four of the six schools were located in the same state and two campuses were located in the other state. The Regional Director (RD) was domiciled in the primary state where the four campuses were located, allowing easy access for facilitating instructional sessions. All six of the Directors (D) were solicited to participate, however only four responded, for a response rate of 67%.

The construct of the Career Services departments included the leader learner, also known as the Director (D); two to four staff that are primarily employer and student facing, hence Director interact with both students and employers. The team focused on

employment outcomes and professional skills development for graduates in various programmatic areas and degree levels.

The Directors (D) were newer leaders, with only one year in their respective positions. They each had backgrounds in corporate organizations and experience working at other competitive Career College brands (Table 1). The experience level was moderately intermediate, in general with a basic level of knowledge of the for-profit sector, however, with minimal expertise in the business of Career Services specifically. This profile represented a need for development of a comprehensive instructional by the instructional leader.

A unique point of interest about this regional area was its saturation with other competing career-focused educational institutions representing various disciplines. This fact may have been an underlying reason for the staff and leader learners, to be well trained in the areas of business development, community enrichment, professional development for staff and students, program offerings, and product knowledge.

The instructional leader (RD) was recruited from outside of the organization, and was armed with extensive experience in post-secondary education and for-profit Career Colleges in the area. The researcher's role as one of the Regional Directors (RD) allowed knowledge of the leadership style employed by RD5, This instructional leader's leadership style can be described as micro-management. The observed delivery method was pedagogical in nature, although the results from the MIPI-D for this reflected a different outcome.

Figure 14 is a depiction of the factor of 'Teacher Trust of Learners', to be the most dominant based on the responses of D530, D52, and D534, which indicated trust and respect in the behaviors between the two groups. The research notes D532 scored

'Teacher Trust of Learners' and 'Teacher Insensitivity towards Learners' to be the same. Furthermore, the scores from this leader learner were consistently the same level in all areas, possibly indicating neutrality when considering perceptions of effectiveness.

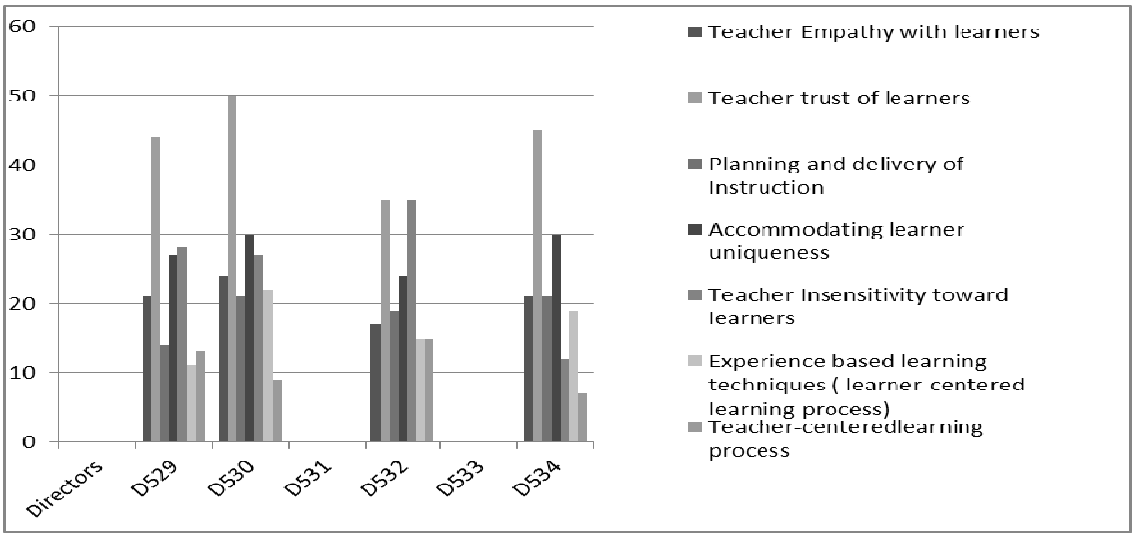

Figure 3. Director (D) Seven Sub-Scale Factors Region 5.

An interesting point to note, the Regional Director self-assessment also scored somewhat at a consistent level, with the exception of trust, which was the strongest competency.

Region 6 (RD6), Figure 15

The composition of the Southwest Region 6 (RD6) can be described as a significantly populated area with western-urban influence. The six campuses that make-up the typography of the area were in close proximity of the student population. The region was comprised of two states, with five of the campuses in the same state. One campus location was an outlier, located upper westerly. The campus populations were relatively mid-level, at the time of the study. All six of the campuses were solicited to participate, however only four responded, yielding a response rate of 67%.

The staffing numbers varied based on the composition of the campus, the student population, ranging between four and 10, and the leader learner (D).The team focused on employment outcomes and professional skills development for graduates in various programmatic areas and degree levels.

The Directors (D) shared extensive backgrounds in not only Career Services, but in other areas of leadership in the field of education. Each of the Directors was in position during both of the ER reporting years of 2011 and 2012. This particular group of campuses also achieved the highest level of placement percentages over the other regional areas, possibly, in part, because of strict state regulatory requirements imposed on Career Colleges, and the efforts of this experienced group of leaders. To that point, the instructional leader had minimal interactions with this group.

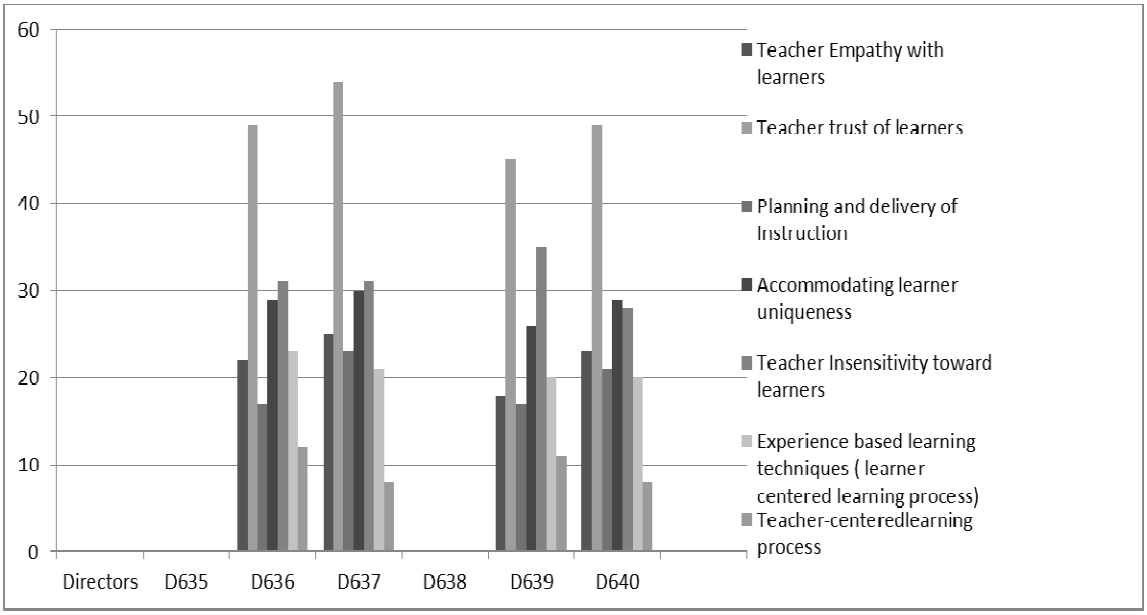

Figure 4. Director (D) Seven Sub-Scale Factors Region 6.

The Southwest Region's MIPI-D results demonstrated 'Teacher Trust of Learning' to be the most dominant factor, based on the instructional effectiveness scale. The scores regarding trust for both groups were rated extremely high, as indicated by

Figure 15. The trust factor description accurately describes the relationship between the instructional leader and the leader learners and is not only evidenced in data, but has been observed to be true by the researcher.

Averaged MIPI-D Scores for Six Regional Areas, Figure 16

The average scores for all directors in each of the six regional areas and the results of the Seven Sub-Scale Factors in ranking order are displayed in Figure 16. The Seven Sub-Scale Factors were ranked indicating the Directors (D) as adult learners and their perceptions of instructional effectiveness provided by Regional Directors (RD) in the following order: 'Teacher Trust of Learners' was the highest ranking instructional effectiveness competency; 'Accommodating Learner Uniqueness' was ranked second; 'Teacher Insensitivity toward Learners' was in third position; and in fourth position was 'Teacher Empathy with Learners'. The final three factors: 'Planning and Delivery of Instruction', 'Experience-Based Learning' and 'Teacher-Centered Process', ranked in the lower positions on the scale.

The results, derived from the perceptions of overall instructional effectiveness, conclude that the Regional Director (RD) provided effective instruction grounded in Andragogical principles, with 'Teacher Trust of Learning', emerging as the most dominant. According to literature, "trust and respect between teachers and learners can be created in different ways, for example avoid of threat, avoid of negative influences, and allow learners to take responsibility for their own learning (Stanton, 2005). In addition, relaxed and low risk atmosphere was an important factor in establishing mutual trust and respect" (Henschke, 1998, p. 10). Moreover, the statistical analysis of the Director (D) scoring and the Regional Director scoring on the MIPI indicated a moderate relationship in instructional effectiveness and performance.

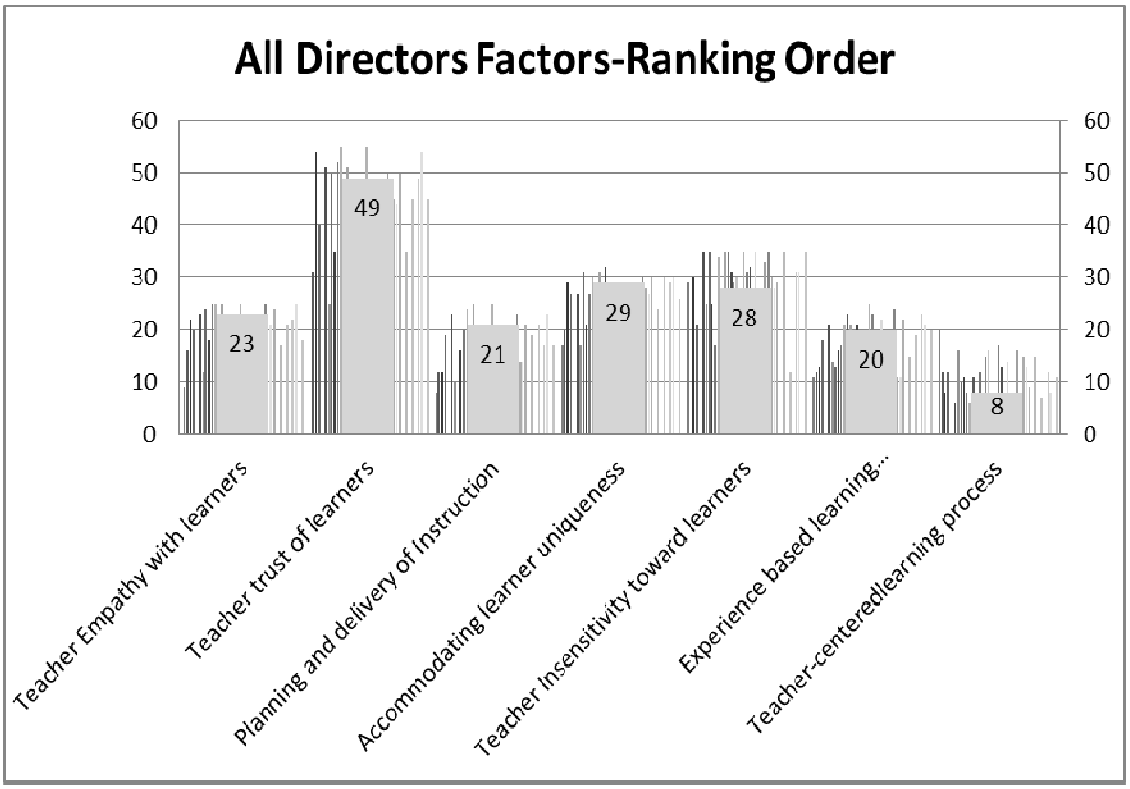

Figure 16. Seven-Sub-Scale Factors Ranking Order – All Directors.

Summary of Regional Characteristics

To summarize, the researcher presented the results of the MIPI-D for all six regions, based on Director (D), as adult learners, reflecting on the instructional techniques for facilitating learning provided by the Regional Director (RD). The researcher provided a framework of each of the areas in support of the conclusions derived from the leader learner versus instructional leader relationship and conclusions based on the graphic depictions of instructional effectiveness based on perceptions of Andragogy, as measured by the Modified Instructional Perspectives Inventory (MIPI-D), and other pertinent information that would be relevant to the conclusions.

The researcher extracted four assumptions regarding the scores that reflected distinctions that could possibly influence perceptions based on variables which were not considered in the original research, prior to this study:

Assumption-1. All of the Directors (D) were in the respective leadership roles during both ER2011 and ER2012. All directors were experienced in areas of management in Career Colleges or other organizational structures.

Assumption-2. The experience level of the Directors (D), from a Career Services business perspective, may have had an influence on the perceptions of instructional effectiveness based on the amount of time spent in instructional environments.

Assumption-3. The Regional Directors' (RD) experience level with adult learning instructional delivery methods versus pedagogical delivery methods may or may not have had an impact on perceptions of instructional effectiveness.

Assumption 4. The perception of effectiveness could be different when the instruction is web-based versus direct face-to-face delivery.

Each assumption was implied, based on the results and on the researcher's knowledge and familiarity with the regional areas, and the specific campus dynamics. The conclusion that can be derived from the results revolved around trust, that, in fact, 'Teacher Trust of Learners' was the highest instructional effectiveness competency.

Quantitative Data Collection Summary

In this section, the quantitative descriptions will be discussed in detail, in order of application. The foundation of this analytical approach was based on the scores of the MIPI instrument results; and Employment Rates (ER) for 2011 and 2012, indicated on Table 7.

The random sampling of raw data that used for the statistical analysis is displayed on Table 7. A random sampling of 20 MIPI-D sum scores and Employment Rates for both 2011 and 2012 were analyzed using a Pearson Product Moment Correlation Coefficient (PPMC) comparing the gap between scores of the MIPI-D and MIPI- RD; *z*-

tests comparison of two proportions of the Employment Rate (ER) 2011 to Employment Rate (ER) 2012; and the chi-square test for independence was used to determine relationship between ER for each year and overall region MIPI ratings.

Table 7 is a depiction of the 20 randomized samples of raw data used for statistical calculations. Each of the category rankings are in accordance to the Andragogical Principles Category Levels Chart discussed in Chapter One. The table consists of the following: Seven Subscale Factors for each of the 20 random selected MIPI-D sum totals in column 8; the corresponding Employment Rates (ER) for 2011 and Employment Rate (ER) 2012 in columns 9 and 10. The category levels and headers are abbreviated and are listed across the top row. At the bottom left corner of the data sheet, a legend with the explanations of Andragogy Seven-Sub-Scale abbreviations was added.

The data worksheet, identified as Table 7, was used for all forthcoming statistical analyses displayed in Tables 8 through 16.

Table 7.

Data Worksheet for 20 Random Samples

TEWL	TTOL	PDI	ALU	TITL	EBLT	TCLP	Total Score	ER 2011	ER 2012
9	23	8	17	29	11	20	117	30.16	30.41
16	31	12	20	26	12	12	129	45.54	51.23
22	54	12	29	30	13	8	168	26.61	23.96
23	51	23	27	35	21	6	186	34.26	38.92
24	50	19	31	35	13	10	182	43.31	39.97
18	35	16	21	25	16	11	142	44.65	41.72
25	55	24	30	34	21	6	195	54.23	46.37
25	51	25	31	35	21	7	195	39.71	50.22
17	45	20	29	35	17	12	175	38.4	44.89
18	38	19	23	29	17	15	159	27.14	31.76
17	38	14	28	30	16	16	159	45.73	41.29
25	55	25	27	35	25	6	198	38.32	44.89
12	30	17	17	32	18	13	139	27.03	49.49
18	50	16	25	33	8	16	166	62.62	68.18
18	45	14	28	30	11	15	161	37.22	33.19
21	44	14	27	28	11	13	158	31.85	48.74
17	35	19	24	35	15	15	160	46.46	41.39
21	45	21	30	12	19	7	155	36.93	51.78
22	49	17	29	31	23	12	183	39.84	50.81
25	54	23	30	31	21	8	192	49.28	62.05

Legend:		
Column 1	TEWL	Teacher Empathy with Learners
Column 2	TTDL	Teacher Trust of Learners
Column 3	PDI	Planning and Delivery of Instruction
Column 4	ALU	Accommodating Learning Uniqueness
Column 5	TITL	Teacher Insensitivity Toward Learners
Column 6	EBLT	Experienced-Based Learning Techniques
Column 7	TCLP	Teacher-Centered Learning Process
Column 8	ER	Employment Rate
Column 9	ER	Employment Rate

Table 8 depicts the sum totals of the scored MIPI which were randomly selected, as indicated on Table 7, column 8. Each score was labeled according to the Andragogical Principles Category levels with a number. As a reminder, the Andragogical Principles Category Levels were identified as follows: 5) High Above Average; 4) Above Average; 3) Average; 2) Below Average; and 1) Low Below Average. As noted, each of the category levels was labeled with a corresponding number to identify the Andragogical Principles Category level (Table 3).

Table 8.

20 Random Samplings - Andragogical Principles Category Levels

Total Score	Category Level
117	1
129	2
168	3
186	4
182	3
142	2
195	4
195	4
175	3
159	3
159	3
198	4
139	2
166	3
161	3
158	3
160	3
155	3
183	3
192	4

Table 9 depicts the supporting numerical differences between Regional Director (RD) and Director (D) scores on the MIDI-RD and MIDI-D. These gap values were used

to calculate the PPMCC values to represent the strength of the relationship between scores as related to the Employment Rate (ER) 2011.

Table 9.

2011 Andragogy Gap

GAP	ER Rate 2011
2.51	30.16%
2.51	45.54%
2.51	26.61%
2.51	34.26%
2.51	43.31%
-0.673	44.65%
-0.673	54.23%
-0.673	39.71%
-0.673	38.40%
0.885	27.14%
0.885	45.73%
0.885	38.32%
0.885	27.03%
-0.892	62.62%
-0.892	37.22%
-0.892	31.85%
1.428	46.46%
1.428	36.93%
-0.035	39.84%
-0.035	49.28%
	0.399

Table 10 depicts the supporting numerical differences between Regional Director (RD) and Director (D) scores on the MIDI-RD and MIDI-D. These gap values were used to calculate the PPMCC values to represent the strength of the relationship between scores as related to the Employment Rate (ER) 2012.

Table 10.

2012 Andragogy Gap

GAP	ER Rate 2012
2.51	30.41%
2.51	51.23%
2.51	23.96%
2.51	38.92%
2.51	39.97%
-0.673	41.72%
-0.673	46.37%
-0.673	50.22%
-0.673	44.89%
0.885	31.76%
0.885	41.29%
0.885	44.89%
0.885	49.49%
-0.892	68.18%
-0.892	33.19%
-0.892	48.74%
1.428	41.39%
1.428	51.78%
-0.035	50.81%
-0.035	62.05%
	0.445

Table 11 indicates the supporting observed values to be used in calculations generated from the chi-square test for independence, which was used to determine the relationship between the averaged Employment Rates (ER) for 2011 to overall Region ratings for MIPI for Regional Directors (RD) and Directors (D). This represents the potential Andragogy Gap.

Table 11.

Observed Values for Calculating the Chi Square Test for Independence.

REGION	1	2	3	4	5	6	
RD	24.14	24.57	23.85	23.85	24.85	25.85	147.11
D	21.63	25.24	22.97	24.75	23.42	25.89	143.90
GAP	2.510	-0.673	0.885	-0.892	1.428	-0.035	3.222
ER2011 AVE	.376	.401	.394	.418	.382	.412	2.385
	48.65	49.53	48.10	48.12	50.08	52.11	296.61

Table 12 depicts the supporting raw data calculations generated from the chi-square test for independence which was used to determine the relationship between the averaged Employment Rates (ER) for 2012 to overall Region ratings for MIPI for Regional Directors (RD) and Directors (D) that illustrates the 2012 Andragogy Gap.

Table 12.

Observed Values for Calculating the Chi-Square Test for Independence.

REGION	1	2	3	4	5	6	
RD	24.14	24.57	23.85	23.85	24.85	25.85	147.11
D	21.63	25.24	22.97	24.75	23.42	25.89	143.90
GAP	2.510	-0.673	0.885	-0.892	1.428	-0.035	3.222
ER2012 AVE	.379	.414	.451	.494	.419	.526	2.686
	48.65	49.55	48.15	48.20	50.11	52.23	296.91

Table 13 indicates the supporting observed values calculations generated from the Chi-Square test for Independence which was used to determine the relationship between the averaged Employment Rates (ER) for 2011 to overall Region ratings for MIPI-D.

Table 13.

Observed Values for Calculating the Chi- Square Test for Independence

REGION	1	2	3	4	5	6	
D	21.63	25.24	22.97	24.75	23.42	25.89	143.90
ER2011 AVE	.376	.401	.394	.418	.382	.412	2.40
	22.00	25.64	23.36	25.16	23.80	26.30	146.28

Table 14 indicates the supporting observed values calculations generated from the Chi-Square test for Independence which was used to determine the relationship between the averaged Employment Rates (ER) for 2011 to overall Region ratings for MIPI-RD.

Table 14.

Observed Values for Calculating the Chi- Square Test for Independence

REGION	1	2	3	4	5	6	
RD	24.14	24.57	23.85	23.85	24.85	25.85	147.1
ER2011 AVE	.376	.401	.394	.418	.382	.412	2.4
	24.50	24.97	24.24	24.26	25.23	26.26	149.49

Table 15 depicts the supporting raw data calculations generated from the Chi-Square test for Independence which was used to determine the relationship between the averaged Employment Rates (ER) for 2012 to overall Region ratings for MIPI-D.

Table 15.

Observed Values for calculating the Chi Square test for Independence

REGION	1	2	3	4	5	6	
D	21.63	25.24	22.97	24.75	23.42	25.89	143.9
ER2012 AVE	.379	.414	.451	.494	.419	.526	2.70
	22.00	25.65	23.42	25.24	23.83	26.41	146.58

Table 16 indicates the supporting observed values calculations generated from the Chi-Square test for Independence which was used to determine the relationship between the averaged Employment Rates (ER) for 2012 to overall Region ratings for MIPI-RD.

Table 16.

Observed Values for Calculating the Chi- Square Test for Independence

REGION	1	2	3	4	5	6	
RD	24.14	24.57	23.85	23.85	24.85	25.85	147.1
ER2012 AVE	.379	.414	.451	.494	.419	.526	2.70
	24.50	24.98	24.30	24.34	25.26	26.37	149.79

Instructional Effectiveness Defining Factors Results

The MIPI-RD and the MIPI-D were the instruments used to measure instructional effectiveness from an Andragogical perspective. A series of comparative analyses of the MIPI-RD and the MIPI-D were conducted using the Pearson Product Moment Correlation Coefficient (PPMCC), which compared the gap between scores; and the *z*-test for difference in proportion, which was used for a comparison of ER for 2011 to 2012. The overall regional MIPI scores were also analyzed to test relationships between the ER for each year and the MIPI regional scores using a Chi-Square analysis to test for independence of the variables. Conclusions demonstrated significant evidence of 'Teacher Trust of Learning' to be the primary Andragogical principle. Results further indicated that there was a relationship between the perceptions of Directors (D) as learners, and Regional Directors (RD) as instructional leaders in creating conditions conducive for adult learning.

Regarding the influence of Andragogy on placement outcomes for 2011 compared to 2012, the conclusions were as follows: There was no significant relationship of note, however, observably, the wider the gap, the lower the placement rate for 2011. However, the 2012 ER indicated that there was a moderate, negative relationship between the gap and employment rates. Figure 17 is a depiction of 'Teacher Trust of Learning'. It is also an illustration of the significance level of trust in this learning environment.

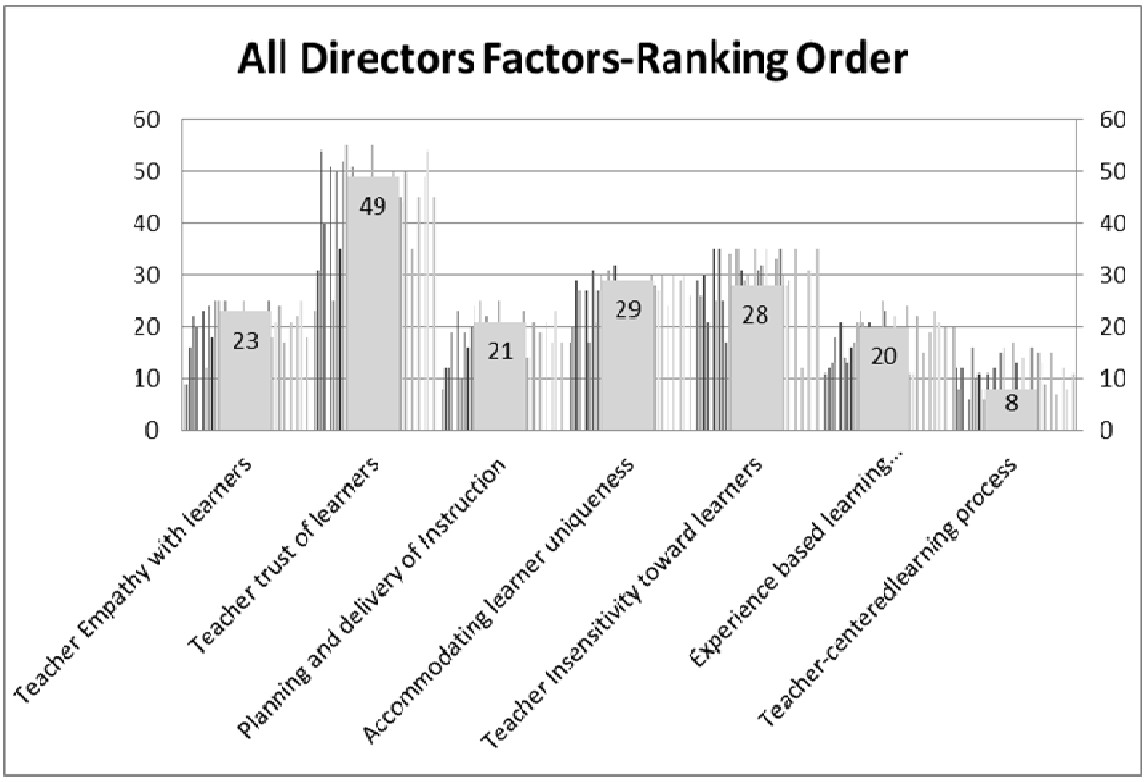

Figure 5. Sub-Scale Factors Ranking Order – All Directors.

Figure 17 illustrates the subscale factors in ranking order based on the perceptions of Andragogical instructional effectiveness in the following order: 1) Teacher Trust of Learners; 2) Accommodating Learner Uniqueness; 3) Teacher Insensitivity towards Learners; 4) Teacher Empathy with Learners; 5) Planning and Delivery of Instruction; 6) Experienced-Based Learning; and 7) Teacher-Centered Learning Process. The bar graph illustrates that the MIPI overall participants scored the perception of trust at an average of 49 out of a total 55 possible, using the MIPI Score sheet (Figure 18).

INSTRUCTOR'S PERSPECTIVE INVENTORY
FACTORS

(1)	(2)	(3)	(4)	(5)	(6)	(7)
4 ____	7 ____	1 ____	6 ____	5 ____	2 ____	3 ____
12 ____	8 ____	9 ____	14 ____	13 ____	10 ____	11 ____
19 ____	16 ____	22 ____	15 ____	18 ____	21 ____	20 ____
26 ____	28 ____	23 ____	17 ____	27 ____	24 ____	25 ____
33 ____	29 ____	42 ____	37 ____	32 ____	35 ____	34 ____
	30 ____		38 ____	36 ____		
	31 ____		40 ____	41 ____		
	39 ____					
	43 ____					
	44 ____					
	45 ____					
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL

Scoring process
A = 1, B = 2, C = 3, D = 4, and E = 5
Reversed scored items are 3, 5, 11, 13, 18, 20, 25, 27, 32, 34, 36, and 41. These reversed items are scored as follows: A = 5, B = 4, C = 3, D= 2, and E = 1.

FACTORS	TOTAL	POSSIBLE MINIMUM	POSSIBLE MAXIMUM
1. Teacher empathy with learners.	_____	5	25
2. Teacher trust of learners.	_____	11	55
3. Planning and delivery of instruction.	_____	5	25
4. Accommodating learner uniqueness.	_____	7	35
5. Teacher insensitivity toward learners.	_____	7	35
6. Experience based learning techniques (Learner-centered learning process).	_____	5	25
7. Teacher-centered learning process.	_____	5	25

Figure 6. MIPI Score Sheet (Henschke, 1989).

Hypotheses Results

The hypothesis tests sought to address assumptions about the presence of Andragogical elements of learning in the instructional leadership model using scores from a Modified Instructional Perspectives Inventory instrument identified as the MIPI-RD and MIPI-D. The MIPI-RD and MIPI-D measured principles of Andragogy (Henschke, 1989) and based on the findings, the emergence of most dominant Andragogical factors were evidenced. In order to better delineate the results of the research instrument (MIPI-RD and MIPI-D), three statistical tests were applied based on

the Likert scale tabulation of the results of the MIPI-D and MIPI-RD and Andragogical principles ratings on the category levels chart. The results were subject to assessment using *z*-tests comparison of two proportions of the Employment Rate (ER) 2011 to Employment Rate (ER) 2012; a comparative analysis of 20 randomized secondary placement data using Pearson Product Moment Correlation Coefficient (PPMC) comparing the gap between scores of the MIPI-D and MIPI- RD; and the Chi-Square test for Independence was used to determine relationship between ER for each year to overall region MIPI ratings. The multiple statistical analysis provided triangulation for conclusions.

Quantitative Data

Null Hypothesis # 1: There is no difference in 2011 Employment Rate (ER) compared to 2012 Employment Rate (ER). A random selection of 20 Employment Rate percentages for each year were analyzed for a two-tailed *z*-test for difference in proportion comparing the ER2011 of 39.96% to the ER 2012 of 44.56%, resulting in a *z*-test value of 0.294. When compared to the Critical Value (CV) of 2.093, the researcher did not reject the null. Therefore, there is no difference in proportions when comparing the two employment rates.

Null Hypothesis # 2: There is no relationship between the Andragogical Gap and the 2011 Employment Rate (ER). The researcher was examining whether or not the wider the gap the lower the employment rate for 2011. A random selection of 2011 ER for a PPMC to determine the strength and direction of linear relationship was performed.

The r = 0.364 compared to a Critical Value (CV) of 0.433, the researcher did not reject the null. There is no relationship between the gap in Directors (D) scoring the Regional Directors (RD) self-scoring on the MIPI and the 2011 Employment Rate (ER).

Null Hypothesis # 3: There is no relationship between the Andragogical Gap and the 2012 Employment Rate (ER). The researcher was examining whether of not the wider the gap the lower the employment rate. There is a moderate, negative relationship between the gap and employment rate. A random selection of 2012 Employment Rates (ER) for a PPMCC analysis was used to determine the strength and direction of the linear relationship, was performed. The r = -0.448 was compared to and did not exceed the Critical Value (CV) of -0.443, therefore, the researcher did reject the null. There is a relationship between the gap in Directors (D) scoring and Regional Directors (RD) self-scoring on the MIPI and the 2012 Employment Rate (ER). The results affirm a significant, moderate positive relationship.

Null Hypothesis # 4: The 2011 Employment (ER) is independent of the Region from which it was generated. The chi-square for independence on Observed Values for each Region RD and D average scores; the gap and the average ER was performed, resulting in a chi-square test value of 16.686. Compared to a Critical Value (CV) of 7.261, the researcher rejected the null. The 2011 ER is dependent upon the region from which it was generated.

Null Hypothesis # 5: The 2012 Employment Rate (ER) is independent of the Region from which it was generated. The Chi-Square for Independence on Observed Values for each Region, RD, and D average scores; the gap and the average ER was performed, resulting in a Chi-Square test value of 16.716. Compared to a Critical Value (CV) of 7.261, the researcher rejected the null. The 2012 ER is dependent upon the region from which it was generated.

Null Hypothesis # 6: The 2011 Employment Rate (ER) is independent of the Director (D) rating of the Regional Director (RD). The Chi-Square test for Independence

of observed values for each Region, D average scores and ER2011 average scores resulted in a Chi-Square test value of 0.0029. Compared to a critical value (CV) of 1.145, the researcher did not reject the null. Employment rates do not depend upon the region from which they were generated.

Null Hypothesis # 7: The 2011 Employment Rate (ER) is independent of the Director (D) rating of the Regional Director (RD). The Chi-Square test for Independence of observed values for each Region, RD average scores, and ER 2011 average scores resulted in a Chi-Square test value of 0.0044. Compared to a critical value (CV) of 1.145, the researcher did not reject the null. Employment rates do not depend upon the region from which they were generated.

Null Hypothesis # 8: The 2012 Employment Rate (ER) is independent of the Director (D) rating of the Regional Director (RD). The Chi-Square test for Independence observed values for each Region, D and ER 2012 average scores resulted in a Chi-Square test value of 0.0158. Compared to a critical value (CV) of 1.145, the researcher did not reject the null. Employment rates do not depend upon the region from which they were generated.

Null Hypothesis # 9: The 2012 Employment Rate (ER) is independent of the Director (D) rating of the Regional Director (RD). The Chi-Square test for Independence observed values for each Region, RD, and ER 2012 average scores resulted in a Chi-Square test value of 0.0277, compared to a critical value (CV) of 1.145, the researcher did not reject the null. Employment rates do not depend upon the region from which they were generated.

Summary

To summarize, the perceptions of leadership instructional methodologies revealed that there was a moderate, negative relationship between the gap in Andragogical instructional perspectives and employment placement rates. The results identified the gap between instructional perceptions, as identified by the comparative analysis of the MIPI-RD and the MIPI-D, to the ER was moderate. As stated previously, the conclusions indicate the factor of 'Trust' was the leading competency for instructional leadership for Career Services Leaders.

Trust filled the gap with a moderate proportion. In simple terms, the reality of the gap had a significant relationship to the effectiveness question. Furthermore, the reality of the gap could possibly be viewed as a barometer for change and an indicator for shifting the paradigm for staffing in the Career Services Leadership staffing model and possibly viewed as essential to the success of this organization.

The reality of the gap could be considered a key factor when considering realignment of any organizational structure that addresses the multiplicity of the impact of trusting relationships. According to research, "individual skills and confidence cannot guarantee success unless the structure is also realigning to the new initiative" (Bolman & Deal, 2003, p. 373). The researcher asserts the new initiative, discussed in this paper as a possibly valuable intervention, which was not only operationally effective, but potentially critical to the staffing structure of Career Services departments and a potentially essential element in developing future leaders.

Chapter Five: Overview

The purpose of this investigation was to determine the significance and effects of an ex post facto staffing intervention through the addition of a mid-tier team of Regional Directors. The researcher was interested to find if the addition of these instructional leaders was a viable and sustainable solution for increased operational effectiveness year-to- year, and if there could be implications on employment outcomes for students attending Career Colleges. Furthermore, from an Andragogical perspective, the investigation also sought to determine whether the staffing intervention of the addition of Regional Directors affected instructional effectiveness and the conducive condition for learning for Career Services Leaders.

Extent of Study

The extent of this study was to examine and determine the effectiveness of instructional methodologies used for leaders in Career Services and the implications on placement outcomes. The empirical inquiry system used was ex post facto, using a mixed-method approach analyzing the effectiveness of the ex post facto intervention, known as the mid-tier instructional leader, and the sustainability thereof.

The primary tool for research was the Modified Instructional Perspectives Inventory (Henschke, 1989) which was appropriately modified for this study environment. The design of the instrument identifies and measures beliefs, feelings, and behaviors associated with Andragogical principles of learning.

In order to add validity to the hypotheses, the researcher included raw data collected from the applications that were used for the triangular approach using *z*-tests comparison of two proportions; a comparative analysis of 20 randomized secondary placement data using Pearson Product Moment Correlation Coefficient (PPMC)

comparing the gap between scores of the MIPI-D and MIPI- RD; and the Chi-Square test for Independence. The results affirmed the effectiveness of the staffing intervention measure to be viable and sustainable. The researcher determined that the methodology for research and the analyses procedures did align appropriately and confirmed a condition conducive to adult learning through effective instructional methods grounded in Andragogy.

The mixed-method investigation compared the gap between the Regional Director (RD) and the Director (D) scores on the MIPI to measure possible contributions to employment placement outcomes and determine primary. Using a statistical approach for triangulation of data results, the extent of relationships between MIPI scores for two groups and the secondary placement outcomes indicated that there was a moderate, negative relationship between the gap in Andragogical instructional perspectives and employment placement rates. Therefore, the smaller the gap, the larger the employment placement rate. In addition, the results of the MIPI-RD and MIPI-D perceptions of instructional effectiveness identified 'Trust' to be the most dominant competency for creating conditions conducive for learning, in this setting.

The Hypotheses

The hypotheses examined in this study were:

Hypothesis # 1: There is a difference in 2011 Employment Rate (ER) compared to 2012 Employment Rate (ER).

Hypothesis # 2: There is a relationship between the Andragogical Gap and the 2011 Employment Rate (ER).

Hypothesis # 3: There is a relationship between the Andragogical Gap and the 2012 Employment Rate (ER).

Hypothesis # 4: The 2011 Employment (ER) is dependent on the Region from which it was generated.

Hypothesis # 5: The 2012 Employment Rate (ER) is dependent on the Region from which it was generated.

Hypothesis # 6: The 2011 Employment Rate (ER) is dependent on the Director (D) rating of the Regional Director (RD).

Hypothesis # 7: The 2011 Employment Rate (ER) is dependent on the Director (D) rating of the Regional Director (RD). .

Hypothesis # 8: The 2012 Employment Rate (ER) is dependent on the Director (D) rating of the Regional Director (RD).

Hypothesis # 9: The 2012 Employment Rate (ER) is dependent on the Director (D) rating of the Regional Director (RD).

In summary, Hypotheses # 3, 4, and 5 were supported by the data, while Hypotheses # 1, 2, 6, 7, 8, and 9 were not. Therefore, quantitatively, the researcher can verify for the year 2012 a moderate, negative significant relationship between the Andragogical gap between Regional Directors and Directors and the outcome employment rate of Career College services. Also verified for both years 2011 and 2012 was that outcome employment rate was dependent upon the region from which it was generated. This may be related to Andragogical perspectives.

The study data did not support a significant difference between 2011 and 2012 employment rates nor a relationship between Andragogical Gap and 2011 Employment Rate (ER). Also not supported for both 2011 and 2012 was a dependence upon the ratings provided by Regional Directors of the Directors, and ratings provided by the Directors of

the Regional Directors. Therefore, one category's perception of the others' effectiveness was not a part of the employment rate outcome.

Research Question

A discussion continues with results related to the question: What are the primary Andragogical principles for learning that are the defining factors for instructional effectiveness for Career Services Leaders?

Leadership Cliff

The genesis of research into the effectiveness of instructional leadership paradigms, was born out of significant outcomes achieved by a group of instructional leaders who demonstrated the ability to exceed performance metrics in Career Services departments. A team of former first level managers, achieving mastery in their respective areas, were promoted to Regional Director which was a mid-tier instructional leadership position. These same instructional leaders were assigned to travel to specific campuses and lead, train, support, and mentor leaders of Career Services in six regional areas in the continental United States.

This aggressive staffing modification, implemented by upper management, was in response to an ineffective staffing model that did not include the mid-tier instructional leadership level. In the absence of this leadership level, there were several federal, state, and local investigations that uncovered a severe disconnect involving inappropriate leadership behaviors, integrity issues, and incongruent leadership instruction, causing a slippery slope affect.

The Regional Directors, who were also adult learners themselves, created an environment which fostered a staffing paradigm by shifting the role of leadership from

that of rote management to that of instructional leadership poised in trust. Coined as an intervention, the mid-tier leadership structure took flight.

The researcher adopted the Henschke (1989, 1998) model for Andragogy as the investigative core for analyzing the most dominant factors of learning and leadership in the for-profit higher learning environment of Career Services and proceeded to construct an investigative approach. Supported by empirical validation for the decision to restructure the Career Services leadership model, Andragogical principles supported the instructional design framework.

In the final analysis, the investigation into this mid-tier intervention strategy suggested a great opportunity for higher education stakeholders to review and expand other staffing development paradigms, shifting to developing a viable organization, dedicated ultimately, to the employability of adult learners. However, the business of education imposed a threat to the sustainability of this team of instructional leaders.

From the perspective of educational change, mixing the principles of business and education was an oxymoron. Specific to this discussion, this paradigm shift involved leadership staffing, with the purpose of meeting established performance metrics through the development of a strong professional team of first level leaders. However, in business of education, organizational change is often in response to gaining profit, and increasing revenue.

Educational change involves a “restructuring process that consumes time and resources with no guarantee of success” (Bolman & Deal, 2003, p. 83). However, in response to societal conditions, such as those historical viewpoints (Moreland, 1985) that invoked change, “organizations embark on this path when they feel compelled to respond to major problems or opportunities” (Bolman & Deal, 2003, p. 83). Moreover, the

organizational environment discussed, hinged on profit, a major pillar of business, which is distinct to for-profit education.

In the context of leadership development, distinguishing the characteristics of instructional leaders, in a vessel filled with upper management change agents, lacked clarity when aligned with the purpose of adult learning. The perception of upper leadership, regarding the role of instructional leaders, was related to the analogy of parachute jumpers, free-styling in, with minimal impact, implied that there was not a measurable or cost effective value, therefore, reduction was the next recourse, hence, a cliff in leadership.

This image was a challenge to overcome, to say the least, and the intended outcome was inevitable, due to the implied disconnect between the upper management change agents, and the actual needs of staff and leaders on the school level. Not to mention, the services required for the ‘product’ who are recipients of education, the student. The intended outcome was yet another cliff in leadership and a staffing change was adopted. The mid-tier staffing model was reorganized.

Referring to the research-based conclusions that support the staffing interventions discussed in this paper, the additional performance metrics that was exceeded, evidenced a movement in education undergirded with self-direction and the competency of trust. Self-directed learning and the competency of trust, both of which are encased in the principles of Andragogy, are supported by rich literature which upholds this viewpoint (Kramer, 2010; Dirks, 2000; Henschke, 1998; Posner, 1991; Bass, 1990; Knowles, 1984).

The rich extensive instruction provided by the instructional leaders, and subsequent performance outcomes evidenced by employment rates should have supported the premise for sustainability for Career Services departments. However,

employment rates were not a strong enough consideration by upper management at the time of the study, thereby, not used as a variable in support of the mid-tier staffing model.

Essentially, the Regional Directors were effective in driving performance metrics to a level that would most likely be unachievable without the instructional leadership they provided based on the outcomes of this study. Furthermore, the researcher asserts that the use of practical instructional methodologies, grounded in Andragogical principles, with the factor of trust at the forefront, was the catalyst for this claim.

The researcher contends that the Regional Director role created a climate of performance excellence that was worthy of a permanent staffing restructuring and inclusion on the official organizational chart. Moreover, the researcher upholds the idea, found in literature, that "organizations spend millions of dollars on change strategies that either produce no change or make things worse" (Bolman & Deal, 2003, p. 367), however, not in this real world scenario. The significance of this staffing intervention, on the mid-tier leadership level, was clearly operationally effective based on the results during the 2012 reporting year evidenced in research.

The ultimate expectations of those who are considered to be educators, and in leadership roles, have a responsibility to impart change in the lives of students and ultimately society through the changes made on the leadership level. However, again, this point was not considered as a factor for sustaining the instructional leader and, therefore, reorganization was the final option to the detriment of the mid-tier leader.

From a business perspective, the leader learners were operationally effective because of the instruction they received from the instructional leaders. The research results support this point, since 2012 employment rates related to the Andragogical gap indicating trust, and both 2011 and 2012 employment rates were dependent upon the

region from which they were generated. Furthermore, a relevant research study (Posner,, 1991) identified that the learning process occurs gradually in stages, resulting in the most significant assimilation of learning occurring during the latter stages of instruction. Based on the experience of the researcher, a typical learning curve for a new Director is three years. Therefore, if, first level (leader learner) staffing changes occur, due to reasons such as attrition, and a new crop of leader learners are implanted, the performance outcomes are likely to be negatively impacted, due to the lack of experience and knowledge of the Career Services metrics, hence, yet another cliff in leadership.

The oxymoron persists, and the elements of business in education are encased in the for-profit sector, and gives rise to "strategies that are vital to success but never making it into practice" (Bolman & Deal, 2003, p. 367). Although the findings in this study created interest for further empirical studies on the topic of trust in leadership in this setting, and leadership development for leaders in general, the opportunity for further exploration remains questionable because of the aspect of business influencing the organizational structure of Career Colleges, specifically, Career Services departments. Furthermore, the contributions made by the advent of the mid-tier leadership model to the overall bottom line, were not measured by student placement outcomes by the decision-makers, but by cost effectiveness, resulting in a crack in the foundation in the business of education.

Crack in the Foundation

The rationale for this study was to add to the literature regarding Andragogy, specifically in Proprietary Higher Education leadership settings and to determine the significance of staffing interventions, on the mid-tier leadership level, as a viable and

sustainable solution for instructional effectiveness and, finally, if there were implications on placement outcomes.

The organizational staffing change was adopted to first satisfy the prescribed metrics defined by accreditors, accrediting bodies, and state and federal agencies. Secondly, in an effort to evaluate the drive for a brighter future predicated by aggressive marketing strategies and testimonial advertising, the for-profit sector of higher education sought to enhance the career-focused area of learning by significantly responding to the high demand for employable people in the marketplace.

Considered to be relevant, and in high demand on all levels of the organization and management, increasing employable graduates into the marketplace was not reflective of what supports the core of proprietary education. This school of thought created a significant crack in the educational foundation and raised questions as to its *definitive* purpose for implementing a staffing model change in the Career Services, benefitting the development of leaders, and ultimately a student-facing environment. Unfortunately, instructional leadership was not a priority in the for-profit sector discussed in this study. The question of sustainability, while the research suggested a feasible option, was not anchored in the for-profit paradigm for Career Services.

In the for-profit arena, there are forces outside of the context of adult learning that motivated the shift in the staffing construct. The researcher asserts that educational changes are based on variables influenced by environmental and societal shifts that create movement and ultimately create an opportunity for growth in the for-profit environment. This viewpoint was the foundation in the historical framework, discussed in Chapter One for vocational development, continuing education, and educational diversity. However, when effectiveness reached perfection, upper management took a second look at the mid-

tier instructional leader, mentor, coach, results-driven, student-focused educator of leaders and compared the results to the financial outlook for the needs of the business, and as a result of those actions, a new organizational focus was implemented, which is often a recourse for organizational effectiveness in general. The mid-tier instructional leader was replaced with yet another staffing paradigm void of "instruction", only anchored in business-related results.

In an effort to evaluate the Career Services instructional model, the researcher uncovered an important aspect that had not been investigated before. The connection between operational productivity and the principles of Andragogy, specifically identified in this research to be trust, could operate in concert in the business of education structure.

Extensive literature confirmed that without the presence of: trust and performance (Dwivedi, 1983); trust in leadership (Covey, 2008; Dirks, 2000, 2004; Henschke, 1988, 1998; Maxwell, 2007); collective trust (Kramer, 2010); trust in leadership styles (Bass, 1990); trust related to collaborative performance (Neilson, 2004); and relational trust (Kramer, 1999), effective organizational performance, on any level, would be dysfunctional at best, or nonexistent.

From the perspective of instructional leadership, the researcher asserts that trust was a factor in leadership and a significant factor in this study environment. Demonstrated in the research conclusions, "the strongest factor was, *teacher trust of learners"* (Henschke, 2013, p. 4) evidenced by 11 elements characterizing trusting behaviors that were also in the instructional perceptions indicated the MIPI-RD and MIPI-D (Appendix A & B).

The researcher contends that the eleven elements (Henschke 1989, 1998) were indicators of trust in the behaviors of instructional leaders and support the view that trust was a significant competency of leadership based on results.

In the organizational structure of Career Services, the instructional leader exhibited instructional trust which was:

> Purposefully communicated to learners that each is uniquely important; Expressed confidence that learners will develop the skills they needed; Trust learners to know what their own goals, dreams, and realities are like; Prize the learners' ability to learn what is needed; Feel learners need to be aware of and communicate their thoughts and feelings; Enabled learners to evaluate their own progress of learning; Hear what learners indicate their learning needs are; Engaged learners in clarifying their own aspirations; Developed supportive relationships with learners; Experience unconditional positive regard for learners; and Respect the dignity and integrity of learners. (Henschke, 2013, p. 6)

The researcher distinguishes the 11 elements of trust to be significant for maintaining the mid-tier instructional leader as a staple in the leadership model for Career Services departments. Moreover, student placement outcomes, which are intertwined with leadership instruction and performance effectiveness, confirmed the recommendation for sustaining the instructional leadership level in the Career Services staffing model, as a solution for operational effectiveness.

Recommendations

Career Colleges have a responsibility to operate outside of the confines of cookie cutter molds of conventional education and are charged to create avenues for growth with additional enhancements, such as continuing education; hybrid learning environments;

on-line learning; subject matter certifications; and career placement. The advent of societal variables such as the expansion of technology; saturated job market; and the millennial generation demanding a quick fix for higher education, will continue to muddle the purpose of education, if we are not responsive to the need for change.

The aforementioned variables are centered on profit-driven changes in educational structures. Researchers are finding that technology is influencing the need for expanded training for adult learners to meet the changing demands in the workplace and adult learners are becoming life-long learners, not only by choice, but by necessity. "While businesses have always been responsive to change in the market conditions, these ideas are now impacting institutions of higher learning" (Plageman, 2011, p. 32) directly. "Effective and creative program planning can offer institutions the opportunity to serve adult learners" (Plageman, 2011, p. 33) more efficiently.

Program offerings are the niche that the Career College has created as an institution of higher learning. In consideration of this thought, and from a competitive point of view, traditional institutions will have to also start a process of re-evaluation in the areas of program offerings to meet the demands of the point and click culture of the contemporary adult learner.

It is highly recommended that institutions who want to enhance adult learning and performance success, "actively market to enhance adult learning with financial aid, comprehensive advising, allow long term degree attainment, provide access to university resources and services at times when adult learners are on campus, and schedule classes at times that are convenient for adult learners" (Plageman, 2011, p. 34).

Other services are also essential, such as career development, job readiness skills development, and other employability enhancements. Considered a typical profile for the

Career College, it is incumbent upon all higher learning institutions to integrate resources and offerings in response to the student for the sake of education.

Conclusion: Final Thoughts

This investigation opened with a statement of excellence built on the foundation of scholarly pioneers who were not afraid to take risks. The researcher outlined and examined an approach to creating a different instructional paradigm for adult learners that was both formulaic and yet unconventional for Career College upper leadership to follow and accept.

Extensive research suggested that leadership is anything but conventional and extends far beyond mediocrity. Specifically, higher learning leaders are the connective tissue surrounding the contemporary adult learner. The student is the subject of the question and the response when asking compelling questions regarding what attracts the adult learner to further learning in today's education marketplace.

It is conclusive that adult learners are empty nesters; first time college attendees in their family; single moms; immigrants; re-entry professionals. They are teachers; instructors; instructional leaders; and leader learners. They are former felons; former gang bangers; drop-outs; people with GEDs; home-schoolers; and people with learning challenges. They are techno-savvy; computer illiterate; have trouble reading; or just cannot read at all. They are people who are the typical adult learner.

The list is vast, but the common denominators are the instructional and teaching paradigms inclusive of principles of Andragogy, the art and science of helping adults learn (Henschke, 2003; Knowles, 1980). Therefore, the charge for Career College Leaders is to begin a process for educators to impart learning that is self-directed (Knowles, 1975). According to literature, "learning for self-direction is a transitional

process," and embodies the viewpoint that "students were learning to direct and manage their learning" (Taylor, 1986, p. 55). In contrast to pedagogical styles of instruction, self-directed learning encompasses adults taking control of the learning outcomes. Furthermore, self-directed learners are driven by life experiences that foster uniqueness and are more likely to sustain learning due to personal needs and motivation.

Imbedded in the formula for creating a different instructional paradigm for adult learners, "the charge for educational systems to include the preparation of students for life-long learning" (Posner, 1991, p. 1) is an action that opens the door for career-focused education. Career-focused learning environments are no longer the exception, but the norm. Aggressive marketing tactics motivate students who are attracted to Career Colleges for convenience, course offering options, cost effectiveness and an accelerated pace for completion.

In the context of adult learning, career-focused education embodies the elements of self-directed learning and is coupled with hands-on skills development which yields the personal achievement of career advancement for the aspiring adult learner. According to literature, "one of the key functions of this sector of education is to provide job placement," (Lee & Topper, 2006, p. 86) which is different from conventional education.

Directly aligned with this description of the primary role of career-focused institutions in modern society, four real world cases illustrate what positive outcomes look like. Each scenario models the aspiring adult learner who passed through the gateway of success. Therefore, how does success look for the career-focused adult learner?

Success looks like Tony, the first to attend college in her family, with four children, and no car, she never missed a day of class and was always seen with a frown on her face. She was a good student but lacked soft skills, often visiting the Career Services office for assistance. Finally, Tony decided to apply to work as a Federal Work Study student. In a demanding voice, she told the Director she wanted a job. The Director calmly suggested she complete an application and return for an interview. That same day she returned, with the application completed and the familiar scowl on her face. The Director recognized potential and decided to mentor her with tough love. Tony learned: first to smile; how to work with others in a team environment; how to provide customer service; and how to enjoy working. Today, Tony has a Bachelor of Science degree in Human Resources and is also a Human Resources Generalist for a major medical agency in the Midwest.

Success looks like Rhoda, an empty nester, seeking to reinvent her life with a new career. Rhoda had not been to school in 30 plus years, but she had the drive and the determination to be successful. She struggled with the computer and typed slower than required for the job she wanted. She was often found crying in the bathroom because she felt inadequate, often comparing herself to the younger adult learners. Rhoda pushed through, and practiced every night on her data entry with a student advocate that was on staff at the college. Her efforts paid off, and due to her engrained will and self-motivation, graduated cum laud. Rhoda is now an independent contractor for a major medical billing agency, working from home.

Success looks like Joe, a former gang member in an aggressive urban community. He completed high school through an x-offender life skills readiness program. He aspired to complete the bachelor degree program in Healthcare. Joe was unique, in that his work

ethic, personality, communications, and academic aptitude did not match his background. He made a wrong turn and paid his debt as a result. Joe achieved his goal and completed the Healthcare Management Bachelor degree program. He went on to work in healthcare as a sales professional. Joe also joined a leading national public speaking organization, and was honored as a leading public speaker in a region in the United States.

Success looks like Ahmad, an immigrant, installed as a citizen in America. His English was slightly broken and he spoke with a distinctive accent. Ahmad was extremely tech-savvy, and spent quite a bit of time creating websites, and designing digital animation images. He spoke about his dream of becoming an animator at a major movie company. Ahmad's cultural background was somewhat aggressive, and consequently, he was often in conflict situations with teachers when he did not agree with their instructional approach. However, Ahmad was very strong in hybrid learning environments, and did quite well in on-line classes. His computer skills were noticed by one of his instructors and he was moved into hybrid learning classes exclusively, which was a better match for his learning style. Ahmad completed the Digital Animation program in an on-line environment and currently works as a freelance animator in a major city in the U.S.

These adult learners represent the profile of just some of the various faces that are the modern adult learner. Each, unique in scope and depth, should be afforded the same opportunity for life changing opportunities.

The researcher asserts that Andragogy is the how in understanding learning for adults as a process that involves action, "adults who are self-directed take the initiative, formulating learning goals, and implementing learning strategies" (Knowles, 1975, p.

18). To that end, adult learners are encouraged to take control of their academic endeavors for employment success regardless of past circumstances. These examples are also indicative of what the core of career-focused education should entail: the success of the adult learner.

The researcher posed an interesting conclusion, discussed as the *reality of the gap*, which was first represented as a narrow portal of instructional effectiveness which gave rise to successful employment outcomes for adult learners. Secondly, the *reality of the gap* was significant, given that student employment outcomes were the overarching rationale for electing to attend institutions of higher learning, whether traditional or career-focused for the modern adult learner. The researcher further discusses the *reality of the gap* to be an indicator of the moderate relationship between Andragogical instructional perceptions of effectiveness and placement outcomes and was an area of opportunity for shifting the paradigm in staffing models for leadership development to sustain instructional leaders in an effort to benefit the organizational structure and ultimately performance effectiveness.

In this study, and evidenced in the associated research, installing the mid-tier instructional leader was an essential intervention to impact performance effectiveness over the life of this study. Performance, in this case, referred to employing graduates according to the prescribed metrics. In order to do so, the leader learner, also known as the Director, had to have the skills to funnel knowledge to the vast list of successful adult learners which typically fill the halls of learning such as Tony, Rhoda, Joe, and Ahmad.

Trust in leadership is the leading competency (Maxwell, 2007) in organizational structures, and unfolds as a model for adult learning. Research concerning trust as a factor of leadership, reinforced the idea that trust is chameleon-like in nature. Trust is

ever evolving, morphing into a functioning entity depending upon the discourse of leadership opportunities. Finally, trust in leadership, in the context of this study, was grounded in the Henschke (1989, 1998) model, defining the 11 elements that would be indicators of trust behaviors in instructional leaders. Further, trust was identified as the primary competency for effective instructional leadership.

The results of implementation of the mid-tier intervention strategy suggested an opportunity for higher education leadership to review staff development paradigms with a defined purpose of developing a viable organization dedicated to education and ultimately employability for adult learners. In developing a leadership profile with a focus on trusting relationships in this context, future explorations of trust in other higher educational leadership environments would prove invaluable.

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Appendix Descriptions

Appendix A-MIPI-RD Inventory

Appendix B-MIPI-D Inventory

Appendix C- Coding Process

Appendix D- MIPI Score Sheet

Appendix E- Participation Request Letter (Email)

Appendix F- Instrument Approval

Appendix A-MIPI-RD Inventory

MODIFIED INSTRUCTIONAL PERSPECTIVES INVENTORY ©John A. Henschke

Revised for Regional Directors (MIPI-RD)

Directions: Listed below are 45 statements reflecting beliefs, feelings, and behaviors beginning or seasoned Regional Directors may or may not possess at a given moment. Please indicate how frequently each self-reflective statement typically applies to you as a Regional Director (RD) as you reflect on your instructional techniques for facilitating learning for Directors (D) as adult learners in Career Colleges. Career Services areas, using the codes: A=Almost Never; B=Not often; C=Sometimes; D=Usually; and E=Almost Always. Circle the letter that best describes you. There are no right or wrong responses to any of these statements. What is most important is that you record your own true perspectives based on how you perceive your use of instructional methodologies, and your personal experiences.

How frequently do you as a Regional Director (RD):

1. Use a variety of instructional techniques?
2. Use buzz groups (directors placed in groups to discussion information from lectures).
3. Believe that your primary goal is to provide directors as much information as possible?
4. Feel fully prepared to instruct?
5. Have difficulty understanding the director's point-of-view?
6. Expect and accept director frustration as they grapple with problems?
7. Purposefully communicate to directors that each is uniquely important?
8. Express confidence that directors will develop the skills they need?

9. Search for or create new instructional techniques?
10. Instruct through simulations of real-life?
11. Instruct exactly what and how you have planned?
12. Notice and acknowledge to directors positive changes in them?
13. Have difficulty getting your point across to your directors?
14. Believe that I vary in the way I acquire, process, and apply subject matter knowledge?
15. Really listen to what I have to say?
16. Trust me to know what my own goals, dreams, and realities are like?
17. Encourage me to solicit assistance from other directors?
18 Feel impatient with my progress?
19. Balance his/her efforts between director content acquisition and motivation?
20. Try to make his/her presentations clear enough to forestall all my questions?
21. Conduct group discussions?
22. Establish instructional objectives?
23. Use a variety of instructional media? (internet, webex conferencing, interactive PPT presentations, video conferencing, etc.)
24. Use listening teams (directors grouped together to listen for a specific purpose) during instruction, conference calls or webex?
25. Believe that his/her instructional skills are as refined as they can be?
26. Express appreciation to me when I actively participate?
27. Experience frustration with my apathy?
28. Prize my ability to learn what is needed?
29. Feel that I need to be aware of and communicate my thoughts and feelings?
30. Enable me to evaluate my own progress in learning?
31. Hear what director's indicate their learning needs are?
32. Have difficulty with the amount of time directors need to grasp various concepts

33. Promote self-esteem in the directors?
34. Require directors to follow the precise learning experiences you provide for them?
35. Conduct role plays?
36. Get bored with the many questions directors ask?
37. Individualize the pace of instruction for each director?
38. Help directors explore their own abilities?
39. Engage directors in clarifying their own aspirations?
40. Ask the directors how they would approach a learning task?
41. Feel irritation at director's inattentiveness in the learning setting?
42. Integrate instructional techniques with subject matter content?
43. Develop supportive relationships with directors?
44. Experience unconditional positive regard for your directors?
45. Respect the dignity and integrity of the directors?

Appendix B-MIPI-D Inventory

MODIFIED INSTRUCTIONAL PERSPECTIVES INVENTORY ©John A. Henschke

Revised for Directors (MIPI-D)

Directions: Listed below are 45 statements reflecting beliefs, feelings, and behaviors beginning or seasoned Regional Directors may or may not possess at a given moment. Please indicate how frequently each statement typically applies to you as a Director (D) and as an adult learner as you reflect on the instructional techniques for facilitating your learning provided by your Regional Director (RD) in Career Colleges, Career Services areas, using the codes: A=Almost Never; B=Not Often; C=Sometimes; D=Usually; and E=Almost Always. Circle the letter that best describes you. There is no right or wrong response to any of these statements. What is most important is that you record your own true perspectives based on how you perceive the instructional methodologies used, and your personal experiences. Please complete by _____

How frequently do you as a Regional Director (RD):

1. Use a variety of instructional techniques?
2. Use buzz groups (directors placed in groups to discussion information from lectures).
3. Believe that your primary goal is to provide me as much information as possible?
4. Feel fully prepared to instruct?
5. Have difficulty understanding my point-of-view?
6. Expect and accept my frustration as Igrapple with problems?
7. Purposefully communicate to me that each is uniquely important?
8. Express confidence that I will develop the skills I need?
9. Search for or create new instructional techniques?
10. Instruct through simulations of real-life?

11. Instruct exactly what and how he/she has planned?
12. Notice and acknowledge to me positive changes in me?
13. Have difficulty getting his/her point across to me?
14. Believe that I vary in the way I acquire, process, and apply subject matter knowledge?
15. Really listen to what I have to say?
16. Trust me to know what my own goals, dreams, and realities are like?
17. Encourage me to solicit assistance from other directors?
18 Feel impatient with my progress?
19. Balance his/her efforts between director content acquisition and motivation?
20. Try to make his/her presentations clear enough to forestall all my questions?
21. Conduct group discussions?
22. Establish instructional objectives?
23. Use a variety of instructional media? (internet, webex conferencing, interactive PPT presentations, video conferencing, etc.)
24. Use listening teams (directors grouped together to listen for a specific purpose) during instruction, conference calls or webex?
25. Believe that his/her instructional skills are as refined as they can be?
26. Express appreciation to me when I actively participate?
27. Experience frustration with my apathy?
28. Prize my ability to learn what is needed?
29. Feel that I need to be aware of and communicate my thoughts and feelings?
30. Enable me to evaluate my own progress in learning?
31. Hear what I indicate their learning needs are?
32. Have difficulty with the amount of time I need to grasp various concepts
33. Promote self-esteem in the me?
34. Require me to follow the precise learning experiences he/she provides to me?

35. Conduct role plays?
36. Get bored with the many questions I ask?
37. Individualize the pace of instruction for me?
38. Help me explore my own abilities?
39. Engage me in clarifying my own aspirations?
40. Ask me how I approach a learning task?
41. Feel irritation at my inattentiveness in the learning setting?
42. Integrate instructional techniques with subject matter content?
43. Develop supportive relationships with me?
44. Experience unconditional positive regard for me?
45. Respect my dignity and integrity?

Appendix C-Coding Process

	ER Rate 2011	ER Rate 2012
School Codes		
Sc 1		
Sc 2		
Sc 3		
Sc 4		
Sc 5		
Sc 40		
Total ER Rate		

Coding Process Tool

Letter/Number/Color Code for Data Collection

	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6	Category 7
RD2							
	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6	Category 7
Directors							
D209							
D210							
D211							
D212							
D213							
D214							
D215							

	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6	Category 7
RD4							
	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6	Category 7
Directors							
D422							
D423							
D424							
D425							
D426							
D427							
D428							

	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6	Category 7
RD1							
RD2							
RD3							
RD4							
RD5							
RD6							

Appendix D- MIPI Score Sheet
Instructor's Perspective Inventory Factors

(1)	(2)	(3)	(4)	(5)	(6)	(7)
4 _____	7 _____	1 _____	6 _____	5 _____	2 _____	3 _____
12 _____	8 _____	9 _____	14 _____	13 _____	10 _____	11 _____
19 _____	16 _____	22 _____	15 _____	18 _____	21 _____	20 _____
26 _____	28 _____	23 _____	17 _____	27 _____	24 _____	25 _____
33 _____	29 _____	42 _____	37 _____	32 _____	35 _____	34 _____
	30 _____		38 _____	36 _____		
	31 _____		40 _____	41 _____		
	39 _____					
	43 _____					
	44 _____					
	45 _____					
Total	Total	Total	Total	Total	Total	Total

Scoring Process
A=1, B=2, C=3, D=4, and E=5
Reversed scored items are 3, 5, 11, 13, 18, 20, 25, 27, 32, 34, 36, and 41. These reversed items are scored as follows: A=5, B=4, C=3, D=2, and E=1.

Factors	Total	Possible Minimum	Possible Maximum
1. Teacher empathy with learners	_____	5	25
2. Teacher trust of learners	_____	11	55
3. Planning and delivery of instruction	_____	5	25
4. Accommodating learner uniqueness	_____	7	35
5. Teacher insensitivity toward learners	_____	7	35
6. Experience based learning techniques (Learner-centered learning process.	_____	5	25
7. Teacher-centered learning process	_____	5	25

Appendix E-Participation Request Letter

This email is a request for your participation in research for Lindenwood University study conducted to fulfill a dissertation requirement for attainment of the graduate degree, EdD. The study title is: Trust in Leadership: Investigation of Andragogical Learning and Implications for Student Placement Outcomes.

Principal Investigator: Doctoral Candidate – La Verne Gillespie. Telephone: 314-229-5710

E-mail: lg219@liionmail.lindenwood.edu

Your participation will take approximately 15 minutes to respond to 45 survey questions. Approximately 46 participants will be involved in the survey portion of this research.

If you wish to participate in this study, the survey material is provided and attached to this email. To participate, please open the document and follow survey instructions. The scoring will be completed for you so **DO NOT** tabulate your responses on the last page. You will be notified of the overall results of the study. Upon completion of the survey, save entire document as a Word.doc or PDF. Doc and email back to instructional leadership4@gmail.com

Please read the information below regarding the study. Then, open the survey to complete.

You are invited to participate in a research study conducted by La Verne Gillespie under the guidance of Dr. John A. Henschke, School of Education, Lindenwood University. The purpose of this research is to examine the effectiveness of instructional methodologies and to determine if there are possible contributions between Andragogical learning characteristics such as *trust*, and Employment Placement Outcomes in Proprietary Higher Education.

There are no anticipated risks associated with this research. There are no direct benefits for you participating in this study. However, your participation will contribute to the knowledge about instructional Leadership as an important component offered to Career Services leaders in Proprietary Higher Education.

Your privacy will be protected. The researcher will not know who has responded to surveys. As part of this effort, your identify will not be revealed in any publication or presentation that may result from this study and the information collected will remain in the possession of the investigator in a safe location.

Your participation is voluntary and you may choose not to participate in this research study. You will NOT be penalized in any way should you choose not to participate or to withdraw.

If you have any questions or concerns regarding this study, or if any problems arise in completing the survey, you may call the Principal Investigator, La Verne Gillespie @ 314-229-5710, or the Supervising Faculty, Dr. John A. Henschke, 636-949-4590.

Appendix F- Instrument Approval Letter- Dr. J. Henschke

LINDENWOOD

LINDENWOOD UNIVERSITY ST. CHARLES, MISSOURI

March 6, 2013

Dear Ms. Gillespie:

I am pleased that you wish to use the Modified Instructional Perspectives Inventory (MIPI-RD)-Adapted for Regional Directors and the Modified Instructional Perspectives Inventory (MIPI-D)-Adapted for Directors in your Doctoral Dissertation at Lindenwood University. I understand your dissertation is not yet titled.

I hereby give you permission to use this copyrighted instrument. I would expect appropriate citations for the Inventories in your dissertation or any publications that result from using them.

If there is any other way I may help you in this process, please let me know. My best wishes to you in your research. I look forward to hearing of your results.

Most sincerely,

John A. Henschke

John A. Henschke, Ed.D

Lindenwood University

Chair of the Andragogy (Adult Education) Doctoral Emphasis Specialty

Instructional Leadership Program

jhenschke@lindenwood.edu

Vitae

LaVerne Gillespie recently served as the Regional Director of Career Services for Career Education Corporation (CEC) from 2010 through 2013. LaVerne's career with CEC started in 2006 where she worked as a Director of Career Services at Missouri College in St. Louis, MO; and also as an Assistant Professor for Colorado Technical University, On-Line Division. Prior to 2006, her career span included 18 years of service as a Flight Attendant and Trainer with a major airline in the U.S.

LaVerne is currently a Doctoral Candidate in Educational Leadership at Lindenwood University, St. Charles, MO, completing the dissertation in March of 2014; completed an earned M.Ed. degree from National Louis University, Chicago, IL; and completed an earned a Bachelor of Science degree from Southern Illinois University, Edwardsville, IL. LaVerne has notable successes and honors throughout her career and is clearly committed to educational excellence.