Professional Development for Support Staff: Time Well Spent

by

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ABSTRACT

Little has been written about opportunities for support staff to participate in professional development. Most of the related literature cites professional development for middle and upper management people. This study examined a particular in-service approach to professional development for support staff of the Greater Victoria School District (#61). In this approach, employees were centrally involved in suggesting topics for courses and workshops, facilitating workshops as resident experts, and engaged as participants. The purpose of the study was to: 1) understand voluntary participation; 2) examine the relationship between work-related learning and learning for personal growth and, 3) compare the cost of the in-service approach to two alternative options. The researcher gathered information from three sources: 1) a five-year database which tracked participation activities in a longitudinal quantitative study; 2) results of Boshier's Education Participation Scale (A Form) circulated to provide quantitative data of a cross-sectional study of participation and, 3) a series of interviews with twelve participants, recording their perspectives on the staff development program. A cost-effectiveness analysis was also conducted to determine the most economic approach to professional development. Some important findings of this study were the similar patterns of participation according to national figures of adult education participation in the Statistics Canada 2001 report. Examining variables of gender and frequency, a) this study found 71 percent male and 74 percent female participation in work-related courses compared to national figures of 62 percent male and 62 percent female participation in work-related adult education. And b) nationally 30 percent of adult Canadians participated in adult education compared to 26 percent of the population in this study. Evidence supported the fact that staff development participants preferred professional development topics rather than personal growth subjects. In the school calendar year, 1995/96 participants engaged in 66 percent work related courses, which evolved to 80 percent by 1999/00. The development of competent professional development programming involved more than predicting the needs of employees interested in remaining current in their job skills, or preparing for career advancement. Competent practice of professional development for support staff was
positively influenced by a collaborative approach of all stakeholders; management, staff and, program facilitators. This study has implications for human resource personnel and training directors, employees, and others interested in workplace learning. It also shows that employees voluntarily suggest both professional and personal growth topics as important to their individual roles. The collaborative model studied here may be of interest and value in a variety of organizational settings, even those within a hierarchical structure. There are some promising avenues of future research which could also be explored.

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The research benefited from the interviewing skills of Susan Belford who conducted the twelve interviews in a professional manner expanding upon the knowledge of what individual participants had to say about their experiences. Norton Lucyk was also instrumental in editing the text to ensure clarity and consistency in the writing.

And special thanks go to members of the Greater Victoria School District employees of CUPE Local 947, the Office and Technical Staff, who participated in the survey using the Education Participation Scale on April 30, 2001 and in a number of interviews conducted in June, 2002. I also want to acknowledge the contributions of Michelle Parker who asked the question that started it all, and to Brian Mallory and Heather Stadel, the Human Resources management team who endorsed the concept, and the CUPE 947 volunteers who inspired all of us to develop the staff development program.
Dedication

To E M Ives who always believed her daughters could and would accomplish whatever they set out to do and indeed expected our aspirations to be noteworthy. Thank you for your constant support and inspiration and although we could not complete the journey together, you were the "raison d'etre". I benefited greatly from having enlightened parents, self-directed and highly accomplished adult learners in their own right.
CHAPTER ONE

Introduction

Workplace learning is generally deemed a social good in modern democracies like Canada. Such learning is alleged to have a direct and increasingly important effect on national economies, the success of organizations and corporations, and on the wealth and mobility of individuals in society. Governments in Canada and elsewhere enact legislation and establish programs encouraging individuals to learn in the workplace and assist corporations to remain competitive economically. For example, the Federal Government in Canada announced in March 2001 that improvements to the Canada Student Loans Program would assist working people to pursue part-time education in order to keep their skills up to date. This initiative added positive income tax incentives to further one’s education (Baxter, 2001).

It is almost universally assumed that employees who increase their knowledge and skills through work-based learning are better individuals, better assets to an employer and, indeed, better citizens because they are more likely to be economically self-sufficient.

Yet despite the almost uncritical acceptance of workplace learning for employees, as a social and national good, important questions relating to such learning remain unasked and unstudied. For example, researches like Fenwick (2001), Mann (1997), and Marsick (1987) discuss the perspective of worker as worker, that is, as a corporate resource where costs and benefits are assigned like any other fixed asset. This view supporting workplace training implies employees should assist their corporation to prosper by maximizing profits and market share. In this view, an employee has an obligation to ensure that he or she is the most productive individual possible by virtue of the employment conferred upon him or her by the employer. Employees owe it to employers to be productive.

This perspective is by definition narrow and confined. The future of the employee is dependent on the health and future of the employer and all learning should be directed toward the benefit of the organization. This line of thinking guided the rationale for many government initiatives in support of workplace training.
However, upon reflection and critical examination of this logic, issues arise that are not part of corporate or government culture.

Data from Statistics Canada reports, (1994, 2001) suggest employees do not see themselves as fixed assets to be shaped by a management-directed agenda. Quite the reverse appears on examination of the literature, which shows that the expectations of individuals engaged in workplace learning have almost nothing to do with corporate or governmental intent.

Further, the corporate and governmental approach to workplace learning conflicts with research into adult education, showing adults learn for many complex reasons. In other words, it does not appear possible to deduce motive from content.

1.1 Background

My interest in professional development for support staff, curriculum design and instruction, was not surprisingly, sparked by personal experience. In 1994, working for the Greater Victoria School District #61, I became aware that opportunities for professional development were limited for support staff, members of the Canadian Union of Public Employees (CUPE), Locals 947 and 382. Local 947 included all technical and office workers: school secretaries, special student assistants, accounts clerks, lunch time supervisors, clerk typists, library assistants and receptionists. CUPE Local 382 consisted of grounds keepers, janitors and custodians, audio-visual technicians, painters and carpenters.

Before 1993, professional development opportunities were provided to teachers and administrators with occasional seminars for support staff such as Employee First Aid produced specifically to meet the needs of the School District. As with most school districts in British Columbia, standard practice was to designate a number of “professional development” days (pro-d days) each year at which time teachers and administrators can take advantage of learning opportunities designed to enhance their professional development. The Greater Victoria School District was no exception until a school secretary asked the question, “Why not present professional development opportunities to support staff on the same district-wide designated days?”

The question led to the observation that there was an increasing need to provide learning opportunities for support staff to become more confident and
proficient in their work, and to be better able to cope with the changes brought about by a growing dependency on computer technology.

The School District Human Resources Coordinator circulated a survey to all CUPE 947 employees to determine what type of workshops or courses might be of interest. The survey indicated respondents were asked to choose specific topics relevant to the skill sets required for their positions within CUPE Local 947 and were encouraged to make additional suggestions. The results of the survey, and the willingness of the Human Resources department to support the results, made this approach to professional development unique and meaningful because topic suggestions came directly from support staff, not management. The Human Resources management team endorsed the concept to provide learning opportunities for support staff, and the proposed method of delivery by Shoreline Community Education staff.

Shoreline Community School (Shoreline) is one of five community schools within School District #61 with an expanded function beyond that of traditional school use for K-12 students. A critical aspect of community schools is that each is unique to the community it serves. Without a recreation or community center, and with a high proportion of single-parent, underemployed, female adults per capita (NOW report, 1992), Shoreline Community School responded by developing a community education program to provide adult evening classes in business-related, computer software, health, general interest, and recreational courses.

The community education component at Shoreline had provided adult learning opportunities for over twelve years by 1994, and was well established as a valued asset to the community. The idea of accommodating professional or staff development opportunities at Shoreline Community School during District-wide designated professional development days was considered well within the range of possibility.

Initial discussions began with Shoreline Community School staff; all staff including teachers, administrators, and members of CUPE Locals 947, and 382. Teachers were consulted about the use of their classrooms during a pro-d day, and Administration approved the use of Shoreline as the principal location for the new Staff Development program of workshops. After a positive reception at the school, the idea of professional development for support staff (staff development), with a
planned curriculum, was presented to the CUPE 947 executive and Human Resources management personnel.

A Staff Development Committee was formed with representatives from CUPE Local 947, Human Resources management, and Shoreline community education staff (as facilitators of the program). The Committee met quarterly to discuss topics and themes for four staff development days designated annually. The Committee pre-planned annual selections of topics based on suggestions submitted by support staff and relied on comments submitted through evaluation forms circulated after each workshop. In that way, suggestions made throughout the year were added whenever possible to accommodate specific requests and topical issues. Each staff development day offered 20 to 25 workshop topics and on average approximately 80 workshops were attended each year. Workshop cancellations occurred when enrollment numbers were fewer than eight participants.

The pilot program for support staff during the school year 1994-1995 resolved a number of minor logistical problems and prompted the Staff Development Committee to include workshops on professional growth, and personal growth topics.

1.2 Initial Observations

In 1998 I became intrigued with the possibility that an impact from the workshops had occurred that went beyond participants simply learning work-related and personal interest topics, in group settings. I began to look more analytically at the perceptions support staff attributed to staff development workshops and courses. From 1994 to 1998, my concentration had been on the delivery design and curriculum development of the workshops that gave opportunities for support staff to upgrade their skills to meet the ever increasing demands of their jobs, and to help prepare those seeking promotion within the organization.

Designing the program for staff development workshops and courses was at the outset just another opportunity to develop a client specific program. As workshop offerings expanded in subsequent years, participation levels expanded as well. Participation levels increased from just over 300 attendees in 1994 to over 1,000 in the school-year 1999/00. From the very beginning, support staff were involved in determining workshop topics, participating as instructors and facilitators, and attending as adult learners.
It was an appropriate time in 1998 to reflect upon the perceptions participants held regarding the value of their learning experiences and to analyze what significance, if any, the staff development program had. Finally I wanted to explore the interest and commitment to voluntary participation in workplace learning activities, the cornerstone in the foundation of the program.

It was evident from talking to participants that they were engaged in more than just learning something new or preparing for new expectations within a job classification. There was an energy and excitement going beyond attending a workshop. Something was happening that was collegial and unifying. I began to look at the literature and research on adult learning and development; to investigate the voluntary participation of staff to discover the reason for their commitment to the learning activities; and to try and ascertain the degree of importance they assigned to the staff development program.

1.3 Focus of the Study

This study examined Greater Victoria School District's approach to professional development for non-teaching, support employees. It explored the patterns of course-taking over a five-year period and probed what effect, if any, this approach to workplace learning had on support staff as employees, as individuals, and as members of the larger community.

Many organizations rely on their management personnel to advise on and approve the type of material needed to increase job performance. Research for this study analyzed an approach to professional development for support staff that included accounts clerks, secretaries, administrative assistants, teaching assistants, lunch supervisors, and clerk typists.

The actual number of support staff varied from year to year. For the five-year period studied, the number of support staff ranged between 860 and 890 employees. Local 382 members represent maintenance and grounds keepers, audio-visual technicians, janitors and custodial staff and were involved during the 1995/96 school-year.

In general, workshops promoted an opportunity to enhance existing knowledge and skills, or challenge employees to experience new learning activities. Staff development workshops were assembled under the heading of non-formal or
non-credit adult education courses, featuring a combination of structured topics with a clear format and curricula, along with workshops that were more inclusive and discussion centered. The intent was to provide learning activities to upgrade skills and knowledge in work-related topics, and to enhance wellness and areas of general interest.

It was generally assumed within the district organization that employees of the school district met certain qualifications to attain their jobs, and therefore no attempt was made to pre-test or establish a skill level prior to taking a workshop. The exception came with computer courses where skill building was based on prescribed prerequisites for optimum learning experiences.

Studies abound with research on adults who for one reason or another took training to enter or re-enter the workforce. However, emphasis often centered on literacy programs and programs that enabled adults to complete high school graduation or a graduate equivalency diploma (GED). Little has been written about the phenomenon currently faced by many employees, who have already completed high school, or post secondary education, to take additional training in order to upgrade their knowledge and skills to meet technological advances, social and economic changes in the workplace.

One significant demographic shift which occurred over the past 25 years is that the number of women in the labour force has increased, particularly female employees with school-aged children. This heightened the need for workers to balance their work and family responsibilities. Many CUPE 947 employees were single women working full-time and raising a family. Attempts by them to upgrade job skills or enrol in courses outside the workplace were and are difficult when faced with the responsibilities of raising children and supporting family members.

A social justice issue has been recognized to exist for adults with learning disabilities that prevent them from participating in external training sessions or structured learning opportunities within an organization. Some adults were excluded from learning activities because they were deemed to be poor learners at some point in their earlier lives and they have carried that label into adulthood. According to Eraut, Alderton, Cole & Senker (1997) a great deal of incidental learning from peers takes place within an organization, and this has compensated for independent learning activities.
It appears that Canada as a nation has failed to prepare adequately for technological advances. Canada has had a reputation for "do[ing] a worse job of training our workers within the firm than many of our competitor nations" (Hum and Simpson, 1996, p. 7). European and Japanese companies have distinguished themselves by ensuring a high degree of commitment to employees, where labour adjustments are dealt with inside an organization, referred to as the internal labour market.

In contrast Canada's low-commitment approach and unstable employment relationships and limited firm investment in employees creates little incentive for employers to internalize the adjustment process through reassignment, retraining or redistribution of working hours (Betcherman, et al, 1994, pp. 93-94).

This problem of inadequate training appears to be reflected in the number of unemployed Canadians in search for new jobs or training programs to acquire needed skills. The end result may be linked to high and persistent unemployment, and the subsequent costs of employment insurance premiums paid by both employees and employers.

Training costs are a concern for governments and employers, along with the time committed to training and upgrading the skills and qualifications of the workforce. Both employer and employee appear caught in the dilemma of the information society, which is driven by constantly changing technology. The problem of meeting the demand for training appears to be compounded by other matters of equal importance. Intertwined are issues of employee relationships, cultural sensitivities, economic strategies associated with downsizing, or upsizing, and in the case of Greater Victoria School District 61, the added pressures of diminished student enrollment, smaller operating budgets, and the probability of school closures.

Yet in the midst of all of this, the question to be answered, is why did CUPE 947 employees voluntarily engage in adult learning activities? Was it self protection motivated by fear that sent support staff to staff development workshops? For some perhaps, but seniority within an established union eliminates that expectation for most. Or was it a matter of future prospects, the pleasure of learning, or being rewarded for having accomplished new skills relevant to the job?
Consider the reaction that occurred following the decision of the Greater Victoria School District to replace all Macintosh computer technology with Personal Computer units supported by Microsoft software applications. Across the District, this change appeared daunting to many long time Macintosh users and resulted in confrontations about having to learn to use new computer equipment, and software. Through a series of workshops under the theme title *Throwing an Apple out the Window*, a number of CUPE staff quickly gained the knowledge and skills to meet the challenge of a rapid roll-out of new equipment and software programs. By the end of the year of implementation, many employees who had taken preparatory orientation workshops felt that they could cope with the new system.

Technology has changed the face of the workplace to the extent that all employees are faced with making decisions about the skills and courses they need to maintain or upgrade in order to advance, or simply to remain current in an ever-changing workplace. Giving employees an opportunity to participate in setting the agenda for their personal and professional development may be the new challenge for leaders of an organization.

Employers, accustomed to directing the type of work-related courses for employees through human resource departments or union management teams, may require new approaches to employee training due to changes affecting the workplace. Employers will have to rethink their position on retraining existing employees if they wish workers to keep abreast of technological changes.

Marsick and Watkins (1999) suggested that employers are looking for workers who are thinkers and learners with progressively more interdependent skills, skills that cross departmental and functional boundaries. Further Marsick projected the new learning organization would be one that:

- integrated personal development and technical or vocational development
- focused on group learning as well as individual learning
- emphasized informal learning
- and, functioned as a learning system at the organizational level.

1.4 Statement of the Problem

Professional development has been a longstanding tradition of many professions, in particular health and education fields. The problem appears to be not
so much a lack of professional development and workplace education initiatives as one of exclusivity of opportunity for middle and upper management. Literature cited in Chapter Two notes a number of innovative and successful workplace education programs reserved for department heads, supervisors, managers and top-level administrators.

The new reality of advanced technology has pressed the need for workplace learning programs for all employees, staff, as well as management. Once the question was posed as to why not provide learning activities for support staff, it became evident immediately that reasons to proceed toward a staff development initiative were sound.

Administrative assistants, school secretaries, and clerical staff were having to learn new software applications, which prior to 1998, tended to vary greatly from one school to another, and one department to another. Accounts clerks working with a manual system were suddenly exposed to three different computer software systems. In other areas, new regulations from the Workers Compensation Board (WCB) challenged senior administrators to find methods to increase the health and safety environment for workers, and reduce escalating WCB insurance premiums. Schoolyard supervisors and teaching assistants concerned with student behaviours, wanted more information on anti-bullying interventions and effective strategies to work with special needs students, and students with learning disabilities. For most situations listed here, there were as many valid reasons to provide workplace education opportunities for support staff as there was for professionals, teachers, vice-principals, and principals.

Once investigation began into what support staff wanted in the way of professional development, an applicable model of a staff development program was sought. I went to the research sources and found the literature revealed scant material on methods to provide organized structured courses and workshops in a format that would reach a large number of recipients in a timely fashion. Most studies relied on bringing in external expertise to design a customized program and those cited in Chapter Two. Theoretical proposals to transform an organization into a “learning organization” abound but the prescriptive remedies were for the most part untested or in preliminary stages of research.
Members of the Staff Development Committee took the best elements of what was known to be successful in community education courses, and designed an in-service workshop format for staff development.

Emerging technologies have serious educational and training implications for non-management staff in any large organization. Employees asked to upgrade existing skills are often expected to find their own means of acquiring a different or broader skill set. Yet for many employees, finding time to upgrade skills after work may be detrimental to family obligations. Taking a leave from work to attend a course is not always an affordable option for everyone.

These situations may have unique applications relevant only to school districts, but I suspect there is some applicability to other organizations having to deal with similar challenges. In broader terms, there appears to be equally pressing reasons for organizations to examine their commitment to training a viable workforce recognizing that in the not too distant future, there may be a need to keep older workers in the workforce longer. Increased opportunities for workplace education presents an alternative to laying-off experienced personnel. Quoting Peter Senge:

as the world becomes more interconnected and business becomes more complex and more dynamic, work must become more learningful. It is no longer sufficient to have one person learning for the organization ... to 'figure it out' from the top and have everyone else following the orders of the 'grand strategist'. The organizations that will truly excel in the future will be organizations that discover how to tap people's commitment and capacity to learn at all levels in an organization. (Caldwell & Carter, 1993. p. 213).

Professional development research appears concentrated on management personnel and professional groups. Existing research is scant about the dilemma facing many employees striving to achieve work security as well as job security. It seemed timely to present information about a professional development program that enhanced support staff training in a large school district rife with change and confusion due to technology and decreased resources. What motivated them to suggest workshop topics voluntarily? What made them attend? What made them committed to the program to such an extent that many taught their peers and helped foster a learning environment? All these questions seemed worthy of investigation.
1.5 Purpose of the study:

- To understand why subjects of this study voluntarily engaged in workplace based courses and workshops
- To examine whether there is a relationship between work-related learning and the more personal interest topics of employees as individuals
- To understand the general costs and benefits of the professional development workshops for support staff
- And, to determine whether the pro-d approach being studied is unique in any way.

1.6 Significance of the study

What made this staff development approach different and possibly unique was that participants actively suggested workshop topics and participated as instructors and facilitators along with other qualified instructors external to the School District. As well, participation for each pro-d day series of workshops remained high over the five years of this study.

1.7 Organization of Dissertation

Chapter One has set the stage for the following chapters by providing an introduction to the interests and concerns of the researcher, and forms the design and plan of the study, outlining the focus and the statement of the problem. An extensive Review of the Literature follows in Chapter Two and frames the study around five aspects or substructures: Adult Learning and Motivation, Workplace Learning, Personal or Individual Learning, Cost Effectiveness Analysis and finally, what is known about Learning Organizations. The conceptual framework of individual and self-directed learning as espoused by Johnstone and Rivera (1965), Houle (1961) and Boshier (1980) lead to the question of whether a learning organization can be created and crafted or nurtured without much manipulation.

In Chapter Three the methodology reports on the three quantitative methods used and explores the summary data gathered from twelve employee interviews. Research findings are illustrated in Chapter Four, using tables and figures to organize the data. Discussion of the results and the conclusions of the research are presented in Chapter Five and Chapter Six respectively.
CHAPTER TWO
REVIEW OF THE LITERATURE

This Chapter notes the literature sources used to establish the basic principles of this study, giving a historical perspective on adult learning and development. The chapter is organized into five major headings: Adult Learning and Motivation, Workplace Learning, Individual and Self Directed Learning, Cost-Effectiveness Analysis and the Learning Organization concept. A brief summary relates the work of previous scholars to this study. In the opening Introduction I have clarified the operational definitions used in this research.

2.1 Introduction

Lorimer (1931) suggested that when we find evidence of adults involving themselves in organized forms of learning we should also expect to find them engaged in other forms of organized social, leisure-oriented, or even political activities. Knowles (1970, 1975), Erikson (1985), and Dewey (1938) all stressed the role of experience, freedom to make judgements, and take responsibility for the consequences of choice and action, as motivators for adult learning.

Learning has been generally accepted to refer to the acquisition of knowledge, skills and affective changes, which are sought by individual adults often for use in a specific way. This study described a type of learning that occurred among adults over the age of 25 who were involved in educational activities beyond traditional schooling from kindergarten to high school (K-12) completion. The study did not include adult learning related to formal educational pursuits such as university degrees, college diplomas or certificate programs. Rather it focused on the type of adult learning and education which reflects the multiple roles that adults hold and the interests and needs that arise from these roles. Thus, adult learning, adult education and adult development may be viewed as a continuum for the purpose of this study.

The Learning Continuum

<table>
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<th>Formal Adult Education</th>
<th>Informal Education</th>
<th>Self-Directed Education</th>
<th>Informal Education</th>
<th>Incidental Education</th>
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Formal Education represents time-lined degree or diploma programs and Adult Education refers to credit and non-credit programming found in Continuing Educational studies. This representation of learning along a continuum is meant to portray the area under study and where they align themselves along the continuum; self-directed education, informal learning, and incidental learning.

John Dewey, one of the most influential educators of the twentieth century, recognized that informal education on a lifelong continuum is inherent to adults and vital to the concept of community and democracy (Campbell, 1995). This study is grounded in the concept of informal education, intentioned learning in a group setting that, when viewed on an individual level, may be supported by, self-directed learning, informal learning and reinforced by incidental learning.

2.1.1 Operational Definitions

Operational definitions used in this study come from various sources and are provided here for interpretation and clarification. An understanding of what is meant by the terms, “adult learning” and “adult development” was of paramount importance to this study. Both terms have been in use by experts from John Dewey to present-day scholars and have been variously applied to adult learners, as persons, as workers, and as members of the larger community. Clarifying the meaning of these and other terms currently used to describe types of learning taking place on a personal, organizational, or community level is the substance of this Chapter and an important foundation for this study.

The following terms are specific to this study:

1. Professional development generally refers to continuing education opportunities through workplace learning and is usually reserved for professional staff, middle and upper management personnel. In this study staff development is used to mean the same thing but applied to support staff and to employees who work for middle and upper management.

2. Support staff refers to all non-teaching and non-administrative personnel within a school district.

3. School Calendar Year is used to anchor the staff development workshops as they actually occurred for five years from October 1995 to June 2000.
4. Staff Development workshops are defined as either professional workshops, those that pertained to work-related curricula, or personal growth workshops which included topics of general interest. A complete list of all workshop titles during the five years being studied is attached as Appendix D.

5. The term professional development day or “pro-d” refers to the annual designated days assigned by District #61. Staff Development is used to describe the program of continuing education opportunities developed for support staff, specifically CUPE Local 947.

Other terms and phrases in this study were chosen from various authors and are italicized within the text.

Karpiak (1999) described adult development as a natural phenomenon, a process during which the adult learner moves along a progressive continuum until he or she has reached a desired goal. Individuals achieved new capabilities while retaining former capabilities in a continuous development.

Houle’s (1972) operational definition for adult education denoted a process in which individuals, groups, or institutions provided opportunities for adult learners to improve themselves or their society by increasing their skills and knowledge. Statistics Canada (1997), in the report on its 1994 survey of Adult Education and Training in Canada, considered all adult educational pursuits that supplemented or replaced initial education fell under the category of adult education whatever the content, level, or method of delivery (Stats Canada Report, 1994, pp.103).

Experts in various fields of adult education differentiated sub-categories to make meaning of a particular subject area (Statistics Canada Report, 1997 Appendix A). Formal Education or training was defined as structured and sequentially organized, planned and directed by a teacher or trainer, which can lead to formal recognition of performance. Informal Education denoted learning experiences that are not structured and not intended to be recognized in a formal manner or with a formal award as in a diploma. Learners acquired “attitudes, values, skills and knowledge from daily experience, educative influences and other resources in his/her environment” (p. 103).

Other terms in use in this study included Job-Related Education, Workforce Education, or Workplace Learning defined collectively as educational or training
resources required by an employee to develop or upgrade skills in order to remain current in a particular job, or vie for future career and employment options. Reference to Union or Worker Education relates to the provision of information and practice within a union organization.

Grey and Hera (1998) depicted workforce education as something that promoted individual opportunities for greater employee competitiveness and productivity. They raised the question of whether workforce education promoted economic efficiency, or served the learner by providing opportunities for advancement. In so doing, they framed an even more fundamental question: Should human resource department personnel concentrate their efforts on solving performance issues or provide employees with career enhanced skills?

Spencer, Briton and Gereluk (2000) made the claim that politicians and business leaders had replaced education with learning and created emergent terms of learning society, learning organization, and workplace learning that are now recognized internationally. The shift of focus away from education (formal, non-formal, or informal) led to acceptance of the broader concept of learning on a continuum. Their expressed concern related to the removal of areas historically the domain of educational institutions, and the subsequent problem of calculating educational worth of "informal learning" as it compared to the traditionally understood worth of "informal education". They differentiated the terms "learning society" and "educated society" stating the latter conveyed formal learning had taken place in a traditional sense, as in K to Grade 12 schooling, or a recognized institution, college or university.

This study is informed by previous research and literature on the reasons for adult learning and motives for participating in specific educational activities. Because subjects of this study are adults over 25 years of age engaged in informal education in the workplace, it is important to address previous research which helps define and clarify key concepts, issues, and terms. Definitions expressed in this study have operational value for examining what often appeared to be naturalistic and random learning behaviour that was inherently difficult to quantify, analyze and interpret. It was necessary, therefore, to draw broadly on existing literature about adult learning and motivation in order to establish the foundation for the present research.

In School District #61, CUPE Staff Development Workshops engaged Local 947 members to voluntarily participate in topics of interest and relevance to them,
choosing workshops in professional and personal growth subjects. Motivation factored into the rationale to participate since there was no apparent advantage to leave existing work unattended for a day or even half a day. Prior to the formation of the Staff Development Workshop Program, Local 947 employees used the designated pro-d days to catch-up on their work or participated in school-based planning activities.

Houle (1972) believed that learning centers around men or women, alone or in groups, who “seek to improve themselves or their society by increasing their skills, knowledge, or sensitiveness ... “ (p.32). Over 40 years ago, he conducted a classic study of adult learners and what motivated them to engage in continuing education learning and identified three distinct learner types. The “goal-oriented” learner who participated to accomplish a distinct purpose considered important and necessary. The “activity-oriented” learner enjoyed educational activities for social contact and had a desire to interact with others. The “learning-oriented” adult sought knowledge for its own sake and was more likely to be an avid reader, exploring the potential for growth when making life decisions.

A simplified version of Houle’s typology suggested by Allen Tough (1971) placed adults in learning situations to: 1) increase self-esteem; 2) to please or impress others; and, 3) to gain personal satisfaction and pleasure. This breakthrough work originated with a study of 66 adults from various walks of life (factory workers, university professors, mothers in middle-class families) and their involvement in learning projects during a year. Tough discovered that on average, 700-800 hours were spent on eight learning projects each year and that two-thirds of all projects were organized by learners themselves.

Of importance to adult educators, were Tough’s (1999) findings that adult learners only needed assistance to plan a learning project, and to secure the resources that facilitated their specific learning goals. In 1999, at a conference on lifelong learning, Tough stated that although his sample was small, over 50 replications of his early work had been conducted in countries like France, Holland, and Zaire. The results confirmed the importance of informal learning and self-directed learning as very normal, and natural human activities that most adults are barely aware of and seldom make explicit.
David Livingstone (1999) found in a national survey of Canadians that the number of people engaged in some form of intentional learning during the previous twelve months was close to 90 percent. Of the 10 percent who declared they had not done any kind of learning activity in the past year, the survey found that they were content with their lives and did not feel the need to learn anything new for now. Another finding was that adults were intentionally involved in a wide range of diversified informal learning experiences such as learning a new sport; health-related learning; financial learning like investment information; and relationship building within the family or employment group. Of all the learning activities carried out over twelve months, 20 percent were institutionally organized, leaving 80 percent as informal or self-directed learning activities.

Motivation described by Gordon, Morgan and Ponticell (1994) "is a regulatory process covering personal needs, interests and values ... that directs and guides human behaviour and learning" (p. 23). They stated that "it may startle some readers to discover that a comprehensive theory of adult learning ... does not exist" (p. 13).

"Informal learning" in this study is related to individual and collective learning activities conducted beyond the requirements or authority of an educational institution. It occurred most often in a classroom setting, but was sometimes organized as self-directed study, or a form of mentorship. In the context of this research project, informal learning is meant to have educational merit within the organization and also have some generic and transferable benefit.

Livingstone, (1999) gave a defining quote that determined adult learning as it related to this study; "By virtually every measure on every dimension of learning, people are now spending more time acquiring knowledge than ever before in the history of our continually learning species" (p 3).

The following terms from Statistics Canada (2001) provide clarity and context for this study.

a) Self-Directed Learning is a phrase used to determine how people direct their learning needs for knowledge and skill development.

b) Informal Learning conveys intentional learning where an individual attempted to learn something in a conscious way with purposeful dialogue and questioning.
c) Incidental Learning or random learning implies acquisition of knowledge as an unplanned occurrence, as something learned by watching another perform a task, or as the result of making an error.

2.2 Adult Learning and Motivation

"I have never let my schooling interfere with my education" (Mark Twain).

Conklin and Eppel (unpublished whitepaper, not dated @ www.touchstone.com) illustrated three domains of learning depicted as a pie graph: 1) cognitive blindness, that which we don’t know and we don’t know we don’t know, 2) that which we know and 3) that which we don’t know and can therefore learn. Two-thirds of the pie graph indicated cognitive blindness with the remaining third split almost evenly between the other two domains.

Learners do not perceive meaning in a passive way. According to Gordon, Morgan and Ponticell (1994), adult learners construct and reshape meaning by interpreting new ideas that build upon prior knowledge and experience. Real
understanding cannot occur without relevant prior knowledge as the cornerstone of a new idea.

Malcolm Knowles (1970, 1975) coined the term, “andragogy”, to differentiate the education of adults (built upon prior knowledge) from “pedagogy” or the education of children. Tough (1971) added self-directed learning as an adult learning attribute. An adult educator steeped in andragological principles acts as a guide facilitating the adult learner to develop his or her competencies and potential. Knowles, influenced by Carl Rogers, and best known for his work around “client-centred” learning, advocated for an environment that was conducive to learning and nurturing to the learner (Rogers, 1983). Stephen Brookfield (1992) countered the notion that there was an exclusive theory of adult learning and stated support for learning across a lifespan as something dependent upon variables like culture, ethnicity, personality and political ethos rather than chronological age. He alleged we are far from a universal understanding of adult learning and explored four research areas: self-directed learning, critical reflection, experiential learning and learning to learn.

John Naisbitt (1990) prescribed a possible solution for individuals, corporations and governments in the following quote; “In a world that is constantly changing, there is not one subject or set of subjects that will serve you well in the foreseeable future, let alone for the rest of your life. The most important skill to acquire now is learning how to learn” (p. X).

Taking the area of self-directed learning as an example, Brookfield (1992) cited a lack of critical thinking around the quality and criteria for self-directed learning and noted that most studies were conducted with middle-class subjects. He claimed the wider social and political forces affecting self-directed learning had been ignored and believed adult educators from the dominant American and European cultures needed to examine many of their assumptions about “natural” adult learning and adult education. He provided the following example: an emphasis on self-directed learning in mountain tribesmen might create dissonance and anxiety in a society reliant upon collaboration and interdependence as their means of preserving cultural interests (pp. 79 - 93).

Brookfield went on to make a case for more cross-cultural input that challenged Eurocentric and North American assumptions about adult learners and
the nature of adult learning (p. 7). He believed emergent trends in technological advancement in distance-education and computer-assisted instruction have had a significant influence on present theories of adult learning (p.5).

This study reflects North American views about adult learning, and was set within the restrictions of that culture. John Dewey's philosophy of adult development research on learning offered important clues for possibly closing the gap between rhetoric and reality about cultures. A pragmatist, Dewey argued for learning through experience, thereby increasing the relevancy of what is learned. His view continues to find support from many current researchers including Merriam and Caffarella (1991, pp. 303-304) who said "learning in adulthood is characterized by its usefulness for immediate application to the duties and responsibilities inherent in the adult roles of worker, spouse, parent, citizen and so on".

In a national study of participation in adult education, Merriam and Clark (1991) found that between 14 and 31 percent of adults engage in formal learning activities and that upwards of 90 percent are learning something on their own (p. 67). Whether learning is considered formal or informal, task-oriented activities and relationship-oriented activities motivate and shape learning. "Motivation to learn is a complex phenomenon that psychologists and educators are continually trying to better understand. In adulthood, motivation is linked to the needs and interests inherent in an adult's life situation" (p. 43).

Aslanian and Brickell (1980) proposed a "triggers and transitions" theory to explain an adult's decision to pursue learning activities. Transitions referred to situations that required new knowledge and skill sets related to changing job requirements or careers. Triggers were described as events in an individual's life significant enough to change an existing pattern, marriage, divorce, or at the end child-rearing years.

The process of learning was viewed as a product of the activity, context and culture in which it was developed and used. Caffarella and Merriam (1999) assigned an interactive dimension to learning that cannot be separated from the context in which the learning has taken place. The interactive perspective comprised an awareness of individual learners, how they learn and how the context shaped the learner, the instructor, and the learning transaction itself.
Blaxter and Tight (1995) examined motivations for learning as life transitions, events or turning points that trigger educational participation in adults. They shared two beliefs, notably that: 1) an individual’s life was shaped by external factors and choices; and, 2) conscious decisions made by individuals resulted in patterning their life. In a study of 36 students in two different time-degree programmes, there was a 50-50 split between those who pursued education because of a “triggered life” event and those who did not. According to Levinson (1979), specific events occurred between childhood and adolescence, early adulthood (17 – 45), middle-adulthood (40 – 65) and late-adulthood (60+) that are turning points linked to participation in education. Cross (1981) lists seven “marker” events: leaving home (18 – 22), moving into the adult world and marrying (23 – 28), searching for stability (29 – 34), becoming one’s own person (37- 42), settling down (45 – 55), mellowing (57 – 64) and life review (65+).

Adult learners sought further education in moments of personal change or crisis according to Karpiak (1999). Generally, it can be accepted that adults make decisions to learn intentionally in order to cope with changes in their lives, primarily due to career transitions, then family (getting married or divorced) or relocation.

Boshier (1973), Cross (1981), Rubenson and Xu (1997) shared the belief that “motivation for learning is a function of the interaction between internal psychological factors and external environmental variables…” (Boshier 1973 p. 119). Boshier (1971) expanded upon Houle’s three learning orientations to describe the motivations of adults to continue their learning activities. In his typology, learners provided varied reasons for participating in educational activities ranging from improving communication skills to learning for the love of learning.

In his quest for the causes of adult learning, Courtney (1992) suggested two directions: one that leads to the origins of the need for learning and one that examines the conditions adults are likely to, or not likely to participate in adult learning. For the purpose of this study, his interpretation of what adult learning is satisfied a general concept.

Adult education connotes adults freely going about the business of learning in the context of the business of life. Adult learning means self-directed learning, the freedom to choose, to be a good consumer of educational products, to become involved or not depending on personally interpreted need… (p.17).
The Johari Window model was first illustrated as a way of demonstrating individual interaction by Joseph Luft and Harry Ingham in 1955. The First quadrant, I. Open referred to that part of our conscious self, our attitudes, behaviour, and our way of life, of which we are aware and which we reveal to others.

The second quadrant, II, Blind referred to things about ourselves which we do not know but others can see. The third quadrant, III, Hidden represented that which cannot be known to others unless we disclose it, or that which we freely keep to ourselves out of fear. The fourth quadrant, IV Unknown, revealed that we are more rich and complex than we know about ourselves or that others know about us. At times we discover something revealed to us that previously was not known, and that we never knew before. This fourth quadrant is enlarged during a learning activity and indicates personal growth.

The Johari Window:

<table>
<thead>
<tr>
<th>What You See In Me</th>
<th>II. Blind</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Open</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What You Do Not See In Me</th>
<th>IV. Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. Hidden</td>
<td></td>
</tr>
</tbody>
</table>

Learning as a result of participation in CUPE Staff Development Workshops may have substantially contributed to an individual's personal attainment of knowledge and encouraged the participant to learn something about herself/himself that was hitherto unknown to self or others. The "Unknown" quadrant is one where growth of knowledge has taken place, of material and self-awareness.
2.3 Workplace Learning

"Never let formal education get in the way of your learning" (Mark Twain).

Learning in the workplace, whether intentional or incidental, has been tailored to meet both the needs of the workers and the employer since the industrial age. Emerging technologies levied serious educational and training implications for CUPE 947 employees and the School District as an organization. Employees asked to upgrade existing skills and in some cases expected to acquire different skill sets must have an opportunity to do so.

Gone for the most part is the notion that once a high school education or undergraduate degree has been attained, that accomplishment is sufficient to see someone through their working lives without further education and training. Gone too, apparently is the unwritten public consensus that public education is the cornerstone providing the educational needs required in the workplace. Public education is seen as the tip of the educational iceberg that provides a small portion of the available options for individuals to upgrade and advance their learning. (see Knowles, 1970; and Brookfield, 1983a).

Employees have long asserted that they do not have the time to leave their work to take structured courses. Employers concerned with training costs, and the time involved to upgrade skills and qualifications have been restrained by reduced budgets and increased demands for specialized knowledge.

To appreciate the importance of workplace learning, this study examined the relevance of adult education from an historical perspective, with particular attention to the evolution of workplace learning and professional development. Workplace learning has multiple meanings, differentiated here in order to clearly identify context.

An overview of adult education in Canada and British Columbia reflected the situations, problems, and methods used to relate to the cultural, economic and social growth of the country. According to Thorndike (1928) it is generally accepted that adult education originated in Great Britain and developed as an institution during the period following the Industrial Revolution. Adult education groups included three groups: 1) those occurring in churches where religious leaders helped people learn to read the scripture; 2) study groups formed to discuss intellectual and cultural
issues of the day; and, 3) political groups that formed societies to debate public affairs. He concluded that like the United States, adult learning or adult education in Canada historically centered on the need to provide new immigrants with skills to develop the country and to integrate them socially, economically, and culturally (Selman, 1995).

In British Columbia, informal adult education may have started with a group of settlers who gathered at the Craigflower Schoolhouse as a study group in 1854. Formal professional development or a form of in-service training was alleged to have taken place as early as 1873 when a report by the first BC Superintendent, John Jessop, mentioned teachers institutes in a discussion about securing uniformity within the profession (Johnson, 1964).

In Canada, informal adult education may also have started with private study groups prior to 1867, modeled after the Europeans. The Toronto school board is credited with being the first to offer formal adult education with night school for adults in 1880. Queens University offered the first university extension programs in 1889, followed closely by Toronto and McGill. It was 1915 before the University of British Columbia was established and their extension department (adult education component) developed. The Vancouver school board started night school classes in 1907 and in 1910, when BC’s Public Schools Act was amended to permit school boards to conduct night school courses. (web sites: www.myassignment.net/360 history.html for Canada and bc.html for British Columbia).

Darroch-Lozowski, Crawford, and Ponti-Sgargi (1997) captured the history of institutions like the Frontier College, the Women’s Institute, and the Antigonish Movement, formed between 1910 and 1930 to unite Canadians and engineer the unique process of nation building. As early as 1894, the Farmers’ Institute educated farmers about new agricultural practices and animal husbandry. The sister organization, the Women’s Institute was founded in 1897, to promote knowledge on home sanitation and child care, eventually helping to raise the standard of health of all Canadians. This may be one of the first examples of continuing adult education because the Women’s Institute stressed that education was a lifelong learning phenomenon.

The Women’s Institutes developed differently in British Columbia according to Dennison (1997). Although there was a vibrant rural community in British Columbia,
it was not centered on agriculture like the other Canadian provinces. Settlements in British Columbia grew up around lumber and mining industries and were predominantly male. The provincial government hired Laura Rose to organize Women’s Institutes throughout British Columbia to educate and help acclimate women from the urban centers to the adjustment of life in distant and isolated communities. Dennison credited the provincial government support of Women’s Institutes with helping to make farming more attractive keeping the cost of imported food low, and introducing a political agenda to adult education.

2.3.1 Generic Workplace

In a recent newsletter published by the American Society for Training and Development (2001), reference was made to the increasing demand for highly skilled workers that is outstripping supply. “After years of downsizing, rightsizing, and outsourcing, the labour market is switching to a seller’s market at the same time workers are taking increasing responsibility for their own skills development. In some job markets workers are demanding training and career development as part of a benefit package.”

2.3.2 Adult Education and the Political Arena:

From 1900 to 1950 the United States and Canada underwent a change from what was essentially a rural society to an urban, industrialized society. World War II created a demand for skilled labour giving returning veterans opportunities to pursue higher education, sponsored by a grateful government. Adults with the financial means for more education sought out college, trade school, business-college or correspondence school. Clancy (1969) confirmed that it was not until the depression in the 1930s that the federal government of the United States began to sponsor adult training programs to meet the growing demand for skilled workers in industry. In Canada, the federal government dedicated funding for vocational training under the Technical Education Act, 1919.

The decade 1945 – 1955 (Kidd, 1979) saw the rise of provincial departments of adult education in several provinces such as Nova Scotia and Saskatchewan and much greater participation by all provincial governments. There was, however, no
coordination of adult education in British Columbia, or for that matter in any Canadian province (Devlin 1997). Unlike the public school system or post-secondary system, adult education was characteristically sponsored by private and non-profit organizations, as well as publicly funded institutions. The public educational system of school districts, colleges and universities attracted less than 50 percent of the market share of adult learners in British Columbia and Canada.

In September 1996, there were 6,575 adults enrolled in academic courses in grades 8 to 12. There were an additional 12,435 adults enrolled in continuing education programs in courses designed for personal development, general interest, leisure, and recreation, as well as academic upgrading (Selman and Dampier, 1991).

Cross (1981) stated that in the United States one-third of organized adult learning opportunities were delivered by institutions of higher education. The remaining two-thirds provided by non-college providers, offered courses for both professional and personal fulfillment. In British Columbia, the *Public Schools Act* first amended in 1910 to permit “night schools” in public schools limited sponsorship to adult learners upgrading in regular Grade 8 to Grade 12 subjects. There have been few changes of any significance in 90 years (Devlin, 1997).

Regardless of this lack of financial support and recognition through public policy, Livingstone (1999) claimed that the knowledge society was alive and well with adults engaged in high levels of formal, informal, and continuing adult learning activities. He contended that the collective learning achievements of adults far outpaced the requirements of the economy.

A 1997, UBC Media Release study conducted by the University of British Columbia, funded by the provincial Ministry of Education Skills and Training, found that adult learning and training rates in British Columbia were more than double the rates for Canada. As a whole analysis showed that the highest participation rates in adult education and training were associated with those with a university education, an income over $50,000, in white-collar occupations and working for large employers in public administration, health care, and education. However, when disadvantaged groups were recruited to enter adult education programs, the chances of them returning for further learning activities increased. (UBC Media Release, 1997).
Yet, when the British Columbia Royal Commission on Education (1988) submitted a recommendation that the Public Schools Act be amended to “provide appropriate lifelong services and programs to all individuals beyond the age of compulsory education,” it was never acted upon (Devlin, 1997).

2.3.3 Adult Education and the Union

According to Jeffrey Taylor (2001) union education can be defined as educational programming conducted by a union or a larger labour organization to which that union belonged and provided “the most significant non-vocational education available to working people” (p.1). Learners engaged in training to contribute to the union by learning how to become a shop steward, or how to negotiate a collective agreement.

Historically, Taylor (2001) traced the origin of worker’s education to the United Kingdom where it was largely involved with teaching uneducated workers basic literacy and numeracy. Gradually, that expanded to include topics on economics, politics, and the society contributing to issues and concerns for social action. The worker’s education movement arrived in the United States in the early 1900s and was linked to independent labour colleges in many instances. By the 1930s worker’s education was replaced by labour education, which shifted from basic literacy topics and socialization issues to education of the trade union movement. Labour colleges provided credit and non-credit courses in union education: arbitration, bargaining, labour law, labour history and so on.

In Canada, worker’s education followed the British model and combined social action orientation with emerging labour education. After 1950, labour education more closely resembled the American model with one distinct difference. Canada did not link to colleges and universities to provide labour education courses. Instead, by the 1980s union education was taught by other workers who were considered to be “persons best suited to facilitate and lead discussions” (p. 206).

By the 1990s union organizations like CUPE had an expanded focus beyond union functions and social activism. Emphasis shifted to include courses on problem-solving, communication, leadership, and dealing with workplace issues like racism and harassment. The Learning Experience Centre in Winnipeg “claimed to pursue a
'holistic' approach to learning that took account of the individual as a whole person, providing programmes that affected life in the workplace, the community and the family” (Taylor, 2001, p. 208). In a Policy Paper for the 2001 CUPE convention, the most popular union sponsored workshops were reported to be: stewarding, bargaining, financial officers, health and safety, and retirement planning.

2.3.4 **Trends in the Workplace**

Goodhead and Black (2001) in a presentation to the New Zealand Association of Training and Development examined four common elements in the current thinking of human resource development departments:

- Training and Development
- Organizational Development
- Career Development
- Knowledge Management – “most of what people know is learned on the job just by talking to other people, … trying new things and doing their work. Formal training, though essential, cannot serve as a substitute for these powerful, informal means of learning”

Gray and Hera (1998) began their book on workforce education with the premise that although clients and settings may differ, the goal of workforce education was to promote learning. By the mid 1990s, there was a realization that using the latest technology effectively and efficiently required continuous retraining of workers with what the authors termed “just-in-time training”. This was training that could be provided as the need arose.

There were conflicting views about what the priority of workforce education should be. Did it promote economic growth and serve industry, or did it provide individual opportunity that served individuals?

Chivers and Cheetham (2000) examined workforce education with the view to a holistic approach toward professional competence. Historically, into the nineteenth century, professional skills were learned through a system of apprenticeship where training was unstructured and dependent on a casual acquisition of practical skills. By the end of the nineteenth century, workers entering a profession had to successfully pass qualifying exams which resulted in greater numbers of adult
educators. In the 1980s, professional practice had evolved to include the use of repertoires of solutions to solve problems recognizing the importance of tacit knowledge. Their study brought insights from 20 professions, 80 professionals and 400 others classified as trained workers.

Learning in the workplace or workforce education as defined by Gray and Hera (1998) formed a pedagogy that was provided by public, private, and government agencies where the objective was to increase opportunity for employee advancement, or resolve human performance issues at the worksite. They noted that workforce education in the private sector had remained relatively steady for executives although "the endeavor waxes and wanes, depending on the importance given to training, for front-line workers ... global competition has provided a new interest in skill levels of hourly employees" (p. 25).

As it has devolved, workplace learning has followed the needs of the adult learner who, as an individual, places the demand for learning on need, interest, immediacy, and relevancy.

2.4. Individual and Self-Directed Learning

"The man with a new idea is a crank until the idea succeeds". (Mark Twain)

The literature review to this point has been guided by scholars writing about adult learning, motivation, and workplace learning in a plural sense, of adults learning as a collective or in groups, as well as the concept of the individual adult learner. Learning at adulthood was considered unique and should not be interpreted as an extension of child development and learning. Learning at the adult level was not viewed as preparation for life, as it is for children, rather it was learning that had grown out of life experiences and the needs of the individual. This study has not debated the virtues of andragogy versus pedagogy, or attempted to join the argument of whether they are or are not separate areas for study. This study regarded adult education as something embedded in the underpinning of individual adult development, sometimes as a unique piece affecting one individual or that was identified theoretically.

For the purposes of this study of CUPE staff as adult learners, it was noted that adult development was guided by the following assumptions. All adults were the
same in that they were subject to biological aging and the inherent learning effects that accompanied aging. An adult may participate in a K-12 setting but he/she is separated from that setting in profound psychological, sociological, and developmental ways. All adults are like some other adults as in the cohort effect or date of birth. Participation in all forms of organized adult education declined with age according to Statistics Canada (1997), with a peak age range between 31 and 40. All adults were also considered unique, bringing the “I” into each individual adult learning experience, thereby contributing rich resources for learning.

Galbraith and Price (1991) recognized that learning occurred throughout life and that any new learning resulted because there was prior learning, which in turn influenced the nature and extent of future learning. The most salient feature of lifelong learning and education is that adult learners effectively and meaningfully acquire the ability to learn how to learn.

Hall and Sullivan (1993) described transformative learning as a process of relationships to personal and structural perspectives, on a life-long continuum of discovery and re-discovery of what we know, and how we teach and learn from one another” (p.2).

For those adult learners who were involved in CUPE Staff Development workshops and participated in professional and personal growth topics, their motivation for learning was central to the design of an annual staff development program. The Staff Development Committee, charged with overseeing the development and delivery of the workshops, remained focused on performance-centered and learner-centred workshop topics and experiences. The research literature that follows featured authors steeped in the knowledge of personal learning attributes, and self-directed learning characteristics.

Johnstone and Rivera (1965) were the first to conduct a national study on why adults learn. They calculated that 25 million or one-fifth of the adult population in the United States were engaged in some type of adult education. Two-thirds had taken some kind of educational course after leaving high school or college and most had participated in non-credit, non-academic courses. They went further and concluded that most adult learners concentrated on learning that was not academic, not theoretical, and not steeped in knowledge and information but met the practical needs and interests of the learner. The emphasis appeared to be attainment of applied skills (p. 33). The profile of the average adult participating in adult education
or continuing education was more often a woman than a man, typically 40 years of age with a high school completion or better, earning an above-average income at a full-time white-collar job. Further, he/she was Caucasian, Protestant, married with children and lived in an urban area, typically a suburb (p. 78).

It was easy to see why Brookfield (1983a) argued that an adult learning theory based on a specific profile did not represent a cross-section of the potential adult learner population. Hall (1997) emphasized our need to understand the "nature of our privilege", to be cognizant of the North American "culture of whiteness,... able-bodiedness, rich countryness, English language speaking" and to not take for granted the accessibility of adult learning opportunities that exist over a lifetime. He further spoke to the possibility of our cultural accessibility to intentional adult learning that could be used to strengthen the global civil society if we chose to be more aware of those countries unable to provide continuous learning for adults (pp. 61-73).

Allen Tough (1971) reported on the difficulty of getting a complete and accurate picture of why adults learn and believed it was necessary to examine the multiple reasons adults revealed, and to study personality characteristics along with an individual's long-term goals and responsibilities. He concluded that adults engaged in diverse learning activities in response to personal needs and problems. Tough did not adhere to the notion that adult learning or education occurred only in a formal school setting or educational system. He suggested participation in adult learning could be influenced by age, previous education, socio-economic status, occupation, intelligence, and even mobility. In an earlier work, Havighurst (1963) also reported that the changing status and roles adults participate in during the adult life cycle profoundly influenced the need for learning and development.

Authors of adult education studies like Draper (1993), Zinn (1990), Hiemstra (1990), and Apps (1981) have identified a number of philosophical orientations for adult education that describe how and what adults learn. Baum (1978) proposed three political orientations, which are supported by other noted writers: liberal, conservative and socialistic orientations. The first, a liberal orientation described by Knowles (1970), Kidd (1973a), and Rogers (1969) supported the theory that each adult learner had unique needs and goals that must be accepted and respected by the educator or facilitator. In this context, the adult learner was best served by a diverse and flexible set of programs that accommodated individual, as well as group needs. CUPE staff development workshops that fit the liberal orientation included
topics on bullying, team building, and planning for retirement where employees
discovered ways to develop shared aspects of the topic and worked toward solving a
problem.

The second, or conservative orientation facilitated activities that were
content-oriented where there was universality in the outcome of a workshop, as in
computer software applications or employee first aid. The third, social orientation
advocated by Mezirow (1991), Welton (1995), and Freire (1985) counselled adult
learners to broaden their perspectives on issues of the larger society. Staff
development workshop topics in this orientation included many wellness topics that
introduced consciousness-raising and therapeutic type processes like Yoga, and
stress-release courses.

Explaining why adult learners participated in course taking according to
Boshier and Collins (1985) and Fujita-Starck (1996) emerged as several factors: the
expectation of others, educational preparation, professional advancement, social
stimulation, and cognitive interest. Fujita-Stark conducted a study that investigated
the factor stability and construct validity of Boshier's Education Participation Scale
(EPS). Capitalizing upon the work of Houle (1961), Boshier refined Houle's original
typology to include a broader psychological rationale to explain why adults
participated in course taking. The Fujita-Stark study evaluated the EPS instrument,
which was circulated to a diverse body of 1,142 students engaged in a wide range of
continuing education courses. Her results validated Boshier's adult learner typology,
the reliability of the EPS instrument, and further defined the consistencies among the
three curricular groups. The Professional group presented greater interest in
advancing their careers, the Arts and Leisure group gravitated toward the social
aspects of participation and the Personal Development Group leaned toward
improvement of communication skills as their prime motivator.

Morstain and Smart (in Fujita-Stark, 1996) concurred with the Fujita-Stark
study that grouping adult learners by curricula rather than demographic
characteristics provided more useful information about motivational patterns. The
findings of both studies brought significant and useful information to developers of
adult education and allowed them to develop programs that more closely reflected
the needs and interests of the learner.
Caffarella and Merriam (1999) discussed self-directed learning or learning on one's own as the primary mode of learning historically with personal growth cited as the main goal. They differentiated personal and self-directed learning into two domains: as 1) learning interactive in nature, linked to the context in which the learning took place and 2) learning interlaced with the structural aspects of race, class, gender and ethnicity.

Dramatic and fundamental changes in the way adults see themselves, according to Mezirow (1991) revealed a susceptibility toward critical self-reflection and a response reaction to a trigger event, ultimately leading to some form of intentional informal learning. Beckett and Morris (2000) went further and declared that adult learners (and employees) in two poignantly different settings, a senior care facility and ESL classroom, learned as much about themselves as the knowledge they set out to learn.

Cranton (1994) categorized this phenomenon into three types of transformative learning. The first, subject oriented learning, refers to knowledge imparted by an expert and practiced by the learner until an acceptable level of competence is achieved. The second, consumer oriented learning, involved highly motivated learners who knew what they wanted to learn, and had the skill set to achieve the objective. And the final type, emancipatory learning involved setting the learner free from former limits and controls, thus empowering the learner.

In Denmark, a study conducted by Illeris (2000) targeted unskilled, unemployed adults adjusting to labour market changes in job qualifications and general skills. Because the adults were forced to adjust professionally, personally, and socially, the study made two assumptions. The first assumption was that two processes interact: one between the learner and learning material, and then an internal process is activated as the learner acquires and assimilates the new information. The second assumption was that all learning is comprised of an interplay between the cognitive and social dimensions.

2.4.1 Concerns of Exclusion and Barriers

Malcolm Tight (1998) determined that lifelong education had become part of the trinity of "lifelong learning", the "learning organization" and the "learning society". He proposed a careful analysis of educational biographies to show that adult learning
does not function as an input-output process, but one of "autonomous processing of external impressions" (p.19). Concerned with high unemployment of young people under the age of 25 in Europe, he posed the question of how to increase educational activity in lifelong learning to prevent larger groups in society from being "squeezed out of the labour market on a long-term or permanent basis" (p. 20). He contended that an enforced exit from the labour market was not likely to increase someone's readiness to engage in continuing education, but would probably result in greater marginalization and isolation from organized learning activities.

With a projection of 20 percent unemployment of young people under 25 in Europe, almost 35 percent and 42 percent in Italy and Spain respectively, Tight recommended a transition period between education and employment, a "time-out" period of adjustment to the pragmatic demands of the workplace. Alarmed that secondary and post-secondary education have an inflated value today, he recommended, as part of the solution, a concept of lifelong learning that provided links between education (formal learning) and everyday practice (informal learning). Although his discussion centered on young people entering the workplace, parallels exist regarding the situation of an employee of ten or more years requiring a plan of informal learning strategies in order to remain viable in the workplace. The danger appears to be that, without lifelong learning intervention, the employee may become marginalized, forced to accept a basic income for a protracted period of time, or forced out of the organization altogether.

Tight spoke of a national, even international strategy of staged interventions sponsored by government, something that might be theoretically sound but is unlikely to achieve political and therefore funding support. Staged interventions throughout ones' working life supported by the workplace might be a more feasible solution.

Darkenwald and Merriam (1982) contributed additional information about barriers and deterrents to adult learning participation in a descriptive study, which listed lack of time and money as the number one reason for non-participation. Personal problems were cited as the second reason followed by prior negative experiences and a general lack of awareness of opportunity. Lewis and Dunlop (1991) stated that the top ranked barrier to participation were job constraints, lack of relief help, and lack of being able to have time off (p 37).
Cross (1981) listed institutional barriers like program scheduling as detractors to participation, such as, the time of day and the day of the week, along with possible physical restrictions of access or curricular content as further deterrents. She listed lack of confidence, educational costs, lack of interest in organizational education, and lack of interest to take courses as additional reasons for non-participation and developed the Deterrent to Participation Scale to record such data. She concluded that only those people with the discretionary income to spend on educational programs were likely to participate.

Non-participation in adult learning activities as supported by Courtney (1992, p.6) revealed that: when comparing two adults who may be similar in many other ways, researchers cannot say definitively just what it is that makes one more interested in education than another, and even when both have similar orientations to learning, what makes one person more likely to participate in organized learning activities than the other. Lewis and Dunlop (1991) claimed the “greatest facilitator of participation in continuing professional education was a personal desire to learn (intellectual curiosity)” (p. 37).

Boshier (in Courtney 1992) believed that “those who participate on a once-off basis may be more like those who never do” (p. 87). He further proposed that the quasi-participants and non-participants may not have acquired the habit of learning while attending school. Courtenay attributed Rubenson (p. 83) as stating that a person’s actions cannot be explained only in terms of actual situations of participation or non-participation. One has to take into account how the individual perceived and interpreted his or her personal situation.

The dilemma underscored in the literature compared the approach of lifelong learning concepts that encouraged the maintenance and renewal of workplace skills, to the manipulation of the worker to meet the organization’s learning goals. Proponents of social justice seem resigned to see the worker cast as an oppressed and subjugated being, arguably a view that others have opposed.

Fenwick (2001) disclaimed the notion of the worker as a drone to portray the possibility of the worker as an enterprising being. She supported the workplace as a contributor to individual capacity, where workplace learning empowered the worker, and was respectful of each person as a “self-responsible choice-maker” (p. 2). Human capital as defined by DuGay (in Fenwick 2001) celebrated the dominant
aspect of humans to self-regulate their own human capital: "their work capacities, biographies and success".

For adult learners, having distinguished themselves in multiple roles of spouse, financial provider, mother, father, daughter, son, sister, brother, worker, and Sunday-school teacher et cetera; education is deemed to be a secondary concern. Often their commitment to it is constrained by the demands of their primary adult roles and the expectation that the learning experience is embedded in relevant experience and potential benefit. Boshier (1980) accorded adult education as a way to deal with current or anticipated life problems. To define more precisely the motivation involved in adult learning, he developed the Education Participation Scale (EPA) that enhanced the knowledge provided by Houle’s typology (1961) and Johnson and Rivera’s (1965) reasons for taking courses.

In Johnstone and Rivera’s findings, which used two variables, reasons (motive) and type of subject matter, adults ranked personal development, religious knowledge, and vocational interests as the top three out of seven subjects. The top three reasons for participation in adult education were, to become better informed, learn a spare-time enjoyment, and prepare for a new job. Boshier’s Scale, applied in this study, has been used widely and cited in the literature to assist the adult educator to better anticipate and meet learner expectations when organizing the learning experience. The insight gained through use of the scale may assist with problems associated with learning, and guide the educator to the resources that can support the learner. The focus centers on the learner, not a top-down system managed and delivered by adult educators.

Tough (2002) spoke to the issue of over-control levied by adult educators in the classroom and advocated for freeing up learners, allowing their energy to unleash excitement and enthusiasm for self-directed learning. He encouraged educators to understand that adult learners actively pursue approximately 15 hours of informal, self-directed, intentional learning each week. Further, he cited findings of a 20 - 80 percent split where 20 percent represents organized learning activities compared to 80 percent distinguished as informal learning.

This study was supported by research conducted by a number of authors who have reshaped the thinking around what constitutes individual or personal adult learning, often referred to as self-directed learning. Houle (1961), Johnstone and
Rivera (1965), Tough (1971), Caffarella and Merriam (1999) provided support for adult learners being considered uniquely different from children or adolescents, that self-directed and informal learning are valid learning strategies to attain new knowledge and new skill sets needed for any number of reasons.

According to a study regarding the supportive relationship between formal training and informal learning, Susan Klinge-Dowd (1997) reported that formal training allowed participants to initiate, validate and supplement a perceived work-related learning objective. Informal learning on its own is time consuming, and may not be the most reliable source of learning how to do something correctly. “Practice Makes Perfect” is a common phrase, but it is possible to practice something incorrectly and to do so perfectly. The universality of curricula content disseminated in a professional manner to a large number of people provided greater assurances of the quality of information distributed.

2.5 Cost-Effectiveness Analysis

The use of “learning organization” and “lifelong learning” (Chawla and Renesch 1995) were fashionable phrases that created a problem in that most authors did not use cost efficiency, or did not apply a practical approach to intellectual ideas and methods, to measure the quality and quantity of learning in the workplace.

Carolyn Mann (1997) claimed traditional lock-step education and training excluded many learners from the lifelong learning continuum, particularly those who are older or who are from disadvantaged groups. At the same time, it, further, entrenched a costly and time-consuming method for upgrading skills and qualifications within a workforce.

During the course of this study, an interest arose in the cost to deliver approximately 80 workshops per annum, to as many as 1000 CUPE 947 staff. An attempt was made to critically examine the way staff development workshops were delivered compared to two alternative methods of providing workplace learning. The first method evaluated was the cost involved in having an outside educational agency deliver the program of workshops and the second, the cost of sending an employee to a workshop and providing a reimbursement incentive upon successful completion of the learning activity.
It became apparent very early on, that economic evaluations of specific interventions contributed useful information and helped decide the worth of existing services, and possible development and introduction of new services. It also became apparent that cost benefits of employer-sponsored workplace learning were not totally quantifiable. The justification of training expenditures through a cost-benefit analysis consolidated as many of the real costs as could be calculated for Staff Development Workshops. (Lombardo, 1989) made the case that in education too many questions appear when attempting to place a monetary value on the benefits of training, staff development, and organized learning activities in general. Woodhall (1970) explained that it was highly speculative to place a dollar value on the future benefits of employee training.

According to Bertelsen (unpublished), a cost-benefit analysis concerns the study of the ratio between costs and benefits of a given program. In the case of education, putting a cost to intrinsic, future benefits was not reliable. Bertelsen made the case for a cost-effectiveness analysis (CEA) as one more likely to yield tangible results. A cost-effectiveness analysis, unconcerned with benefits, studied alternative ways to provide a given program, thereby determining the one with the least possible cost.

The cost-effectiveness analysis conducted for this study sought to ensure that the program under evaluation, and its alternatives, produced the same results or outcome. The value of the outcome was not of interest. Discovery of the least expensive option to produce the same hours of training was the desired goal.

A 1995 survey of employer-provided training conducted by the United States Bureau of Labor Statistics provided a parallel to this study, accounting for the cost of training hours. The survey collected 1,074 questionnaires (50.6 percent) from 2,124 potential employees. The wages and salaries employees received while in training represented important indirect costs to employers providing the training. As well, the costs included the dollar amount spent on internal facilitators and outside training personnel, along with direct costs provided for equipment, supplies, space, and sundry items. A table which compared the results of the two studies is included in Chapter 4. Notably, the 1995 survey found that “the incidence and hours of training appear to increase with higher pay and more education, ... [and] confirms the finding from other household surveys that skilled workers are more likely to receive training”
This finding linked back to the Johnstone and Rivera (1965) study, which produced similar findings.

2.6 The Concept of a Learning Organization

“The trouble with the world is not that people know so little, but that they know so many things that ain’t so”. (Mark Twain)

The term “learning organization” has been used for at least 20 years: Argyis and Schon (1978), Duncan & Weiss, (1979); Hedberg (1981), Fiol & Lyles, (1985). I first encountered the term in 1992 when Peter Senge’s (1996) book, *The Fifth Discipline: the art and practice of the learning organization*, was popular. Senge pointed out that through learning we re-create ourselves, which means we can perceive our world differently along with our relationship to it. He expanded that notion and applied it to an organization, one that can expand its capacity to be creative on a continuum, meeting the demands of the future. The theme predominated in his writing and was clearly differentiated from “adaptive learning” which was seen as a more reactive than proactive position.

Senge used “learning organization” and “organizational learning” interchangeably. However, Dar-El (2000) presented an opposing view. He expressed “organizational learning” as utilizing knowledge developed and implemented to improve upon performance or productivity. A learning organization was described as distinctly different in that it focused on systemic thinking that recognized patterns of change and examined the interrelationships within it’s structure.

The learning organization as defined in Coffield facilitated the learning of all its members and continuously attempted to transform itself. (Coffield, ed., 1998, Mabey and Salaman, 1995). Garvin (1993) determined organizational learning to involve three stages that overlap. The cognitive stage was the stage where members within an organization were exposed to new ideas and knowledge prompting opportunities for them to think differently. When employees have internalized new insights that lead to the probability of altering behaviour, it was referred to as the second or “behavioural stage”. The third stage, “performance improvement”
emanated from the other two attempting to provide a basis for measurable improvements in the organization.

It was evident in recent examples from Canadian companies that to achieve organizational goals, new ways to educate the employee population were being explored. Companies cited here have either partnered with external educational institutions or developed customized programming to assist their management and technical people to stay on top. Schachter (2000) collated a few companies who led by example the principal practices of a learning organization. Maple Leaf Foods Inc's management turned to the University of Western Ontario to develop a Foundations Leadership Program utilizing teaching staff from both the university and company. Cominco Ltd in Trail, British Columbia decided the technically trained engineers needed to have a greater understanding of managerial knowledge and teamed with Simon Fraser University to develop an eight-course curriculum with a diploma that counted as a credit toward a Masters in Business Administration (MBA).

Bombardier Inc. started a customized Bombardier Aerospace Masters Certificate in Operational Management with seven modules tailored for their management staff. This option was created to avoid having to send people away to take an MBA, and avoided the irrelevance of having to take courses unrelated to the business.

Developing education programming for business creates business for educational institutions, however it involves paying close attention to the needs outlined by the company or organization. Educational institutions involved in a partnership in client specific training are not always cognizant of the reasons programs fail. Parry (1987) listed 12 reasons which included "lack of support from top management" and "little knowledge of audience and its needs" as the top two reasons why programs fail in the business community. (Sork, ed., 1991).

In Japan, learning organizations, in the context used in this study, have been the cornerstone of the way to conduct learning in a business setting. Inohara (1990) described a typical organization in Japan as having a majority of workers with a minimum of 12 years of formal schooling. Able to read and write and understand technical and administrative instructions, the typical Japanese company was committed to recognizing the potential for employees to continuously learn new things. As a consequence, basic occupational training was provided to new school graduates entering the workplace.
The results of training, the attainment of skills and knowledge were regarded as corporate assets where trainees shared new-found knowledge with co-workers. Training was continuous, long term, and may or may not have been formal. The employee's relationship with the company strengthened because of the education received, which in turn facilitated internal transfers and promotions within the company. Two characteristics that distinguished the Japanese learning organization were: a) an adherence to all things valued by the corporation; and, b) training conducted by company instructors. Employee training and development concentrated on career development, and training that specifically met the company's needs yet led to self-development. Inohara defined self-development as making provision for employees to take schooling and courses, to meet qualification tests, thereby bettering themselves, as well as, serving the company's objectives of having highly qualified professionals. Retraining was also given considerable attention in recognition of the mutual benefit retaining technically qualified people, and protecting older employees from lay-off situations.

The culture of the North American learning organization, as explained in Coffield (ed. 1998), presented a conundrum in that the increasing need to recognize the significance of informal learning, has increased the practice by business to accredit learning formally. Companies increased their focus on employing people with formal education credentials. And where companies were not prepared to provide learning opportunities within the workforce or where employees were unable or unwilling to participate in internal workplace learning, employees were increasingly subject to an easing out of the organization.

"In many organizations, training is an infrequent activity, but learning is an everyday experience" (Coffield, 1990, p. 3). Linear notions of education as they once applied to the development of a workforce are outdated.

Braham (1995) expressed her view that accommodating learning opportunities and the supporting infrastructure is the responsibility of the organization with aspirations of being acknowledged as a learning organization. She proposed training be considered less an event and more a process involved with the participation of everyone in learning and teaching as well. Stated another way, she believed people learned from one and other and determined four learning types (first learning, incremental learning, unlearning and transformational learning) and further ascribed learners to be reluctant learners, leisurely learners, and lifelong learners.
Wheatley (1999) challenged the reader to critically examine the traditional model where management determined the needs of the organization. "We begin to see that organizational intelligence is not something that resides in a few experts, specialists, or leaders (p. 99). An organization that encouraged participation in staff development is more likely to succeed in its goal of engaging employees in the learning process. She believed "people support what they create and will commit themselves if it is real for them."

"Learning is everyone's responsibility at the workplace even though human resource developers should know more about helping to facilitate learning wherever it occurs, be it formal, informal or incidental" (Marsick & Watkins, 1999, p. 3). A human resource learning cone created by the authors illustrates four levels of learning that happen in organizations: learning as an individual, learning within a group, learning at the organizational level influenced by top-level managers, and learning that takes place in professional settings affected by outside influences. Marsick and Watkins stated that workplace learning "involves a social contract among individuals who work together to achieve higher-order organizational goals" (p. 35).

Myles Horton, as an adult educator of international reputation, was perhaps best known for his work as a union organizer and union educator. He addressed some barriers to organizational learning and was critical of adult educators and trainers who regarded problem-solving and decision-making as higher-order skills. He sought to embed the idea that decision-making that led to action of some description was integral to the process and to the content of learning (Newman, 1993). He believed that "...[e]ducation should try to help people make conscious decisions ... decisions that affect only a few people and those that affect many. All of them are important." (Newman, 1993, p. 200).

Within a unionized organization, as a result of downsizing and changes to hierarchical structuring, conflict may be anticipated where "bumping", based on seniority not competency, has occurred. Difficulties between staff and middle management may result from a reluctance of middle managers to pass on knowledge and skills that might possibly put their jobs at risk (Coffield ed. 1998).

Other researchers dealt with learning capacity as the keystone to organizational learning, capacity based on an organization's ability to generate and generalize ideas that positively impact the organization. Staff turnover may affect an
organization's learning capacity according to Yeung, Ulrich, Nason and VonGlinow (1999). They believed it dangerous to have the knowledge base of an organization limited to the knowledge of a few individuals or experts.

The idea of measuring the output of a learning organization, to compare empirically the results to a more traditional hierarchical organization has been mentioned in the literature, but there appears little evidence of such research being conducted. Merriam & Caffarella (1998, p. 44) believed that the concept of the learning organization holds the promise as "the newest frontier in educational opportunities for adults." Ellinger, Yang & Ellinger (2000) concluded that creating learning organizations required new roles for managers, human resource developers, and employees, in order to support the capacity for learning at the individual, team, and organizational levels (p. 6).

2.7 Summary

The literature supported the notion that adult learning is distinct in adults and occurs in deliberate and obvious ways, or in unconscious and automatic ways. For the purposes of this study, adult learning is believed to be a lifelong process linked to the life circumstances of the adult, and not determined by chronological age. As to motivation, as yet I am not prepared to state categorically that adults learned because of a motive they are able to articulate.

Giving employees an opportunity to participate in setting the agenda for their personal and professional development may be the new challenge for the leaders of organizations. Traditionally, employers directed the type of work-related courses made available to employees through human resource departments or union management teams. Rapid change in the workplace due to technology will require new approaches to finding and funding learning opportunities to keep employees current and organizations viable.

Government and corporations may have one rationale for workplace learning, educating workers for the benefit of the organization. The literature suggests that employees have a different rationale and do not see themselves as assets for the benefit of the corporation. The staff development workshops driven by the interests and needs of CUPE 947 participants encompassed informal learning, formal learning, and incidental learning that appeal to a variety of learner types. Perhaps the new challenge will be focused on "adult learning" not the manipulation of creating a
“learning organization”. Creating climate and ensuring resources are important, however, without a motivated adult learner (or group of learners) it may all just be busy work.

Staff Development workshops came under the heading of non-formal, non-credit adult education learning activities. In some instances, a certificate of completion recognized that a specific number of hours had been successfully achieved in the completion of a computer software course, or certificates were issued upon completion of a provincially accredited course like “Foodsafe”. It was assumed that employees of the District met certain qualifications to attain their present jobs, so few prerequisites were required and pre testing was not done to establish knowledge or skill levels before taking a workshop or course. The one exception was in computer courses where prescribed prerequisites were required to promote efficient learning. In general, workshops enhanced existing knowledge and skills, or created new learning opportunities.

Employees were encouraged to take courses specific to their job, generic to the workplace, and those that improved and enhanced health and well being. Examples for each of the three categories were: 1) taking a computer course by a school secretary; 2) taking a team-building workshop which applied to all staff; and, 3) taking Yoga class that promoted health and well being.

This approach to workplace learning may be unique because employees suggested workshop topics, participated as instructors and facilitators alongside other qualified instructors and facilitators from the School District, and participated as adult learners as well. Annual participation for staff development workshops remained consistently high since 1995.
3.1 Introduction

This study used three primary sources of quantitative data: longitudinal data of course-taking over a five-year period, data derived from the use of the Education Participation Scale (Boshier 1982), and data from a cost-effectiveness analysis. Descriptive data was obtained by interviewing 12 employees who participated in the staff development workshops.

The largest data source was the record of participation of support staff employees taking staff development workshops from October 1995 to June 2000. That data established a longitudinal examination of course selection patterns exhibited by participants. Use of the Boshier (1980) Education Participation Scale (EPS) produced a snapshot of the reasons participants gave for course taking. The Education Participation Scale was administered on April 30, 2001. The cost-effectiveness analysis was conducted to compare three options for staff development workshops.

While participation has been the central focus in research of adult education it is clear the individual act of participation is much more complicated than appears to the casual observer. Devlin, for example suggested it is impossible to differentiate between motive and content (class notes EdB 559).

Researchers who have previously used Boshier's Education Participation Scale have repeatedly found multiple motives for learning regardless of whether content appeared to be "work-related" or "personal interest". Because of this the researcher added another dimension to insure the broadest perspective on one central purpose of this study which was to understand why participants voluntarily engaged in workplace learning. Therefore twelve interviews were conducted to provide a measure of qualitative, reflective and interpretive data to this study.

3.2 Reliability and Validity

The data retrieved from the five-year database was consistent for each staff development day from 1995 to 2000. Information was obtained from class lists, which recorded the names of attending participants; the instructor, the workshop title,
the location, and time of each workshop. The Boshier Education Participation Scale was administered to participants in the same way at each workshop. Facilitators handed out the consent forms with the instrument within the first ten minutes of each workshop. They retrieved completed and blank forms securing them in an envelope for the researcher. The cost-effectiveness analysis study followed the standard practice for measuring cost-minimizing procedures.

The recording of the data from all three quantitative sources can be deemed accurate with a small error factor. Within the five-year database a less than one percent error rate was recorded when verifying gender and correcting entry duplication.

Content analysis in this study described the relative frequency of employee participation and the choices made for professional and personal growth topics. At its simplest level, content analysis counted the occurrences of attendance and the pattern of choices made by employees in selecting and attending workshops.

3.3 Population Sample

Staff development workshops originated in 1994 as an expansion of management directed topics delivered by Shoreline Community School’s community-education staff. Job reclassifications by School District Human Resources staff provided the impetus to put a system in place where support staff could upgrade their skills and knowledge. The Coordinator for Human Resources developed and circulated a survey to support staff from CUPE Local 947 staff, District Office and Technical Staff. The 1994 survey results indicated that support staff were interested in learning activities related to their work in a variety of job categories: administrative assistants, clerical staff, accounts clerks, and secretarial staff.

Between 1995 and 2000 there were approximately 860 to 890 CUPE Local 947 members employed as administrative assistants, special school assistants (teaching assistants), special needs assistants, lunch supervisors, accounts clerks, secretaries and school library assistants.

It is significant to this research to recognize that CUPE Local 947 employees are educated to a minimum of Grade 10 and most positions after 1990 required Grade 12 completion. This study was not about emergent learners, or adult learners re-learning previously accomplished skills, or adults combating illiteracy, although there were undoubtedly a small percentage who experienced learning difficulties to
some degree or other, as would be found in any population of learners in a sample size as large as this one. No attempt was made to determine learning difficulties among this employee group and every effort was made to include all Local 947 members in professional development learning activities.

3.4 Ethics and Approvals

Approval was granted from the Greater Victoria School District Assistant Superintendent to conduct research (Appendix A) and the application for ethical review of human research was submitted to the University of Victoria Human Research Ethics Committee. The application was approved on March 31, 2001 (Appendix B) and the approval was granted to the principal investigator, Mary Elizabeth Ives (PhD Candidate) Faculty of Education, Department of Curriculum and Instruction. The research study, titled Professional Development for Support Staff: Time Well Spent met the appropriate standards of ethics as outlined by the University of Victoria Research Regulations Involving Human Subjects.

The research was considered within the range of minimal risk to participants because: 1) participation was voluntary with participants informed of the benefits of participation; and, 2) anonymity and confidentiality were assured. Consent forms (Appendix C) signed prior to a survey using the Boshier Education Participation Scale, informed participants that they could withdraw from the study at any time. CUPE 947 staff (support staff) involved in interviews were advised they could access their transcriptions of interviews and, or, obtain the results of individual EPS surveys completed on April 30, 2001. Information about the use of the findings of this study was shared with all participants and a commitment made to destroy collected data, completed EPS surveys, and interview transcripts.

3.5 Data Collection and Treatment

3.5.1 The Five-Year Database (1995-2000)

The principal data source for this study was the five-year database which provided a longitudinal view of the patterns of course-taking exhibited by staff development workshop participants.

Class lists or attendance records were kept for each staff development workshop, which generated the data for the five years. The database provided the names of participants, title of workshop attended, whether training hours in each
workshop were morning, afternoon, or all day sessions, and delineated topics as either personal or professional growth subjects.

Professional growth topics were generally defined to be job-specific like computer or anti-bullying courses. Personal growth workshops included work-related (balancing home and work), as well as general interest topics such as aromatherapy (for a complete list of workshop titles see Appendix D).

The schema below illustrates the type of data available from attendance forms or class lists completed and handed in after each workshop.

<table>
<thead>
<tr>
<th>School year</th>
<th>Male</th>
<th>Attendance numbers per workshop and per day</th>
<th>Number of professional workshop topics and training hours per day</th>
<th>Number of personal growth topics per event and training hours per workshop</th>
<th>Total number of participants and training hours per day and per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-96</td>
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</tr>
</tbody>
</table>

No assumption was made that the educational experience of participating in staff development workshops contributed to where participants are today. Rather, participants in staff development learning activities engaged in the workshops voluntarily with self-determined goals.

The Staff Development Committee approved the development of the database and directed Shoreline Community School to undertake the task. With a Student Placement Careers grant from the Federal Government through the Human Resources Development Commission, a college student was hired to input attendance records from the class lists into Microsoft Access 97. There were over 5,000 items for data entry and it took approximately nine weeks to input the information into a Microsoft Access database program.

A number of variables were programmed as Access “queries” in order to extrapolate information about the patterns of course-taking being studied. These variables were:

1) Individual Attendance Encounter;
2) Course Description Query;
3) Gender Unknown;
4) Course Type Count;
5) Total Gender Count;
6) Learning or Training Hours Count;
7) Class-List Form;
8) And Class-List Crosstab Query;
9) 1995-00 >= 10 “Present” Status;
   A print out of all participants who had taken more than 10 workshops over the
   five-year period;
10) 1995-00 >5 and < 10 “Present” Status
   A print out of all participants who had taken more than five workshops but less
   than ten during the five-year period; and
11) 1995-00 <=5 “Present” Status
   A print out of all participants who had taken less than five workshops during the
   five-year period.

A print-out of the completed database was presented to the researcher for the
purpose of this study. The database is the property of the Greater Victoria School
District and maintained by Shoreline Community School Association.

3.5.2 Education Participation Scale

The Education Participation Scale (EPS) is an accredited and established
research instrument developed by Dr. Roger Boshier, of the University of British
Columbia. The A-Form (1982, revisions 1992, 1995) was used in this study because
it could be completed expeditiously with minimum instruction or direction. I ordered
250 forms from Learningpress Publishers Limited in Vancouver, British Columbia for
distribution on April 30, 2001, a district wide professional development day. (see
Appendix E for instrument, scoring key and Instructions to workshop facilitators).

The EPS instrument provided a snapshot or cross-sectional view of the
reasons participants gave for choosing to attend a particular workshop. The
instrument presented 42 statements, six statements for each of the seven
categories: Communication Improvement; Social Contact; Educational Preparation;
Professional Advancement; Family Togetherness; Social Stimulation; and Cognitive
Interest. The six statements in each category were sequenced out of order, randomly
throughout the form. A Lickart scale of four options, No influence, Little Influence,
Moderate Influence and Much Influence provided respondents with a choice that best
described their reasons for enrollment in a particular workshop. Each option had an assigned point value.

A scoring key was provided with instructions to tally the responses according to their point value. In the margin on each completed A-form, for every response of No Influence a “1” was placed, a score of “2” was recorded for a response of Little Influence, “3” for Moderate Influence, and “4” for Much Influence. Scores were transferred onto a special scoring key (see Appendix E) and added to obtain a total for each category. The total score for each category could not be greater than 24 or less than 6.

A pilot study involved 12 support staff employees who were workshop participants known to the researcher. These employees evaluated the ease of completing the instrument, rated the clarity of instructions for facilitators distributing the EPS on April 30th, and critiqued the consent form. Nine employees completed and returned the EPS forms and accompanying handouts. Adjustments were made to the consent and instruction forms to satisfy concerns about whether or not a full disclosure had been made regarding the purpose of the study. The results of the pilot study were added to the overall returns from all other participants.

Two hundred and three consent forms and EPS A-Forms were distributed to all participants on April 30, 2001. Including the nine forms completed as part of the pilot study, 153 Education Participation Scale A-Forms were completed and returned.

Participants were advised that the number on the back of the EPS form meant they did not have to put their name on the form, but should they wish the results of their form, they were asked to put the corresponding number beside their name on the class list. Workshop facilitators read out the instructions for completing the EPS A-Form, and added the name of anyone who was not on the class list. All forms, completed and blank, were collected in a specially marked Manila envelope and handed over to the researcher at the end of each workshop.

3.5.3 Cost-Effectiveness Analysis

Economic evaluations are used to contribute practical information that assist decision makers concerned about existing services and the development of new services.
A cost-effectiveness analysis was employed to evaluate the CUPE staff development approach to in-service training by comparing it to two other alternatives that produced the same type of outcome. The future value of the outcome was not questioned because the interest was in the provision of the least expensive means of producing the outcome. In this study, the future value of employee education cannot be measured accurately, whereas a cost-effectiveness analysis can determine the expense involved.

Cost effectiveness refers to the use of financial, human and physical resources such that anticipated educational output is maximized for any given set of inputs or, conversely, that inputs are minimized for any quantity and quality of outputs. (Cutt, McRae & Adams, 1988).

To make a comparison with two alternatives, it was decided to create a subset of workshops that could be duplicated by a private agency or public education institution. Six workshops were chosen for the subset with a total of 86 training hours and 301 participants. Each of the subset courses had a comparable course scheduled in the brochures of a private agency delivering community education and a community college delivering continuing education.

Shoreline Community School's community education program (Appendix H) represented the private agency alternative providing six courses under contract to School District 61. The third option was based on an employee incentive plan that reimbursed employees completing courses from the Continuing Education calendar of Camosun Community College (Appendix I). Camosun course hours were adjusted to compare to those offered in the staff development workshops.

Instructor fees, coordinating-staff time, course supplies, desk-top publishing, room rental, and site preparation costs were included to produce the real cost of a training hour and a participant hour for the six courses.

In calculating the costs if Shoreline Community School acted as an outside agency contracted to provide similar workshops and courses, the instructor fee per hour of training was established at $35 per hour. No cost figures for instructors on an honorarium, or as volunteers were applicable to this alternative. Hourly room-use costs were calculated at $15 per classroom, the rate set for public use by the District's Facilitation Operations rental department. In reality, some rooms like the computer laboratories, foods laboratory and bandroom rented for more than $15 per
hour, however, for the purposes of this study the classroom rate of $15 was applied to all rooms in use.

Site preparation was based on the costs of janitorial staff preparing the rooms for adult workshops and resetting the rooms to regular classroom use. Calculations were based on five hours per room use, at $27 per hour. Coordinating staff hours and desk-top publishing costs were based on Shoreline's community education fee structure.

3.5.4 Interviews

One final data source came from the descriptive responses to questions asked of twelve participants. The sample was divided into three Groups based on the frequency of participation over five years. Five names from each group were selected at random and contacted from interviews. Twelve of those contacted agreed to participate and chose floral names to ensure confidentiality and anonymity (see Appendix G).

An interviewer, not the researcher, conducted the twelve interviews to reduce the impact of authoritative or subjective bias. The interviewer was someone familiar with staff development workshops and was neither an employee of School District 61 nor Shoreline Community School. An experienced interviewer familiar with research protocols, she employed a neutrality necessary to allow respondents to answer the open-ended questions, yet keep within a specified framework.

Seven interview questions were developed to expand upon the information gleaned from the EPS instrument. The questions were:

The questions were:
1) How important are CUPE staff development workshops to you as an employee of School District #61?
2) How important are CUPE staff development workshops to you as an individual?
3) How important are CUPE staff development workshops to you as a member of a family and community?
4) As a result of taking CUPE staff development workshops, what opportunities have become available for you at the worksite?
5) As a result of taking CUPE staff development workshops, what opportunities have become available for you as an individual?
6) As a result of taking CUPE staff development workshops, what opportunities have become available for you as a member of a family and community?

7) Do you take workshops and courses other than CUPE Staff Development ones?

Once contacted, a statement was read to each prospective interviewee to clarify the purpose and confidentiality issues (Appendix F). Two people preferred to answer the questions by phone, while others favoured a face-to-face interview conducted at their school or office. The interviewer used a form with the questions already type-written to record the responses in spaces provided under each question and the researcher was provided with transcripts.

3.6 Summary

The purpose of this inquiry was to examine staff development workshops as an in-service approach to training support staff using generative quantitative data from three sources and one source of descriptive information from interviews with a small sample of the population. The quantitative data met expectations of reliability by being consistent with data over five years and by the use of an accredited and established instrument, the Education Participation Scale. The use of the Education Participation Scale ensured that data was collected repeatedly in a consistent manner.
CHAPTER FOUR
FINDINGS

4.1 Introduction

The Greater Victoria School District (District 61) professional development program for support staff (referred to in this study as staff development (Staff-D)) is one that is both learner-centered and employee-driven. The organizational purpose of the Human Resources Department "is to respond to … the support of new staff; changing role definitions; and ongoing in-service needs, particularly the orientation of new employees" (www.sd61.bc.ca)

Employees are encouraged to take courses specific to their job, generic to the workplace, or to improve and enhance their health and well-being. A school secretary, for example, is expected to take a job-specific computer course or a team-building workshop, which has broader, District-wide applications. A topic that supports health and well-being is less easily defined and remains a more subjective decision within the CUPE Staff Development Committee.

This chapter presents quantitative data from three different sources and concludes with highlighted statements from the personal reflections of 12 study participants. The chapter is organized under five subheadings: Participation Patterns, Workshop Profiles, Gender Variables, Education Participation Scale, data and Cost-Effectiveness Analysis. Discussion of the data is reserved for Chapter Five.
4.2 Data Presentation

4.2.1 Participation Patterns

Table 1: Number of Participants per year

<table>
<thead>
<tr>
<th>Year</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-1996</td>
<td>258</td>
<td>298</td>
<td>307</td>
<td>226</td>
<td>1089</td>
</tr>
<tr>
<td>1996-1997</td>
<td>190</td>
<td>288</td>
<td>159</td>
<td>144</td>
<td>781</td>
</tr>
<tr>
<td>1997-1998</td>
<td>141</td>
<td>143</td>
<td>191</td>
<td>268</td>
<td>743</td>
</tr>
<tr>
<td>1998-1999</td>
<td>231</td>
<td>305</td>
<td>193</td>
<td>195</td>
<td>924</td>
</tr>
<tr>
<td>1999-2000</td>
<td>285</td>
<td>260</td>
<td>308</td>
<td>151</td>
<td>1004</td>
</tr>
</tbody>
</table>

N = 4541

Table 1 shows that year one and year five of this study had over 1000 participants. In 1995-96 some members of CUPE Local 382 participated, however, that was the only year that happened. In the subsequent years it was CUPE 947 members who attended workshops and therefore the Table indicates an ever-increasing number of 947 participants from 1996 to 2000. The mean number of participants per year was 908. The mean number participating per day was 227 participants.

Table 2 depicts employee participation rates based on a mean of 875 CUPE members of Local 947 (support staff) employed by School District 61 between 1995 and 2000.
Table 2: Employee Participation Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Days</th>
<th>N</th>
<th>Rate</th>
<th>Annual Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995/96</td>
<td>1</td>
<td>258</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>298</td>
<td>34%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>307</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>226</td>
<td>26%</td>
<td>31%</td>
</tr>
<tr>
<td>1996/97</td>
<td>1</td>
<td>190</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>280</td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>159</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>144</td>
<td>16%</td>
<td>22%</td>
</tr>
<tr>
<td>1997/98</td>
<td>1</td>
<td>141</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>143</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>191</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>268</td>
<td>31%</td>
<td>21%</td>
</tr>
<tr>
<td>1998/99</td>
<td>1</td>
<td>231</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>305</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>193</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>196</td>
<td>22%</td>
<td>26%</td>
</tr>
<tr>
<td>1999/00</td>
<td>1</td>
<td>285</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>260</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>308</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>151</td>
<td>17%</td>
<td>29%</td>
</tr>
</tbody>
</table>

\[ \bar{X} = 26\% \]

The mean number of participants per pro-day was 227 compared to a theoretical potential of 259. On average, 26 percent of eligible support staff attended staff development workshops.

Table 3 presents the mean participation numbers for four pro-d days held each year from 1995 to 2000.
Table 3: Mean Participation per Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Mean Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995/96</td>
<td>272</td>
</tr>
<tr>
<td>1996/97</td>
<td>195</td>
</tr>
<tr>
<td>1997/98</td>
<td>186</td>
</tr>
<tr>
<td>1998/99</td>
<td>231</td>
</tr>
<tr>
<td>1999/00</td>
<td>251</td>
</tr>
</tbody>
</table>

\[ \bar{X} = 227 \]

A mean of 227 support staff attended 20 (4 per year) professional development days over five years. Stated another way, 26 percent of support staff attended professional development workshops annually.

Participants had a choice of attending work-related “professional workshops” and general interest and wellness workshops referred to as “personal” or “personal growth” workshops. Professional topics included computer software courses, and workshops specific to the School District: such as topics to help employees understand the payroll system, benefits and pension plans. There were topics that related to the student population like understanding conditions of Autism and Down Syndrome, as well as, behaviour management strategies to deal with issues of bullying and harassment, and topics sympathetic to improving body image and eating disorders. Personal topics included general interest subjects predominantly in the health and wellness areas, but also creative areas that ranged from making specialty soaps to making specialty foods like sushi, and East Indian dishes. A complete list of workshops offered from October 1995 to June 2000 is available from Appendix D.

Table 4 displays the rate of participation in professional and personal growth workshops.
Table 4: Employee Selection of Workshop Topics

<table>
<thead>
<tr>
<th>Year</th>
<th>Day</th>
<th>Professional Workshops</th>
<th>Personal Workshops</th>
<th>Median ratio/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995/96</td>
<td>1</td>
<td>70%</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>66%</td>
<td>34%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>73%</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>52%</td>
<td>48%</td>
<td>2:1</td>
</tr>
<tr>
<td>1996/97</td>
<td>1</td>
<td>75%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>73%</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>59%</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>47%</td>
<td>53%</td>
<td>2:1</td>
</tr>
<tr>
<td>1997/98</td>
<td>1</td>
<td>90%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>90%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>67%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>77%</td>
<td>23%</td>
<td>4:1</td>
</tr>
<tr>
<td>1998/99</td>
<td>1</td>
<td>79%</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>80%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>91%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>53%</td>
<td>47%</td>
<td>3:1</td>
</tr>
<tr>
<td>1999/00</td>
<td>1</td>
<td>73%</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>77%</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>83%</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>90%</td>
<td>10%</td>
<td>4:1</td>
</tr>
</tbody>
</table>

\[ \bar{X} = 2.6:1 \]

There was a change in pattern over the five years as the ratio of professional develop workshops to personal development workshops became larger. Over five years participants selected professional topics over personal topics by a ratio of 2.6 to 1.
Table 5: Employee Participation Rate by Workshop Type

<table>
<thead>
<tr>
<th>Year</th>
<th>Professional Workshops</th>
<th>Personal Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995/96</td>
<td>27%</td>
<td>14%</td>
</tr>
<tr>
<td>1996/97</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>1997/98</td>
<td>20%</td>
<td>5%</td>
</tr>
<tr>
<td>1998/99</td>
<td>24%</td>
<td>8%</td>
</tr>
<tr>
<td>1999/00</td>
<td>27%</td>
<td>6%</td>
</tr>
<tr>
<td>5 years</td>
<td>24%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Table 5 provides a summary of participation rates in professional and personal topics over the time period of this study. The participation in professional workshops, in work-related topics, remained fairly constant whereas, the participation in personal or general interest topics declined from a 14% high in 1995/96 to lows of 5% and 6% in 1997/98 and 1999/00 respectively.

4.2.2 Workshop Profiles

The five-year database used in the study allowed the researcher to distinguish participation between professional and personal growth workshops and provided an opportunity to monitor the frequency of selection patterns, which changed slightly over the five years.

Table 6 displays information on the number of workshops presented on professional development days. Over the five years, a mean of 17 professional and person growth topics were delivered to participants on each pro-d day.
Table 6: Number of Workshop Topics

<table>
<thead>
<tr>
<th>Year</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Total topics</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995/96</td>
<td>15</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>72</td>
<td>18</td>
</tr>
<tr>
<td>1996/97</td>
<td>18</td>
<td>24</td>
<td>15</td>
<td>13</td>
<td>72</td>
<td>18</td>
</tr>
<tr>
<td>1997/98</td>
<td>14</td>
<td>16</td>
<td>16</td>
<td>18</td>
<td>64</td>
<td>16</td>
</tr>
<tr>
<td>1998/99</td>
<td>16</td>
<td>20</td>
<td>13</td>
<td>14</td>
<td>63</td>
<td>16</td>
</tr>
<tr>
<td>1999/00</td>
<td>19</td>
<td>18</td>
<td>22</td>
<td>11</td>
<td>70</td>
<td>18</td>
</tr>
</tbody>
</table>

X = 17

The number of workshops ranged from 20 to 25 subjects on each prod day. A minimum of 8 registrations was needed for a workshop to take place. Data presented in Table 7 show the selections participants made by workshop topic. The number of professional to personal growth topics changed over the five years so that by 1999-2000 four professional workshops were offered to every one personal growth workshop. During the first two years participants chose two work-related or professional topics to every one personal growth workshop, but by year five, there is evidence that there was greater interest in professional topics by a ratio of 4 to 1.
### Table 7: Number by Workshop by Type

<table>
<thead>
<tr>
<th>Year</th>
<th>Day</th>
<th>Professional Topics</th>
<th>Personal Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995/96</td>
<td>1</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>1996/97</td>
<td>1</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>1997/98</td>
<td>1</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>1998/99</td>
<td>1</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>1999/00</td>
<td>1</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>5 years</td>
<td></td>
<td>$\bar{X} = 12$</td>
<td>$\bar{X} = 5$</td>
</tr>
</tbody>
</table>

The mean number of professional workshops chosen by staff over five years was 12 work-related topics to 5 personal and general interest subject areas.
Table 8: Number of Hours by Workshop Type

<table>
<thead>
<tr>
<th>Year</th>
<th>Professional Workshops (hours)</th>
<th>Personal Workshops (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-1996</td>
<td>157.5</td>
<td>82.5</td>
</tr>
<tr>
<td>1996-1997</td>
<td>141.5</td>
<td>75.0</td>
</tr>
<tr>
<td>1997-1998</td>
<td>136.5</td>
<td>50.0</td>
</tr>
<tr>
<td>1998-1999</td>
<td>126.5</td>
<td>45.0</td>
</tr>
<tr>
<td>1999-2000</td>
<td>222.5</td>
<td>55.0</td>
</tr>
</tbody>
</table>

Table 8 represents the hours of training in professional and personal growth topics and represents only those workshops that were selected by participants as opposed to all workshops scheduled. Participants showed a preference for work-related, professional topics, which might have been anticipated since the participants have the greatest say in suggesting workshop topics.

Presented as a bar graph the transformation clearly depicts the rise in professional work-related topics and decline in personal growth choices. It should be noted that topics were suggested by CUPE 947 participants principally, as well as, by management, Human Resource personnel and Union Local 947 executive. This infers choices for work-related topics were selected by preference rather than directed by management.
It is evident that there was a steady increase in the percentage number of professional workshops and an equally steady decrease in the number of personal growth workshops from 1995 to 2000.

On average it was interesting to note that participants engaged in approximately four hours of learning activities associated with CUPE Staff Development events (see Table 9). The greatest number of participant hours were spent on topics related specifically to work-related learning activities or in subjects generic to the workplace.
Table 9: Participation in Training Hours by Workshop Type

<table>
<thead>
<tr>
<th>Year</th>
<th>Participant Hours in Professional Workshops</th>
<th>Hours per Person</th>
<th>Participant Hours in Personal Workshops</th>
<th>Hours per Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-1996</td>
<td>2652.5</td>
<td>2.4</td>
<td>1707.5</td>
<td>1.6</td>
</tr>
<tr>
<td>1996-1997</td>
<td>2397.5</td>
<td>3.1</td>
<td>1026.5</td>
<td>1.3</td>
</tr>
<tr>
<td>1997-1998</td>
<td>2371.5</td>
<td>3.2</td>
<td>555.5</td>
<td>0.7</td>
</tr>
<tr>
<td>1998-1999</td>
<td>2347.0</td>
<td>2.5</td>
<td>835.0</td>
<td>0.9</td>
</tr>
<tr>
<td>1999-2000</td>
<td>3952.0</td>
<td>3.9</td>
<td>1028.5</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Five year $\bar{X}$   3.0 hrs  1.1 hrs

Participants obtained 3 hours of professional growth training hours per person over 5 years.

4.2.3 Gender Variable

Participation based upon gender was tabulated over the five-year period from 1995 to 2000. In 1995/96 CUPE Local 382 members participated in Staff Development workshops, however, they did not participate in subsequent years due to contractual restrictions. The significance of this was evident in the number of male to female participants for 1995/96 compared to successive years, from 1996/97 to 1999/00. CUPE Local 382 members are predominantly male and work as grounds keepers, janitors and custodial staff, painters, electricians and audio-visual technicians. CUPE 947 members are mostly female workers engaged in office and technical work within School District 61.

Table 10, shows that participation was primarily female filling the following Local 947 positions: secretaries, administration assistants, teaching assistants, accounts clerks, lunchtime supervisors and clerk typists.
Table 10: Participation by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Participants N</th>
<th>Professional Workshops N</th>
<th>Percent</th>
<th>Personal Workshops N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>303</td>
<td>685</td>
<td>71%</td>
<td>280</td>
<td>29%</td>
</tr>
<tr>
<td>Female</td>
<td>930</td>
<td>3238</td>
<td>74%</td>
<td>1131</td>
<td>26%</td>
</tr>
</tbody>
</table>

Figure 2 illustrates the predominance of female participants to male participants while Table 10 indicates that both male and female participants selected more professional, work-related workshops than personal growth workshops.
4.2.4. Frequency Variable

Data were also analyzed by the frequency of participation in workshops. Three groups were determined: Group 1 included participants who attended fewer than five workshops in five years, and Group 2 participants attended five to 10 workshops between 1995-2000. The most active participants in Group 3 pertained to employees who attended more than 10 workshops and indeed some within this group attended as many as 20 workshops in five years.

Table 11: Frequency of Participation

<table>
<thead>
<tr>
<th>Group</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1. fewer than five workshops</td>
<td>903</td>
</tr>
<tr>
<td>Group 2. a minimum of five to 10 workshops</td>
<td>233</td>
</tr>
<tr>
<td>Group 3: more than 10 workshops.</td>
<td>72</td>
</tr>
</tbody>
</table>

The frequency of course-taking in adult education has long been the subject of interest from one of the earliest studies conducted by Johnstone and Rivera (1965). However, relatively little is known about actual activities. Table 12 and 13 present data on the most frequent course takers in the study.

The 72 participants engaged in more than 10 workshops over five years were studied as to the number of courses taken in professional and personal growth topics (Table 12), and the gender profile engaged in professional and personal workshops (Table 13).
Table 12: Ratio of Group Frequency by Workshop Type

<table>
<thead>
<tr>
<th>Groups</th>
<th>Professional Growth</th>
<th>Personal Growth</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1) 903</td>
<td>1161</td>
<td>336</td>
<td>3.5 : 1</td>
</tr>
<tr>
<td>participants enrolled in fewer than 5 workshops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 2) 233</td>
<td>1478</td>
<td>565</td>
<td>2.6 : 1</td>
</tr>
<tr>
<td>participants enrolled in more than 5 and up to 10 workshops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 3) 72</td>
<td>684</td>
<td>350</td>
<td>2 : 1</td>
</tr>
<tr>
<td>participants enrolled in more than 10 workshops</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The most frequent participants, Group 3, showed an apparent preference in taking professional and personal growth topics on a ratio of 2 to 1 respectively suggesting an interest in learning for the sake of learning. Participants of Group 1 showed a definite proclivity toward the work-related, professional growth topics to personal growth topics in a 3.5 to 1 ratio, and Group 2 also appeared to select professional workshops over personal growth workshops but on a 2.6 to 1 ratio. It is worth noting that the majority of participants choose to participate in professional workshops.
Table 13 provides a breakdown of preference based on gender.

Table 13: Groups 1, 2 and 3 Participation According to Gender

<table>
<thead>
<tr>
<th>Subgroups</th>
<th># of Professional Topic Workshops</th>
<th># of Personal Topic Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Group 1) 903 enrolled in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fewer than 5 workshops</td>
<td>283</td>
<td>878</td>
</tr>
<tr>
<td>Group 2) 233 enrolled in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 to 10 workshops</td>
<td>201</td>
<td>1277</td>
</tr>
<tr>
<td>Group 3) 72 enrolled in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>more than 10 workshops</td>
<td>121</td>
<td>1003</td>
</tr>
</tbody>
</table>

Although fewer males participated in staff development workshops, those who did showed a preference for professional, work related topics in all three groups of participants. Similarly female participants in all groups attended more professional workshops than personal growth workshops.

4.3 Education Participation Scale Data

The data from the use of the Educational Participation Scale (EPS) survey was used to compile a synopsis of the seven reasons employees gave for choosing a particular workshop during one staff development day. There were 153 EPS-A forms completed, including nine from the pilot study, out of the 215 EPS-A forms distributed on April 30, 2001, for a 71 percent return rate. The seven categories were ranked in descending order from #1 through to #7 in Figure 3.

The significance of the findings is that all 153 learners claimed a reason for participating in a workshop, which ranged from just being with colleagues, to learning something new to learning for work-related and educational preparation.
Professional Advancement was the highest ranked reason for participation, and the findings in general appear to support participant preference for learning opportunities that support and stimulate knowledge and skill development.

4.4 Cost-Effectiveness Analysis

This aspect of the research attempted to determine whether the Staff Development approach outlined in this study was a cost-effective method that provided more “person hours” of training for every dollar spent than two alternative options. The two alternatives were: one, contract to an outside private training or educational agency for the provision of similar workshops and, two, reimburse employees upon
successful completion of a related course obtained from a public education institution (an employee incentive option).

Seventy-five topics were presented during the school year 1999 - 2000 with 222.5 training hours in professional growth topics and 55 training hours in personal growth topics for a total of 277.5 training hours.

Table 14: Determination of Subset Hours of Training

<table>
<thead>
<tr>
<th>Year</th>
<th>Training hours in professional development courses</th>
<th>Training hours in personal development courses</th>
<th>Total training hours</th>
<th>Total training hours of subset courses</th>
<th>Subset training hours as percent of total/year</th>
<th>Subset Cost of annual Budget ($25,000 X 30%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>222.5</td>
<td>55</td>
<td>277.5</td>
<td>81</td>
<td>30%</td>
<td>$ 7,500</td>
</tr>
</tbody>
</table>

Tables 14 and 15 present data related to a select group or subset of Staff Development workshops that had equivalent options available from an outside private agency, and a continuing education department of a public education institution. The Shoreline Community School Education program was used as the example of a private agency and Camosun College was used as the public education institution.
Table 15: Subset Courses as Person Hours

<table>
<thead>
<tr>
<th>Name of Subset Courses</th>
<th>Training hours per course</th>
<th>1 N</th>
<th>2 N</th>
<th>3 N</th>
<th>4 N</th>
<th>Person hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring Windows</td>
<td>5</td>
<td>14</td>
<td>29</td>
<td></td>
<td></td>
<td>215</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>6</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td>132</td>
</tr>
<tr>
<td>Employee First Aid</td>
<td>7</td>
<td>29</td>
<td>28</td>
<td>37</td>
<td></td>
<td>658</td>
</tr>
<tr>
<td>Foodsafe level 1</td>
<td>7</td>
<td></td>
<td>24</td>
<td>26</td>
<td></td>
<td>350</td>
</tr>
<tr>
<td>Word 97</td>
<td>5</td>
<td>19</td>
<td>16</td>
<td>19</td>
<td></td>
<td>270</td>
</tr>
<tr>
<td>Excel 97</td>
<td>5</td>
<td></td>
<td>11</td>
<td></td>
<td></td>
<td>55</td>
</tr>
<tr>
<td>Access 97</td>
<td>5</td>
<td>14</td>
<td>13</td>
<td></td>
<td></td>
<td>135</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>1,815</strong></td>
</tr>
</tbody>
</table>

Person hours were calculated by multiplying training hours per course by the number of participants attending workshops scheduled on four designated professional development days in 1999/00.

Person hours were used as a measure of effectiveness noting the equivalence of technical content in the courses being offered as staff development workshops to the two alternative course options. For example, an introductory course in *Word, Excel, or Access* scheduled in staff development workshops compared closely to similar offerings in Shoreline Community Education and Camosun Continuing Education programming. The difference between a 10-hour course in staff development, or community education course and a 14 hour similar course at Camosun can be explained by examining student/teacher ratio. Camosun offered more hours because their minimum class enrolment is twice that of either community education or staff development options. Curses in Conflict Resolution, Employment First Aid and Foodsafe offered similar course content. As well, it should be noted the cost effectiveness analysis was conducted from a cost minimization perspective looking at the alternative that minimized costs for a given level of effectiveness.

Table 16 (a), (b), and (c) provides the calculations that determined instructor fees for each of the three options. Table 16a presents the Staff Development in-
service approach which had a fee structure established by the Staff Development Committee, paying CUPE staff instructors $125 for a half-day workshop or course. For Employee First Aid and Foodsafe courses taught by provincially certified instructors, a fee per participant was used and the instructor for “Conflict Resolution” was paid $35 per hour.

Table 16a Calculation of Instructor Fees for Staff Development Option

<table>
<thead>
<tr>
<th>Name of Subset Courses</th>
<th>Training hours per course X number of times course was offered</th>
<th>N</th>
<th>Staff Development Approach</th>
<th>Instructor Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring Windows</td>
<td>5 (2)</td>
<td>43</td>
<td>$125 X 2</td>
<td>$250</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>6</td>
<td>22</td>
<td>6 X $35</td>
<td>$210</td>
</tr>
<tr>
<td>Employee First Aid</td>
<td>7 (3)</td>
<td>94</td>
<td>94 X $28</td>
<td>$2 632</td>
</tr>
<tr>
<td>Foodsafe Level 1</td>
<td>7 (2)</td>
<td>50</td>
<td>50 X $30</td>
<td>$1 500</td>
</tr>
<tr>
<td>Word 97</td>
<td>5 (3)</td>
<td>54</td>
<td>$125 X 3</td>
<td>$375</td>
</tr>
<tr>
<td>Excel 97</td>
<td>5</td>
<td>11</td>
<td>$125 X 1</td>
<td>$125</td>
</tr>
<tr>
<td>Access 97</td>
<td>5 (2)</td>
<td>27</td>
<td>$125 X 2</td>
<td>$250</td>
</tr>
</tbody>
</table>

$5 342
As the private agency, the Shoreline Community Education program's schedule of fees was used to determine instructor fees in Table 16 (Appendix H). Community Education instructors as private tutors are paid $35 per hour. The First Aid and Foodsafe courses are provincially certified courses with a set fee per participant.

Table 16 b: Calculation of Instructor Fees for Private Agency

<table>
<thead>
<tr>
<th>Name of Subset Courses</th>
<th>Training hours per course by number of times course was offered ( )</th>
<th>N</th>
<th>Private Agency (Shoreline)</th>
<th>Instructor Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring Windows</td>
<td>5 (2)</td>
<td>43</td>
<td>$35/hr</td>
<td>$350</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>6</td>
<td>22</td>
<td>$35/hr</td>
<td>$210</td>
</tr>
<tr>
<td>Employee First Aid</td>
<td>7 (3)</td>
<td>94</td>
<td>$55/person</td>
<td>$5 170</td>
</tr>
<tr>
<td>Foodsafe Level 1</td>
<td>7 (2)</td>
<td>50</td>
<td>$59/person</td>
<td>$2 950</td>
</tr>
<tr>
<td>Word 97</td>
<td>5 (3)</td>
<td>54</td>
<td>$35/hr</td>
<td>$525</td>
</tr>
<tr>
<td>Excel 97</td>
<td>5</td>
<td>11</td>
<td>$35/hr</td>
<td>$175</td>
</tr>
<tr>
<td>Access 97</td>
<td>5 (2)</td>
<td>27</td>
<td>$35/hr</td>
<td>$350</td>
</tr>
</tbody>
</table>

|$9 730|
The employee incentive option to attend Camosun College courses were adjusted to reflect equivalent hours of Staff Development training by dividing the number of hours of the Camosun course into the course fee, and then multiplying that figure by the number of hours used in an equivalent staff development workshop or course (Appendix I).

Table 16c: Calculation of Instructor Fees for Employee Incentive Option

<table>
<thead>
<tr>
<th>Name of Subset Courses</th>
<th>Training hours per course X number of times course was offered</th>
<th>N</th>
<th>Public Education Institution (Camosun)</th>
<th>Instructor Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring Windows</td>
<td>5 (2)</td>
<td>43</td>
<td>$104 X 43</td>
<td>$4,472</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>6</td>
<td>22</td>
<td>$13.5 X 22</td>
<td>$297</td>
</tr>
<tr>
<td>Employee First Aid</td>
<td>7 (3)</td>
<td>94</td>
<td>$19.25 X 94</td>
<td>$1810</td>
</tr>
<tr>
<td>Foodsafe Level 1</td>
<td>7 (2)</td>
<td>50</td>
<td>$75 X 50</td>
<td>$3,750</td>
</tr>
<tr>
<td>Word 97</td>
<td>5 (3)</td>
<td>54</td>
<td>$93.75 X 54</td>
<td>$5,063</td>
</tr>
<tr>
<td>Excel 97</td>
<td>5</td>
<td>11</td>
<td>$93.75 X 11</td>
<td>$1,031</td>
</tr>
<tr>
<td>Access 97</td>
<td>5 (2)</td>
<td>27</td>
<td>$93.75 X 27</td>
<td>$2,531</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$18,954</td>
</tr>
</tbody>
</table>
A cost-effectiveness analysis relies on more than just the cost of instructors to gauge the least expensive option among a number of alternatives. In Table 17 an effort was made to calculate some of the other costs that are incurred when presenting training. The figures used for the employee incentive option based on Camosun College's continuing education courses, were assumed to include all costs.

Table 17: Cost-Effectiveness Analysis

<table>
<thead>
<tr>
<th>1999-2000</th>
<th>CUPE Pro-D inservice approach</th>
<th>External agency providing similar courses (Shoreline)</th>
<th>Employee incentive program via Camosun courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor fees</td>
<td>$5,342</td>
<td>$9,730</td>
<td>$18,954</td>
</tr>
<tr>
<td>Supplies</td>
<td>$250</td>
<td>$150</td>
<td>0</td>
</tr>
<tr>
<td>Coordinating Staff Time</td>
<td>30% X 90hrs($15) $405</td>
<td>30% X 90hrs($20) $540</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Time</td>
<td>30% X 40hrs($10) $120</td>
<td>30% X 40hrs($15) $180</td>
<td>0</td>
</tr>
<tr>
<td>Desk Top Publishing</td>
<td>$235</td>
<td>$350</td>
<td>0</td>
</tr>
<tr>
<td>Site Preparation 7.5 hrs</td>
<td>$165</td>
<td>$250</td>
<td>0</td>
</tr>
<tr>
<td>Facility Rental (opportunity cost)</td>
<td>86 hrs X $11 $946</td>
<td>9 labs@ $25/hr 6 classrooms @ $15/hr $1,740</td>
<td>0</td>
</tr>
<tr>
<td>Total Cost</td>
<td>$7,463</td>
<td>$12,940</td>
<td>$18,954</td>
</tr>
<tr>
<td>Participant or Person Hours</td>
<td>1,815 hours</td>
<td>1,815 hours</td>
<td>1,815 hours</td>
</tr>
<tr>
<td>Cost per person-hour</td>
<td>$4.11</td>
<td>$7.13</td>
<td>$10.44</td>
</tr>
</tbody>
</table>

Cost effectiveness analysis studies can only give answers that are relative. If two alternative options "b" and "c" are compared to option "a", and all achieve the same outcome, in this case number of "person hours", then in a cost-effectiveness analysis the choice is "a". The Staff Development in-service approach was the least
costly method of achieving a specific effectiveness level, defined as 1,815 person
hours of training.

4.5 Interview Responses

The relevance of Staff Development to participants as individuals, employees
and members of the larger community prompted a series of interviews that went
beyond determining the reasons for taking workshops and courses. Participants
were randomly selected from each of three Groups. Group 1 were participants who
had taken fewer than five courses, Group 2 attended five to 10 courses and Group 3
participated in more than 10 courses or workshops.

The 12 participants responded to six questions and were also given an
opportunity to express personal views, and in their reflective responses provide
insight as to the impact of staff development programming to themselves as
employees, individuals and members of a larger group like family or community.
Interpretive data were collected to complement, supplement, enrich and enhance
data from the longitudinal study of participation, the application of Boshier's EPS
instrument, and the cost effectiveness analysis.

Interview responses are reported below in relationship to three of the four
purposes in this study (p. 14)

Purpose #1: To understand why subjects of this study voluntarily engaged in
workplace based courses and workshops.

*Learning to learn* appeared to be the principal reason interviewees gave for
voluntarily participating in work-related and personal growth workshops. For
instance: Tulip said “learning new ways to do things, hearing other people’s ideas is
very important – at these events you get ideas about what works, have open
discussions”. Forget-Me-Not said “they are very important – enable me to expand
skills [and] take things I couldn’t otherwise ... I’m a better employee because of the
training”. Fuscia found the opportunity of staff development workshops helped her “to
gain knowledge she would not normally have the time or the money to seek”. Lilac
perhaps summed up the rationale of all the interviewees by saying that “all the things
I take, I will make use of at one or other time in my life”.

Purpose #2: To examine whether there is a relationship between work-related
learning and the more personal interest topics of employees as individuals.
Although the majority of courses taken by participants were classified as work-related in this study, participants noted that it was difficult to draw a direct connection between these courses and job advancement. Daisy pointed out in her interview that advancement within Local 947 is seen as an issue of seniority. She stated that “unfortunately, I feel that only seniority counts. This is where the system fails. I continue to take the workshops because that’s who I am, but attending workshops makes no difference” [to furthering advancement]. Petal also concluded that she takes workshops just to take on new challenges because “I’m doing a job where there isn’t much place left to go [she is at the top of her wage scale]. Forget-Me-Not stated that because of the workshops, “I’m in my current job ... I took a web-page design course and ... put together a web-site at my previous job site. ...saw a position that appealed and applied for it... changed my career path, it’s been a good move”. And Petal seemed to capture the feeling of most in that “any challenge promotes personal growth. ... helped me become a more competent and efficient person”.

Purpose #4: To determine whether the professional development approach being studied is unique in any way.

Where this program appears to be unique is that all participants have an opportunity to learn regardless of their job classification, or work-related needs. All participants can contribute to topic selections, both work-related and of personal interest, and many participants are encouraged to take a leadership role by instructing or facilitating workshops within their expertise.

Daffodil expressed her views by saying there is “more opportunity to explore my creativity, [gain] exposure to different things, things I wouldn’t think of otherwise. ... Small workshops can spark a long-term interest”. Daisy commented that “some people never do take workshops – it can be quite stifling [being around them]. ... Sometimes you come away with one piece of knowledge that changes all you know.” Many of the twelve interviewees expressed the importance of getting together to share skills and to socialize in an organization where employees are separated by work locations. Harebell said the workshops “provide a chance to visit with other employees”. Rose commented that “the District community gets a chance to share [skills].
CHAPTER FIVE
DISCUSSION OF FINDINGS

5.1 Introduction

This Chapter reviews the results of the study presented in five subsections beginning with the significance of “Participation Patterns” from the five-year database and the EPS instrument, and ends with the reflective voices of interviewees. The Adult Education and Training Survey (Stats Canada Report, 2001), A Report on Adult Education and Training in Canada by Murray and Zeesman (2001) and a New Approaches to Lifelong Learning (1999) survey were used as comparable national findings that relate to this study. The results of the cost-effectiveness analysis were compared to a study conducted for the United States Bureau of Labour Statistics, 1995 survey.

5.2 Participation Patterns

The mean of 908 participants per year (Table 1) was significant because it was greater than the mean of CUPE 947 employees employed between 1995 and 2000. Theoretically, every employee had an opportunity to participate in one staff development workshop offered each year. Table 2 indicated a range of 22 percent to 29 percent participation over five years in staff development workshops which is comparable to the 28 percent of Canadians reported to have participated in adult education and training activities in 1997 (Murray & Zeesman, 2001). They also noted that the rate of participation did not increase in the 1990s.

It is interesting to note that in the Adult Education and Training Survey (AETS) results provided in the Statistics Canada report (2001), 30 per cent of the Canadian adult population engaged in adult education between 1981 and 1990. Stated another way, 1 of 3 adults beyond compulsory schooling, engaged in an organized curricula taught or facilitated by an instructor in a group setting. The New Approaches to Lifelong Learning (NALL) survey reported 44 percent of all Canadian adults and 56 percent of the employed labour force participated in some form of organized learning activity in 1988 increasing to 66 percent of the currently employed adult population (Livingstone, 1999 b). The same report stated the United States and European
countries have participation rates of 50 percent and more (Stats Canada report, 2001).

The findings of this study indicated the mean participation rate (Tables 2 & 3) was 26 percent of CUPE Local 947 members who participated in staff development workshops. This figure was considerably lower than the NALL findings, but closely aligned with the national participation rate in adult education according to the AETS 1998 findings (Stats Canada Report, 2001).

The national surveys provided confirmation that initial schooling and adult education work together to assist employees in pursuit of their goals. The national surveys and the findings of this study affirm the findings of Johnston and Rivera (1965), Cross (1981), Courtenay (1992) and others, that the more schooling people have the more predisposed they are to continuing their education.

This study found a change over five years in participants' choices of professional and personal growth topics. Table 5 illustrated that during the first two years, participants chose two professional topics to every one personal growth topic. By 1997/98 participants were choosing three and four professional growth topics to each personal growth topic. The following schema has been modified from the AETS 1998 survey to compare national statistics to those of this study (see Table 5: "5 years").

<table>
<thead>
<tr>
<th>Courses</th>
<th>(AETS)1991 (%)</th>
<th>(AETS)1993 (%)</th>
<th>(AETS)1997 (%)</th>
<th>Staff-Devel 1995-00 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Related</td>
<td>16.2</td>
<td>16.1</td>
<td>16.2</td>
<td>24.0</td>
</tr>
<tr>
<td>Personal/Recreation</td>
<td>9.9</td>
<td>10.9</td>
<td>9.0</td>
<td>9.0</td>
</tr>
<tr>
<td>N</td>
<td>45,328</td>
<td>41,645</td>
<td>33,410</td>
<td>908</td>
</tr>
</tbody>
</table>

The national survey results indicated Canadian adults chose fewer than two professional (work-related) topics to every one personal (general interest) topic in a large random sample of adult learners engaged in adult education (Stats Canada
The findings of this study (Table 5) indicated a higher number of employees engaged in work-related staff development workshops, 2.6 professional workshops to one personal growth workshop. The higher participation may be linked to the fact that participants had a major in suggesting the topics being presented.

5.3 Workshop Profiles

There was a range of 20 to 25 topics scheduled for staff development workshops on each of four professional development days held annually. From October 1995 to June 2000, a mean of 17 topics were presented per day (Table 6). Initially there appeared to be an equal number of professional and personal growth topics offered, however, it became evident that the courses cancelled due to low enrolment were in the personal topic category (Table 7). The mean after five years was 12 professional topics scheduled to 5 personal growth topics (Table 7) and Table 8 displays the increase in training hours from a ratio of 2 to 1 to a 4 to 1 increase.

The bar graph in Figure 1 clearly shows the transition from a preference of 66 percent professional workshop topics in 1995/96 to an 80 percent preference in 1999/00. Choices for personal growth topics diminished over five years from 34 percent in 1995/96 to 20 percent in 1999/00. It appears evident that many participants made a conscientious and deliberate choice to attend workshops that were relevant to their jobs and the workplace. This should provide some reassurance to employers and human resource management personnel concerned about giving employees a significant voice in suggesting topics designed to upgrade skills and knowledge in the workplace. It seems apparent (Tables 4, 8, & 9) that given a choice, staff not only suggested a greater number of professional topics for staff development workshops, they also participated in greater numbers in these topics.

Training hours per person (Table 9) indicated participants spent three hours in professional topics to every one hour of personal growth workshop per year compared to the NALL survey where 66 percent of 951 respondents indicated they received an average of three hours of some type of job-related training per week in 1998 (NALL 1999, Table 4, pp17/18).
5.4 Gender Variable

There was a predominance of females to males within the population sample (Table 10 and Figure 2) which can be attributed to the type of work involved in Office and Technical positions.

According to the NALL survey (1999, Table 12) of 1046 participants, there were equal numbers of male (62 percent) and female (62 percent) participants in workplace based professional workshops (Livingstone, 1999). The Statistics Canada (2001) report found that slightly more females than males participated in adult education courses with women more likely to take courses in nurturing and clerical subjects than men. As might be anticipated, men participated more readily in topics linked to applied science and trades related subjects.

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>This study (Table 10)</td>
<td>71%</td>
<td>74%</td>
</tr>
<tr>
<td>NALL survey(1997)</td>
<td>62%</td>
<td>62%</td>
</tr>
</tbody>
</table>

Of significance in this study, as the foregoing schematic presentation illustrates, was that even though Local 947 members are predominantly female, when the topic selections were examined for male and female participants, the preference for professional, work-related courses were almost the same for males and females. Slightly more female participants (74 percent) than male participants (71 percent) chose to engage in professional topics. The national average for participation in employer sponsored training (Murray & Zeesman, 2001) was 29 percent female and 27 percent male participants. The interesting fact was that males and females demonstrated an almost equal preference for work-related topics, both in the national and specific population of this study.

One of the most important findings of this study is revealed in Tables 11 and 12. Participants were grouped according to frequency of participation over five years. Group 1 (903 participants), attended fewer than five workshops, Group 2, (233 participants) participated in five to ten workshops and Group 3, the most active
participants (72) engaged in more than ten workshops, averaging a minimum of two workshops per year.

The largest group of participants (Group 1) averaged a workshop a year, or less, implying they made a choice to attend for a specific topic rather than an opportunity to get away from work. The participation patterns of each group according to gender, continues to indicate a preference for relevant, work-related and professional topics. The attendance numbers in personal growth topics, whether male or female, also affirm the importance adult learners give to learning for the sake of learning, learning for communication, social contact, social stimulation, or family togetherness reasons.

5.5 Education Participation Scale

The results of the pilot study and the Education Participation Scale (EPS) survey held on April 30, 2001, returned 153 completed forms (71 percent) which were analyzed according to the scoring key that accompanied the EPS instrument. The results (Figure 3) indicated 23 percent of respondents stated "Professional Advancement" as the number one reason for participating in professional development, followed closely by 18 percent who cited "Cognitive Interest" as their principle reason for participating. The third most popular reason given was "Educational Preparation". Responses provided in the four other categories were almost equal: Family Togetherness (12 percent), Social Contact (12 percent), Social Stimulation (11 percent) and Communication (10 percent).

The significance of the data was not so much centered on which reason was most prominent, but rather that all categories were indicated. Later, examining the personal reflections of 12 employees, there was a reaffirmation that adults participated in formal adult education for multiple reasons. That so many indicated "professional advancement" as the primary reason for participation on April 30, 2001 may have been prompted by District budget disclosures in March that predicted upcoming lay-offs, reduced school-based and department budgets and the possibility of school closures.

The fact that "professional advancement", "cognitive interest" and "educational preparation" were the top three reasons given is further confirmation that participants discriminated intentionally in their preference for professional, work-related topics.
5.6 Cost-Effectiveness Analysis

The issue of affordability of professional or work-related training seems always to be present within an organization and to address this a cost-effectiveness-analysis compared the Staff Development Program approach to two alternative options.

Establishing a subset of staff development courses (Table 14) was important to establish a means to compare the in-service method being studied to two options, with similar course content that were available in the community. The comparison to two alternative options confirmed the in-service model as being more cost effective, and a better use of funds allocated to upgrade skills and knowledge.

It was important to determine a reasonable representation of Instructor fees for all three options (Table 16, a, b, & c) because that is the most costly budget item in training. Table 17 presented the cost effectiveness analysis which calculated the cost per "person-hour" for each option: a) $4.11 in the in-service approach being studied; option b) $7.23 from a private agency and option c) $10.44 in an employee incentive program. The results indicated that the cost to produce person hours of training was least expensive with the Staff Development Program, an in-service approach to upgrading skills and knowledge. Sending individual employees to an external educational institution appeared to be the most costly method.

The results can be compared to a report based on the survey results of the 1995 Survey of Employer-Provided Training conducted by the United States Bureau of Labour Statistics. In their 1998 report, Frazis, Gittleman, Horrigan and Joyce cited the findings of two surveys distributed to 1062 organizations to discover the amount of training that was provided by employers, as well as, the amount spent on training.

One survey was distributed to employees who provided a 50.6 percent response and, the other to employers who returned 74 percent response. Establishments with 50 or more employees provided 10 hours of training, 36 percent of which were described as "formal training" defined as training that is planned in advance, has a structured format and specified curriculum. An average of $98 per employee was spent for external trainers or training companies, and $51 per employee on tuition reimbursement. A small amount of $12 per employee was paid to training sponsored by unions and trade associations (Frazis, Gittleman, Horrigan & Joyce, 1998).
The following schema summarizes the findings of the U.S. study and the results of the cost-effectiveness analysis of this study, calculated as dollars spent per person hours of formal training.

<table>
<thead>
<tr>
<th></th>
<th>In-service approach</th>
<th>Private agency</th>
<th>Tuition Reimbursement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Study</td>
<td>$4.11</td>
<td>$7.23</td>
<td>$10.44</td>
</tr>
<tr>
<td>1995 U.S. survey</td>
<td>$3.33</td>
<td>$27.00</td>
<td>$14.16</td>
</tr>
</tbody>
</table>

The difference is most noticeable in the cost for training from training companies or private agencies. Of interest are the significant similarities found in training dollars committed to an in-service approach, union or trade association sponsored program, and the costs to reimburse tuition fees to employees.

General findings of the U.S. study indicated that the incidence of formal training tended to be higher at establishments that were larger, had lower turnover and substantial benefits. The authors (Frazis, Gittleman, Horrigan and Joyce, 1998) also reported that the incidence of hours of training appeared to increase with higher pay and more education, findings consistent with those reported in the Literature Review (Chapter 2).

5.7 Interview Responses

Twelve participants were selected randomly from three groups based on their frequency of participation in staff development workshops from 1995 to 2000. Group 1 attended fewer than five workshops, Group 2 had taken five to ten workshops, and Group 3 participated in more than ten workshops.

The questions were designed to elicit the individual voice of the participant about their view of the Staff Development Program from their perspective as persons, employees and members of a larger group, the family or community.

Generally, participants felt the staff development workshops rated high in importance in all sectors of their lives, particularly as employees and individuals. Participants reported that taking part in courses and workshops improved their skills and abilities and helped them cope better at work and at home. Many respondents
reported intangible opportunities arising from their participation, citing increased competencies as a common refrain and being of more use to a broader range of students and people in general. A few pointed to concrete opportunities coming from their participation, and also to the fact that seniority continues to play a more important role in job acquisition than the attainment of increased knowledge and skill.

The following quotes report on the reflections of respondents:

- "things change – at these events you get ideas about what works, have open discussions. It keeps you open-minded, gets you away from tunnel vision"
- "I derive a lot of pleasure from learning more. It is important to grow"
- "the workshops are highly beneficial. (they) give new perspectives, new ideas of what you can bring to the work-site"
- "I'm a better employee because of the training"
- "it's important to relax and rejuvenate or do something creative"
- "it is very good for my son to see his parents learning"
- "all the things I take, I will make use of at one or another time in my life"
- "I took the Bird House building workshop, and it has been the 'biggest joy' – (it has given me) lots of pleasure, watching the birds coming and nesting. Maybe (the workshop) is difficult to justify but it's been good for me holistically – we work in stressful jobs – the creative workshops make us healthier"
- "when you learn something new, think of new ways to apply it, that's very useful in boosting creativity at work and keeping 'fresh'
- "I feel more positive, more secure that I'm going in the right direction. Feel good about the job and what I do"

Among the comments, I think the learner’s reflections on the significance of the Building a Birdhouse contributed most to the overall importance of the staff development program. Designed to teach skills in shop safety, the use of power tools, and the importance of accurate measurements, Building a Birdhouse was a topic for teaching assistants so they could better assist students in industrial arts classes. Evidently this participant took the course for personal interest and found the experience contributed to personal wellness, even though the learner found it might be "difficult to justify."

The value of providing some personal growth workshops was that people have myriad reasons for course taking, as was evident from the Education Participation
Scale findings. More importantly, besides engaging in a topic that provided personal wellness, this individual may be more predisposed to enroll in a work-related topic because of the success and obvious gratification gained from this learning experience.

5.8 Summary

The findings confirmed that within the defined population of adult learners, there was evidence of an inherent will to continue to learn on a lifelong continuum whether for personal or work-related reasons. There was greater interest in professional learning activities than in personal growth areas. It was also significant to realize that support staff participated because they wanted the social contact, the stimulation and communication that comes from learning in an organized, intentional group setting.

The findings also contributed to the general knowledge that given the opportunity, employees have the capacity to engage in learning activities that are relevant to them as workers primarily. The patterns of participation gained by examination of the five-year database, as well as the findings from the use of the Education Participation Scale, reinforced the findings of earlier studies. That within this particular population profile, learning to learn new skills and knowledge was important to approximately one-third of the national population surveyed and just over a quarter of the population being studied.

The approach studied replaced the former alternative of each staff member having to find their own means to increase workplace knowledge and skills and became workplace learning that involved purposeful, participant-specific in-service training.
CHAPTER SIX
CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction
Wherever the learners themselves have a direct influence over the shaping of adult education, mutual learning approaches, peer group support and communal programmes tend to flourish (OECD, 1999, p. 41).

The Staff Development program evolved from the traditional professional development learning activities normally reserved for non-support staff; teachers, administrators, managers and supervisors. This study examined the phenomenon of what happened when workplace-learning opportunities were extended to support staff. The data determined that non-teaching, non-administrative staff exhibited strong support of, and participation in professional development opportunities. The in-service staff development program studied was proactive in engaging participants in all aspects of the program: suggesting topics, facilitating workshops and participating as learners. It was also a cost effective, economically efficient method of increasing workplace knowledge and skills for support staff.

6.2 Adult Learning and Motivation
The findings presented in this study confirm those of Houle (1961), Johnstone and Rivera (1965), Boshier (1980), Tight (1998) and Tough (2002), that adult learners engage in intentional, formal, and self-directed learning activities for multiple reasons. The findings also advanced the thesis that collaboration between management, participant and facilitator, in planning the scope and structure of organized learning activities, led to voluntary participation levels that closely resembled the national patterns of participation in adult education. In fact the three-way partnership was cited as the most effective way to meet the needs of workforce education according to Workers Education Society (1998a, b)

The in-service approach being studied had as its foundation a learning environment built on the trust and familiarity of facilitators, and instructors who were
often colleagues within the organization. Hall (1997) suggested as adult learners we "survive, resist or prosper, depending on our collective capacities to learn and upon our finding ways to share that learning with each other" (p. 61-73). Participants voluntarily engaged in staff development workshops because they were enthusiastic about the topics, comfortable with instructors and could count on being able to follow-up with them on site after a workshop was over.

In determining why programs fail in corporations, Parry (1987) helped clarify the key success factors in client specific programming. I believe the staff development program achieved successful programming because there was strong support from top management, learner needs came directly from prospective learners, and therefore topics were relevant to both the learner and the organization.

6.2 Workplace Learning

Attendance summaries provided a strong indication that CUPE 947 members were discerning in their use of staff development workshops. The number of participants who attended more than 10 workshops over the five years was 68 employees, (Group 3) or six 6 percent of all participants. Fewer than six percent attended every available (20+) workshop from October 1995 to June 2000. The number of participants who took five to 10 workshops, Group 2, accounted for 15 percent of all participants, averaging two workshops per year. Group 1 participants, who attended fewer than five workshops over five years accounted for 79 percent of all participants. The data suggest that participants did not abuse the opportunity to leave their place of work to attend full-day or half-day workshops.

Workplace learning in the Staff Development program promoted collegial relationships and reminded participants they were part of a greater whole beyond that of their school, or department. The climate of inclusiveness, linking staff members to the organization in a purposeful way, is reminiscent of the way Japanese companies develop loyalty and long-term employee relationships.

The program was also an opportunity to link topics in a series of related issues pertinent to the organization. An important finding of this study recognized the value of disseminating quality curricula, in a professional and timely manner, to a large number of people with the support of management, employees and,
programmers. The Staff Development Committee, in their position as overseers of curricula, recognized the efficiency of introducing major systems changes like the replacement of Macintosh computer technology for the Microsoft Personal Computer system, and preparing staff for anticipated changes to a middle-school configuration.

The staff development approach being studied provided workplace-learning opportunities that were paced over time as a continuum, which is preferable to options that involve weekends, and even week-long and intense learning activities.

6.4 Individual and Self-Directed Learning

We know that most adult learning takes place informally and that adults learn all the time, but we don't know how well they learn, what resources they use, or how effectively they work, or where there are areas of need that are totally unmet (Penfield, 1975 in Brookfield, 1983).

There are restrictions on individual and self-directed learning. It requires a great deal of personal motivation and commitment within a supportive environment to succeed. Cross (1981) devised three categories of barriers that can prevent an individual from participating in adult education. The first called "situational barriers" referred to an individual's life circumstance at a given time, an example being a mother of young children. The second type of barrier included those practices and procedures that can exclude or discourage someone from participating in a course, like the practice of many educational institutions to schedule classes in the late afternoon rather than after the supper hour, or on a Saturday morning. The third barrier was the attitude and self-perception of the individual as a learner because many adults believe themselves incapable of learning well. A fourth barrier was added by Darkenwald and Merriam (1982) which was the failure of organizations to fully inform individuals about learning opportunities.

In this study it was significant to have personal growth choices for individuals to experience learning in a supportive environment. As noted in Table 8 and Figure 1 there was a gradual shift and increased preference for professional work-related topics, from 66 percent in 1995/96 to 80 percent in 1999/00. Although participation in personal growth topics waned, the importance of including those learning
opportunities was to encourage learning to learn, so that a participant might move on to more challenging learning activities, ones that included work-related topics.

The use of the Boshier instrument, the Education Participation Scale, provided evidence that participants engaged in learning activities for social contact, social stimulation and communication, as well as for professional advancement or educational opportunities. The critical observation was that learning to learn is a most valuable asset in the Staff Development Program.

6.5 Learning Organization

Workplace learning that engaged learners in a program developed to enhance their professional and personal growth accomplished a greater objective, that of transforming the organization into a learning environment.

Organizations that positively support learning opportunities for their workers and included the entire workforce, even part-time and casual employees, were defined as a genuine “learning organization” (Stats Can, 2001). The Staff Development Program was inclusive in that underemployed individuals, spareboard employees, could choose to participate in the staff development workshops.

Watkins and Marsick (1999) developed seven action imperatives which they deemed to comprise an ideal learning organization: 1) the creation of continuous learning opportunities; 2) promotion of inquiry and dialogue; 3) encouragement for collaboration and team learning; 4) establishment of systems to capture and share learning; 5) empowerment of people to work toward a collective vision; 6) connectedness between the organization and its environment; and, 7) utilization of leaders to model and support learning at the individual, team and organizational levels.

The Staff Development Program adhered to a majority of the seven imperatives and valued cohort phenomenon as well, where participants considered themselves an interdependent group of learners. Besides suggesting workshop topics, instructing and participating in them, participants also developed an expectation and anticipation about upcoming learning activities. Through the Staff Development Committee, an annual schedule of topics was presented to all employees so they could determine their learning activities along a continuum. Even when the staff were
not together in the learning environment of staff development workshops, the spirit of the learning event continued.

The cost-effectiveness analysis was conducted to assist decision making about the best allocation of School District resources. The economic analysis for the purpose of this study determined the least costly option to produce the same number of person hours of training was the staff-development in-service approach. The in-service approach was approximately one-half the cost of employing a customized program from a training company and slightly less than a third of the cost to install an employee incentive program.

Sheila McCutcheon (1997) reported that critical reflection helps individuals make decisions based on merit, which serve both the interests of the individual and those of the organization. The utilization of adult learning practices found in the Staff Development Program allowed for self-reflection and increased the capacity for the development of a learning organization.

After analyzing the patterns of participation over five years there is room to speculate that there was also a transformation to a learning organization, one that extended adult education learning opportunities to all staff; middle and upper management personnel and support staff. It was the utilization of the naturalistic tendencies for adults to learn on a continuum throughout life, in an organized, collaborative and thoughtful way, that transformed the organization into a “learning organization”. Professional development for support staff is time well spent.

6.5 Recommendations

From this small study I have chosen three underlying principles which I believe transfer well to any organization involved in providing professional development opportunities. The first is the value of collaboration in addressing the needs of both the organization and the employees. Paraphrasing Wheatley (1999) from her discussion of organizational behaviour, I believe employees support what they create and that this is a key reason behind the success of the in-service approach to professional development for support staff.

The three-way partnership at the Staff Committee level, assured the needs of employees, the organization, and the program coordinators, were discussed,
concerns resolved, and initiatives supported. It is this collaboration of the stakeholders that promoted a participatory environment, respectful of, learning, the learner, and the organization as a whole.

A second recommendation is in support of learning on a continuum where professional development opportunities are long-term and positioned strategically throughout the year. The biggest advantage to both the learner and the organization is the ability of the employee to be proactive in career planning. An important finding of this study was the discovery that 79 percent of support staff engaged in purposeful, work-related learning based on a workshop a year. For any large organization this finding provides evidence of employee participation relevant to the workplace, primarily in support of “professional advancement”, “educational preparation” and, “cognitive interest” (Boshier, 1980).

And the third recommendation is to stand behind the principle of providing both professional and personal growth topics within a formal professional development program. Although the evidence supports greater interest in work-related topics, both the literature and this study provide reasons to consider the impact of encouraging the ability of learning to learn. It is generally accepted that for some adults, formal learning activities in a group setting have not always been comfortable or satisfying. The provision of personal interest topics that further personal growth can be an important first step to a positive learning experience. That in turn might lead to greater risk-taking and participation in a professional or workplace related topic.

 Personally, as an educator, I strongly believe in the empowerment of purposeful, intentional learning activities that promote either professional or personal growth. I return to the interviewee who extolled the virtues of building a birdhouse as being the “biggest joy”, justifying the course as one that addressed her needs holistically. She was quoted as saying “the creative workshops make us healthier”. This study provided evidence that 20 percent of workshops were on personal growth topics and attended by less than 30 percent of all participants. There is merit then in supporting these “creative” topics, because they not only support the learning to learn concept, they also express the humanity of the organization.

In this day of constant change from technology and the information driven society, and a day when company restructuring appears follow, it is important to provide staff with reasons to remain confident and competent within the organization.
One very effective way to inspire connectedness to the organization, that is not cost prohibitive, is through a comprehensive program of learning activities responding to both the professional and personal growth needs of employees.

A future study should be conducted on the reasons given by support staff who have not participated, and have no intention of participating, in staff development workshops. It would be interesting to see if any correlation can be drawn between the non-participation patterns of a localized population to the larger national population. Are the reasons related to retirement age proximity, lack of interest in topics, perceived barriers not addressed as yet, or are they participating in courses other than the CUPE Staff Development program?

There should also be a deliberate attempt by educational institutions to find out more about the need for educational opportunities within a corporation or organization. Being in the business of education, in the information and knowledge driven age, the educational community should be more actively promoting collaborative and innovative partnerships that align with the goals and needs of the business community.
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http://www.myassignment.net/360_bc.html


May 8, 2000

Betsy Ives
Community School Coordinator
Shoreline Community School
Victoria, BC

Dear Betsy:

Thank you for your recent letter of March 9 regarding your research project on the CUPE 947 Staff Development Program.

This letter is my approval for conducting your research and developing the necessary database for organization in the future.

I wish you success with your exiting and worthwhile project.

Sincerely,

John Gaipman
District Principal, Administrative Services

JG/mc
University of Victoria - Human Research Ethics Committee

Certificate of Approval

Principal Investigator: Betsy Ives
Department/School: EDCD
Co-Investigator(s):

Title: Staff Development Programming: Time well spent on professional and personal growth topics

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<th>Project No.</th>
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<th>Start Date</th>
<th>End Date</th>
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<td>29-May-02</td>
<td>30-Mar-01</td>
<td>28-May-03</td>
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Certification

This is to certify that the University of Victoria Ethics Review Committee on Research and other Activities Involving Human Subjects has examined the research proposal and concludes that, in all respects, the proposed research meets appropriate standards of ethics as outlined by the University of Victoria Research Regulations Involving Human Subjects.

J. Howard Brunt
Associate Vice-President, Research

This Certificate of Approval is valid for the above term provided there is no change in the procedures. Extensions/minor amendments may be granted upon receipt of "Request for Continuing Review or Amendment of an Approved Project" form.
APPENDIX C

CONSENT FORMS

C1) Prior to use of EPS A-Form

Dear

My name is Betsy Ives, Community School Coordinator at Shoreline Community School. For the past six years I've been involved in the development and delivery of the CUPE Staff Development Workshops. Presently, I'm also a part time graduate student at University of Victoria, Faculty of Education. Because CUPE members are so involved in suggesting workshop topics, and take part instructing and organizing workshops, I wanted to write about this method of staff development.

Because you have registered for Staff Development on April 30, 2001, you are being asked to complete the attached questionnaire. There are 42 questions which may take 20 minutes to complete. It is important that you answer all the questions even though some will appear to repeat, or may not seem relevant to your situation. If you come to a question that doesn't have much meaning for you please circle the best answer from your perspective.

Your participation is voluntary. Your name will never appear in the research. Each questionnaire is numbered and I will be the only one to know which questionnaire has been sent to whom. That means you can contact me to find out the results of your questionnaire and compare it to the overall results. It may give you insight into the reasons why you take courses and the priority you gave those reasons. Any data collected from you will be destroyed if possible.

When you complete or partially complete the questionnaire I would like you to return it to the site where you are taking a workshop on April 30th. Please put the questionnaire into the well-marked box at the school.

The study is important because it may help us understand staff development in our work setting where staff are highly involved in suggesting topics, instructing and organizing workshops. The popularity of CUPE Staff Development Workshops and the reasons given for taking courses will add to the knowledge about what is generally referred to as employee training in adult education.

The results of this research are available to anyone who is interested and I would be happy to discuss aspects that may be of interest to you. My findings will be used to meet the requirements of a PhD degree from University of Victoria (by Fall 2002?). My supervisor at UVic is Dr. L.E.Devlin and he may be contacted at 721-7844.

If you have any questions you can contact me at 383-1615 (home) or by email: meli@pacificcoast.net. Thank you for taking the time to complete the enclosed questionnaire.

Betsy Ives
INTRODUCTION:
You are being asked to complete a questionnaire to be given out on Monday, April 30th at the beginning of the CUPE 947 workshops. There are 42 questions that may take 10 minutes to circle and complete. Each questionnaire is numbered and I will be the only one to know which questionnaire was sent to whom. You may contact me to find out the results of your questionnaire so that you can compare your results with the overall results of the study.

The study is important because it may help us understand staff development in our work setting where 947 staff are highly involved in suggesting topics, instructing and organizing workshops. The popularity of CUPE Staff Development Workshops and the reasons given for taking courses will add to the knowledge about what is generally referred to as employee training and upgrading.

Below is a consent form recommended by the University of Victoria’s Ethical Review Committee. It provides full disclosure about the research, the reasons for doing the research, and how to contact various people to answer questions you may have. The results of the study will be available to anyone who is interested.

CONSENT FORM FOR PARTICIPATION IN THE STUDY ENTITLED STAFF DEVELOPMENT PROGRAMMING: TIME WELL SPENT ON PROFESSIONAL AND PERSONAL GROWTH TOPICS.

You are being invited to participate in a study I’m conducting as a graduate student in the Faculty of Education at the University of Victoria. If you have questions about the study or your participation in it, please call me at (250) 386-8367 (work) or (250) 383-1615, by email at meli@pacificcoast.net, or my supervisor, Dr. L E Devlin at his office 721-7844.

The purpose of this study is to analyze the patterns of course taken in Staff Development Workshops held four times a year. Using a questionnaire developed by a UBC professor I hope to circulate a copy to everyone registered for the April 30th workshops. There are 42 questions and your answers will help provide insight into why staff participate in CUPE 947 staff development.

Research of this type is important because it contributes to the knowledge about adult learners and the participation level of work-related adult education. It will elevate the importance of providing opportunities that include personal growth as well as professional growth topics. It will provide an interpretation of the meaning of adult education, simplified to three categories and examine evidence that suggests that informal continuing education is an important method in helping adults learn. You are being asked to participate in this research because as a participant of CUPE 947 Staff Development workshops you are the best resource to provide insight into the reasons behind participation, and the importance you give to this learning opportunity.

If you agree to voluntarily participate in this research, it will mean completing the Boshier questionnaire and possibly being selected for an interview (in the Fall 2001) about the impact workshop topics may have for you as an employee, an individual, or member of a
family or community. Even if you decide to participate and sign the consent form, you may withdraw at any time without any consequences or explanation. If you do withdraw from the study your data will be destroyed if possible.

The only inconvenience to you will be to answer the questionnaire on April 30th. If you are part of the interview schedule you will be asked to spend approximately one hour being interviewed, and enough time to determine any changes in the transcripts made from the interview. There are no known or anticipated risks to you by participating in this research. You can be assured that your participation in this study will be kept confidential, and anonymous. I will place a number on each questionnaire so that I can respond to you if you want your results. Your name will never appear in this study.

The potential benefits of your participation in this research include an opportunity to reflect upon your reasons for choosing the workshops you have, to obtain the results of the questionnaire you complete, and provide feedback about what these workshops mean to you as an employee, an individual and member of a larger community.

Your confidentiality and the confidentiality of the data will be protected by being accessible only to the researcher and her Supervisory Committee. The data will be destroyed within six months of completion of the research by a professional shredding company contracted to School District #61, and the electronic data will be destroyed by deleting computer generated data.

It is anticipated that the results of this study will be shared with others in the following ways: to compete the requirements for a PhD, to provide individual results of a questionnaire, in published articles and presentations to organizations.

The Ethical Review Committee approved this study as being of no risk to participants. This can be verified by contacting the Associate Vice President at the University of Victoria at (250) 721-7968.

Your signature below indicates that you understand the above conditions of participation in this study and that you have had the opportunity to have your questions answered by the researchers.

_________________________________________  __________________________
Participant Signature                        Date

A COPY OF THIS CONSENT WILL BE LEFT WITH YOU, AND A COPY WILL BE TAKEN BY THE RESEARCHER. Please return a signed copy in the school mail to B Ives at Shoreline Community School.

Thank you,
APPENDIX D

LIST OF WORKSHOP TITLES 1995-2000

<table>
<thead>
<tr>
<th>Event Date</th>
<th>Professional Topics</th>
<th>Personal Topics</th>
</tr>
</thead>
</table>
| October 20, 1995 | -Team Building in Workplace  
-Safe Lifting & Transferring Students  
-Autism  
-Conflict Resolution  
-Bullyproofing  
-Mindmapping  
-Intro to IBM/PC's  
-Intro to MAC's  
37.5 hrs          | -Living on a Budget  
-Balancing Home/Career  
-Therapeutic Touch  
-Financial & Retirement Planning  
-Self-Defence for Women  
-For the Wealth of It  
-Career Growth |
| February 16, 1996| -Managing Stress  
-Crisis Prevention and Intervention  
-District Speech Pathologist  
-Time Management  
-Right Brain/Left Brain  
- General Equiv Dip(GED)  
-Child's World  
-BAS in service  
-Intro to Mac  
-Earthquake - Preparedness  
-Intro to IBM  
-Hands On  
37.5 hrs          | -Tax Investment & Planning  
-Balancing Home/Career  
-Holistic Living  
-Marketing Yourself  
-ABC's of RRSP's  
-Neck Massage   |
| April 22, 1996   | -Behaviour strategies  
-CAP In Pursuit of  
-Signs of Stress  
-Augmentative Communication  
-Professionalism: Communication with public  
-How a MAC Works  
-Time Management  
-Understanding Resistance to Change |
|                  | -Wills & Estates  
-Beyond Backache  
-Quick & Healthy Meals  
-Intro to Massage Techniques  
-Off the Wall Feng Shui |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 17, 1996</td>
<td>- Intro to IBM&lt;br&gt;- Roles &amp; Responsibilities of TA's&lt;br&gt;- Intro to MS Word&lt;br&gt;- Working with 1st Nations&lt;br&gt;- Intro to Clarisworks&lt;br&gt;- Performance Anxiety</td>
<td>47.5 hrs 12.5 hrs</td>
</tr>
<tr>
<td>June 6, 1996</td>
<td>- Polishing Presentations&lt;br&gt;- Crisis Intervention&lt;br&gt;- Intro to MS Word&lt;br&gt;- Modalities in Learn Styles&lt;br&gt;- How Difficult Can This Be?&lt;br&gt;- Hands On&lt;br&gt;- Reading Smarter&lt;br&gt;- Professionalism&lt;br&gt;- Advanced Clarisworks&lt;br&gt;- Intro to Excel</td>
<td>35 hrs 27.5 hrs</td>
</tr>
</tbody>
</table>
| **excluded from study - because there were 5 pro-
day days scheduled in this year and only four in subsequent years** | | |
<p>| October 18, 1996      | - Assertiveness&lt;br&gt;- Intro to Access&lt;br&gt;- Intro to Word (Mac)&lt;br&gt;- Advanced Word&lt;br&gt;- Classroom modifications&lt;br&gt;- Minute Taking&lt;br&gt;- GED | 25 hrs 22.5 hrs |
|                        | - Employee 1st aid&lt;br&gt;- Minute taking&lt;br&gt;- Intro to IBM&lt;br&gt;- Intro to Windows&lt;br&gt;- Student Supervisors&lt;br&gt;- Behaviour Strategies&lt;br&gt;- Word – Mac&lt;br&gt;- Safe Lifting &amp; Transferring&lt;br&gt;- Database in Clarisworks&lt;br&gt;- Word – IBM&lt;br&gt;- ? Stressed is Your Job?&lt;br&gt;- Active Listen &amp; Comm.&lt;br&gt;- More Word Features&lt;br&gt;- Assertiveness | |
| February 21, 1997     | - Collaborative Prob Solv.&lt;br&gt;- Employee 1st aid&lt;br&gt;- Intro to Internet&lt;br&gt;- Reading Smarter&lt;br&gt;- Q &amp; A's for SSA | 42 hrs 17.5 hrs |
|                        | - Pre-retirement&lt;br&gt;- Wearable art&lt;br&gt;- Pressure Pt/Massage&lt;br&gt;- Financial Planning&lt;br&gt;- Dollars &amp; sense | |</p>
<table>
<thead>
<tr>
<th>Month</th>
<th>Course Topics</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 16, 1997</td>
<td>Working with Epileptics, Bullyproofing, Fetal Alcohol Syn, More Than Just Words, File Management IBM, Database in Clarisworks, Aspects of Access, Word – Mac, Sounds, Making &amp; Knowing, Picture = 1000 words</td>
<td>42 hrs</td>
</tr>
<tr>
<td></td>
<td>Self Esteem &amp; Relations, Work &amp; Play – Bal, ABC’s of RRSP’s, Money Saving</td>
<td></td>
</tr>
<tr>
<td>June 5, 1997</td>
<td>Dealing with Difficult Client, Getting along with co-workers, Fetal Alcohol Syn, Supervisory Skills, Understanding resist. To change, Intro to Windows, Using the Internet, Creating newsletters in Clarisworkers, Shaping behaviour, Getting Angry &amp; Managing it</td>
<td>30 hrs</td>
</tr>
<tr>
<td></td>
<td>Holistic Living, Magnet Therapy, Therapeutic touch, Inner Wisdom, For the Wellth of it</td>
<td></td>
</tr>
<tr>
<td>October 24, 1997</td>
<td>How do we Remember?, Reading &amp; Learning Disabilities, Discovering Database, Teambuilding, Intro to Augmentative Communication, Cerebral Palsy, Story Telling, Student Behaviour Opport, Self protection/Office staff, Riding the Bus, Expanding internet awaren, Netsafe</td>
<td>37.5 hrs</td>
</tr>
<tr>
<td></td>
<td>Yoga and Meditation, Cooking for people with allergies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yoga and Meditation, Cooking for people with allergies</td>
<td>10 hrs</td>
</tr>
<tr>
<td>Date</td>
<td>Topics</td>
<td></td>
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<td>---------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>February 20, 1998</td>
<td>- Intro to Internet&lt;br&gt;- Attention Deficit for Service Providers&lt;br&gt;- Word 6/7 tutorial&lt;br&gt;- Self Protection/Office Staff&lt;br&gt;- Assist Students in Academics&lt;br&gt;- Microsoft Office for MAC&lt;br&gt;- Stories of Salish Exp.&lt;br&gt;- What's New with Windows&lt;br&gt;- Adopting Aquatics to Special Needs Students&lt;br&gt;- Q&amp;A's for SSA's&lt;br&gt;- English Sign Language&lt;br&gt;- Presentations with Pizzazz&lt;br&gt;&lt;br&gt;27.5 hrs</td>
<td>- Stress Related Anxiety and Depression&lt;br&gt;- Our Personal Stories&lt;br&gt;- Afro-Caribbean Dance&lt;br&gt;- Reiki Healing&lt;br&gt;&lt;br&gt;10 hrs</td>
</tr>
<tr>
<td>Missing April 1998 titles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 4, 1998</td>
<td>- Math Can be Fun&lt;br&gt;- Supporting Students with Down Syn&lt;br&gt;- Payroll Administration&lt;br&gt;- Prepaid P O's&lt;br&gt;- Payroll &amp; Benefits CUPE&lt;br&gt;- Web Page Design&lt;br&gt;- Fetal Alcohol Syn&lt;br&gt;- Learning: Hear, See, Doing&lt;br&gt;- Looking @ Tourettes Syn&lt;br&gt;- Autism&lt;br&gt;- Excel for MAC&lt;br&gt;- So you want to be a SSA?&lt;br&gt;&lt;br&gt;37.5 hrs</td>
<td>- Fine Soap Making&lt;br&gt;- Greeting Card: Beginnings&lt;br&gt;- Greeting Card: Advanced&lt;br&gt;- Financial Planning&lt;br&gt;- Strengthen your Intuition&lt;br&gt;- Effective Cycling&lt;br&gt;&lt;br&gt;17.5 hrs</td>
</tr>
<tr>
<td>Missing October 1998 titles</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| February 19, 1999   | - Word 97 – Graphs<br>- Word 97 – Tables<br>- Intro to Windows 95<br>- Improve Stu Self Esteem<br>- Successmaker, take a look<br>- Anger Management<br>- Autism<br>- W. Glasser choice theory<br>- Employee 1st aid<br>- ADHD<br>- Min Policy on child abuse<br>- CUPE pension plan<br>- Dealing with difficult<br><br> | - Accupressure Massage<br>- Stress Busters<br>- The Healer Within<br><br>
<table>
<thead>
<tr>
<th>Date</th>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 21, 1999</td>
<td>Employee 1st Aid, Apple to Window, Safe schools, safe people, Successmaker, adv, Secret world of file manag, E-mail &amp; Internet, Eye Grabbing Newsletters, Dealing with Challenging Students, First Nation Students and not all the same, Successmaker – come take a look</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Legends &amp; Lore – Women’s Herbs, Stress Management, Conflict and Celebration</td>
<td>8</td>
</tr>
<tr>
<td>June 10, 1999</td>
<td>10 most common complaints of working women, Employee 1st Aid, Intro to Word 97, Downloading &amp; Installing Software from Internet, Anger Management</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Dream Wisdom, Shiatsu, -&gt; your energy&lt; your stress, In the Sandwich Squeeze, care giving, Yoga, Aromatherapy, For the Wellth of it, SWING, Sushi</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Therapeutic Touch, Bath Blitzes &amp; decorative packaging, Shiatsu</td>
<td>20</td>
</tr>
<tr>
<td>Date</td>
<td>Topics</td>
<td>Hours</td>
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<tr>
<td>--------------------</td>
<td>------------------------------------------------------------------------</td>
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<tr>
<td>November 29, 1999</td>
<td>- Tourette Syndrome</td>
<td>68 hrs</td>
</tr>
<tr>
<td></td>
<td>- Outlook</td>
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<tr>
<td></td>
<td>- Employee 1st Aid</td>
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<td></td>
<td>- ADHD</td>
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<td></td>
<td>- Autism</td>
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<td></td>
<td>- Helping Kids to Read</td>
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<td></td>
<td>- Exploring Windows</td>
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<td></td>
<td>- Safe Schools, safe people</td>
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<td></td>
<td>- English Sign Language</td>
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<td></td>
<td>- Word 97</td>
<td></td>
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<tr>
<td></td>
<td>- Access 97</td>
<td></td>
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<tr>
<td></td>
<td>- Exploring Windows</td>
<td></td>
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<tr>
<td></td>
<td>- Excel 97</td>
<td></td>
</tr>
<tr>
<td>February 18, 2000</td>
<td>- Create a Website</td>
<td>52 hrs</td>
</tr>
<tr>
<td></td>
<td>- Conflict Resolution</td>
<td></td>
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<tr>
<td></td>
<td>- CPI Non Violence intervention</td>
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<tr>
<td></td>
<td>- Learning Styles</td>
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<td></td>
<td>- Mindmapping</td>
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<td></td>
<td>- Successmaker</td>
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<td></td>
<td>- Employer 1st aid</td>
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<td></td>
<td>- MS Word</td>
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<td></td>
<td>- Foodsafe</td>
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<td></td>
<td>- Nets aren't for Butterflies</td>
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<td></td>
<td>- Pre paid P O's</td>
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<tr>
<td></td>
<td>- Intro to Excel</td>
<td></td>
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<tr>
<td></td>
<td>- The Power of 10</td>
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<tr>
<td></td>
<td>- Graphics into Word</td>
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</tr>
<tr>
<td></td>
<td>- Fetal Alcohol syndrome</td>
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<td></td>
<td>- WCB 1st Aid</td>
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<tr>
<td>June 6, 2000</td>
<td>- Word Advanced</td>
<td>65.5 hrs</td>
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<tr>
<td></td>
<td>- Employee 1st Aid</td>
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<tr>
<td></td>
<td>- Inserting graphics into Word</td>
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<tr>
<td></td>
<td>- Integrating applications of Office 97</td>
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</tr>
<tr>
<td></td>
<td>- WCB 1st Aid</td>
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<td></td>
<td>- Nets aren't for Butterflies</td>
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<td></td>
<td>- Foodsafe</td>
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<tr>
<td></td>
<td>- Do it with Confidence</td>
<td>22.5 hrs</td>
</tr>
<tr>
<td></td>
<td>- Are RRSP's Right for You?</td>
<td></td>
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<tr>
<td></td>
<td>- Stamp Your Heart Out</td>
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<tr>
<td></td>
<td>- Yoga</td>
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<td></td>
<td>- Wearable Art</td>
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<td>- Estate Planning</td>
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<td></td>
<td>- Aromatherapy</td>
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<td></td>
<td>- Building and Filling an Herb Planter</td>
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<td></td>
<td>- East Indian cooking</td>
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<tr>
<td></td>
<td>- Coping with Allergies</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E

E1) Education Participation Scale Form-A
E2) Scoring Key
E3) Instructions to Distribute

E1) Education Participation Scale Form - A

EDUCATION PARTICIPATION SCALE

© Roger Boshier
1982
Reprinted, 1992
Reprinted, 1995

A-Form

Published by Learningpress Ltd.,
3205 West 30th Ave., Vancouver, B.C., V6L 1Z5, Canada
Fax (604) 263-9024
**To What Extent Did These Reasons Influence You to Enroll in Your Adult Education Class?**

Think back to when you enrolled for your course and indicate the extent to which each of the reasons listed below influenced you to participate. *Circle* the category which best reflects the extent to which each reason influenced you to enroll. *Circle one category for each reason.* Be *frank.* There are *no* right or wrong answers.

<table>
<thead>
<tr>
<th>Reason</th>
<th>No Influence</th>
<th>Little Influence</th>
<th>Moderate Influence</th>
<th>Much Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To improve language skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To become acquainted with friendly people</td>
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<tr>
<td>3. To make up for a narrow previous education</td>
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<tr>
<td>4. To secure professional advancement</td>
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<tr>
<td>5. To get ready for changes in my family</td>
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<tr>
<td>6. To overcome the frustration of day to day living</td>
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<tr>
<td>7. To get something meaningful out of life</td>
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</tr>
<tr>
<td>8. To speak better</td>
<td></td>
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<tr>
<td>9. To have a good time with friends</td>
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<tr>
<td>10. To get education I missed earlier in life</td>
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<tr>
<td>11. To achieve an occupational goal</td>
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<tr>
<td>12. To share a common interest with my spouse or friend</td>
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</tr>
<tr>
<td>13. To get away from loneliness</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>14. To acquire general knowledge</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>15. To learn another language</td>
<td></td>
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<tr>
<td>16. To meet different people</td>
<td></td>
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<tr>
<td>17. To acquire knowledge to help with other educational courses</td>
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<tr>
<td>18. To prepare for getting a job</td>
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</tr>
<tr>
<td>No</td>
<td>Little</td>
<td>Moderate</td>
<td>Much</td>
<td></td>
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<tr>
<td>19. To keep up with others in my family</td>
<td>Influence</td>
<td>Influence</td>
<td>Influence</td>
<td></td>
</tr>
<tr>
<td>20. To get relief from boredom</td>
<td>Influence</td>
<td>Influence</td>
<td>Influence</td>
<td></td>
</tr>
<tr>
<td>21. To learn just for the joy of learning</td>
<td>Influence</td>
<td>Influence</td>
<td>Influence</td>
<td></td>
</tr>
<tr>
<td>22. To write better</td>
<td>Influence</td>
<td>Influence</td>
<td>Influence</td>
<td></td>
</tr>
<tr>
<td>23. To make friends</td>
<td>Influence</td>
<td>Influence</td>
<td>Influence</td>
<td></td>
</tr>
<tr>
<td>24. To prepare for further education</td>
<td>Influence</td>
<td>Influence</td>
<td>Influence</td>
<td></td>
</tr>
<tr>
<td>25. To give me higher status in my job</td>
<td>Influence</td>
<td>Influence</td>
<td>Influence</td>
<td></td>
</tr>
<tr>
<td>26. To keep up with my children</td>
<td>Influence</td>
<td>Influence</td>
<td>Influence</td>
<td></td>
</tr>
<tr>
<td>27. To get a break in the routine of home or work</td>
<td>Influence</td>
<td>Influence</td>
<td>Influence</td>
<td></td>
</tr>
<tr>
<td>28. To satisfy an enquiring mind</td>
<td>Influence</td>
<td>Influence</td>
<td>Influence</td>
<td></td>
</tr>
<tr>
<td>29. To help me understand what people are saying and writing</td>
<td>Influence</td>
<td>Influence</td>
<td>Influence</td>
<td></td>
</tr>
<tr>
<td>30. To make new friends</td>
<td>Influence</td>
<td>Influence</td>
<td>Influence</td>
<td></td>
</tr>
<tr>
<td>31. To do courses needed for another school or college</td>
<td>Influence</td>
<td>Influence</td>
<td>Influence</td>
<td></td>
</tr>
<tr>
<td>32. To get a better job</td>
<td>Influence</td>
<td>Influence</td>
<td>Influence</td>
<td></td>
</tr>
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<td>33. To answer questions asked by my children</td>
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E2) Scoring Key  
EDUCATION PARTICIPATION SCALE
Scoring Key for Basic Education Form

In the margin of your questionnaire score "No Influence" as 1; "Little Influence" as 2; "Moderate Influence" as 3; "Much Influence" as 4. Next, transfer your score for each item into the open boxes on this page. The score for item 1 is part of "Communication Improvement"; the score for item 2 is part of "Social Contact", and so on. Finally, add the scores in each column to get a total for each factor. Your score on each factor should not be greater than 24 or less than 6.

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<th>Item</th>
<th>I Communication Improvement</th>
<th>II Social Contact</th>
<th>III Educational Preparation</th>
<th>VI Professional Advancement</th>
<th>V Family Togetherness</th>
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*Learning Press, Box 406, 3 Station Ct, 10th Ave, Vancouver, B.C. V6R 2G9, Canada*
RE THE QUESTIONNAIRES –

1. Please hand out questionnaires at the beginning of your workshop and have students complete it. (should only take 5 minutes)
   For people who didn’t get a consent form through the school mail there are extras to hand out.

2. Questionnaires are numbered on the back page, bottom, left corner. It is important to give the participant their own questionnaire – match the number on the questionnaire with the number against their name on the class list.

3. The felt pens are for participants to use. (I don’t expect them back.)

4. Please read out these instructions:
   - there are 42 reasons listed for course taking; please circle a response to each one. If a reason does not seem to make sense to you, just answer “no influence”.
   - circle one response for each reason.
   - there are no right or wrong answers and there is absolutely no risk to you in participating.

Thank you for participating. If you want your results or have any questions, call me, Betsy Ives, at Shoreline (386-8367) or email to bives@sd61.bc.ca.

5. Please collect the questionnaire and put into the same envelope as the evaluations.
Thank you for agreeing to answer some questions for me as part of a research project on CUPE Staff Development workshops in School District #61. You understand that you are under no obligation to participate, and you may refuse or withdraw at any time without a negative consequence. Any data collected from you will be destroyed if possible. There are seven questions and I’ll be using a tape recorder to ensure that I transcribe your answers accurately. You will have an opportunity to view the transcript of your responses before I enter it as part of the study.

__________________________
participant’s name

__________________________
date

__________________________
researcher’s name

Interview Questions

1. How important are CUPE Staff Development workshops to you as an employee of School District 61?

2. How important are they to you as an individual?

3. Are CUPE Staff Development workshops important to you as a member of your family or member of your community?

4. As a result of taking CUPE Staff Development workshops, what opportunities have become available for you related to work?

5. Has taking CUYPE Staff Development workshops given you opportunities as an individual?

6. As a result of taking CUPE Staff Development workshops have there been opportunities for you as a member of a family or of your community?

7. Do you take workshops and courses other than CUPE Staff Development ones?
APPENDIX G

COMPOSITE RESPONSES TO EACH QUESTION

1) How important are CUPE staff development workshops to you as an employee of School District #61?

<5
Tulip Learning new ways to do things, hearing other people’s ideas is very important. Things change—at these events you get ideas about what works, have open discussions. It keeps you open minded. Gets you away from tunnel vision (the idea of there being only one way of doing something)

Foxglove Not hugely important—I don’t attend often unless its relevant to my job, or really grabs my interest. I don’t go every time—only if something catches my eye. Usually craft related things. There is a lot of catch-up work to do in the school on Pro-D days and so I like to use Pro-D days to do that—marking, etc.

Daisy They are vitally important. I derive a lot of pleasure from learning more—it is useful for the children. Also, workshops are adult oriented. We work with little kids all the time, and it’s nice to get around adults. You can share problems and solutions and problem solve—find different approaches. (I) feel very strongly that employees should all go to workshops. It seems to be more the junior people going. All should go. Every time you go, there is always something you learn that might help you in your job.

5-10
Petal Find them very very valuable and have for the past 13 yrs. Depends on what I choose and why. Some scratch the surface, but 2 hours of learning can have a huge impact—making the job easier. Every little thing improves quality—benefits everybody. Helps one understand ones capabilities

BB They’re important, but not enough. They’re too short. It would be better if we took a week off and attended larger conferences. I was a notetaker (takes notes for hearing impaired students) and there never were any workshops given in that specialty—I think there are quite a few us (began to list them).

Rose I take these to help me be better helping students. You can get notes put on your file (in Human Resources) showing you’ve taken this or that course—skills and accreditation. They are really important. It’s nice to have—gives everybody a chance to share skills. The District community gets a chance to share. Other courses provide extra interest. We don’t often get a chance to see each other.

Harebell The Workshops are highly beneficial. (They) give new perspectives, new ideas of what you can bring to the work-site. (They also provide a) chance to visit with other employees—this social component is also important. Would like to see longer, more conference style in depth workshops.
COMPOSITE RESPONSES TO EACH QUESTION

10+

For.Me Nt Very Important. (They) enable me to expand skills—take things I couldn’t have otherwise—Internet, Access, Excel. I’m a better employee because of the training. (They have) enabled me to be more efficient. Formatting a Newsletter—has been useful now I’m doing newsletters, Access Course, other applications are similar. Even when they don’t have a direct application “now”—when I need the information—it’s there.

Fuscia Very important. They give us a chance to help with kids elsewhere in the school. (gave the example of taking a course in Autism and being able to be helpful to an Autistic child outside of her classroom) Wellness workshops are also very important for stress-release. (mentioned a “serenity water-gardens” class that was very useful to her personally)

Lilac For the ones I can use at work, like Successmaker and Computer, I’d say they’re very important. The leisure workshops are of interest and useful for stress relief. Crafts workshops are good for using with the kindergarten kids. “Serenity Waterfountain” was also useful. (Describes what she built at a reasonable price) It varies year by year—this year they were very important. Being able to get training without losing pay is good. (Also mentioned the First Aid training as a positive)

Daffodil Very important. I enjoy them, look forward to them. They give a break (talked about how she works on the computer all week and is unlikely to choose a computer course on a Pro-D). Yoga, I’ve taken twice. It’s important to relax and rejuvenate or do something creative. (For example, I took a) Christmas Cooking workshop that I used to make gifts. Other crafts workshops can be related to school—because kids can do the crafts (eg bath bombs) Arts can be “brought back” to the school easily. Overall, the workshops are of high importance.
COMPOSITE RESPONSES TO EACH QUESTION

2) How important are CUPE staff development workshops to you as an individual?

<5

Tulip  For me, they keep me growing, learning new things.

Foxyglove I’ve enjoyed the ones I’ve been to, and learned things. (Sometimes I knew the stuff, but it was a pleasant afternoon. But again, not hugely important.

Daisy Very important. I grew up in a learning environment (everyone constantly learning). It is very good for my son to see his parents learning. It (workshops) broadens my perspective—(helps me to have) not just a narrow view—this is very, very important.

5-10

Petal To be able to apply skills to a personal project! The PowerPoint course was a great example of this—I learned so much with it! My professional need for it was not so great, but I realized it was easy to use and powerful, and could be used for personal projects. I created a 16 min 30 sec presentation celebrating my in-laws 50th wedding anniversary. It was beautiful and rewarding and so appreciated. I have full intentions of using this program for other personal projects in the future. It’s very exciting!

BB I take a lot of ADD courses. ADD really puzzles me. I find it hard to grasp—exactly what it is. (has a strong personal interest) So I take workshops in it whenever I can.

Rose I really like them. Gives me a chance to learn, interact with others. Interaction with other SSA’s, whatever.

Harebell I go because I have an interest in the field, so it offers personal growth as well as professional growth.

10+

Fuscia Opportunity to gain knowledge I wouldn’t normally have the time or the money to seek. Allows training that isn’t at the expense of family time (i.e it’s during work hours) She compared the workshop format with the SSA certification course that she took. It was very demanding in terms of time, and did not actually have any bearing on the jobs she was offered afterward)

Lilac All the things I take, I will make use of at one or other time in my life.

Daffodil Similar level of importance. I don’t have the time elsewhere in my life—(these workshops) allow me to take courses I couldn’t take. (It) feeds my creative side. My job is not that creative—it’s organizationally creative, but not otherwise. (Of high importance)

For me Nt I’ve taken some really good ones—(For the Welth of It twice)—stress realeasee, cooking... To take a course for me has been good—(tells an example—in the “For the Welth of It” workshop, the instructor said “whenever you’re by the photocopier, give yourself a stretch, so you don’t end up all cramped at the end of your workday”—whenever I am at the photocopier I remember, and do stretch. So I’m healthier. I took the Bird House building workshop, and it has been the “biggest joy”—(It has given me) lots of pleasure, watching the birds coming and nesting. Maybe it’s difficult to justify? (but) its been good for me holistically—we work in stressful jobs—makes us healthier. As an individual I’m coping better, manage stress better, and I’m more efficient.
COMPOSITE RESPONSES TO EACH QUESTION

3) How important are CUPE staff development workshops to you as a member of a family and community.

<5
Foxglove Possibly—the “kitchen crafts” I use that kind of stuff for gifts and show my daughter how to do it.

Daisy These are linked. For the family—life is not stagnant—my husband has a computer career (which involves) constant change. It is important to grow. In the community, too, it gives me greater awareness. Also—with the personal growth workshops—always getting something out of all workshops.

Tulip Not relevant in terms of content (to family so much). In the community—I have sign language now, and can use it if I bump into learning impaired folks—things like that. Can help family with computer stuff.

5-10
Petal (Besides above) Being able to help the children with computer stuff, and apply my secretarial skills on a voluntary basis, for example with the PACs. More knowledge and more experience! (is always positive and useful)

BB Have an interest in ADHE—(re family members) (The workshops help teach ) How to relate and understand. For sure in the community— (The workshops ) make us more aware of others’ needs. Learning is so individual—there is no one pat answer.

Rose The knowledge—the ability to share skills—use the skills at home. (has Autistic son) Helping others be aware of disabilities.

Harebell Some. Conflict Resolution provides useful skills—use in family situations. Also, outside the school districts—use of these skills have benefited.

10+
Fuscia Basically helps me do my job better.

Lilac I may pass on some information to others. First Aid is useful in the community—although I hope I don’t have to use it.

Daffodil This varies. Some classes I do share with family and friends- art projects and recipes. Even computer classes can result in the sharing of ideas. They are moderately important in this way.

For me Nt Tells story of seeing the results of a “Gourmet Gifts’ workshop that others took. She arranged for she and her mother to take the same workshop on a Saturday. They enjoyed it hugely, and the experience provided a strong positive “last” experience with mother who subsequently became ill. Financial planning, I thought it might have impacts. First Aid—there hasn’t been the necessity to use it, but I could if need be. Other courses (bicycle course) maybe not such a big impact.
COMPOSITE RESPONSES TO EACH QUESTION

4) As a result of taking CUPE staff development workshops, what opportunities have become available for you at the worksite?

Tulip     Since taking a computer library course, I can help out in the library, help kids check out their books. Autism—I can help other students in the school (in hallways, etc—if one needs help or is getting into a problem, I have the skills to help beyond my own classroom). (Material from) behavior programs I use out on the playground a lot as well as in the classroom.

Foxglove None. (At this point, foxglove seemed to become a bit uncomfortable, and talked about reasons why she didn't attend workshops frequently—cited parking and traffic, work at school etc).

Daisy     I don't think so. Unfortunately, I feel that only seniority counts. This is where the system fails. I continue to take the workshops because that's who I am—but attending workshops makes no difference. If I had a special needs child, would I want an aide with no experience? I don't think so. (Went on at length, about how the assignment of SSAs is based on seniority, not knowledge—assistants with no previous experience of a syndrome may be placed with a child on the theory that “they'll learn as they go”, which she points out is a time waste) The District should build in an incentive for this learning.

Petal     I'm doing a job where there isn't much place left to go (she's at top of scale), (but I) need to take on new challenges. When you learn something new, think of new ways to apply it,—that's very useful in boosting creativity at work and keeping "fresh".

BB        Can't really say—there are many intangible results, but not concrete.

Rose      (The workshops give me) Experience in the field with different types of disabilities. Applying the skills. (This all) helps (me) gain experience to broaden eligibility for other jobs within the school.

Harebell  It's beginning to. I'm a member of the crisis response team. I have truly benefited because I'm able to do that—working with intensive behaviour students. (75% benefit) No real "opportunities" as yet.

Fuscia    These workshops help me to be more able to cope. First Aid has helped, foodsafe—they all have.

Lilac     Thinking in particular of Successmaker—it expands my knowledge—increased my competency with the kids working on that—I get to see how they're progressing and can help them more. (Also, as a result of taking it and other computer workshops,) I'm not as scared of computers generally.

Daffodil  I've been included in several art projects in the school because of the classes. I've been able to share ideas with co-workers. (This) has caused me to be more involved in the program (in the school) as a whole. It allows a different kind of involvement in the program—a small role as a resource person.

For.Me Nt Because of the workshops, I'm in my current job here at (worksites). I took a web-page design course, and started to put together a web-site at my previous job site. I saw a list of job openings, and, to test whether all the links were working, I thought I would pretend to apply. Saw a position that appealed, and felt
COMPOSITE RESPONSES TO EACH QUESTION

comfortable applying, because of Excel and other competence. (as well as a Leadership course I took using Pro-D funds) This changed my career path, it has been a good move. There are other obvious ones—more efficient, able to improve systems because of training.

5) As a result of taking CUPE staff development workshops, what opportunities have become available for you as an individual?

<5
- Tulip: Feel more positive, more secure that I'm going in the right direction. Feel good about the job and what I do. I'm not scared to speak out.
- Foxglove: Not yet—you never know—I'm thinking toward retirement and something to do then may well use things I learned.
- Daisy: For me, it means I can do a better job. I'm in an inner city school, that encompasses a lot. I have access to information, and so I have learned a lot.

5~10
- Harebell: No, I don't think so.
- Petal: Any challenge promotes personal growth. (It) has helped me (become) a more competent and efficient person.
- BB: Don't think so.
- Rose: Broadens my view of different ideas and skills. "Try another way" There's always a different tack you can take.

10+
- Fuscia: Foodsafe (see below) (The workshops give) stored knowledge for what's to come (changes in the job environment). You never when you're going to have to draw on such knowledge.
- Lilac: The training looks good on my resume. (Crafty things like) painting on fabric—I use at home.
- Daffodil: More opportunity to explore my creativity, exposure to different things—things I wouldn't think of otherwise. (for example, an early Yoga course gave me an interest in Yoga—I do it at home, take courses in it) These short workshops can spark a long term interest. Small workshops open the door to long term interests in a non-threatening, low cost way.
- For.me Nt: Some nutrition/cooking workshops have been "eyeopeners"—taught me some new things. Stress relief workshop was good—reminds me of tools that are out there.
COMPOSITE RESPONSES TO EACH QUESTION

6) As a result of taking CUPE staff development workshops, what opportunities have become available for you as a member of a family and community?

* Tulip: I know if I took (craft classes such as) "bird-cage" I could go and admire it in the garden. But the behavior stuff helps in personal discussions at home, dealing with conflict and so on.

* Foxglove: Not really. I've been "workshopped out".

* Daisy: Certain things you can use. Getting an awareness of others—for example, people I see—I can tell they have disabilities—my knowledge helps me to relate to them. Maybe there are jobs within the community but I want to work in the school system. Some people never do take workshops—it can be quite stifling (being around them). But sometimes you come away with one piece of knowledge that changes all you know! (I went to one workshop with parents of autistic children—it was very revealing.)

* Petal: Applying skills in different ways for different reasons—(skills oriented mostly)

* BB: No.

* Rose: (Opportunities for) Conversation, interaction with the family. It (the workshops) has positive effects. But basically, I'm always wanting to learn new things.

* Harebell: No—I don't think so. (Boat safety—maybe, but I paid for that.)

* Fuscia: (Our family) runs concessions at two different baseball parks during the summer. I couldn't do that without the FoodSafe course.

* Lilac: I keep so busy. Skills learned are useful with other First Nations staff.

* Daffodil: No specific thing that I can think of. "Opportunities" is a funny way to think of it—have shared ideas with friends, with Yoga—I do that now. Don't know how to relate that—if it expands you creatively, it helps open you up. I make jewelry at home—silver-smithing. Oh yeah—I took a nutrition course—this assisted in foster parenting work that I did. I taught "my" teens to read labels in the grocery store, etc. Also the art stuff was shared with foster children.

* For.me Nt: Helping children with homework. But other than that this doesn't apply. I have been asked to give workshops, but not taken them up on it. Had an opportunity to sit of the Pro-D committee at H.R.
COMPOSITE RESPONSES TO EACH QUESTION

7) Do you take workshops and courses besides the CUPE Staff Development ones?

<5
Tulip Usually I just take ProD. Some other programs at the schools. But the ProD courses are good and apply to my job. I really don't go elsewhere. (or need to)
Daisy I try to take as many workshops as I can, sometimes class size is low and you can't get in, sometimes variety isn't there. If I can afford it, I do take other training—tech courses at Camosun. But mostly, I use libraries, read, I am self taught. I could be an eternal student.
Foxglove Not any longer—I've been to so many over the years, I used to organize workshops, too.

5–10
Petal Not lately. In the past.
BB No.
Rose Yes. Summer courses through CUPE (Gateway etc)
Harebell Took Gateway—over 5 days, truly beneficial. Not any others—I'd love to have access to GVTA stuff.

10+
Fuscia Whatever time allows for.
Lilac First Nations Conferences up and down Island.
Daffodil Not really—don't have time. Maybe a couple over the years—rec center stuff—maybe 5 or 6 in the past 10 years—except for silver-smithing—I take that class regularly.
For me Nt Uses ProD funds for some (such as Leadership—usually just one per year) Takes recreational courses elsewhere.
Free Computer Information Night

Confused about computers and feeling left behind? Come and meet our friendly and knowledgeable instructors. Take this opportunity to see the most popular software being used, as well as ask your questions about computers, software and courses! There is no charge for this session, but please pre-register by calling 386-8367.

Intro to Computers

| Sep 17-26 | Tu&Th | 4 sessions | 6:30-9pm |
| Oct 29-Nov 7 | Tu&Th | 4 sessions | 6:30-9pm |
| Nov 26-Dec 5 | Tu&Th | 4 sessions | 6:30-9pm |
| Cost: $165 (inc. taxes & book) |

Now is the time to get started with computers. You will learn the basics of your system as you become more confident with the language. Topics covered: basic computer terminology, the typical system and how it works, how to use files, and an introduction to the Windows Operating System.

Windows 98

| Sep 16-25 | Mon&Wed | 4 sessions | 7:15-9:45pm |
| Oct 15-24 | Tu&Th | 4 sessions | 6:30-9pm |
| Nov 12-21 | Tu&Th | 4 sessions | 6:30-9pm |
| Dec 10-19 | Tu&Th | 4 session | 6:30-9pm |
| Cost: $165 (inc. taxes & book) |

You will be introduced to the Control Panel, Windows Explorer, the Desktop, My Computer, Dial Up Networking and File Management. Also covered are the advanced capabilities and utilities of Windows that allow your applications to work to their maximum capacity and maintain your computer at its optimal speed.

Word 2000 Level 1

| Sep 16-25 | Mon&Wed | 4 sessions | 7:15-9:45pm |
| Nov 12,13, | Tu, Wed | 4 sessions | 7:15-9:45pm |
| Nov 25-Dec 4 | Mon&Wed | 4 sessions | 7:15-9:45pm |
| Dec 7&14 | Sat | 2 sessions | 9am-2:30pm |
| Dec 9-18 | Mon & Wed | 4 sessions | 7:15-9:45pm |
| Cost: $165 (inc. taxes & book) |

This powerful software program will get you started in creating, editing, formatting and printing documents. Enhance your work by applying borders, bullets, and inserting pictures. Learn to use tabs and more!

Prerequisite: Windows
your productivity. **Prerequisites:** Level 1 skills in Word, Excel, Access and PowerPoint.

20033 BSCM 550W 001 • Jun.7-14 (2 ses) • Caroline Risley
Sat • 9am-4pm • $250 • Lansdowne

**MS-Office Completion Project Prep**

Spend the day with the MS-Office certificate program tutor, as well as other students who are about to start the Completion project. Bring your project ideas to discuss and software questions to review. By the end of the day you will have mapped out your project plan.

20033 BSCM 560W 001 • Jun.21 (1 ses) • Sally Horton
Sat • 9am-4pm • $135 • Lansdowne

**MS-Office Certificate Completion Project**

This self-directed course is the final requirement for Camosun's "MS-Office" certificate. You will create and submit for grading a project that demonstrates your ability to use and integrate Word, Excel, Access and PowerPoint. All courses in the program must be completed prior to registering. A tutor will be assigned to answer your questions. Your project must be completed within two months of registering. Please call 370-4565 or email sofbus@camosun.bc.ca to request the special registration form, or email sofbus@camosun.bc.ca.

20033 BSCM 540W 001 • Start anytime • $125 • Sally Horton

**Outlook XP – Beyond Email**

Outlook is a pow erful desktop information manager that will help you manage, organize and track information. Use the calendar to coordinate meetings with co-workers and record appointments, the contacts database to organize client information, and more. **Prerequisites:** Word 1 or Excel 1 plus strong file management skills using Windows Explorer.

20033 BSCM 545W 001 • Apr.11 (1 ses) • Caroline Risley
Fri • 9am-4pm • $150 • Inten  

**PowerPoint XP – Level 1**

Use PowerPoint to take your next presentation from dull to dynamic! Learn to create presentations that include color, animated text, graphics, .

**Word XP – Level 1**

Word is the world's most popular Word Processing software! Learn how to create, edit, format and print simple letters, posters and reports. You will apply character, paragraph and page formatting, use bullets and numbers and apply simple borders and more. **Prerequisites:** Computers 1 or equivalent plus strong file management skills using Windows Explorer. Keyboarding speed of 25 wpm recommended.

20033 BSCM 541W 001 • May 27-Jun.5 (4 ses) • Jim Lepard
Tue,Thu • 6:30-9:30pm • $250 • Interurban
20033 BSCM 541W 001 • Aug.12,13 (2 ses) • Timothy Kemp
Tue,Wed • 9am-4pm • $250 • Interurban

**Word XP – Level 2**

Learn to apply sophisticated Word features to enhance the look and efficiency of your work. Includes headers/footers, creating tables, merging letters and labels, creating templates, working with columns, styles, auto text entries, and more. **Prerequisites:** Word Level 1 or equivalent skills.

20033 BSCM 542W 001 • Jun.4-18 (3 ses) • Caroline Risley
Wed • 9am-4pm • $350 • Lansdowne
20033 BSCM 542W 002 • Jun.10-26 (6 ses) • Jim Lepard
Tue,Thu • 6:30-9:30pm • $550 • Interurban
20033 BSCM 542W 001 • Aug.25-27 (3 ses) • Caroline Risley
Mon-Wed • 9am-4pm • $350 • Interurban

**Word XP – Level 3**

If you work with large documents, this course will help you to build macros, create and modify electronic forms, convert files to HTML, generate reference documents (indexes, tables of contents, cross references, bookmarks) and other advanced features. **Prerequisites:** Word Level 2 or equivalent skills.

20033 BSCM 543W 001 • Apr.29-May 2014 (4 ses) • Jim Lepard
Tue • 6:30-9:30pm • $300 • Interurban

**Simply Accounting 9.0 – Level 2**

Learn how to design reports, modify templates, export data to MS-Office, create graphs, manage year-end procedures, and more. Bring your questions! **Prerequisites:** Simply Accounting Level 1.

20033 BSCM 517V 001 • Apr.1-10 (4 ses) • Shawn Dheensaw
Tue,Thu • 6:30-9:30pm • $250 • Interurban
20033 BSCM 517V 002 • Jun.10-19 (4 ses) • Shawn Dheensaw
Tue,Thu • 6:30-9:30pm • $250 • Interurban

**Web Design**

**Certificate in Web Design Program**

This 144 hour part-time program will give you basic web design skills that will enable you to create high quality web sites using today's most prevalent software tools and concepts. Major topics include analysis, design, and hands on software training with Macromedia Dreamweaver, Fireworks and Flash. Emphasis will be placed on the processes of design and development, and how to apply them to actual business situations.

It is not necessary to commit to the entire certificate program prior to registering for individual courses. Please call 370-4565 or email sofbus@camosun.bc.ca to request a brochure or register for a free information session.

**Free Information Session**

*Monday* March 24, 7pm-9pm, CBA Building, Room 276, Interurban

**Part Time – (must finish within two years)**

BSCM 591V Web Design – Level 1
BSCM 575V Dreamweaver – Level 1
BSCM 576V Dreamweaver – Level 2
BSCM 578V Fireworks – Level 1
BSCM 577V Dreamweaver – Level 3
BSCM 565V Flash – Level 1
BSCM 592V Web Design – Level 2