

Chapter 1

Planning Programs for Adults

What It's All About

PLANNING PROGRAMS FOR adults is like swimming in the ocean. Some days the ocean is calm and welcomes people with open arms. It beckons people, even nonswimmers, to splash and play, jump the waves, float comfortably on their backs, and just enjoy the sun. On calm days like these, program planners, even those who are new at the business, feel like they are on top of the process—all is going smoothly and everyone just seems to agree on what to do, when, and how.

On other days, when the surf is somewhat rough and the waves higher, the ocean provides challenges for even the best of swimmers. On these days nonswimmers may just wade, while more experienced ocean adventurers eagerly dive through crashing waves and ride the surf. Experienced program planners on these rough days find their work especially exciting as they maneuver through the many tasks that just keep coming at them and negotiate with people holding vastly different ideas and agendas. Conversely, novice planners may back away and just let the planning process take its course, unless more experienced planners willingly give them direction and support.

Then there are those stormy days when the ocean is dark and gray and the giant waves grab for anything they can find, toss it around with ease, and pull it every which way. Few people even want to be on the beach, let alone in the water. Both experienced and novice program planners on stormy days would prefer to sit tight, away from the fray, and let whatever develops run its course. But staying on the fringes and not tackling the issues head-on often means disastrous consequences for the planning process; the participants, planners, and other stakeholders; and the program itself. Thinking on their feet and acting in the moment are what usually get planners through these turbulent and unpredictable times.

Playing and swimming in the ocean, even on the calmest days, also offer many surprises, some delightful and some downright frightening. On a chance day, dolphins might be seen leaping up and down close to shore, and for the very lucky swimmers the dolphins may come to swim with them. On another day, dangerous undertows and currents may suddenly grab swimmers and pull them away from where they want to be. So it is with planning programs for adults—some days planners find themselves with unexpected resources and support. Then there are those days when nothing seems to go right no matter what they do, and staying afloat and on track seems hopeless. Program planners can find themselves constantly being pulled in one direction or another, struggling to maintain a course toward their original destinations.

The purpose of this first chapter is to give people who plan programs for adults a glimpse of the what, who, where, why, and how of program planning for adults. To this end, we first describe what education and training programs look like. Next we explore the many roles of people who plan programs, and the variety of settings where these programs are held, followed by an examination of the purposes and primary outcomes of programs for adults. We then discuss how programs are planned, and why planning models are a useful tool in the planning process. We conclude the chapter with an exploration of the two sources on which the model presented in this book, the Interactive Model of Program Planning, is grounded: the classic and current descriptions of program planning approaches and models, and the practical experiences of program planning.

What Programs for Adults Look Like

Education and training programs for adults come in all shapes, sizes, and formats. They vary from highly formal to informal programs, from information or skill sessions lasting only an hour or two to daylong workshops, and from conferences to highly intensive residential study at corporate training centers, universities, and wilderness experiential learning programs. Organizations and groups who sponsor these programs may offer one or more of these kinds of options. For example, a local book club meets once every other week for an hour and a half. They primarily use an open discussion format, with no set parameters. Members like this open-ended way of learning and have resisted efforts by some to make the meetings more formal with moderators and structured questions. They have also chosen not to engage as a group in any other educational activities, such as attending lectures or events hosted by the local bookstore. In contrast,

most training programs in corporate settings offer a wide variety of education and training, including courses, workshops, seminars, retreats, and activities like job shadowing and peer coaching. Although employees may choose to attend some of these programs, many are mandatory, such as orientation sessions for new employees and skill updates.

Programs for adults are also planned by or for individual learners, designed for small or large groups of learners, including community-wide programs, and developed at regional, national, and international levels. Methods like individual learning plans and portfolios are used to tailor programs for learners. For group learning experiences, such as workshops and national or international conferences hosted by professional associations, participants come to one location, or they may take a course from work sites, libraries, or from their homes through distance learning.

Finally, some programs are planned for a small, select group of people, such as senior managers from a given organization or cross-country leaders of international programs. Other programs, such as classes and activities sponsored by community recreation programs or senior centers, are open to whoever signs up. Still others are planned for the general public, such as voter forums and civic and community educational activities.

Planners of Education and Training Programs

Education and training programs for adults are planned and coordinated by people in numerous roles who have varied backgrounds and experiences. Chen-Seng, for example, a relatively new training specialist in the international division of a global corporation for Central Asia, is responsible for planning programs for new midlevel managers who have little or no experiences working in this part of the world, and for the most part limited experience working outside of the “Western world.” Although he has extensive experience as a manager throughout the Asian region and attended and even assisted as a member of the planning committees for a number of workshops and conferences, Chen-Seng has no formal background in developing education and training programs in the Western world.

Dave, an elementary school principal, does have a bachelor’s and master’s degree in education, but little experience in planning programs for his adult staff. Yet Dave is expected to respond to a number of state and federal mandates that require his staff to take on new instructional practices. One of the ways he responds to these mandates is through planning and organizing, mostly by trial and error, in-house and districtwide staff development programs. Malcolm, a local volunteer coordinator of a statewide

group advocating social justice, also finds himself, like Dave, planning numerous programs, such as community-wide forums and action-oriented events, by “just doing it.” Although he and his volunteer staff are highly committed to their work, all of their planning expertise has come from earlier volunteer activities and a few training sessions hosted by the state organization. Unlike the people already described, Katrina, an assistant director of continuing education at a small private college, does have a graduate degree in adult and continuing education and five years of experience as a program specialist in that unit. Still, she finds that the program planning and delivery processes continue to change in many ways, driven mostly by technology and the changing nature of the clientele that her program serves.

Although some staff, like Chen-Seng and Katrina, have clearly defined roles and responsibilities as trainers and program planners and carry official titles such as director of continuing professional education, training specialist, and assistant director of continuing education, many people who plan educational programs for adults do not (Chan, 2010; Kasworm, Rose, & Ross-Gordon, 2010; Shipp, 1998; Winston & Creamer, 1998). For example, supervisors and line administrators, like Dave, are often expected to serve as staff developers and trainers through such mechanisms as coaching, the supervisory process, and even planning formal educational and training programs. Yet their job descriptions may or may not reflect these responsibilities and tasks, and some supervisors are not rewarded or even recognized for their efforts. In addition, many people also give countless hours as volunteer program planners for community groups, professional associations, and nonprofit organizations, as do Malcolm and his volunteer staff. In essence, the centrality of responsibility for the people who plan education and training programs is defined differently depending on their level of responsibility.¹

Those who have primary roles as program planners spend the majority of their time developing, implementing, and evaluating programs, often with support from other people. In addition, they may take on other tasks, such as organizational development and facilitating change activities (Chan, 2010; Milano & Ullius, 1998; and Rothwell & Cookson, 1997). Others are responsible for program planning tasks as one of their many duties for which they are accountable. Examples of roles that include numerous other responsibilities, in addition to planning programs, are managers of human resource development and volunteer planners. Still others plan programs for adults as more of a tertiary activity, a smaller but often important part of their roles.²

Sponsors and Purposes of Education and Training Programs

Many types of organizations sponsor education and training programs for adults (Kasworm, Rose, & Ross-Gordon, 2010; Wilson & Hayes, 2000). As in staff roles, the centrality of these programs to these organizations varies by the mission and goals of the sponsors. For example, providing education and training programs for adults may be the primary mission, such as at continuing education divisions or conference centers, whereas for others, such as professional organizations or cultural institutions, it is a secondary or tertiary mission. In addition, these programs may be sponsored by non-educational organizations (i.e., business and industry, military).³

In addition to formal organizations, a number of more informal groups, such as hobby clubs, support groups, book clubs, and community action committees, also provide educational programs for their members.

Education and training programs for adults are conducted for five primary purposes and, as noted earlier, for a variety of audiences (Chan, 2010; Kasworm, Rose, & Ross-Gordon, 2010; Merriam, Caffarella, & Baumgartner, 2007; Wilson & Hayes, 2000):

- Encouraging continuous growth and development of individuals
- Assisting people in responding to practical problems and issues of adult life
- Preparing people for current and future work opportunities
- Assisting organizations in achieving desired results and adapting to change
- Providing opportunities to examine community and societal issues, foster change for the common good, and promote a civil society⁴

Education and training programs often serve more than one purpose. For example, workplace literacy programs are usually designed to assist individuals in developing their language and computation skills while at the same time meeting organizational and societal needs for competent workers.

Change as a Primary Outcome of Education and Training Programs

Implicit in each of these five purposes for conducting education and training programs is the expectation of change as an outcome or result (Hall & Hord, 2011; Ewert & Grace, 2000; Rogers, 2003; Rothwell & Kazanas, 2008; Tennant, 2000). Education and training programs foster three kinds

of change: individual, organizational, and community and societal change. Individual change relates to the acquisition of new knowledge, building of skills, and examination of personal values and beliefs. Organizational change leads to new or revised policies, procedures, and ways of working. Community and societal change provides ways for differing segments of society (e.g., members of lower socioeconomic classes, women, ethnic populations, governments, and business enterprises) to respond to the world around them in alternative ways, which can result in positive changes like the civil rights movement in the United States, or other situations where program planning aids in overturn of oppressive governments, for example, during the “Arab Spring.” Sample program outcomes in all three categories are outlined in the following subsections.

Sample Outcomes: Individual Change

Older adults who are attending a series of classes on how to use social media are pleased that that they are learning new ways to communicate with their children and grandchildren, which was the major reason they joined these classes. As part of the practice sessions they were asked to communicate with each other using the new systems they were learning, and bring a list of issues they were having in applying what they have learned. The majority of the participants were surprised to find they were enjoying this new form of communication and even making some new friends with members of the class, which they attributed to the practice sessions they had with each other, both in and outside of class. In reflecting on what they learned from this experience, all the participants agreed they were now competent in using the forms of social media they had focused on in the class, and were also eager to keep up with the “latest developments” in this arena. In addition, most were also overjoyed to report that they now were in at least weekly contact, and some daily, with their grandchildren, and with some of their class members, plus they had even begun to contact old friends with whom they had not been in touch for quite a while.

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Sandy is taking an individual spiritual journey to discover what she really believes and how she wants to live her life. This journey was precipitated by the death of her husband and her entrance into middle age. The resources she uses are books, seminars, quiet retreats, friends, and a spiritual guide. She also is committed to being in residence at a spiritual community for a three-month period. After the first six months of her journey

she has already decided that she will change her place of residence and the kind of work she does.

Sample Outcomes: Organizational Change

All budget managers of state-level departments in New York State are being asked to adopt a new budgetary system that will be implemented by the state three months from now. In preparation to effectively manage their budgets through this new system, the provider of this system is holding three hour-long training sessions over the next two months, each of which will address a different aspect of this new system. In addition, online tutorials will be available after each training session to assist participants in actually trying out various components of the new system. Supervisors of these budget managers have agreed to provide on-the-job time to actually practice using the system components. Once the two-month training program is completed, the provider will administer a test of each manager's competencies to use the new system. Those who do not pass this test will be required to attend additional training activities related to the specific competencies they are lacking.

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Except for staff members who can demonstrate proficiency in Spanish, all new and current staff members who are responsible for providing information, medical care, and services to patients and their families are required to enroll in an intensive Spanish language program, most of which is web-based. The reason for this requirement is that the patient population has changed drastically in the past three years and now is primarily Hispanic. The end result of the program will be that staff will be able to effectively communicate verbally with customers in both English and Spanish. As part of this organization-wide training initiative, the personnel system will be modified to provide incentives for current staff members who are able to demonstrate or achieve language proficiency.

Sample Outcomes: Community and Societal Change

A nationwide cancer organization will sponsor action workshops on a regional level on how to affect state and national policies related to cancer prevention, treatment, and education. One of the major goals of the workshop is to develop regional and statewide networks of people who will lobby for legislative action in their geographical areas.

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A group of medical personnel has agreed to undergo training, funded by an international nongovernmental organization, for providing medical assistance in low-income countries. They will participate in an online training program, a regional workshop, and a national meeting focused on a wide range of issues related to delivering medical services in low-income countries. In addition, they have agreed to partner with a medical specialist in their area who has given service in these types of settings to learn and practice new techniques that have been shown to work in the countries where they will be practicing. In return for this training they have agreed to spend four to six weeks in a low-income country on a voluntary basis, and provide coaching for other medical personnel in their area who join the program.

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Although change of some form is an assumption of most, if not all, education and training programs, the reality of these programs is that planning for change, that is, preparing concrete and workable transfer of learning plans, is often overlooked (see Chapter Nine). Contextual factors that affect the change process, such as organizational constraints and political and economic realities, are also not routinely taken into account (see Chapter Four). Rather, people responsible for planning and implementing education and training programs have assumed that those attending these programs will be able to apply what they have learned, without planned assistance and support being an integral part of the programs they deliver. In addition, those who are responsible for ensuring that the desired changes actually take place rarely allocate enough time for the changes to be integrated into the daily lives of those affected, especially when these changes are major. As Hall and Hord (2011) so astutely observe: “Change is a process and not an event. In other words, change is not accomplished by having a one-time announcement by an executive leader [other people, or even oneself], a two-day workshop . . . , and/or the delivery of the [most up-to-date technology or other resources]. Instead change is a process through which people and organizations move as they gradually come to understand, and become skilled and competent in the use of new ways” (p. 4).

How Education and Training Programs Are Planned

Some education and training programs are carefully planned, others are literally thrown together, and still others are thoughtfully planned in an

organized matter.⁵ Although the second process may appear to be fairly logical and orderly, progressing from discerning the context to identifying ideas to program design and implementation to transfer and evaluation activities, it often is not.⁶ For most people who develop and coordinate education and training programs, the progression seems to be more a mass of decisions, political maneuverings, negotiations, details, and deadlines than precise and clear steps of what should be done, when, where, by whom, and how.

Careful planning of education and training programs also does not guarantee their success, nor does it mean that all tasks will run smoothly and people-related problems will not arise. Instead a lot can and does go wrong, some of which is in the planner's control, some of which is not. This lack of certainty in the planning process can be overwhelming, especially to novice planners, but also to more experienced ones. One avenue that helps many planners get through this maze of tasks, people issues, and political agendas is to have a guide or road map of the planning process to assist them in getting from start to finish. A program planning model is one way to provide this needed guide. Program planning models consist of ideas of one or more persons about how programs should be put together and what ingredients are necessary to ensure successful outcomes. These models come in all shapes and sizes. Program planning models may be simplistic in their orientation—with steps one through five, for example—or very complex, using highly developed flowcharts or in-depth qualitative descriptions to depict a comprehensive array of issues and decision points (e.g., Cervero & Wilson, 2006; Green & Keuter, 2005; Knowles, 1980; Sork, 2010).

Sources for the Model

The Interactive Model of Program Planning, the model presented in this book, is derived from two major sources. These include: (1) the classic and current descriptions of program planning approaches and models, and the concepts and ideas related to each approach; and (2) the practical experiences of program planners. The authors share this foundational knowledge as well as the voices of practitioners to help provide an understanding of how the Interactive Model was constructed and has since evolved, and to credit the many individuals that have assisted with this process along the way (Caffarella, 1994, 2002). Discussed first are three approaches to program planning, followed by a description of practitioners who have assisted in reformulating the model.

Approaches to Planning Programs

Three of the most often used approaches to planning programs are: the conventional or traditional approach; the pragmatic or practical approach; and the radical approach. The revision of the Interactive Model of Program Planning presented in this book is drawn from each of these ways of thinking about program planning as illustrated by the following approaches. Linkages are made to each of these approaches with both the revised model as well as the first two renditions of the model (Caffarella, 1994, 2002).

Conventional or Traditional Approach

The conventional or traditional approach as described by Sork (2010) “labels those ways of thinking about planning that are still largely grounded in the technical rational tradition” (p. 7), which in essence means planning programs primarily in a stepwise progression, where you move logically through the planning process. The majority of writers, at least in education and related fields, have constructed their frameworks for planning within this conventional approach. Major voices have developed models using this approach and include the seminal work of Tyler (1949), Houle (1972), and Knowles (1970). Other models framed primarily in the conventional approach have been developed in a number of fields and settings, such as health care (Green & Kreuter, 2005), human resource development (Allen, 2006), residential wilderness programs (Day & Petrick, 2006), human service programs (Kettner, Moroney, & Martin, 2008), adult education (Boone, Safrit, & Jones, 2002), social work (Netting, O’Connor, & Fauri, 2008), and student affairs administration (Claar & Cuyjet, 2000). Manuel, in Scenario 1.1, illustrates the conventional or traditional approach to program planning.



SCENARIO 1.1: KNOWING WHAT TO DO

Manuel, who is director of Training and Human Resource Development at a major corporation, has been asked by his manager to put together a one-day training program for key administrative support staff to be held in two days. Because a recall of one of their hottest selling products would be announced at week’s end, Manuel’s task is to conduct a fast-tracked training program so that staff members can respond effectively to their supervisors, and put themselves in a crisis-response mode. Manuel was caught by surprise, but knowing the importance of the task, he attacks it with a fury. Thank goodness he has a step-by-step playbook that he

uses when he finds himself in need of putting a program together with little, if any lead time, and he has found it for the most part to be foolproof. Manuel also knows that his training program will be the model that other trainers will use, both within the organization and in other locations where the company is located.

Planners who act out of this approach believe the best way to get a program done right is to follow a systematic path from needs assessment through evaluation. Once the program is planned there is little if any change in how it is carried out, and the program objectives should match how the program is carried through, which in turn should match the program outcomes. In addition, others should be able to use the same program in similar settings, with few modifications, no matter whether they are in the United States, Nigeria, or Australia.

The Interactive Models of Program Planning, presented in editions one and two of this book, have primarily been categorized as conventional models, although these authors would argue that they have never viewed the model as a stepwise progression, but rather as one that could be entered at any point in the model; the second edition (Caffarella, 2002; Daffron, 2005) also included other approaches to program planning, as is noted later in this section. However, most of the components of these models, except for transfer of learning, are included in the majority of conventional models, and many authors from this approach have informed our work.

Pragmatic or Practical Approach

The pragmatic or practical approach, or adopting planning to what Friedmann (2008) has termed “real-world constraints,” takes into consideration the continuing changing conditions and the complexity of practice. Rather than planning in a stepwise fashion, which assumes you can end up with the results you initially state up front, this approach recognizes that changes will be made throughout the process, and at times planners may not even be sure where they are going as they run into novel or surprising situations. A health care worker in Bangladesh demonstrates this approach.



SCENARIO 1.2: THE COMPLEXITY OF PRACTICE

Fatima, a health care worker in Bangladesh working with an international nongovernment organization and a major research hospital from the United States, knows that she is working in a complex and

difficult situation in developing a breast cancer education program in her home country. Breast cancer, although a deadly cancer for women, is just not talked about among women and often not even in families when a woman has been diagnosed with the disease. In essence, breast cancer is a taboo subject, and one of her main tasks will be to make it an acceptable conversation among women, and also in the public sphere, especially by policymakers and governmental and nongovernmental agencies committed to women's health. But for this change to happen, which could lead to more women surviving the disease, Fatima is well aware that ways of thinking about breast cancer, and especially early diagnosis of the disease, must be changed. She is intrigued by what she has been learning from a more experienced program planner about alternative approaches to program planning, and decides, in consultation with her colleagues and survivors of the disease, to choose the practical approach, which acknowledges cultural norms, the complexity of the problem to be addressed, the willingness to confront tough issues, and flexibility in the planning process.

In more recent years, a number of scholars and practitioners have worked hard at making their colleagues believe the situations in which planners find themselves do have a major influence in how they respond to the many voices clamoring to be heard. Among those who have made a difference in merging the reality of the specific and wider contexts in which planners find themselves with the process of planning are Cervero and Wilson (1994, 2006), Forester (1999, 2009), and Netting, O'Connor, and Fauri (2008). The authors find the issues they raise, through the "telling of stories" by practitioners or via theoretical and conceptual frames, very helpful, perplexing, and challenging.

In addition, within the practical approach, two additional sources have addressed other aspects that speak to the everyday experiences of practitioners. Sork (2010) has again reminded planners of the "artistic nature of planning." He uses the image of improvisational theatre where as "the story unfolds the characters come and go, the best and worst of human nature is on display, surprises occur, dilemmas arise, decisions are made, and relationships are forced and strained" (p. 19).

Gboku and Lekoko (2007) have brought to the forefront planning in different parts of the world. Specifically, they have developed a program planning model from an African perspective which, even though it consists of many of the same components as displayed in conventional models,

is to be interpreted through the different lens of African knowledge and experience. Gboku and Lekoko (p. 45) ask planners to adhere to a set of critical practices, a sampling of which includes:

- Appreciation and understanding of African indigenous knowledge and experience and have the capacity to integrate the two into program development
- Gearing content toward integration of the individuals into their communities and the wider African society
- Stakeholder commitment to ensure African solutions to meeting the needs of adult learners

These authors encourage planners to think differently about practicing in nations other than their own, and to explore how the realities of these countries make a major difference in their practice as planners.

More recently, Bracken (2011) and Ryu and Cervero (2011) have also brought to the forefront, although in very different ways, the importance that context and culture play in program planning. Bracken (2011), drawing from “a critical ethnographic study of a Latin American feminist community-based organization,” discusses “the centrality of feminist identity to understanding and analyzing day-to-day program-planning process issues within” these types of organizations (p. 121). One of her findings focuses on the theme of leveraging power in the community as one of the core competences women in such organizations need to demonstrate to effectively negotiate in the community when representing a feminist organization. Among the strategies described within this theme are using contextual-based methods, assessing and managing risk, and building alliances with nonfeminist groups. Ryu and Cervero (2011), through in-depth interviews of planners in Korea, illuminated how Confucian values “shape the way in which program planners construct educational programs” (p. 156) and influence the exercise of power and negotiations of power and interests. More specifically, they found that the following values “were mentioned throughout the course of this study: (a) group harmony, (b) respect of hierarchy, (c) propriety, (d) face, (e) bond of affection; and (f) distinctive gender roles” (p. 146).

Practitioners in the pragmatic approach are willing to confront tough issues; facilitate difficult meetings; are flexible; and openly address issues of power and control, often in creative ways. In addition, they carefully assess the context and culture in which they are working, which they view as an important determinant of what direction a program should take. They adopt strategies such as negotiation, listening, willingness to learn, respecting differences, dialogue, and debate to address these types of issues.

In addition, they ask planners to think of the planning process in different images as well as through different ways of knowing, thinking, and acting in the reality of the everyday life of those with whom they plan. Although the experiences of practitioners were included as part of the sources used to develop the original Interactive Model of Program Planning (Caffarella, 1994), the model has taken more fully into account these experiences in the second edition, and in the revised model (Caffarella, 2002).

Radical Planning

The radical approach to program planning, with its focus on social activism, democratic principles, and transformation, has a long history, dating back to the eighteenth century (Beard, 2003). Many social movements come to mind when thinking of the radical approach to planning—Gandhi’s commitment to peaceful societal reform; the workers’ and civil rights movements; and the uprisings in the Arab world and in countries in Africa. Although not often discussed in the adult education literature in these terms, societal change—whether social, economic, or political—as a goal of program planning has had many advocates over the years (Alinsky, 1969; Brookfield & Holst, 2011; Freire, 1970; Newman, 1995, 2006; Beard, 2003; Cervero & Wilson, 2006; Forester, 2009; Holst & Brookfield, 2009). There are very few “models” of program planning that have emanated from this approach. Rather, concepts and ideas about important aspects to consider in working within this framework—such as power, conflict, negotiation, democratic ideals, cooperative and participatory planning, and social learning—are the major contributions from these practitioners and scholars. The radical approach to program planning is illustrated in Scenario 1.3, through the way Mustafa, a community developer and educator, works.



SCENARIO 1.3: FACING SEVERE SOCIAL, ECONOMIC, AND POLITICAL PROBLEMS

Mustafa is employed as a community developer and educator for an international nongovernmental agency (NGO) based in Australia that is known for its ability to work in low-income countries and has a focus on effectively assisting grassroots movements related to pressing social and economic issues. He has just relocated to serve as the director of Development and Training at a new branch of this NGO in South Sudan, the newest nation and poorest country in Africa. Mustafa is well aware how difficult this assignment will be from choosing which needs to target to meaningfully involving

local participation and activism toward common goals and objectives. In addition, South Sudan is still a country with an uncertain future, where insecurity, hunger, and ethnic and tribal conflict abound (Gettleman, 2011). Mustafa knows that his only real choice is making a difference in one small, but important area of need for the people of Sudan, which calls for radical change. However, he must move slowly and deliberately at first, and listen closely to the voices of key stakeholder groups like government officials, other NGOs, and, most important, to those who will be most directly affected by the organization's interventions. Therefore, his first six months will be spent in gaining a clearer understanding of the context in which he is working and the major problems, as well as building relationships with those in power and "grassroots" leaders.

The image of the planning table, as explored by Cervero and Wilson (2006), is especially potent from this approach when asking such questions as: Who is allowed at the table? Who is being listened to and who is being ignored? Which voices constantly get in the way of the planning process? There is some overlap between the pragmatic and radical approach as viewed through the lens of both approaches; however, the major difference between these two approaches is the willingness of those from the radical approach to confront and work through pressing social, economic, and political issues, such as environmental concerns, repressive leaders of communities and nations, and abject poverty. In addition, a hallmark of this approach is the participation of those most affected by these issues from the initial design of the program plan through evaluation and transfer of learning.

Practitioners using the radical approach spend quite a bit of time up front in gaining a clear understanding of the nature of the problems they will address. They listen well to those most affected by the issues and conflicts presented by these problems. A major portion of this up-front time is spent building relationships with potential program participants, which requires them to welcome new ways of thinking and being in the world. This entry process often requires them either to modify plans they had in mind or abandon them completely and start from scratch to create even a chance of making any kind of lasting change related to the workings of the current social, political, or economic systems. They also are very aware of the factor of time as part of the process, as are those who plan primarily through the pragmatic approach. They embrace the fact that these kinds of changes at the community or societal level can take many years, and therefore must focus on program capacity building and sustainability,

developed in partnerships with local leadership (Caffarella, 2009). Major ideas from this approach have been incorporated in constructing the redesigned Integrative Model of Program Planning.

Practitioners' Voices

As noted earlier in this chapter, the second source used in developing the Interactive Model is the practical experience of program planners. This bank of experiences is generated by scholars who ground their work in the stories and context of actual planning situations, the authors' own experiences, and other professionals whose daily work is planning programs in a wide variety of settings.

Authentic Planning Experiences Captured by Scholars

Scholars who have provided fascinating glimpses of the program process include Pennington and Green (1976); Cervero and Wilson (1994, 2006), Gboku and Lekoko (2007); and Forester (1999, 2009). Pennington and Green (1976) were among the early scholars to challenge the assumption that program planners always follow specific models of planning and include all the steps in those models. Although they found that planners could identify a clear set of tasks and decision points, they saw major discrepancies between what planners did and what popular models of program planning said they should do. For example, comprehensive needs assessments were rarely conducted as the basis for program development, and often those designing the actual instructional activities did not take into account the background, characteristics, and experiences of the particular group of learners who were to attend the program.

Three of these scholars have used the stories of authentic planning situations that they observed as well as conducted extensive interviews of the planners to capture what they actually were doing (Cervero & Wilson, 2006, 1994; Forester, 1999, 2009). Cervero and Wilson, both of whom have many years of experience as planners, chose three narratives, which they use throughout their work, to illustrate the rich ideas that they discuss, both in terms of the practice itself as well as in confirming new ways to think about planning. They found that power, personal interests, ethical commitment, and negotiation "are central to the planners' everyday work" (2006, p. vii). They became very aware that, yes, planners do influence the planning process, but the other players in the process and the context of where this process is taking place influence these planners' decisions and actions. In other words, program planning is an interactive and action-oriented process in which decisions and

choices are made that do not follow the conventional approach to planning, even though the authors link their stories to specific components of planning, such as needs assessment, instructional design and implementation, and the administrative aspects of programs (Cervero & Wilson, 2006).

Forester (1999, 2009) developed what he terms “practitioner profiles,” which are highly descriptive of the specific everyday practice of planners. He uses profiles, captured from a wide variety of places (e.g., the desperately poor cities in the United States, cities in Israel, rural Venezuela, and the native homeland of the Hawaiians). Narrative accounts of planners came from environmental specialists, planning consultants, community developers, architect-planners, and university-based planners. Forester tackles many topics such as cultivating surprises, exploring values-based disputes, envisioning possibilities, recognizing opportunities in the face of conflicts, and encouraging transformational learning experiences. As Forester observes: “These stories illuminate complex and messy situations of real life no less than they portray the tragic choices citizens face in a world of deep conflict” (1999, p. 15). Therefore to promote a useful interaction and dialogue to address this messiness, program planners “must *facilitate* conversation . . . , must *moderate* an argument, . . . and to promote successful negotiations . . . must *mediate* proposals for action” (2009, p. 7, italics in the original).

An international perspective has been added by Gboku and Lekoko (2007) about the importance of culture and place, in this case Africa, to the planning process. They point out how the “experiences of slavery, imperialism, colonialism and apartheid have contributed much to changing African attitudes, values, ways of thinking and, ultimately ways of acting” (p. 10). However, they also stress the traditional ways and principles on which many of the African societies were based, such as “acting in a co-operative and collaborative manner, . . . and connectedness as opposed to individualism” (p. 10). Therefore “programmes that are well negotiated with their perspective learners in association with local authorities and leaders are likely to be more effective than programs that are simply put to offer” (Oxenham, et al., 2002, p. 3, as cited by Gboku and Lekoko, 2007, p. 11).

Experiences of Those Immersed in Planning Programs

The experiences that practitioners themselves bring to the planning table were also very useful in constructing the Interactive Model, and especially the vignettes used throughout the book to illustrate ways of thinking and acting within planning situations. The authors of this book have both lived through many a harried planning process, observed others in these roles, and have gathered stories over the years from students and colleagues.

One of the authors remembers well a two-day conference she was planning in Maine. Unfortunately, a winter storm was predicted for the day before this conference was to open, which had the potential to disrupt travel both for the participants coming from all over the state of Maine as well as four of the major speakers, who were coming from out of state. The planning team breathed a sigh of relief when on the day before the conference there was only rain in Maine. What a surprise to learn later that day that Boston had gotten a great deal of snow, which is surprising as it is south of Maine, and all of the presenters, one of whom was the opening speaker, were stuck in the Boston airport and could not get a plane out to where the conference was being held until the next afternoon. By that time the planners knew that the majority of the participants, who were coming fairly long distances, were on their way or already in Orono. So the planning committee quickly met and reframed all of the activities for the first day of the conference; within three hours they had all the resources in order, including confirmation from the out-of-state presenters of their flights for the next day. Though they needed to do a bit of explaining at the opening session that the “conference order” had changed, the meetings all went well, despite what could have been a last-minute disaster.

Both authors also have learned and continue to learn about what works and doesn't work in their roles as program planners and program participants. “Fond memories” of workshops and conferences abound where the planners and facilitators did an excellent job. Both of these authors remember well a research conference they attended that went off without a hitch. Were they ever proud of the planning committee, consisting mainly of students, who pulled it off so well. These students had worked long hours, and paid close attention to “the big picture,” such as matching the theme of the conference to the call for papers, and ensuring the venue included a taste of the local foods and a boat trip that highlighted the beautiful site where the meeting was held. In addition, the planning committee considered all of the detail work that can make or break a conference, such as travel arrangements among different physical spaces where conference activities were housed, special meals that met the needs of conference participants, and hosts being provided to the speakers and VIPs to help them with their needs at the conference.

The authors are in awe of models of program planning through technical efforts such as that of Wael Ghonim, head of marketing for Google in the Middle East and North Africa. Ghonim is credited for energizing the protests and demonstrations in Egypt in January 2011 that led to the revolution in Egypt that is still not at rest. He created one of the most visited web

sites in the Arab World and brought Egyptians together for the revolution through blogs, Twitter, Facebook, and LinkedIn—a model of program planning with social networks. His social network model has spread throughout the world and is credited with uprisings in many more countries.

Colleagues and students of the authors are always ready to share their experiences, both formally in class and informally over coffee or dinner. One young man from Africa, who had worked in poor rural India for a summer putting programs together for mothers related to the health of their children, found the experience to be fascinating and frustrating at the same time. Although he spoke his native language and English well, he did not speak Hindi, the language of the people with whom he was working. The mothers kept wondering what he was saying and always wanted to hear him talk, though they could not understand him, even when he was talking with his colleagues. Although he was stumped at times as to how he could best be part of the team, he found ways to work around the language difficulty (e.g., using hand signals, pictures, and a translator to assist with any discussions and conversations he had with them). Another of his colleagues on this venture was Anu, a woman from Nepal. Unlike Joseph, Anu could speak Hindi as she lived close to the India border, and she found the experience to be fulfilling in terms of what she could bring to these mothers, and a great learning experience. Knowing Joseph from previous programs prior to going into this experience, she was especially helpful to him in communicating with the mothers.

E-mail is another way the authors have received feedback on the book. One of the authors received an e-mail from a student, Cecilia Hutchinson, who just completed a class in program planning at the University of Alberta in Canada. Cecilia provided feedback related to an assignment she was asked to do in class, a series of two-page reflection papers on topics of their choice (personal correspondence, March 2009). Among the topics she chose was one of the assumptions on which the Interactive Model was grounded in the second edition of the program planning book (Caffarella, 2002). This assumption, focused on diversity and cultural differences, stated that “People who plan programs for adults are sensitive to diversity and cultural differences in many forms” (p. 27). Cecilia rightly observed that this assumption, for some, if not perhaps many people who are involved in program planning, “is dangerous because it gives the learner the impression that anyone interested in program planning is automatically knowledgeable about and interested in diversity and cultural difference. In fact, the majority of individuals, including myself, know little about cultural differences and how to prepare for or react to situations in which we

experience diversity and difference. In my opinion, the assumption that Caffarella makes about program planners' depth of knowledge glosses over the complexity of the subject and makes light of a very weighty social issue" (personal communication, December 2009).

Her timely critique, coupled with the authors' and colleagues' similar experiences as program planners in diverse cultures, has been taken into account in this edition of the book, resulting in reframing the wording of this assumption (see Chapter Two). In addition, as a result of these observations, more information on cultural differences and how to address these differences has been added as one of the foundational elements in using the model (see Chapter Three). Moreover, integrated throughout the book are the ways planners can apply this knowledge to their work as well as examples from practice.

In essence, these authors have learned through years of experience, as both scholars and practitioners of program planning, that in building models of this practice it is important to understand the theory and research on which program planning is based, but also the reality of what it takes to plan an effective and workable program. There is no one "right way" to plan programs for adults. Rather, program planning is a continuous journey consisting of twists and turns, wide expansive views, and an ever-changing landscape, meaning that what has worked today may or may not work tomorrow.



Chapter Highlights

Variety and difference are key words that characterize the what, who, where, why, and how of planning education and training programs for adults. These programs take on many forms, including formal and informal learning situations, and use many different formats (e.g., half-day workshops, three-day conferences, informal study groups, and support networks). As such there are a number of areas that are important for program planners to know:

- People who plan programs, including paid staff and volunteers, have diverse backgrounds and experiences. In addition, for some (i.e., training specialists, continuing professional educators) program planning is central to their work, whereas for others it is not considered a major or even secondary part of what they do (i.e., supervisors, content specialists).
- A variety of organizations sponsor programs for adults, and the centrality of these programs to these organizations varies according to the mission and goals of the sponsoring groups.

- Education and training programs for adults are conducted for five primary purposes: (1) encouraging ongoing growth and development of individuals; (2) assisting people in responding to practical problems and issues of adult life; (3) preparing people for current and future work opportunities; (4) assisting organizations in achieving desired results and adapting to change; and (5) providing opportunities to examine and foster community and societal change.
- Changes in individuals, organizations, and the wider community are the driving force and one of the underlying themes that link together all types of education and training programs for adults.
- Some education and training programs are carefully planned, while others just seem to be thrown together. In addition, although on the surface program planning seems like a very rational and orderly endeavor, those involved know that it is often chaotic and unsystematic in nature.
- The Interactive Model of Program Planning, the focus of this book, is derived from two major sources. These include: (1) the classic and current descriptions of program planning approaches and models; and (2) the practical experiences of program planners.
- Three program approaches, which originated from the examination of the classic and current descriptions of program planning, are: the conventional or traditional, the pragmatic or practical, and the radical. Each of these approaches has informed how the Interactive Model is constructed and use.
- The practical experiences of program planners are brought into this version of the Interactive Model of Program Planning through the voices of scholars who have captured authentic planning situations by listening to and observing the planners involved; and stories of practice situations the authors have experienced over their careers.

The next chapter explores the components and tasks that make up the Interactive Model of Program Planning and the assumptions upon which this model is grounded. The chapter also addresses which components of the model to use and when, who has found the model useful, and the ethical issues planners face in their daily work.

Notes for Additional Online Resources

1. See Figure 1.A: Centrality of Responsibility for Education Programs and Training.

2. For illustrations of each of these roles, see Scenarios 1.A: Program Planning as a Primary Responsibility; 1.B: Program Planning as One of Multiple Responsibilities; and 1.C: Program Planning as a Tertiary Responsibility.
3. See Exhibit 1.A: Examples of Education and Training Programs for Adults.
4. For specific examples of each of these purposes, see Exhibit 1.B: Examples of Program Purposes.
5. See Scenarios 1.D: Throwing Together a Program and 1.E: Planning Thoughtfully.
6. See Scenario 1.F: Despite Perfect Planning.



Application Exercises

This chapter's first application exercise helps you understand your role as a program planner in your organizational setting. The final two exercises assist you in defining the purpose of your education and training programs, and reflect on the approach or approaches to use as a program planner.

EXERCISE 1.1

**Understanding the Roles of Program Planners
in Organizational Settings**

1. List your present title and give a brief job description.

2. Is the role of program planner a formal part of your job description?

_____ Yes _____ No

If no, what roles, if any, do you play as a program planner?

3. Outline, on the following chart, the personnel in your organization (or a specific subunit of your organization) who are responsible for planning and conducting educational programs. Indicate whether this responsibility is a formal or informal part of their job. Then outline the tasks each person does as part of this work.

Position, Name, and Program	Formal or Informal Responsibility	Tasks Related to Educational Programming
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

4. How might those who do program planning in your unit and/or organization be supportive of each other's efforts? List specific suggestions below.

EXERCISE 1.2**Defining the Purpose of Education and Training Programs**

1. Within the framework outlined below, list examples of education and training programs you have participated in or planned within the last two to three years.

To encourage continuous growth and development of individuals

To assist people in responding to practical problems and issues of adult life

To prepare people for current and future work opportunities

To assist in achieving desired results and adapting to change

To provide opportunities to examine and foster change related to societal and global issues

2. Highlight the positive points of these experiences as either participant or planner and indicate what problems or disappointments you encountered.

EXERCISE 1.3**Approaches to Program Planning**

1. For those with experience as program planners, reflect on your own ways of working and thinking as a program planner, and select one or more of the approaches to planning that you use or have used in planning programs for adults. Explain why you chose to use either one or more of these approaches, and why you believe this approach or these approaches work for you.

2. For those with little or no experience as program planners choose which approach or approaches you might use in planning programs for adults. Explain why you might use either one or more of these approaches, and why you believe this approach or these approaches could work for you.
