

Abstract

The aim of this article is to discuss the potential of an educative research intervention to influence the quality of the learning outcome in the workplace as interpreted from the perspectives of adult learning theory. The research project was designed as a quasiexperimental, mixed-methods study. In this article, quantitative survey data were taken as the point of departure, and qualitative data were used for the purpose of analyzing aspects of learning. An educative research intervention may support a transformative learning quality when the manager and employees have to deal with severe difficulties, and they succeed in doing so by sharing responsibilities and having the strength to engage in the development process in the workplace. It is possible to support transformative learning in the workplace through an educative research intervention that encourages managers to educate themselves and their employees to think and act in new ways, aiming at integrated autonomy, increased interaction, and learning.