

LONG LEARN ACTIVE LEARNING MATERIALS

FOR CONTINUING PROFESSIONAL AND PERSONAL DEVELOPMENT IN

LOCAL AND REGIONAL GOVERNMENT

LOCAL LEARNING PROVIDERS

AND

**EVERYONE AND EVERY ORGANISATION WITH AN INTEREST IN CREATING STABLE,
VIBRANT AND PROSPEROUS LEARNING CITIES, TOWNS AND REGIONS**

Chapter 5 Session 3:

Learning pays: Learning as wealth creator

‘The position may be analagous to the contribution of exercise and abstention from smoking to health. It took years to prove...but today, that is accepted alike by science and the public. In tomorrow's learning society the assertion that learning pays will also no longer be questioned..’

From ‘Learning Cities. Learning Regions, Learning Communities – Lifelong Learning and Local Government’ (Norman Longworth)

Chapter 5 Session 3:

Learning pays: Learning as wealth creator

Session outline: The thesis that learning has a bottom line effect on the budgets of cities, regions and companies is firmly established in hundreds of reports and papers. Further it can only lead to the need for more leaning as lifelong learning tenets begin to have an economic impact on employment, employability and the life of organisations and citizens. This session therefore explores the why, how and what of ‘learning pays’ and what needs to be done to get home the message not just to key people but also to those many others who will need to participate in learning life if they are to profit in the future. The objective is to establish a list of recommendations for city management.

Guidelines for using this Active Learning session

Goals

The creation of learning cities and regions is in all our interests. It promotes social stability, encourages wealth creation, and enables citizens to fulfil their potential, their dreams and their ambitions. It is a survival strategy for our future, and that of our children and grandchildren. But it won’t happen unless all of us play our part in making it so. It won’t be a simple transition process, to be put into practice by someone else in the local authority. That means that we all, especially local government managers, professionals and staff, need to know and understand more about what it is, why it’s important and what the major issues and opportunities are. There are many of them. These sessions have been written to enable each of us to increase our understanding and knowledge of those issues and opportunities. Each one, and there are 57 of them, takes a different theme and offers the learner new insights.

Learning approach

This is an Active Learning session. Lifelong Learning has taught us that people learn best when they are actively involved in the learning. We have therefore given the ownership of the learning over to you, the learner. As well as presenting new concepts in the assignments and exercises, , we draw upon your experience, creativity, imagination and knowledge so that you can better understand the subject matter, and will be better able and more motivated to act upon it. You may, or may not, have a learning leader to help organise the groups, and to bring several learners together into discussion groups and sessions. That will certainly make it easier. We all have different learning styles – but we can also all learn from each other. That is why this session, like all the others, recommends a mixture of individual, small group and large group work, so that ideas and experiences and understandings can be bounced around people. Above all you are urged to make this an enjoyable experience. Learning can be fun. It’s up to you to make it so.

You will find that the session is divided into 2 main parts

- ✓ **The Learning Space:** A set of assignments that will unlock the brain and involve learners in practical discussions and exercises leading to a greater understanding of the issue
- ✓ **The Learning Kitbag:** A set of source learning materials that provide additional information, charts, diagrams, case studies etc to stimulate further insights.

While each session could be used individually as a self-learning module, it is preferable if there is a learning leader to organise small and large group discussions and to act as a focal point. This can be a departmental manager, a staff member appointed to perform that task, or a professional educator from inside or outside of the organisation. Assignments may be studied on site, or set as preparation for group discussions in the workplace or at a learning provider.

The whole course can be incorporated into a continuous professional development programme in the workplace, or taught separately at a school, college, community centre or university. It takes its provenance, and its inspiration, from the book:

Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government
By Norman Longworth, published by Taylor and Francis ISBN 10 0 415 37175 9

Learners taking the course are recommended to obtain this book either from Amazon.com or from the publishers at http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth

Target Audiences

The session will be suitable for those who wish to improve their understanding of the session title's theme, in order to help influence the city, town or region's response to the realities of the 21st century. This includes:

- Elected representatives and Mayoral staff
- Managers, Professionals and staff from all departments in local government as part of a continuous development programme
- Community and Voluntary organisation leaders
- Educators at all levels in local and regional stakeholder organisations, including schools, universities, colleges and workplaces
- Industrialists and Business people as stakeholders in the local authority
- All Citizens with an interest in the development of their community
- Students in universities, adult education institutions and teacher training establishments

Further Reading

Learning Leaders wishing to update themselves on the subject matter of this module will find the following additional references useful.

- 'Lifelong Learning in Action – Transforming 21st century Education' by Longworth, (Taylor and Francis, Abingdon) http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth
- 'The Local and Regional Dimension of Lifelong Learning ' EC Policy Document found on <http://europa.eu.int/comm/education/poledu/tels.pdf>

Ideas for treatment particular to this session: *For seminars and courses with several participants it is suggested that assignments 1 and 2 are completed as an exercise for individuals with the answers debated intensely in open session afterwards, facilitated by a learning leader. Assignments 3 and 4 may be completed in small groups of 2 or 3 people, again with the results discussed after completion. Assignments 5-7 are individual exercises again and assignments 8-12 can be carried out in groups of 2. Assignment 13 can be used as a competition between groups. Assignment 14 is an opportunity to identify other topics of interest to the course/workshop/seminar members and to develop individualised courses for each. The last assignment should provide the feedback that will enable you to improve the session next time round.*

For self-learning individuals all assignments will be individual efforts but try to find someone with whom you can discuss your answers and opinions either by email or face to face. In this way you can enrich the learning experience by experiencing other viewpoints.

The Learning Space

Assignment 0: These learning materials derive from, and extend, the concepts and ideas in ‘Learning Cities, Learning Regions, Learning Communities.’ Reading pages 81 to 84 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

Assignment 1: Read the quotations below and say how much truth you think they may contain

	Wholly true	Mostly true	Partly true	Not true
<i>Learning pays. The link between wealth creation and learning is now well-established. Similarly, in a world of rapid change in which a high proportion of jobs ten years hence do not exist in the present time, the emphasis is more on employability - adaptability to new learning situations - than on employment. The extent to which the city exploits that relationship by encouraging new activities and new skills to promote wealth creation, employment and employability will determine its future prosperity (Sir Christopher Ball)</i>				
<i>Almost every social study made into the effects of education on material and mental well-being agree that the greater potential to earn and the higher lifestyle is available to those who take advantage of their educational opportunities, no matter how flawed the system may be. (making lifelong learning work)</i>				
<i>Highly educated people are less likely to need welfare benefits, vandalise park benches, spray graffiti or get involved in drunken brawls. In financial terms alone, the savings to be made in addressing problems of social exclusion and dysfunction and ensuring that future citizens are not turned off learning has a high value (making lifelong learning work)</i>				
<i>Low functional literacy in adults - as high as 25% in some developed countries - breeds low aspirations in children, and an ignorance of how to break out through learning. It is a condition that has existed through the centuries. It is a situation which a new Lifelong Learning approach should seriously aim to solve in the 21st century. (OECD)</i>				
<i>A knowledge society cannot happen without an accompanying learning society (European Round Table of Industrialists)</i>				
<i>Countries in the former developing world, particularly those on the Pacific Rim, recognised the power of learning some twenty years ago. They invested heavily in an education-led dash for growth, some of them investing as much as 30% of their GNP in learning. It is highly unlikely that any of these countries will ever revert to their former developing nation status. They have tasted the fruit of prosperity and, for them, it is good. This puts great pressure on the countries of the developed world to improve their own educational performance in order to remain competitive. (Making lifelong learning work)</i>				
<i>1. A globalized world has no borders - millions of dollars can be transferred easily from one country to another. The secret of operating in such a world is to understand it and work with it. 2. Manufacturing jobs will go where labour is cheap. Countries in an advanced technical world have to find alternative jobs – those which use brains and knowledge rather than hands and muscle. 3. People who want to work will have to go back to school and learn and relearn new trades, techniques and skills, throughout life. 4. That makes Education the number one important industry in any advanced country. 5. Coming to terms with this is not easy. But no-one can do it for anyone else - the motivation has to come from the individual. (From Primary Colours)</i>				
<i>The more perceptive countries are developing Lifelong Learning strategies to take their citizens 'back to school', to raise performance levels in education. They are</i>				

<p><i>aiming to develop a 'Learning Society' in which learning is the central tenet of the culture and internationalism is the vision which enables citizens to take their place in a global community. Not all politicians, or even educationists, understand the vast implications of this movement, or are prepared to risk losing the sympathy of the clients who give them power, but there can be little doubt that the voyage to lifelong learning is now underway in many countries, and is necessary. (Lifelong learning in Action)</i></p>				
<p><i>But slogans and protestations of support for learning are one thing. It is the political willingness to provide the leadership for making the necessary extensive policy changes which counts. Democracy may be, as Churchill said, the best we have, but it is an imperfect instrument for transforming society quickly. Good politicians have an eye for understanding how far they can oppose popular culture and embedded traditions. And herein lies a dilemma. The arguments for change reach only a few academics, administrators and politicians. It has neither the understanding nor the consent of the people who, in a democracy, make the ultimate decision. Making Lifelong Learning work is a long process of persuasion, marketing, information and cascade-model projects carried out where people are - in cities, towns and regions around the planet. It is a partnership process encouraging contribution and joint action between electors and elected. Without a massive effort to change cultures, allied to a real understanding of what lifelong learning is and a willingness to come to terms with it, few of the words will ever come to fruition. (Making lifelong learning work)</i></p>				

Assignment 2: From these quotations, answer the following questions

A. What, in your opinion, is the link between wealth creation and learning? _____

B. In what 5 ways might it manifest itself in financial terms for your city?

1 _____

2 _____

3 _____

4 _____

5 _____

C: What is the general link between qualifications and earning power? _____

D: From your personal experience how far is it true? Name names _____

E. Why does education now need to be the number 1 important industry in advanced countries? _____

F: What recommendations would you make to your city to get that message home? _____

G: To whom would the message need to be brought home?

i) in the city or region decision-making hierarchy?

ii) In other parts of the city or region administration?

iii) in the city at large

H: China has required all its major cities to become learning cities. Why do you think this is?

I: How might this affect your own city or region? _____

J: How would you go about persuading people that learning pays? Make 5 recommendations

1

2

3

4

5

Assignment 3: Compare your answers with those of others and make a consolidated list of the most important 'learning pays' issues and the actions a city or region can take to address them.

Assignment 5: Look at Actionsheet 1A - the first diagram of former and present learning environments. Try to complete the third column in your own words.

Assignment 6. Tick the column if it applies to your working situation, cross if not.

Assignment 7: Compare your answers with others and then with the second, completed, diagram on Actionsheet 1B.

Assignment 8: Write down 5 educational initiatives you believe should be taken to increase the competitiveness of your city or region.

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Assignment 9: Look at Actionsheets 2A and 2B about your local authority's socio-economic policies. Try to complete the end columns.

Assignment 10: Discuss your answers and observations with others

Assignment 11. Action Sheet 3 is a description of the actions to be taken by an entrepreneurial Learning City. Complete the exercise on the actionsheet

Assignment 12 Discuss your assessments with others.

Assignment 13: Please read the SME Case Study on Actionsheet 4 and do the exercises that follow it.

Assignment 14. How, in your opinion, does all of this affect the provision of learning by the authority for its own staff, and its stakeholders for their staff, and to what extent has this been implemented in your own city or region.

Assignment 15: Design a poster that can be use in your city or region to spread the message that learning pays. Display it prominently!

Assignment 16: This completes this session but not hopefully your need for knowledge on this important subject. You are invited to complete the diagram on the next page by ticking the relevant box.

LEARNING CITIES AND REGIONS FOR THE FUTURE - YOUR LEVEL OF KNOWLEDGE

		High	Enough to get by	Not enough	None	Session
1	Consultation methods and levels					7.1, 7.2
2	Characteristics of a Learning Organisation					2.3
3	Your city as a learning organisation					2.4
4	Skills and competences for learning cities and regions					1.6
5	The city as an ideopolis					1.5
6	Learning Communities in all their senses					2.5
7	Smart cities, wired cities, slow cities					2.6
8	Learning Festivals for developing a learning culture					3.3
9	Learning Charters for demonstrating a city's commitment:					3.2
10	Leadership in the Learning City/Region:					3.4
11	Tools for measuring city and region performance					3.1,4.1,4.2, 4.3,4.4,4.5
12	Lifelong Learning as wealth creator					5.3, 1.5,2.3
13	Tools for activating learners – Personal Learning Audits					5.4,5.5,5.6, 5.7,5.8,5.9
14	Stakeholders in the Learning City/Region – Who? What?					6.1
14	Schools as Stakeholders in community, city and region					6.2, 8.4
15	Higher Education as a stakeholder in community, city and region					6.3
16	Business and Industry as stakeholders in community, city and region					6.4
17	Adult Education Colleges as stakeholders in the city					6.5, 8.5
18	Bringing Museums, Libraries, Archives and Galleries into the learning world					6.6
19	Family Learning					6.7
20	The power of partnerships					6.8
21	Using Technology in the learning city					7.3
22	Active citizenship and volunteering in the learning city					7.4
23	Mentoring in the learning city and region					7.5
24	Resources for the Learning City and region					7.6
25	Global roles and responsibilities for learning cities and regions					8.1
26	Internationalising Learning City Networks					8.2, 8.3
27	International projects as learning city stimulators					8.4, 8.5
28	Two-way profiting from international cooperation					8.6
29	Organisational issues in the learning city and region					9.2
30	Enabling issues in the learning city and region					9.3
31	Pedagogical issues for learning cities and regions					9.4
32	Practical Actions to become a learning city					9.1, 1.4
33	Learning Cities for Elected Representatives (Councillors					4.6
34	Individuals as learners					5.1,5.2,6.7
35	Change, society and the city/region					1.1, 1.2
36	Learning City Domains					1.3
37	Some Research results on Learning Cities and Regions					4.2,4.3, 4.4
38	Towards true Learning Societies					2.2
39	Defining Learning Cities and Regions					2.1

All sessions shown in the last column follow the progress of the book '**Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government**' by Norman Longworth (Taylor and Francis – www.tandf.co.uk/books/) ISBN 10 0-415-37175-9, and add new dimensions. They are downloadable from www.longlearn.org.uk .

Assignment 17: On the lines below please put your personal reactions to working on this session, based on how much you have learned, how much you have worked creatively and how your ideas have developed as a result.

Chapter 5 Session 5.3

The

LEARNING

KITBAG

	Former Learning Environment	Changed Learning Environments
Place	Training Institute/Department	
Time	Education at Set times (Particularly at the beginning of one's working life.)	
Participants	Trainees/Students are Learners - receivers of knowledge(Trainers are dispensers of knowledge.)	
Workplace Perception	Workplace Managers see learning as the responsibility of the Training Department.	
Content	Learning is concerned with specialised subjects/disciplines (Technological and organisational competencies are learned separately.)	
Methodology	People learn a set curriculum in a passive manner as competing individuals.	

Former and Present Learning Environments - 2

	Former Learning Environment	Changed Learning Environment
Place	Training Institute/Department	Everywhere (Every situation is a learning opportunity.)
Time	Set Times (Particularly at the beginning of one's working life.)	All of the time (Every moment is a learning opportunity.)
Participants	Trainees/Students are Learners - receivers of knowledge (Trainers are dispensers of knowledge.)	Everyone is a learner - Trainers and Trainees (All are searching for new insights.)
Workplace Perception	Workplace Managers see learning as the responsibility of the Training Department.	Workplace Managers promote learning as a natural activity in all departments.
Content	Learning is concerned with specialised subjects/disciplines (Technological and organisational competencies are learned separately.)	Learning is concerned with solving problems which arise/dealing with issues (Learning is 'whole context based' so technological and organisational competences are dealt with together in relation to a context)
Methodology	People learn a set curriculum in a passive manner as competing individuals.	People learn in an open manner, through flexible interacting/cooperating with others, and on their own, to respond to group and individual needs.

Actionsheet 2A: Socio-economic policies and wealth creation in your learning city or region

A Learning City/Region is a prosperous and stable city/region. Let's explore how and how much the following are targets of your learning region policy?

**1= First priority – top of the agenda, 2= very important – strategies to address it are now in place
3= Important – now developing strategies to address it 4 = interesting but not important enough for strategy development, 5= of no interest**

		1	2	3	4	5
1	To what extent are the following targets of your regional development policy					
1.1	New opportunities for employment in the short term?					
1.2	New opportunities for employment in the longer term?					
1.3	Attracting new business developments from outside the region?					
1.4	Improvement conditions for existing businesses in the region?					
1.5	Increase in the number of business start-ups in the region?					
1.6	Increasing the pool of skilled employees available to business in the region?					
1.7	Increasing the general employability of people in the region?					
1.8	Increasing the wealth of the region?					
1.9	Reducing unemployment in the region?					
1.10	Increase in the proportion of 16-19 year olds in education, work or training					
1.11	An increase in support to 16-19 year olds from low-income families to stay on at school and/or college,					
1.12	An increase in graduates as a proportion of the workforce					
1.13	An increase in the proportion of people in employment undertaking training					
1.14	Increasing trade links with other regions nationally?					
1.15	Increasing educational links with other regions nationally					
1.16	Increasing trade links with other regions internationally					
1.17	Increasing educational links with other regions internationally?					
1.18	raising participation and retention rates in further education					
1.19	Additional targets – please use the boxes below					
1.20						
1.21						

Actionsheet 2B - Learning Region Development Policy. Let's explore the learning initiatives your city or region has taken in order to create wealth.

2. How much are the following actively included in your learning region policy?

**1= First priority – top of the agenda, 2= very important – strategies to address it are now in place
3= Important – now developing strategies to address it 4 = interesting but not important enough for strategy development, 5= of no interest**

		1	2	3	4	5
2.1	Regular surveys of skills needs for the region					
2.2	Special courses on the learning region in adult education colleges					
2.3	Encouragement of business and industry to invest in training					
2.4	Links between the development board and local industry to identify new business opportunities					
2.5	Entrepreneurial skills courses in schools					
2.6	Entrepreneurial courses in local adult education colleges					
2.7	City/region-wide database of learning opportunities					
2.8	Advertising promoting the benefits of lifelong learning in the region					
2..9	Lectures/sessions/seminars in schools about the learning region and its role in helping it happen					
.2.10	Lectures/sessions/seminars in adult education colleges about the learning region, the knowledge economy and its role					
2.11	Encouragement of personal learning plans and learning audits for all employees t(see annexe 2)					
2.12	Appointment of a person to manage the region's links with industry and other regions					
2.13	Special grants for new business start-ups					
2.14	Support for universities developing advanced courses for industrialists					
2.15	More schools/industry links					
2.16	Encouragement of business and industry to form links with educational organisations					
2.17	Other Initiatives (please let us know)					
2.18						
2.19						
2.20						

	An Entrepreneurial Learning City/Region	
1	Encourages all its organisations, public and private, to become learning organisations	
2	Links its educational, administrative and wealth-creating organisations to develop in partnership with each other	
3	Identifies and develops the skills, attributes and structures that allow people and organisations to adapt to a fast-changing world	
4	Looks outward. Joins international networks to open all its citizens and organisations to learn from other countries, peoples, cultures and ideas. Treats the outside world as a huge additional resource	
5	Releases the power of modern technologies in the service of education, business and industry and communities	
6	Increases entrepreneurial education in schools and further and higher education	
7	Ensures its future through long-term strategies to foster and market innovation and creativity in all aspects of city/region development	
8	Embraces and celebrates the wealth-creating opportunities of diversity	
9	Engages people and organisations in implementing the entrepreneurial city's policies by unlocking their talents, ideas, knowledge, experiences, expertise and goodwill	
10	Communicates the advantages of the entrepreneurial learning city/region internally to its citizens and organisations and externally to its potential customers and inward investors	

In the last column put a mark from 1 to 5 for how you see your own city/region's performance

- 1= Appears to have no knowledge of what this means**
- 2= Has some knowledge but no plan and no implementation**
- 3= Has developed a policy but barely implements it**
- 4= Has a policy and a strategy and partially implements it**
- 5= Fully implements the strategy throughout the city/region**

Actionsheet 4 – A Learning SME Case Study

Many small and medium sized enterprises are also becoming learning organizations. One good example is an SME employing about 300 people based in the North-East of England and with an export market to the rest of the world. Its visionary Chairman sees no other survival option than to aim for world-class status through the learning development of the people who work for the company.

'Getting to the future first, and thereby having control over it, is largely a matter of paradigm shift; in plain language, altering mindsets,' he says, and he does not mean only the mind-sets of his own workforce. 'The question facing us is not whether there is a business advantage, which it is patently obvious there is, but how to get people steeped in the adversarial paradigm to give of their best, and to become lifetime learners; both those who think that necessary education ends with a piece of paper, and those who are relatively uneducated.'

He quotes four central points over which the company has control for its continuing success. He can do little about such external factors as exchange rates, economic meltdowns or international incidents:

a) Focus

The company human resource policy core is to align corporate objectives with people development. The company has learned to recruit on the basis of **attitude rather than experience or paper qualifications**. It is a rigorous selection and induction process looking at the whole person, not just that part which is able to perform the task. It looks for people who are capable of responding to proper training and development, people who should be able progressively to raise their own horizons and thereby to realise their full potential. Often this potential is unforeseen by the persons themselves. Managers are urged only to hire **people who are better than themselves** and then to make their own judgements about how well and how far the company is able to develop them.

In training the company concentrates on **process** rather than result. It creates non-adversarial relationships, based on team-work and shared learning experiences, with the focus on understanding both internal and external customer requirements - **customers as 'us' not 'them'**. The aim is to develop people who **recognise and attempt to solve problems**, rather than those who present problems for others to solve - that is an empowered organization, where **continuous improvement** is on everyone's agenda. Training tools and techniques, language labs, PCs etc are continuously available on site.

b) Vision

This refers to the objectives and goals of the company as a whole and the way in which people relate to it. The chairman says **'a vision is only effective if it is shared.'** To this end the company launched a programme of involvement for everyone in continuous improvement with the goal of being **'World Class'**. World Class is defined as being the best in its industry, as measured by comparative benchmarks. It is again rigorously demanding. In a Learning Organization, the details of the vision become changeable with time, which is why the company has been engaged on an extensive **'Hoshin'** planning exercise, based on the European Foundation for Quality Management model, to take the company through to the future.

c) Communication

If the goal is to make people development an integral part of every business objective, then its successful achievement depends upon communication. This, says the chairman, is a key area where management has a traditional mind-set problem. Staff surveys after a system of daily briefings had been installed indicated that messages simply had not got through. So the **drivers of change**, to which every individual can relate, have to be central both to the shared vision and the communication process, with the intention of relating individual actions to corporate goals.

Typical of the range of programmes for staff/company development are:

i) **'Radar charts'** - displayed throughout the company, and tracking tangible issues, with monthly targets for each objective. These not only keep the workforce up to date with the company's progress but involve them with it, creating understanding and giving ownership to the individual.

ii) **A personal learning index** - displays of the number of individuals studying for a recognised qualification and the progress they are making, clear for all to see, including customers and suppliers.

iii) **Corporate Objective contributions** - identified by every function or team and refined into specific individual tasks. This is the Hoshin element.

iv) **Corrective Action teams** - cross-functional groups to deal with non-standard situations, participation in which provides leadership opportunities. The habits engendered in these cause people to seek better understanding and better analytical tools - that is a virtuous circle of educational development.

v) **The Kaizen program**, where any process operator can recommend an immediate improvement to his team leader, and is then given the time and resources to try it.

vi) **2 day method improvement reviews** - time allowed for a complete team to tackle an often ambitious objective that they themselves have determined.

These continuous improvement programmes are designed to engender interest, commitment, and a rising skill-base. They make both education and training relevant and personal, and produce competitive advantage for the company.

d) Involvement

How to keep the process of continuous improvement going. The following have produced results.

i) An open, fair and appreciative environment

ii) A display of the daily outputs of each job, charting the incumbent's **proficiency and progress**. This may begin from a starting point of 'no knowledge or experience' even though he or she may have the core skills, to 'can train others'. It plays an important part in the six-monthly full appraisal.

iii) A monthly appraisal system conducted by the team leader. This measures **14 behavioural criteria**, grouped under 7 headings, and is termed the '**Philosophy of Work**'. It was the product of a shop floor corrective action team, which had been tasked with raising the profile and relevance of the appraisal process. Monthly score sheets remove subjectivity, while the sum of these measures gives a monthly score out of 100, and the overall index is tracked on our **Corporate Radar Charts**.

People are encouraged to conduct a personal **SWOT analysis**. How will they be positioned when this job no longer exists? The objective of current policy is to make the process of continuous personal improvement irreversible. To assist with this every employee should have his or her **own personal tutor** to debate, counsel, and to deliver the appropriate learning package in a seamless, classless way.

The company is an accredited NVQ provider, i.e. it undertakes to provide courses to a certain level equivalent to a national UK standard. As such it can tailor the material to the learner. It trains all its people in **problem solving skills**; raising everyone to a minimum of an NVQ level 2 by the end of 1997, and then to level 3. A level 3 qualification in process management is in place for those willing to commit to it. It's a modest start.

The chairman relates the following anecdote as an example. 3 years ago, a contract cleaner, Jim, joined the company in direct, low paid employment. He underwent the usual induction training. He did well and later he was tested for, and given the job of team leader. Last year, he completed an NVQ3 in supervisory management, and his tutor stated that his final year project was among the best he had ever seen. Incidentally, it produced savings of £6000 a year. When he joined the company he had 3 low grade CSEs. (A former qualification in the UK for 'non-academic' pupils, It was discontinued in 1984). Never in a million years did he expect to obtain any other academic qualifications. **The last 3 years have revolutionised his thinking and enriched his life**. His mindset has switched to personal development, because, crucially, he can visualise the process and the benefits.'

This story and the case study of which it is a part is indicative of the way in which industry is preparing itself, through learning, to meet the challenges of a competitive world. Some countries are well ahead of others in this.

But what of **other organizations** outside the business and commercial field? **Local and Regional Authorities and their stakeholders** can learn a great deal from this example. The need for staff to stay continuously updated as a matter of professional practice is as much a function of a university or a school as it is of a company - and even more so of a local authority department. The need for staff to improve their personal skills is similarly universal. This is not a matter of going on a course every few years - the process and the method is one of continuous improvement. The need to keep everyone in the organization up to date and involved and committed to a philosophy and a plan, and to give everyone in the organization the opportunity to contribute to its continuing development, is a basic tenet of the learning organization. In an educational establishment this would include the students. Open and visible personal progress charts, Kaizen techniques, personal learning plans, teamwork development, problem-solving skills, radar charts, appreciative environments. These are relevant too, as are attitude, vision and the application of creativity - management and staff attitudes to organizational and personal development, a clear and evolving vision of where the organization and the individual is aimed, and the opportunity

to be think, speak and act creatively.

Some questions from this Case Study.

1. Why does the Chairman rely so much on education and training for the survival of his company. Try for 4 reasons

1	
2	
3	
4	

2. What do you understand by the following phrases used in the case study and why is it thought 'a good thing'

'Altering mind-sets'	
Recruiting on attitude	
Managers hiring people who are better than themselves	
Customers as 'us' not 'them'	
World-class	
Drivers of Change	
Personal SWOT analysis	
Personal Learning Index	

3. In your own workplace how many of the following happen?

	Yes	No
Organisation's objectives are aligned to people development		
Recruiting on the basis of attitude rather than experience or paper qualifications		
Managers are urged only to hire people who are better than themselves		
Focus on the customer as 'us' not 'them'		
Training tools and techniques, language labs, PCs etc are continuously available on site.		
Everyone has the goal of being 'World Class' - defined as being the best in whatever it does, as measured by comparative benchmarks		
Everyone uses 'Radar charts'		
Everyone has a personal learning index		
Everyone is encouraged to contribute to the organisation's goals		
Corrective action teams deal with non-standard situations		
any person can recommend an immediate improvement to his/her team leader, and is then given the time and resources to try it.		
Time is given for teams of people to try out something new		
Daily outputs for each person's proficiency and progress are charted.		
Monthly appraisals using behavioural criteria		
Everyone is trained in problem solving skills;		

4. Make a few personal observations about this Case Study – what you may have learned from it, its relevance to your or another’s work situation, its impact

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Where to find sessions on topics – a reminder

All sessions follow the progress of the book 'Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government' by Norman Longworth (Taylor and Francis – www.tandf.co.uk/books/) ISBN 10 0-415-37175-9

	Topic	Session(s)
1	Consultation methods and levels	7.1, 7.2
2	Characteristics of a Learning Organisation	2.3
3	Your city as a learning organisation	2.4
4	Skills and competences for the 21 st century	1.6
5	The city as an ideopolis	1.7
6	Learning Communities in all their senses	2.5
7	Smart cities, wired cities, slow cities	2.6
8	Learning Festivals for developing a learning culture	3.3
9	Learning Charters for demonstrating a city's commitment:	3.2
10	Leadership in the Learning City/Region:	3.4
11	Tools for measuring city/region performance	4.1, 4.2, 4.3, 4.4, 4.5
12	Lifelong Learning as wealth creator	5.3, 1.5, 2.3
13	Tools for activating learners – Personal Learning Audits	5.4, 5.5, 5.6, 5.7, 5.8, 5.9
14	Schools as Stakeholders in community, city and region	6.2, 8.4
15	Higher Education as a stakeholder in community, city and region	6.3
16	Business and Industry as stakeholders in community, city and region	6.4
17	Adult Education Colleges as stakeholders	6.5, 8.5
18	Bringing Museums, Libraries, Archives and Galleries into the learning world	6.6
19	Family Learning	6.7
20	The power of partnerships in the city and region	6.8
21	Using Technology in the learning city	7.3
22	Active citizenship and volunteering in the learning city	7.4
23	Mentoring in the learning city	7.5
24	Resources for the Learning City	7.6
25	Global roles and responsibilities for learning cities and regions	8.1
26	Internationalising Learning City Networks	8.2, 8.3
27	International projects as learning city stimulators (schools, adults)	8.4, 8.5
27 8	Two-way profiting from international cooperation	8.6
28 9	Organisational issues in the learning city and region	9.2
30 9	Enabling issues in the learning city and region	9.3
31	Pedagogical issues for learning cities and regions	9.4
32	Practical Actions to become a learning city	9.1, 1.4
33	Learning Cities for Elected Representatives and Councillors	4.6
34	Individuals as learners	5.1, 5.2, 6.7
35	Change, society and the city/region	1.1, 1.2,
36	Learning City Domains	1.3
37	Some Research results on Learning Cities and Regions	4.2, 4.3, 4.4

The sessions themselves are downloadable from the learning materials section of the longlearn website

www.longlearn.org.uk

