

Module 5 Topic1: Mission, Purpose, Strategy and Organisation.

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Topic Description:

Higher Education organisations have an important part to play in the creation of a Learning Society. Conceptually they have all the advantages to take a leadership role. They lie at the hub of local life in all sectors of activity. They are natural places to initiate, develop and maintain lifelong learning programmes within their geographical area while also maintaining links with national and international projects and activities. Since Lifelong Learning is one of the most powerful philosophies of our time, its influence in opening up new opportunities and new horizons, empowering people and expanding ideas, concepts and actions makes it a prime target for research. The University that does not want to be a part of that scene is indeed an ivory tower, fossilised, full of its own intellectual self-importance - and irrelevant.

Sir Christopher Ball, in the 'Action Agenda for Lifelong Learning for the 21st century', remarked that 'universities should treat the whole community as comprising past, present or future students'. That concept certainly opens up new perceptions of the purpose of the university. Instead of an institution for educating an elite of highly intelligent undergraduates and researchers, it becomes a universal university, open to all irrespective of background, of qualification, of age, of subject. Traditional universities may react violently to such radical ideas but, to play its key part in helping to create the sort of society in which learning is natural and pervasive, higher education should examine its new role. It demands wise and brave leadership.

There is no doubt about the challenge and the opportunity. What may need to be addressed is the extent of the university's willingness to change, its ability to manage, its vision to discern, its open-ness to discover, its dynamism to act and its humility to share. It poses radical questions about the definition, role, function in society, responsibilities and accountability of higher learning. Universities may choose to isolate themselves or define a restricted role based on ancient traditions, or they may pick up the gauntlet of leadership and use their power and their reputation to move into the twenty-first century as truly universal organisations. Whatever their decision, they will have to address these issues created by the shift to Lifelong Learning. Maskell and Tornquist suggest that the traditional role of the university is now enlarged to include its role and responsibility towards the community in which it is embedded. This of course is not the only change in the mission of the university as it progresses into a more modern era. A succession of challenges and changes to its very existence as a credible educational organisation in a learning society is being thrown at it.

This topic examines the rationale for a lifelong learning university in the 21st century – its mission, its purpose, its *raison d'être*. It provides tools for stimulating discussion on these and on the ways by which Higher Education can play a fuller role in the dream of a learning society for all, using its international links to bring the world to the community within which it resides and fully engaging that community in its research and teaching. That means transforming itself into a Learning Organisation both internally and as part of a wider Learning Organisation within that community, city, town or region. The topic is divided into 4 lessons dealing with mission and purpose, strategy, learning organisations and standards and quality. They are all designed to stimulate debate internally among university people, including students and staff as well as administrators, and externally by those who have the university's interests at heart – and perhaps some who do not!

Topic Objectives

The objectives of this topic are:

- a) to provide tools for stimulating debate and action about the purpose and mission of the university in the 21st century
- b) to examine some of the strategies the university is adopting to meet the challenges and changes imposed upon it in the 21st century
- c) to deliver insights ideas and knowledge that stimulates action into the university's development as a learning organisation
- d) to improve knowledge of standards and quality issues in the modern university.

Lesson 5.1.1 The university mission, purpose and approach

NB – this may be divided into 2 or 3 separate lessons dependent on the time available – some parts may be set as homework

Statement: Universities were founded in order to pursue research, mainly about very theoretical topics, and provide sophisticated education about scientific findings and knowledge related to those findings. Today the mission has widened to include a wide variety of roles and responsibilities to an even wider variety of target audiences. In a knowledge society the university should have a competitive edge over just about every other organisation. But in order to activate that it will need to implement structures and systems that enable it to optimise its position as a world-class knowledge organisation. Missions have to be constantly re-articulated, internal and external strategies redesigned, ways of working reinvigorated, perceptions renewed and relationships both expanded and maximised. Quality management is in, ivory towers are out. Remoteness is out, Commitment to the community, city and region in which it is situated is in. Leadership is in, Separate existence is out. International cooperation is in, Working with Industry is in, Wider Participation is in.

The university of the 21st century can expect to experience and respond to great changes in society and what society expects of it. At the same time it will wish to maintain some of its traditional values. This can sometimes create conflict. But the debate is no longer solely in the hands of senior management in the university – it belongs to everyone – to lecturing staff, to students, to administrators, to those who make decisions from the outside and to the informed general public.

New audiences are arriving – people from industry on continuous education courses, retired seniors trying to keep their mental faculties alive, older students with life experience, vocational audiences, less qualified people with the mental capacity to cope. They are all contributing to the concept of the 'universal university.'

Suggestions for Learning Leaders

1. Ask the class to read the statement above and initiate a debate about the role of the university in the modern age and in particular its relationship to the city in which is situated. You may use the questions below by distributing them to the people or taking each topic one at a time.

Questions and dialogue topics: Is this in accordance with your own experiences? What is the mission of the university in the modern age? What is its purpose? What are the changes that are presented to it in the 21st century? What challenges does this create? Is the modern university an intellectual powerhouse? Or something more? What strategies are being adopted to cope with these challenges? Who are the modern students? What do they demand additionally? What is the university's role and responsibility to its

internal community? To the local community? In what way can it offer leadership? What can it contribute? How can it do this? Who does it consult? How does it consult? What has all this got to do with me?

2. Hand out toolbox item 1. Divide into groups of 3 and ask the groups to complete task 1 to 3 by adding their own additions to the list. In plenary discuss the additions group by group and then whether or not they should be added to the list definitively.

3. Now in the same groups, ask them to mark them for importance and to prioritise. In plenary discuss the results of this exercise.

4. (lesson 2?) Introduce the idea of mission statements and what they should contain. ie as succinctly interestingly and attractively as possible conveying the purpose of the university and how it will achieve this. Hand out toolbox item 2 and in groups of 2 ask each group to write a university mission statement in less than 50 words – each group should display the results on wall or other place a blank piece of paper for all to see – Each other group gives marks out of 10 for the effort.

5. Repeat the process with a departmental or faculty mission statement. (NB you may wish to do only one of these exercises, preferably one where there is no existing example)

6. Distribute the quotations on Toolbox item 3. Ask the class to give a mark out of 3 for relevance and validity of each and then jot down some notes on why they chose these figures.

7. In plenary discuss the results

Lesson 5.1.2: Lifelong learning Structures and Strategies at the university.

Statement: The new imperative presented by the ubiquitous implementation of lifelong learning concepts and the creation of a learning society presents new challenges for universities. On the one hand there is the widening of participation in university level studies by a much larger and more cosmopolitan student body and on the other the need to discover where the university fits into a learning society whether it be local, national or international. Greater consultation and more active participation in the development of strategies and policies will empower students, staff and public. In return the university authorities will need to build up the structures and systems that incorporate lifelong learning ideas into all parts of university life, including the curriculum, methods of teaching, support structures and staff and the way in which the university sets an example to others. It is possible to pay lip service to the lifelong learning ideal, but this will do the university no favours for its own future as a quality lifelong learning organisation operating in a lifelong learning society. On the contrary, the university should be offering true leadership to the locality in which it is situated and to the international community of which it is a part. This lesson touches the surface of what the structures are and how the policies and strategies are put together. Future lessons will go into more detail.

Questions and dialogue topics: How committed is the university to lifelong learning? How much has it researched the topic and learned from its precepts? What is lifelong learning in the university? What strategies exist to implement it formally and/or informally? How were the strategies put together? How much consultation was involved? Who was consulted? What structures already exist for lifelong learning? How can they be detected? How are they communicated? How empowered are the learners? How much has the university learned from outside?

Notes for learning leaders:

1. Using the statement and questions above and the quotations below it to introduce the topic of lifelong learning in the university. Discuss what the class already knows about lifelong learning and why it is important for the university, the city and the planet.
2. At a suitable point, distribute toolbox item 4 and ask participants to read it. Then divide into groups of 3 and ask them to write down what this means in practical terms for the university.
3. Consolidate the answers in plenary discussion and ask what their own university has done to develop a lifelong learning strategy – again at a suitable point hand out toolbox item 5 and ask the class individually to complete exercises 1 and 2.
4. Bring into plenary and compare the answers, stressing that consultation is the first element of a successful strategy.
5. Now ask them to complete exercises 3 or 4 in groups of 2 or 3. Again discuss the answers in plenary.
6. Hand out toolbox item 6 and in groups of 2 ask the participants to complete the exercise. Discuss results in plenary.
7. Complete the lesson by asking the same groups of 2 to write down their observations on lifelong learning in the university. Compare what they have written.

Quotations you can use

'Everyone will need to be educated to the level of semi-literacy of the average university graduate by the year 2020. This is the minimum survival level of the human race.'

Arthur C Clarke

'It would not be an exaggeration to suggest that the survival of organizations and societies in an advanced technological world depends on the development of Lifelong Learning skills and values as an essential part

of their culture. The smarter company, the shrewder university, the better school, the more enlightened government, the more perceptive association - they are already exploring the challenges, implications and opportunities of creating and sustaining Lifelong Learning organizations for their own long term durability and self-respect.'

European Lifelong Learning Initiative literature

The whole of human history is an on-going contest between education and catastrophe

H G Wells The History of Mr Polly

'We belong to the first generation that knows for certain that it doesn't know what the future will be like.'

Sir Christopher Ball, Kent Region of Learning

'Lifelong learning is no longer just one aspect of education and training; it must become the guiding principle for provision and participation across the full continuum of learning contexts. The coming decade must see the implementation of this vision'

European memorandum on Lifelong Learning

'Between 6000 and 7000 Scientific Articles are written each day

Scientific and Technical Information increases by 13% per year which means that it doubles every 5.5 years

Lesson 5.1.3: The university as a learning organization.

Statement: Universities are unique in many ways. The way in which they are organised must reflect the traditions and purpose of the university. However, as we have seen in lesson one, those objectives are constantly changing and, while traditions are important, they sometime get in the way of doing things more effectively.

Learning Organisations are usually associated with industry, where more efficiency often leads to greater profit. However, many of the characteristics a of a learning organisation are not always geared to profit, but to a more effective way of stimulating people to enjoy work and to operate in a more conducive environment.

Modern Learning Organisation theory is expanding to other organisations, including universities. The goals may not be the same, but the method of achieving them can have some similarities.

This lesson therefore encourages you to explore what those characteristics are and to discuss whether they are relevant to your university.

Suggestions for Learning Leaders.

This lesson is more appropriate for management and staff of universities, though students might wish to express an opinion about the values and activities suggested

1. Use the statement and questions above and the quotations below to stimulate initial plenary discussion.
2. Read toolbox item 7, underlining the sentences which you think are most relevant. Discuss this in plenary
3. Toolbox items 8 and 9 below are provided to go more deeply into the subject matter. For item 8 divide the class into small groups to answer the questions and again revert to full plenary discussion to compare answers. Here is where a multiple view would be valuable – including that of students who are on the receiving end. Toolbox item 9 is either an alternative to item 8 or a supplement to it – it can be used as a display.
4. Use the quotations in toolbox 11 as discussion leaders to complete this lesson. You may wish to allocate 1 or 2 to different groups and have them lead the discussion on the content.

Lesson 5. 1.4 Quality, standards, incentives and rewards.

Statement: The status of the universities is preserved if, and only if, the quality of the work there is such that observers feel respect for it. Those, who start to study at a university have a right to feel that the entrance is a step in the right direction.

At the same time people will deliver quality of their efforts are valued and seen to be valued. This is as true for academic staff doing research and teaching as it is for students who are learning.

Each university should therefore have a system of quality standards that can

- a) ensure that the administration of the university is performing well – this may be an external standard such as ISO or 'Investors in people' which requires the administration to satisfy a number of quality requirements
- b) ensure the high standard of output in both teaching and research for staff members – this might include student assessment of performance

c) ensure a quality standard for students' work – this is normally a mark.

Universities should also have a system of incentives and rewards that stimulate people to work better

Questions and dialogue topics:

How would you measure the quality of a) research, b) teaching, c) learning d) administration in your university.

What sort of innovative rewards can you think of that would be appropriate for excellence by a) teaching and research staff b) students c) administrative staff?

Suggestions for Learning Leaders

Toolbox item 10 can be used to help stimulate creative debate. It is suggested that you employ both small and large group strategies.

For a set of 'Investors in People' requirements you are encouraged to visit the Investors in people website. You may also wish to encourage members of the class to use the web for other quality standards.

Tool box item 1: The University Purpose?

1. In the table below Add further purposes in the empty boxes

2. tick the box which corresponds to your perception of the importance of the statements describing the purpose of the university

1= Of top priority, 2 very important, 3= averagely important, 4= of little importance, 5= no importance at all

	1	2	3	4	5
To develop the intellectual skills of its students					
To help its students develop the social skills they will need in the wider world					
To increase the knowledge of its students in particular fields of study					
To prepare students for working life					
To prepare students for a lifetime of learning					
To help build social capital in the community (town, city, region) in which it is situated					
To enhance the intellectual capital of the nation through teaching and research					
To enhance the intellectual capital of mankind in general through teaching and research					
To develop and preserve intellectual integrity in national life					
To help increase the gross national product of the nation					
To provide higher education to the nation's elite					

3. Put an asterisk against the 3 which you perceive as the most important of all

Toolbox Item 2: The University's mission

1. If your university has a formal mission statement, please write down here what you think it is without checking. If it hasn't, or you don't know, write a mission statement for your university

2. How do you think that this might be improved?

2. Now similarly write out a (the) mission statement for your own faculty, department or school.

Toolbox item 3

'I am not an advocate for frequent changes in laws and constitutions. But laws and institutions must go hand in hand with the progress of the human mind. As that becomes more developed, more enlightened, as new discoveries are made, new truths discovered and manners and opinions change, with the change of circumstances, institutions must advance also to keep pace with the times. We might as well require a man to wear still the coat which fitted him when a boy as civilized society to remain ever under the regimen of their barbarous ancestors.'

Thomas Jefferson

Relevance ?	Validity?
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Continuous lifelong learning becomes the norm, educational institutions will be swamped with demand. The new students – especially adults in mid-career transition – will expect value, quality, speed of delivery, and effectiveness in addition to availability and convenience. Education will be a critical personal investment for which the consumer will demand an exceptionally high return. The sheer scale, intensity, and diversity of demand for adult and continuing education, plus the schooling of the Baby Boom Echo, will simply overwhelm our traditional instructional systems and methods,

Warford LJ Lifelong Learning, A National priority Implications for education organisations

Relevance?	Validity?
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'Universities in particular act as strategic links between world-wide networks and local environments these links move in two directions. The university links up a place, a region, with centres of knowledge throughout the world – at the same time the university mobilises the resources of the locality.'

Relevance?	Validity?
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'education and research are the university's 2 most important tasks. It is however gradually emerging that cooperation with surrounding society is a third task confronting the university'

Relevance?	Validity?
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'Organisations have a need to unlearn – successful learning processes tend to beget routines of extraordinary durability; they are retained and might be aggressively defended long after changes in external conditions have made them redundant'

Maskell and Tornquist Building a cross-border Learning Region

Relevance?	Validity?
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Toolbox item 4

a) A definition of Lifelong Learning (European Lifelong Learning Initiative)

The development of Human Potential through a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environments

b) Extract from and address by Prof Norman Longworth to the HERDSA (Higher Education Research and Development association of Australia)

What is lifelong learning? Firstly it is lifelong - as Jan Comenius in the 17th century noted , from cradle to grave - from 0 to 90, from birth to earth, from maternity to eternity, from hatch to despatch. Not only for the adult part of our lives – it includes establishing lifelong learning values and attitudes in kindergartens and schools and continuing to learn for the sheer pleasure of being alive, and keeping our brains alive, well into our 80s and 90s.

And secondly learning is also 'learning' - Learning is 180 degrees from teaching and training and instructing - it means an out and out focus on the needs and demands of the learner - it means giving learners the tools and techniques with which they can learn according to their own learning styles and needs – it means not teaching, not training, and not even education in its narrow didactic sense.

It means giving ownership of learning to the learner him or herself and changing the role of the teacher to that of counsellor – a shift of emphasis and power from provider to receiver - leaving behind the world of education and training which has served them well in the last half of the 20th century, and into the new world of Lifelong Learning

It moves education from the concept of 'the sage on the stage' To the practical implementation of 'the guide at the side'

And it means using the tools and techniques which hopefully switch people back into the learning habit Personal Learning Plans, Learning Audits, creative discussion groups, partnerships, mentors, electronic media and networks, and so on. We know so much more about how people learn than we used to –. We know for example that music and meditation enhance learning performance. Yet how many educators even know about, let alone apply this new knowledge.

We are, in other words moving from a system we have called 'education and training' - in which teachers and learning providers make courses available to those who need them on the basis of what they think they need - more often than not answering questions that people are not necessarily asking

to a system of lifelong learning in which everyone is targeted, which is continuous throughout life and which is focussed entirely on the needs and demands of the learners themselves. Which doesn't alienate people from learning. Learning not what to learn but how to learn. A system in which every citizen is expected to take the opportunity to develop his or her own considerable human potential to the full – learning not what to learn but how to learn. Not subjects and facts to be regurgitated back in examinations, but skills and competencies, enabling them to communicate formally and informally, process information and turn it into knowledge and wisdom, make critical judgements to understand the difference between good, bad and indifferent, make decisions, solve problems and above all, develop 'thinking' skills. Plus a whole range of other skills and attributes you can find in the paper.

Starting perhaps with the confession that we as educators don't always get it right. I long to see in every classroom a poster which says 'Not learning ? maybe it's our fault!'

c) Write down 10 implications for universities of what you now know about lifelong learning.

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Toolbox item 5 University Lifelong Learning Strategy development

1. A University committed to Lifelong Learning will have a strategy to monitor its implementation. Let's have a look at what you know about your university's efforts to create a lifelong learning ambience.

2. In the boxes below make a list of 7 of the visible signs of the implementation of lifelong learning ideas and concepts at your university.

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7	

2. If your university has not implemented lifelong learning principles – what 7 actions would you take to do so?

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Toolbox item 6: University Lifelong Learning Structures

Let's look at the way in which the structure of your University has been changed to support the development of lifelong learning concepts. Again NR= Not relevant

		yes	no	In plan	NR
1	Does your University have a Lifelong Learning Committee or Board?				
	If yes please indicate who are the members				
2.1	The Vice-Chancellor/Rector				
2.2	At least one senior Officer of the University				
2.3	All Deans of Faculty or their representatives				
2.4	Some Deans of Faculty or their representatives				
2.5	Students				
2.6	External members from Industry				
2.7	Representatives of the local authority				
2.8	Representatives of schools				
2.9	Other external members (please state)				
3	Is there a person in sole charge of Lifelong Learning ?				
3.1	If yes, please give title and the title of the officer to whom he/she reports				
4	If yes, does that person have a separate budget				
5	Does the University have a Department of Lifelong Learning				
	If yes, is it considered to be				
5.1	Part of the Education School/Faculty				
5.2	An academic support department across all faculties				
5.3	An administrative department				

Toolbox item 7 – The University as a Learning Organisation

Extract from Longworth (Learning Cities, Learning Regions, Learning Communities.)

Please read through this, underlining the key sentences that you believe affect your own university as a Learning Organisation. Your learning leader will then discuss your choice together with those of your learning colleagues.

‘This raises the question of the University as a Learning Organisation – a place where, in the words of the Rover Learning business booklet ‘unlearning is actively encouraged’. A small paraphrase of Sir Graham Day’s statement to the first RLB open conference illustrates the point. ‘Neither the corporate learning process nor the individual one is optional. If the university seeks to survive and prosper, it must learn. If the individual, at a minimum, seeks to be employed, let alone make progress, learning is essential’. The Australian Higher education Council is equally concerned. It says ‘It is broadly agreed that, if higher education is to enable graduates to operate effectively in a range of activities over a period of time, a lifetime in effect, and not just immediately after the studies are completed, then it must develop the characteristics which support learning throughout life.’ Such words produced a movement to introduce more learner-centred courses in the universities, to use the available technologies more wisely, and to cooperate more with external organizations and agencies. Professor Kym Adey, former Pro Vice-Chancellor at the University of South Australia, supports that action ‘If Lifelong Learning is to be successful the students must be encouraged to take greater responsibility for their own learning during critical periods in their formative education. This requires staff to adopt quite different teaching and learning strategies. For this shift in emphasis to occur there should be an institutional commitment including staff development, other infrastructure support and overall strategic planning.’

Universities are not companies and would have to modify them to suit their different culture and a different outlook. But, in particular, they will have to look with extra care at their internal productivity and cost-effectiveness, their curricula and teaching methodologies and their staff induction and development programmes. Meetings are, quite rightly, a major consumer of time in the average university, as they are in industry. However the productivity of the meeting differs between the two organisations largely because the decision-making structures are so different. In a company learning organisation decisions are devolved down the line to be made at the most appropriate point. Hierarchies are largely obsolete. In the average higher education proposals are passed and re-passed up and down the decision-making chains until they are eventually rejected or accepted. This process can receive several iterations, while the number of angels on the proverbial pin-head increases exponentially.

Of course the problem of effective administration is being addressed in many universities. Staff and students use internal networking systems as a matter of course, just as they do in industry. And of course, university finance is in a state of permanent crisis and in need of innovative strategies to increase it. As in the schools, university curricula will need to change to improve the higher order skills and competencies of students. Places of Higher Learning should by now have replaced the annual examinations memory rat-race with a system which explores more thoroughly and fairly the learning that is done over a period of time, and the degree to which it has fostered understanding and a sense of values. Indeed this should be written into the curriculum as an essential part of the teaching and learning process.

In Moving Towards a Learning Society, the Council of European Rectors (CRE) recommended, ‘Tertiary Education seeks to awaken the critical multi-disciplinary minds, able to gain a thorough understanding not of a particular mass of knowledge, but rather the process of production of knowledge. Therefore it has to learn how to learn rather than how to teach’ Coming from such an august European body these sentiments resonate with the reality within which universities can expect to operate in a lifelong learning world. The demographic constellation of academia is favourable. Within the next ten year, between a third and a half of those presently in post will retire in most developed countries, ten years during which universities can

develop new induction programmes for the new recruits in anticipation of their changed future role. We leave the last word with Kokosalakis. His recommendations for lifelong learning in higher education include the following:

- Lifelong Learning policies need to be defined within mission statements and university plans. Adequate university roles and structures (e.g. Vice-rector and inter-faculty committees) must be created to ensure these policies are implemented. When appointing staff to these roles faculty skills in Lifelong Learning should be identified.
- Training priorities for each professional field must be identified and a framework created to apply structure and context to training activities.
- Reward systems for those developing and operating Lifelong Learning practises need reviewing to ensure continuous developments in this field.
- The range of courses must be adapted to suit the needs of external users of the university and company-training contracts need to be won.

Toolbox item 8 – The University as a Learning Organisation

A thumb-nail definition of a University as a ‘Learning Organisation’ might be ‘an organisation which understands how learning throughout life is the key to survival in the future and pro-actively puts the learner’s needs and requirements at the forefront of its strategies and policies and provides the support structures to enable staff and students to develop their full potential’

0- 6- 16- 31- 51- 76-
5% 15% 30% 50% 75% 100%

- 1 To what percentage do you consider your University satisfies this definition overall

The following are indicators for a Learning Organisation amended to fit the university environment. Please put a mark from 1 to 5 in column A reflecting the extent to which the university considers them to be relevant and in column B the extent to which it practices these ideas internally. (You may wish to give this part of the audit to 3 different people a) a senior officer b) a lecturer and c) a student.

Scoring: 1 = very relevant/implements all this in full 5 = not relevant/has made no effort to

Topic	Description	A	B
1. Management / Leadership	All staff of the university are consulted frequently and fully		
	All students are consulted frequently and fully		
2. Organisational Decision-making	Decisions are made and acted upon at the most appropriate point in each school/faculty/department		
3. Rewards	A sophisticated reward system exists and is applied to all people in the university		
4. Organisation Management	Non-hierarchical – each staff member is a colleague and treated with equal respect		
5. Feedback	Feedback on all matters is welcomed, acted upon and always replied to		
6. Grievance Channels	There is a sophisticated confidential system of airing grievances with no come-back to the complainant		
7. Contribution to policy-making	Every staff member is encouraged to contribute to policy-making. Suggestions always replied to.		
	Students are encouraged to participate in policy-making		
8. Continuous Improvement	All staff members have continuous improvement programmes and an implementation plan for these		
	All Students have personal development plans and a plan for implementation		
9. Lifelong Learning	Everyone in the university is encouraged and given help to take learning inside and outside of the organisation		
10. Learning Support	Sophisticated personal support structures (eg Learning Counsellors, mentors) exist to ensure that every staff member can be directed towards learning relevant to his/her own needs		
	Personal learning support structures exist for every student		
12. Use of Learning Technologies	Full use is made of new learning technologies		
13. Displays of learning values	Prominent displays in all departments and building of the value of learning and personal development and encouragement to take it		
14. Displays of results	Prominent displays of the performance of the university		
	Prominent displays of the performance of each department		
15. Time off for Activities	At least 10% of Working time can be taken off for learning and community contribution by staff		
16. Personal development	Personal skills development courses available for all as and when required		
17 Learning Targets	Everyone has a personal daily, weekly and monthly Learning target		
18. Customer Focus	Every staff member has received training on satisfying the customer		
19. Quality	Every staff member has been on a quality improvement course and is constantly trying to improve personal performance		
20. Mission	Everyone has a hand in defining the mission of each department and is given a copy of the mission statement		
21. Strategies	Everyone in the university knows, and acts upon, its strategy for the present and the next five years.		
22. Celebration	Learning Success is celebrated tangibly and frequently and shared with others		
23. Information-giving	Every effort is made in many different ways to keep all people up to date with events, news, successes, failures, problems, opportunities		

24. Community Contribution	Encourages and supports every person to contribute to the community		
25. Organisational Culture	Every staff member feels to be a part of it and is eager to contribute to its success		
26. Promoting the Learning Organisation	Promotes and publicises its achievements as a learning organisation to the community and the wider world		
27. Helping others	Actively helps other organisations to become Learning Organisations		
28. Helping minorities	Has special procedures for actively helping all less fortunate people irrespective of creed, culture, language, handicap, race or nationality		
28. Cooperation with others	Works with other organisations to improve learning in the community		
29. The Environment	Encourages all people to understand and take good care of the city environment		

If you want to make any comments about the university as a learning organisation or about this process please write them down below.

Toolbox item 9 Characteristics of a Learning Organisation

From European Lifelong Learning Initiative

Put a mark out of 5 for your own university's performance 1= excellent in every respect 5= Doesn't implement at all.

1. A Learning Organisation can be a company, a professional association, a University, a school, a city, a nation or any group of people, large or small, with a need and a desire to improve performance through learning.

2. A Learning Organisation invests in its own future through the Education and Training of all its people

3. A Learning Organisation creates opportunities for, and encourages, all its people in all its functions to fulfil their human potential

- as employees, members, professionals or students of the organisation

- as ambassadors of the organisation to its customers, clients, audiences and suppliers

- as citizens of the wider society in which the organisation exists

- as human beings with the need to realise their own capabilities

4. A Learning Organisation shares its vision of tomorrow with its people and stimulates them to challenge it, to change it and to contribute to it

5. A Learning Organisation integrates work and learning and inspires all its people to seek quality, excellence and continuous improvement in both

6. A Learning Organisation mobilises all its human talent by putting the emphasis on 'Learning' and planning its Education and Training activities accordingly

7. A Learning Organisation empowers ALL its people to broaden their horizons.in harmony with their own preferred learning styles

8. A Learning organisation applies up to date open and distance delivery technologies appropriately to create broader and more varied learning opportunities

9. A Learning Organisation responds proactively to the wider needs of the environment and the society in which it operates, and encourages its people to do likewise

10. A Learning Organisation learns and relearns constantly in order to remain innovative, inventive, invigorating and in business.

Toolbox Item 10 - Quality and Rewards

1. Incentives/Reward systems

Does the University put in place any of the following?

ye no Not
rel

1	incentives/reward systems to reward learning among its own staff				
2	Payment of course fees				
3	Financial rewards for successful completion				
4	Time off to take courses				
5	Extra holiday in lieu of payment				
6	Course Credits				
7	Other incentives/reward e.g. dinner for two (please state				

Quality and Standards

Quality is a term much associated with Learning Organisations. Here we explore the university's quality management policy

		yes	no	In plan	NR
1	Does your University have a policy relating to quality?				
2	Does your University actively recommend and facilitate formal feedback from students for each lesson taught?				
2.1	If yes, is it freely available?				
2.1	Is it applied to all departments?				
2.3	Is it part of a national initiative?				
3	Does your University operate an externally validated organisational quality standards policy e.g. ISO 9000, Investors in People Uks?				
4	How often is each department subjected to a quality review				
5	Does your University have an officer in charge of quality				
5.1	If yes. does each department have a person reporting to him/her				

Toolbox item 11

In Column A give a mark for the relevance of the quotation for your university

1= none, 2= a little, 3= could be useful 4= very relevant, 5= crucial

In Column B give a mark for the extent to which the quotation has been implemented

1= not at all, 2= partly, 3= mostly, 4= fully

The University as a Learning Organisation		A	B
1	The knowledge society of the 21st century will discover that learning is the source of wealth, welfare and competitive advantage. We are experiencing a paradigm shift. The evidence suggests that the development of learning organisations is not merely desirable, but essential to the survival of companies in the next century. This is a challenge faced not only by business and industry, but also by not-for-profit organisations in the voluntary and educational sectors. Schools, colleges and universities also need to be learning organisations, if they are to prosper Ball Action Agenda		
2	Education is a service supplied to students, society and business. Like any service, its quality should be constantly evaluated and updated. Continuous quality improvement of education should be a standard part of educational planning at every institute, in all levels of education. Korhonen: Challenges of Higher Education in Finland		
3	A Learning Organization is one which has a vision of tomorrow, seeing the people who make up the organization not simply being trained and developed to meet the organization's ends in a limiting and prescriptive manner, but for a more expanded role. Once an organization accepts that it wishes to enable or empower its personnel, the important issue which emerges is whether this empowering process is to be limited or to be permitted to drive the organization. To curtail or limit the process cannot be said to be empowerment but simply permitted change and adaptation. Empowerment raises crucial issues concerning leadership, decision-making, and the ownership of activities and their results. It is these issues which lie at the heart of the Learning Organization.' Thomas Stahl, Barry Nyhan and Piera D'Aloja, A Vision for Human Resource Development		
4	All of this may give the impression that the concept of a Learning Organization is only relevant to industry. Nothing could be further from the truth. Because the focus is on the needs of the customer, other organizations could, and should, be examining how they can best serve their clientele. These include universities, national and local government departments, schools, teacher training organizations, professional bodies, hospitals, organizations big and organizations small. They are all embryo Learning Organizations and each would benefit from a new look at the way in which they look outwards to the world, if indeed they do so. It is not an easy route. The journey towards becoming a true Learning Organization involves difficult decisions and some real operating adjustments. Longworth and Davies: Lifelong Learning, New Vision, New Implications		
5	The organization which does not learn in today's world is moribund and well on its way to bankruptcy, either bankruptcy of purpose and vision if it is in the public sector, or financial bankruptcy if it is in the private sector. A Learning Organization is a living organism, always full of ideas, of vigour and vibrancy, of lively people who think and act and contribute. But it never believes that it has learned enough, for if it did this, it would cease to be a Learning Organization. Longworth: Why Learning Organisations		