



European Commission Socrates R3L Programme

A Stakeholder Audit

Small and Medium-Sized Enterprises

(Full version)

A Tool to enable small companies to analyse and respond to a changing world in which continuous and lifelong learning is the key to business success, and cities and regions are in the process of becoming 'Learning Cities' and 'Learning Regions'

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Introduction to the SME Stakeholder Audit (Full version)

The R3L programme

'Learning Cities', 'Learning Regions', 'Learning Organisations' are terms that are increasingly used to describe the rationale for the transformation of European cities, towns, regions and organisations for a knowledge age. The European Commission therefore funded, under the title R3L, 17 interlinked projects that would develop a deeper understanding of the practical benefits of lifelong learning in regions and their stakeholders throughout the continent. The European Commission definition of a learning region is as follows: *'A learning city, town or region recognises and understands the key role of learning in the development of basic prosperity, social stability and personal fulfilment, and mobilises all its human, physical and financial resources creatively and sensitively to develop the full human potential of all its citizens'*

Such a definition implies that all sectors of a local community, including business and industry, are 'stakeholders' in the construction of a mutually advantageous and interactive learning city, town or region that will deliver prosperity, social stability and the personal well-being of its citizens.

For small businesses this has important implications and benefits. They are the present and future growth sector of the city and the region. The prosperity so desired depends upon the ability of industry to create wealth. And the basic fuel of a knowledge society is learning. And since a positive, lifelong, learning attitude is the basis of local and regional prosperity and stability, not to mention personal well-being, small businesses will involve themselves in its development. Small businesses have much to contribute and much to gain from an active partnership with local government and other local and regional organisations to help create the sort of vibrant learning society that will deliver more skilful, productive and fulfilled people

The Indicators project

This was one of the most important of the 17 projects. In it, a group of experienced partners from 5 European countries is constructing 'stakeholder audits' to help public and private institutions measure their performance and progress toward becoming 'lifelong learning organisations' within a 'learning region. The 5 audits are written for schools, universities, small companies, adult education colleges and for local and regional authority administrations. They are completely comprehensive in nature covering a wide variety of internal and external lifelong learning indicators, based on the recommendations and results of research, reports, papers, projects and books written on the subject over a period of years.

A Stakeholder Audit

The audit itself is not simply a questionnaire. It is a carefully-worded instrument to engage the stakeholder in debate with itself about its own future as a quality learning organisation, and its relationship to others in the city/region and beyond. The lifelong learning rationale is embedded in each action element of the audit tool, in order to help stakeholder management and staff understand what a lifelong learning organisation within its sector will be like and how it can make that transformation. Respondents become closely involved with the transformation process through questions soliciting opinions, information and comment, and exercises developing internal and external debate. The 'stakeholder audit' tool we have created for small businesses therefore has five purposes, all of which are connected with meeting these criteria in a learning region:

- It will enable small businesses to measure their performance as 'learning organisations' within a learning region.
- It will explore all the parameters which enable a modern business to address the vast number of changing needs and demands of all its own stakeholders – employees and their families, shareholders, board members, suppliers, customers and members of the community around it – in a 21st century lifelong learning society.
- It will examine the contribution the company might make to the construction of a learning region in which it can play a part and from which it can benefit.
- It will act as a basis for comparisons with small businesses in other regions
- It can be used to stimulate discussion among management and employees about learning and future directions

We have tried to make the Audit both flexible and useful by dividing it into sections dealing with different aspects of the company's activities. Please note that this is a tool and not just a questionnaire – its purpose is to stimulate thinking, debate and action. Inevitably the full version is long. The transition to a Learning Organisation affects all parts of the company, often in quite fundamental ways, and the change process takes months. It is not therefore a tool to be used for a week and then discarded. For those who are less committed there is a shorter version, which can be obtained from the same source.

Whichever way you may wish to use it, we believe that you will benefit.

Part 1: Information and opinion

The purpose of this section is to elicit some information that can be used to enable us a) to make comparisons between regions and companies in respect of their location, their speciality and their size and b) to allow you to make some preliminary comments on the subject of this audit.

- 1. **Company Name:**.....
- 2. **Company Address:**.....
.....
- 3 **City/Town**.....
- 4 **Post Code**.....
- 5. **Tel:**..... 6. **fax:**..... 7. **www address**.....
- 8. **Name of Respondent**..... 9. **Tel:**.....
- 10. **email address:**..... 11. **Company role**.....
- 12. **Number of employees**..... 13. **No of company sites**.....
- 14. **Marketplace: Local?.....National?..... European?..... Global?.....**
- 15. **Nature of product(s):**.....
.....
- 16. **Date when form was completed**...../...../.....

17. Please let us know to what extent you consider learning to be one of the main challenges for the survival of your company in the future. And if so why?

18. Please let us know what you consider to be your region ie the area within which your external focus extends.

19. How do you think the concept of a 'learning region' might be able to affect your company?

20. We welcome your opinion. If you have any comments to make at this stage please put them here.

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Part 2: Your company as a Learning Organisation

The purpose of this section is to help SME's measure their performance as 'Learning Organisations and to understand the relationship between the company's future profitability and the learning of its workforce. We explore together therefore the extent to which your company is a 'Learning Organisation' within the accepted meaning of that term.

2.1 The following quotations have been made in reports made by industrial analysts and leaders. Could you please indicate to what extent your company tries to meet the requirements of the sentiments expressed.

1= fully agree, 2= agree mostly, 3= neutral, 4= disagree, 5= disagree strongly

		1	2	3	4	5
2.1.1	<i>'When the future was an extension of the present, it was reasonable to assume that what worked today would also work next year. That assumption must now be tossed out. The world is not in a stable state. We are seeing change that not only accelerates ever faster but is also discontinuous. Such change lacks continuity and follows no logical sequence.'</i> (Handy – The Empty Raincoat					
2.1.2	<i>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 21st century.</i> (Ball – Action Agenda)					
2.1.3	<i>'A Learning Organisation is a company where unlearning is actively encouraged; which constantly monitors and reflects upon the assumptions by which it operates. It is in touch with itself and its environment and thereby adapts and changes as a matter of course rather than traumatically in a crisis.'</i> (Rover Learning Business)					

2.2 The company as a Learning Organisation

Modern industrial companies are becoming 'Learning Organisations,' quick on their feet and anticipating the future through new ways of doing things. The following are 20 classic indicators of a learning organisation. Please indicate in the right hand boxes the extent to which your company has adjusted its practises in the following ways.

1= 100% implemented, 2= 60-99% implemented, 3= 30-59% implemented, 4= 10-29% implemented

5= 1-9% implemented, blank= not implemented at all

		1	2	3	4	5
2.2.1	All members of the company are consulted frequently and fully					
2.2.2	Decisions are made and acted upon at the most appropriate point					
2.2.3	A sophisticated reward system exists applicable to all people in the company					
2.2.4	The company is flexible and adaptable to meet new challenges					
2.2.5	The company structure is non-hierarchical					
2.2.6	Employees work in teams, each team working out its own work schedule					
2.2.7	Feedback is encouraged, always acted upon and always replied to					
2.2.8	There is a sophisticated confidential system of airing grievances with no come-back to the complainant					
2.2.9	Contribution to policy-making is welcomed and acted upon					
2.2.10	Everyone in the organisation is oriented towards satisfying the customer					
2.2.11	Everyone in the organisation has been on a quality improvement course and is constantly trying to improve performance					
2.2.12	Everyone has a hand in defining the company mission and is given a copy of the mission statement					
2.2.13	Everyone in the organisation knows, and is acting upon, the organisation's strategy for the present and the next five years					
2.2.14	Every effort is made in many different ways to keep all people up to date with events, news, successes, failures, problems, opportunities					
2.2.15	Every employee is encouraged and supported to contribute to the community					
2.2.16	Every member of the company feels to be a part of its mission and is eager to contribute to its success					
2.2.17	The company promotes and publicises its achievements as a learning organisation to the community and the wider world					
2.2.18	The company contributes to the community of which it is a part					
2.2.19	The company helps other companies to become Learning Organisations					
2.2.20	All employees are encouraged to understand and take good care of the site environment					

2.2.21 We welcome your opinion. If you wish to make a comment for discussion about the company's policy and/or performance as a Learning Organisation, please do so below.

2.3 Standards, quality and recruitment

'The issues surrounding skills and learning and how they relate to economic development are complex. There are many players and no one organisation has the remit or resource required to make the necessary changes. Success will not be won easily but will take time, resource and sustained effort by many people and organisations working in strategic and operational partnerships' (Scottish Enterprise)

In this section we explore together the extent to which quality guidelines have been implemented in the company

2.3.1 Please indicate to what extent the following is a statement of the situation in your company.

1= 100% true 2= 60-99% true, 3= 30-59% true, 4= 5-29% true, 5= less than 5% true

		1	2	3	4	5
2.3.1.1	Every employee has gone through a course on quality.					
2.3.1.2	Every employee is encouraged to improve his/her own job					
2.3.1.3	The company has issued guidelines on quality to all its employees					
2.3.1.4	The company has an internal quality assurance system for the learning of its employees					
2.3.1.5	The company is assessed by an external quality assurance body (eg investors in people)					
2.3.1.6	The company has an externally assessed quality award.					

2.3.2 We welcome your opinion. If you wish to make a comment for discussion about the company's policy and/or performance on quality, please do so below.

Part 3: The Company's relationship with the Learning City and Region

In this part of the audit we are exploring together the way in which the company, as a valued and valuable member of the local and regional community, can both receive and make a contribution to learning in the locality.

3.1 Please mark the boxes on the right according to the company's perception of its importance in its relationships with the local community, city or region.

- 1= crucial to the future development of the company
- 2= very important – implementable strategy now in place
- 3= important enough to warrant the development of a strategy
- 4= interesting but not important enough to warrant strategy development
- 5= Not relevant

		1	2	3	4	5
3.1.1	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 (ELLI Principles of the LO No 8					
3.1.2	Those under 30 years increasingly recognise their own worth. They see their abilities as their capital, which they "lend" to an employer. This is the Eurorail generation. With their education, technical skills and foreign languages, they think regionally rather than nationally and are not afraid to be mobile with their jobs and their homes. They are ready to invest in themselves to stay in tune with the times. (European Round Table of Industrialists) Present trends in European industry and institutes of higher education					
3.1.3	Large companies can help by offering or sharing their own training facilities with SME suppliers; forecasting skills required for future labour markets and helping SMEs and local education facilities to adapt to new requirements; transferring know-how from large companies to small using company managers and retired executives speaking at courses and seminars. European Round Table of Industrialists					

3.1.4 We welcome your opinion. If you wish to add a comment here about the reasons for your answers above, please use the box below to express your thoughts and/or opinions or more information.

3.2 The company's role and activities in helping its city/region become a learning region

As we stated in the overview, we believe that companies have a great deal to gain from operating in a learning region, but this entails a two-way process of contribution and gain. In this section we explore together the relationships your company already has with the city/region.

The two European Commission definitions of a Learning city, town or region were given in the introduction to this audit. We repeat them here.

'A Learning City, Town or Region 'recognises and understands the key role of learning in the development of basic prosperity, social stability and personal fulfilment, and mobilises all its human, physical and financial resources creatively and sensitively to develop the full human potential of all its citizens'

'A Learning Community is a city, town or region which goes beyond its statutory duty to provide education and training for those who require it and, instead, creates a vibrant, participative, culturally aware and economically buoyant human environment through the provision, justification and active promotion of learning opportunities to enhance the potential of all its citizens '

3.2.1 Please indicate below your attitude to the learning city concept

1= 0-5%, 2= 6-15%, 3= 16-30%, 4= 31-50%, 5= over 50%

		1	2	3	4	5
3.2.1.1	To what extent do you believe that the town or city in which the company is situated meets either of the definitions above?					
3.2.1.2	To what extent would you support the development of your city or region as a learning city or region?					
3.2.1.3	To what extent do you think the development of a learning region along these lines would affect your business?					

3.2.2 Your company's relationship with the city/region.

		Yes	No	In plan
3.2.2.1	Has the town, city or region in which the company is situated formally declared itself to be a 'learning town, city or region'			
3.2.2.2	In which of the following does the company participate with the municipality or region?			
3.2.2.2.1	Is represented on the local lifelong learning committee			
3.2.2.2.2	Encourages the city to become a learning city			
3.2.2.2.3	Has a specific contact point with city lifelong learning officers			
3.2.2.2.4	Participates in city lifelong learning activities			
3.2.2.2.5	Participates in joint projects with the city and other partners			
3.2.2.2.6	Contributes financially to community organisations			
3.2.2.2.7	Encourages its staff to participate in community activities			
3.2.2.2.8	Acts as a reference example for lifelong learning in the city			
3.2.2.2.9	Encourages its staff to participate in learning city development			
3.2.2.2.10	Distributes learning city literature to its employees			
3.2.2.2.11	Helps the city mobilise its citizens for active citizenship			
3.2.2.2.12	Runs conferences and/or seminars on behalf of the city			
3.2.2.2.13	Participates in the environmental education of citizens			
3.2.2.2.14	Other (please state)			
3.2.2.2.15				

3.2.3 We welcome your opinion. If you wish to add a comment here about the company's relationship to the development of a learning city, please use the box below to express your thoughts and/or opinions or more information.

3.3 Partnerships for mutual benefit.

All sectors of the learning city or region are stakeholders in both its development and its exploitation. They can often work better together than separately. So here we explore together the way in which the company has formed partnerships for mutual advantage.

3.3.1 How important are the sentiments expressed in the following quotations to the development of your company's present and future partnership policy?

- 1= crucial to the future development of the company
- 2= very important – implementable strategy now in place
- 3= important enough to warrant the development of a strategy
- 4= interesting but not important enough to warrant strategy development
- 5= Not relevant

		1	2	3	4	5
3.3.1.1	Effectively operated lifelong learning partnerships with other organisations can create a win-win situation for all partners. They can help to identify new talent, enhance awareness of the importance of lifelong learning and increase the physical and human resources available to each partner by sharing equipment, and the skills and knowledge of people and organisations. (Adult Education Survey)					
3.3.1.2	Partnerships should be inclusive, strategic at a local level and with the aim of encouraging lifelong learning in their areas. They are important in building a lifelong learning culture from which learners, providers, employers and communities benefit. (Opportunity Scotland)					

5.3.2 In the following question

- 1= formal partnerships with joint projects
- 2= formal partnerships, fairly frequent contact
- 3= informal partnerships with occasional contact
- 4= little contact
- 5= no links

		1	2	3	4	5
3.3.2	How strong are the company's links with other institutions and organisations in the city/region?					
3.3.2.1	Local schools					
3.3.2.2	Local Government)					
3.3.2.3	Other Small companies					
3.3.2.5	Adult Vocational Education Colleges					
3.3.2.6	Professional Associations					
3.3.2.7	Chambers of Commerce					
3.3.2.8	The Media					
3.3.2.9	Community and Voluntary Organisations					
3.3.2.10	Local Higher Education establishment(s					
3.3.2.11	National Government					
3.3.2.12	Large Companies					
3.3.2.13	International Business Organisations					
3.3.2.14	Other (please state)					

3.3.3 If you wish to add a comment here about the company's relationship to other organisations, please use the box below to express your thoughts and/or opinions or more information.

3.4 External Company lifelong learning activities

Here we home in on the way in which the company gets itself involved in lifelong learning activities in and for itself and the community in which it resides.

3.4.1 How relevant are the sentiments expressed in the following quotation to the development of your company's present and future local external relationship policy?

- 1= crucial to the future development of the company
- 2= very important – implementable strategy now in place
- 3= important enough to warrant the development of a strategy
- 4= interesting but not important enough to warrant strategy development
- 5= Not relevant

		1	2	3	4	5
3.4.1.1	A Learning Organisation creates opportunities for, and encourages, all its people in all its functions to fulfil their human potential <ul style="list-style-type: none"> - 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 (ELLI Learning Organisation Principles No 3)					
3.4.1.2	To get ahead of competitors, individuals, companies and the learning industry must anticipate the future. Exchanging knowledge and creating a shared sense of purpose and leadership will ensure a better understanding of the challenges and more appropriate responses (Scottish Enterprise)					

3.4.2 Does the institution carry out any of the following lifelong learning activities in the community

- 1= yes, 2= no, 3= maybe in the future

		1	2	3
3.4.2.1	Is represented on local lifelong learning committees			
3.4.2.2	Takes in students for work tasting from schools			
3.4.2.3	Takes in students for work experience from local colleges			
3.4.2.4	Works with local colleges to develop and deliver courses for its employees			
3.4.2.5	Works with universities to develop and deliver courses for its employees			
3.4.2.6	Works with the local authority on learning matters			
3.4.2.7	Encourages its employees to make their talents, skills, knowledge and expertise available in the local community			
3.4.2.8	Encourages mentoring between employees and local students in schools or colleges			
3.4.2.9	Encourages family learning among its employees			
3.4.2.10	Gets involved with national lifelong learning campaigns (eg learning at work days etc)			
3.4.2.11	Shares its resources with other local educational organisations			
3.4.2.12	Runs open days for the local community			
3.4.2.13	Participates in learning fairs and learning festivals organised by the city			
3.4.2.14	Sponsors local events for charity			
3.4.2.15	Regards itself as a good active corporate citizen in the community in which it operates			
3.4.2.16	Has a published environmental policy			
3.4.2.17	Works on joint research projects with local universities			
3.4.2.18	Supports local voluntary organisations			
3.4.2.19	Other (please state)			

3.4.3 If you wish to add a comment here for discussion about the institution's external lifelong learning policies, please use the lines below to express your thoughts and/or opinions or more information.

Part 4 The company and the learning habit – why, who, where, when and how

The purpose of part 4 of the Audit is to explore together the company’s attitudes to learning among its employees and to enhance understanding of who should participate in it, and when, where, why and how it can be made available.

4.1 Learning and the Company – Why?

To what extent do company learning policies subscribe to the sentiments expressed in the following statements.

- 1= crucial to the future development of the company
- 2= very important – implementable strategy now in place
- 3= important enough to warrant the development of a strategy
- 4= interesting but not important enough to warrant strategy development
- 5= Not relevant

		1	2	3	4	5
4.1.1	<i>Today’s labour markets demand ever-changing profiles of skills, qualifications and experience. This requires the assurance of high quality learning experiences and outcomes for as many people as possible. It equally demands continuous review of basic skills reference levels, so that what is educationally provided matches what is economically and socially needed</i> (Ball – Action Agenda)					
4.1.2	<i>We are in the middle of a knowledge-based industrial revolution. The ability to absorb and adapt to fresh ideas and knowledge is the primary determinant of economic success for the individual, the enterprise and the community.’</i> <i>It is important that certain strategic groups are reached quickly and effectively. Managers, for example, are unlikely to support employees in their lifelong learning if they are not involved themselves</i> (Tom Cannon CEO Management Charter)					
4.1.3	<i>In a company context a "Total Learning Environment" means that the company itself becomes the learning environment. Learning is seen as a key element of the integrated strategic plan to achieve organisational and business goals. The continuous self-learning ability and level of overall competence of the workforce, which go together to make up the total learning organisation, is recognised as the means to being able to undertake organisational and technological changes in order to meet business needs.</i> (Nyhan – developing peoples’ ability to learn.)					

4.1.4 We welcome your opinion. If you wish to make a comment about these quotations and the company policy please do so below.

4.2 Learning and the Company - Who?

‘As competitiveness becomes more dependent on know-how, the skills and knowledge of employees becomes more important in maintaining profits. People development is often seen as the hardest investment to justify yet people are an organisation's most flexible asset and can be key to success’
 (Scottish Enterprise)

In this section we explore together the company’s attitude to the lifelong learning of its own employees

4.2.1 Who within the company is given encouragement to take the following types of learning

1= every employee, 2= those with a company-driven need, 3= those who express a wish to, 4= no-one

		1	2	3	4
4.2.1.1	General education to retain the habit of learning				
4.2.1.2	Personal skills development courses as and when required				
4.2.1.3	Technical education on specific aspects of the company’s products				
4.2.1.4	Education about the company’s structure and operations				
4.2.1.5	Management and leadership development				
4.2.1.6	Team-working				
4.2.1.7	Other –please specify here				

‘Generative learning companies are self-transforming in response to the needs of customers and suppliers. They engage all actors around the company in learning activity.’

(Dee Dickinson)

4.2.2 Who from outside the company participates in company originated learning schemes?

		All	Some	None
4.2.2.1	Suppliers to the Company			
4.2.2.2	Customers of the company			
4.2.2.3	The employee’s family			
4.2.2.4	The general public			
4.2.2.5	Other (please say who)			

4.2.3 We welcome comments. If you have a comment to make for discussion regarding **who** receives company education, please do so below.

4.3 Learning and the company – Where?

‘Training cooperation should be developed between educational institutions and companies which would take account of the training needs of both companies and all employees’

Finnish National Strategy

4.3.1 How do you satisfy your need for new skills and knowledge? Say whether this is partly or fully or not at all.

1= 100%, 2= 60-99%, 3= 30-59%, 4= 1-29% 5= none

		fully	partly	Not
4.3.1.1	Use your own on-site training department			
4.3.1.2	Discuss your own course needs with the local university			
4.3.1.3	Send employees on full-time courses at the university			
4.3.1.4	Send employees on part-time courses at the university			
4.3.1.5	Have the university run courses on site			
4.3.1.6	Discuss your course needs with the local vocational education college			
4.3.1.7	Send employees on full-time courses at the local further/adult education college			
4.3.1.8	Send employees on part-time courses at the local further/adult education college			
4.3.1.9	Have the local college run courses on site			
4.3.1.10	Send employees on management courses at a management school			
4.3.1.11	Employ part-time consultants and experts to do the job			
4.3.1.12	Employ part-time consultants and experts to run courses and seminars			
4.3.1.13	Recruit full-time new people with the right skills/knowledge			
4.3.1.14	Join with other companies to develop courses			
4.3.1.15	Consult the City/region training officer			
4.3.1.16	Other (please state)			

4.3.2 We welcome comments. If you have a comment to make for discussion regarding **where** learning is received please do so below.

4.4 Learning and the Company – When

‘Education is a continuous investment; whenever the organization reaches a certain level of expertise or performance, there is always another level to aim for. Companies should not only enable people to respond quickly to the new technologies, but also try to commit them to the goal of anticipating new technologies.’

(European Round Table of Industrialists)

4.4.1 What percentage of company time is allowed to be taken up by learning for the following activities.

1= below 10%, 2= 11-50% 3= 51-99%, 4= fulltime

		1	2	3	4
4.4.1.1	Technical education courses related to company business				
4.4.1.2	Management Education courses				
4.4.1.3	Continuous improvement related to company business				
4.4.1.4	Continuous improvement courses unrelated to company business				
4.4.1.5	Personal Skills development				
4.4.1.6	General courses in the local college				
4.4.1.7	Other (please specify)				

4.4.2 Do you encourage employees to take education outside of working hours? Yes/No

4.4.3 We welcome your opinion. If you have a comment to make regarding **when** employee learning takes place, please do so below.

4.5 Learning and the company – How?

‘ This belief runs right through the Prosys approach to learning and involves everyone from new recruits to the directors. It's not just about training in the usual sense of the word. The company takes a more creative 'lifelong' approach. Prosys uses a highly effective combination of learning methods to develop the business, and encourages its staff to look continually for opportunities and bring forward new ideas.’(Extract from Jolli magazine)

4.5.1 Please indicate to what extent the company policy on learning takes the following into account company
1= 100%, 2= 60-99% 3= 40-59% 4= 10-39% 5= less than 10%

		1	2	3	4	5
4.5.1.1	Each individual has undergone a personal learning audit to improve understanding of his/her own learning needs					
4.5.1.2	Employees have continuous improvement programmes and are implementing them					
4.5.1.3	personal development needs are agreed jointly and addressed through a combination of individual and company-wide development activities					
4.5.1.4	Each individual has clear learning objectives to achieve					
4.5.1.5	A personal daily, weekly and monthly Learning target					
4.5.1.6	Wall displays show prominently the value of learning (eg annexe 1)					
4.5.1.7	Wall displays show individual progress in learning					
4.5.1.8	Frequent skills surveys are carried out to determine future learning needs for the company					
4.5.1.9	Learning Success is celebrated tangibly and frequently and shared with others					
4.5.1.10	Modern Learning Technology using the Information and Communication technologies is made available to all employees					
4.5.1.11	There is a charter for learning within the company (eg annexe 3)					

4.5.2 We welcome your opinion. If you have a comment to make regarding **how** employee learning takes place, please do so below.

4.6 Learning and the Company – What?

In this section we explore together your perceptions of the topics, skills and competences which need to be included at various points in the educational cycle, including those of immediate interest to your company.

4.6.1 How do you identify the new skills and knowledge needed to progress your business?

		yes	No	In part
4.6.1.1	By discussing these with local universities			
4.6.1.2	Through skills surveys carried out by the municipality or region			
4.6.1.3	By discussing these with consultants and experts			
4.6.1.4	Through discussions at board level			
4.6.1.5	Through links with companies in a similar field			
4.6.1.6	Through trade and professional associations			
4.6.1.7	Other (please say)			

4.6.2 Please make a list of the new skills and/or knowledge do you need at the present time? Put a tick in the end column if it is urgent.

4.6.3 What qualities and skills do you expect school-leavers to bring to the company?

		Obligatory	Desirable	Not at all
4.6.3.1	A degree or diploma			
4.6.3.2	A willingness to continue learning			
4.6.3.3	Vitality - A fresh approach to the job			
4.6.3.4	A willingness to work with others in teams			
4.6.3.5	Creativity			
4.6.3.6	Propensity to follow the rules			
4.6.3.7	Propensity to question the rules reasonably			
4.6.3.8..	Ability to communicate orally			
4.6.3.9	Ability to communicate in writing			
4.6.3.10	Numeracy			
4.6.3.11	Ability to manage themselves			
4.6.3.12	Awareness of company objectives			
4.6.3.13	Ability to use computers			
4.6.3.14	Humility			
4.6.3.15	A sense of humour			
4.6.3.16	Problem solving skills			
4.6.3.17	Critical Judgement – ability to discriminate between good and bad			
4.6.3.18	Adaptability and Flexibility			
4.6.3.19	Self-esteem			
4.6.3.20	Decision-making skills			
4.6.3.21	Willingness to be flexible in working hours			
4.6.3.22	Ability to listen			
4.6.3.23	Practical skills – ability to make things			

4.6.3.24	Other (please state)			
4.6.3.25				

4.6.4 If you commissioned a course from a learning provider what would your expectations be?

Here we explore together your expectations and requirements for education received from external sources.

		Obligatory	Desirable	Not really
4.6.4.1	The course should if possible be delivered on site			
4.6.4.2	Every lesson should be evaluated by students for effectiveness of content			
4.6.4.3	Every lesson should be evaluated by students for effectiveness of delivery			
4.6.4.4	The course should have a qualification attached to it			
4.6.4.5	The course should use modern learning technologies			
4.6.4.6	There should be an attempt to give the student an ownership of the learning			
4.6.4.7	The students' learning styles should be evaluated and catered for			
4.6.4.8	The learning should be active ie not just listening to a lecturer			
4.6.4.9	The provider should discuss content with you			
4.6.4.10	The provider should discuss methodology with you			
4.6.4.11	The provider should know the company's objectives well			
4.6.4.12	There should be a final examination			
4.6.4.13	Testing should be frequently embedded into the course			
4.6.4.14	It should contain Case Studies related to the company's business			
4.6.4.15	The whole course should be evaluated by the students			
4.6.4.16	Other requirements (please state)			
4.6.4.17				

Part 5 Learning support

Employees will need all the support they can get for learning, especially those for whom learning is not a natural thing to do. This part of the audit explores with you the existence of the personal, technical and financial incentives and support structures that exist to encourage and help employees to learn

5.1 To what extent do company educational policies subscribe to the sentiments expressed in the following statements.
1= fully, 2= mostly, 3= partly, 4= very little, 5= not at all

		1	2	3	4	5
5.1.1	<i>Small companies need people with new confidence and self-esteem who genuinely understand how improved skills and more learning can secure for them a more positive and productive future. This will demand a change in attitudes to learning from individuals. (Scottish Enterprise)</i>					
5.1.2	<i>The key to successful learning is motivation, that is the primacy of personal responsibility - encouraged and enabled by the support of the community. You can't do someone else's learning for them. They must decide to learn for themselves. What motivates people to learn? Pleasure, satisfaction, emulation, curiosity, ambition, shame, fear, love - the list is endless. But we can help one another develop the desire to learn by offering encouragement, examples and rewards. (Ball Action Agenda)</i>					
5.1.3	<i>'Today managers serve primarily as facilitators, coaches, mentors and motivators empowering the real experts who are the associates (members of the workforce). Managers and employees all work together as a potent force for continuous improvement in both quality and productivity. '</i> (John Berkeley, former Education and Careers Manager of the Rover group)					

5.1.4 We welcome your opinion. If you wish to make a comment for discussion about these quotations and the company policy please do so below.

5.2 Personal Support Structures

'It is becoming clear that individuals who do not practice lifetime learning will not be employable - organisations and businesses which do not support this will not survive.'

Ball - Kent Region of Learning

5.2.1 Please indicate whether the following is available in support of the learning of all employees

1= for all, 2= for some, 3= No

		1	2	3
5.2.1.1	In-house trained Learning Counsellors to discuss the learning needs of each employee			
5.2.1.2	External Learning Counsellors to discuss the learning needs of each employee			
5.2.1.3	In-house tutors to deliver and/or support the learning of each employee			
5.2.1.4	External tutors to deliver and/or support the learning of each employee			
5.2.1.5	Managers trained to encourage, define learning needs and monitor the learning of each employee			
5.2.1.6	An in-house system of mentors and coaches to provide personal support for learning employees			
5.2.1.7	External mentors and coaches to provide personal support for learning employees			
5.2.1.8	Telementors to provide support at distance through email and/or telephone			
5.2.1.9	An in-house network of learners to provide mutual support			
5.2.1.10	Other (please specify)			

5.2.2 We welcome your opinion. If you wish to make a comment for discussion about the support made available to learners in the company please do so below.

5.3 Other Learning Support Structures

'A foundation stone of this ownership concept is the personal development file. Each employee summarises in this file the learning and skills he or she has gained through experience and formal education. This provides a solid platform for the personal development plan, created jointly between the individual and the manager to meet the career aspirations of the individual and the business needs of the company.'

Insights into World Class Learning - One organisation's journey to success as a Learning Organisation. (World Initiative on Lifelong Learning)

5.3.1 Technology. Please let us know if the following technical support for learning is available at the workplace. 1= yes, 2= No, 3= under consideration

5.3.1.1	Lessons and courses based on computer software at the workplace	1	2	3
5.3.1.2	Internet-generated lessons and courses at the workplace			
5.3.1.3	Networks for collaborative learning with others at the workplace			
5.3.1.4	Distance learning broadcasts at the work place			
5.3.1.5	video-conferencing at the workplace			
5.3.1.6	Other (please specify)			

5.3.2 Learning Development support. What percentage of employees have completed the following?

1= 100%, 2= 60-99%, 3= 30-59%, 4= 1-29% 5= none

		1	2	3	4	5
5.3.2.1	A Personal Learning Audit to investigate past experiences, present participation and future needs for learning?					
5.3.2.2	A personal learning action plan outlining needs for workplace learning?					
5.3.2.3	A personal learning action plan outlining needs for learning over the whole of their lives					
5.3.2.4	Other (please specify)					

Would you like to know more about personal learning audits and Action plans? Yes/No

5.3.3 Financial and other incentives to learning

'Another RLB initiative to encourage a climate of continuous learning is the Rover employee assisted learning (REAL) program which offers each associate \$175 in tuition fees every year for lateral personal development in business areas not specifically related to current job skills. The annual participation in REAL has ranged between 2000 and 4500 applications'

Does the company make any of the following available for successful learning?

1= yes 2= No 3= sometimes

		1	2	3
5.3.3.1	Financial grants to take courses at educational institutions for learning activities connected to company business			
5.3.3.2	Financial grants to take courses where the learning is not related to company business			
5.3.3.3	Financial rewards for successful completion of courses			
5.3.3.4	Other financial incentives eg dinner for two for successful completion			
5.3.3.5	Other non-financial rewards or awards for successful completion			
5.3.3.6	A certificate or diploma or letter of congratulation on successful completion			
5.3.3.7	Other please specify			

5.3.4 Other support. Does the company use any of the following support mechanisms for encouraging learning among its employees.

1= yes, 2= no, 3= sometimes

'Guinness Ireland distributes an attractive learning Information Sheet entitled 'Learning and Growing' to all its employees. In it employees are encouraged to develop new skills, whether for the job or not, past learning success is celebrated and some of the opportunities to learn and grow are described. 'Open your Mind' it suggests, 'and your eyes and ears and your senses, and we will support and encourage you to expand your knowledge in work and personal development.' (John Findlater)

		1	2	3
5.3.4.1	Learning competitions between employees			
5.3.4.2	Fun learning challenges between employees – eg solution to a puzzle			
5.3.4.3	Social events where learning is up front eg inter-departmental quizzes			
5.3.4.4	Events to celebrate learning in the company			
5.3.4.5	Time off to take learning			
5.3.4.6	Publicity and information on the value of learning in the company			
5.3.4.7	Literature available to all employees about the importance of learning in the company			
5.3.4.8	A Learning charter for employees displayed on the walls			
5.3.4.9	Posters about the importance of learning displayed in the walls			
5.3.4.10	Other (please specify)			

5.3.5 We welcome your opinion. If you wish to make a comment about the support the company gives for learning please do so below.

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5.4 Recruitment policy

Please say to what extent the following are indicators used by the company to recruit new employees 1 = crucial, 2= very important 3 = important 4= little importance, 5= no importance
Please insert other qualities in the blank spaces

		1	2	3	4	5
5.4.1	Qualification for the job					
5.4.2	Willingness to learn					
5.4.3	Ability to work within a team					
5.4.4	Leadership qualities					
5.4.5	Communication Skills					
5.4.6	Creativity and ability to think outside the box					
5.4.7	Eagerness to please the boss					
5.4.8	Flexibility and Adaptability					
5.4.9	Versatility					
5.4.10	Experience in the job					

5.4.11 Please comment on your recruitment policies as they affect the learning of your employees
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.....
.....
.....

Thank you for completing this audit tool. We hope that it has been useful for you in your journey towards becoming a true learning organisation. We appreciate that this is a process that will take years to complete and that you may wish to refer back to many of the ideas and concepts included within. If we can help in this process please let us know. The contact names are given below.

There is also an organisation – PASCAL – which specialises in helping business and regional authorities. See www.obs.pascal.com .

You will also benefit greatly from the learning materials to be found at www.longlearn.org.uk/materials.html.

For further reading try ‘Learning Cities, learning regions, learning communities’ and ‘Lifelong Learning in Action’ both available from http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth/

For further information on this and other audits contact norman.longworth@losmasos.com or m.osborne@educ.gla.ac.uk

We have also attached a number of annexes which should be of use for stimulating discussion among management and employees

Company Learning Principles

1. Learning is the most natural human instinct

2. Creativity, involvement and contribution are fuelled by learning and development

3. Everyone has two jobs - the job and improving the job

4. People own what they have created

5. People need work and enjoy it if they are valued

6. Creativity and ingenuity are grossly underrated

7. Management does not have all the answers

10 Indicators for 21st Century Workplaces.

Fostering the symbiosis between customer, employee, supplier, stakeholder and community

W	<u>W</u>illingness to Change	<u>W</u>elcome the challenge of change by empowering greater decision-making among employees
O	<u>O</u>rganisational objectives and Culture	<u>O</u>ffer a set of Open, Outward looking Organisational Objectives and beliefs to employees and customers and encourage contribution to them
R	<u>R</u>ecognition and Reward	<u>R</u>efresh <u>all</u> employees constantly through individual continuous improvement and recognition programmes
K	<u>K</u>nowledge and Learning	<u>K</u>indle, through innovative programmes, the habit of lifelong learning in all employees and encourage them to spread this into family life
P	<u>P</u>rofitable Partnerships	<u>P</u>articipate actively in mutually beneficial partnerships sharing resources and expertise with education
L	<u>L</u>earning Organisations	<u>L</u>earn and re-learn constantly in order to remain innovative, inventive and invigorating
A	<u>A</u>udits for Learning	<u>A</u>nalysed the learning requirements of all employees and discuss with Learning Providers how these can be satisfied
C	<u>C</u>ommunity Involvement	<u>C</u>reate, Contribute to, and Cooperate with, projects in the community in which they operate and encourage employees to participate
E	<u>E</u>nvironment	<u>E</u>ncourage employees, customers and suppliers to care for the environment in which they live and work.
S	<u>S</u>trategies	<u>S</u>hare their vision of tomorrow with all employees and Stimulate them to challenge, change and contribute to the Strategies which fuel it

A COMPANY LEARNING CHARTER

WE ASPIRE TO BE A WORLD-CLASS LEARNING COMPANY

WE RECOGNISE THE CRUCIAL IMPORTANCE OF LEARNING AS THE MAJOR DRIVING FORCE FOR THE FUTURE PROSPERITY OF THE COMPANY, THE WELL-BEING OF OUR EMPLOYEES AND THE CREATION OF A STABLE SOCIETY IN WHICH WE CAN GROW

We declare that we will invest in Lifelong Learning within our company by:

1. PROMOTING WEALTH CREATION BY ESTABLISHING THE COMPANY AS A CONTINUOUSLY LEARNING ORGANISATION AND KEEPING KEY SCIENTISTS, ENGINEERS AND MANAGERS UP TO DATE WITH THE LATEST RESEARCH

2. DISCOVERING THE LEARNING REQUIREMENTS OF EVERY EMPLOYEE FOR PERSONAL GROWTH, CAREER DEVELOPMENT AND FAMILY WELL-BEING

3. WORKING WITH LEARNING PROVIDERS IN AND OUT OF THE COMPANY TO SUPPLY LEARNING GEARED TO THE NEEDS OF EACH EMPLOYEE WHERE, WHEN, HOW AND BY WHOM IT IS REQUIRED, LIFELONG

4. SUPPORTING THE SUPPLY OF LEARNING BY PROVIDING MODERN LEARNING GUIDANCE AND COUNSELING SERVICES AND ENABLING THE EFFECTIVE USE OF NEW LEARNING TECHNOLOGIES

5. STIMULATING DEMAND FOR LEARNING THROUGH INNOVATIVE COMMUNICATION STRATEGIES, LEARNING AUDITS AND THE EFFECTIVE USE OF THE MANAGEMENT SYSTEM

6. MOTIVATING ALL EMPLOYEES TO CONTRIBUTE THEIR OWN TALENTS, SKILLS, KNOWLEDGE AND ENERGY TO SUPPORT THE LEARNING OF OTHERS AND TO CARE FOR THE ENVIRONMENT

7. DEVELOPING PRODUCTIVE PARTNERSHIPS WITH OTHER LEARNING PROVIDERS FOR OPTIMISING AND SHARING RESOURCES, AND HELPING THE GROWTH OF A LEARNING CITY

8. ACTIVATING OUTWARD-LOOKING PROGRAMMES TO ENABLE EMPLOYEES TO WORK HARMONIOUSLY WITH PEOPLE OF ALL RACES, CREEDS AND ABILITIES

9. CONTRIBUTING FINANCE, FACILITIES AND EXPERTISE TO THE COMMUNITY IN WHICH WE LIVE AND SUPPORTING ITS GROWTH AS A CARING, ACTIVE, STABLE AND CREATIVE LEARNING COMMUNITY

10. RECOGNISING THE POWER OF LEARNING THROUGH EVENTS TO CELEBRATE AND REWARD LEARNING ACHIEVEMENT IN EMPLOYEES AND THEIR FAMILIES