LONG LEARN *ACTIVE* LEARNING MATERIALS

FOR CONTINUING PROFESSIONAL AND PERSONAL DEVELOPMENT IN

LOCAL AND REGIONAL GOVERNMENT

LOCAL LEARNING PROVIDERS

AND

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

Chapter 2 Session 3:

Championing quality. Learning Organisations in Learning Cities and Regions

' …'*social capital is built through relationships based on trust and acceptance of mutual obligations, social values and norms encourage working for the common good'* **(Tom Schuller) From 'Learning Cities. Learning Regions, Learning Communities – Lifelong Learning and Local Government' (Norman Longworth)**

LONG LEARN LIMITED – HELPING TO SHAPE A LEARNING FUTURE

Chapter 2 Session 3:

Championing quality. Learning Organisations in Learning Cities and Regions

Session outline: This session deals with the most important topics of learning organisations, customer focus and quality in local and regional administrations. It works as ever from the personal knowledge and experience of the learner before using the diagrams in the book to put over some learning organisations concepts. It finishes by asking learners to identify ideas for improvement and recommending the development of a presentation to management.

Guidelines for using this Active Learning session

Goals

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

Learning approach

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

Learning Organisation

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

- ✓ **The Learning Space:** A set of assignments that will unlock the brain and involve learners in practical discussions and exercises leading to a greater understanding of the issue

- ✓ **The Learning Kitbag**: A set of source learning materials that provide additional information, charts, diagrams, case studies etc to stimulate further insights.

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

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

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

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

Target Audiences

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

➢ Elected representatives and Mayoral staff

➢ Managers, Professionals and staff from all departments in local government as part of a continuous development programme

➢ Community and Voluntary organisation leaders

➢ Educators at all levels in local and regional stakeholder organisations, including schools, universities, colleges and workplaces

➢ Industrialists and Business people as stakeholders in the local authority

➢ All Citizens with an interest in the development of their community

➢ Students in universities, adult education institutions and teacher training establishments

Further Reading

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

➢ 'Lifelong Learning in Action – Transforming 21st century Education' by Longworth, (Taylor and Francis, Abingdon) http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth

➢ 'The Local and Regional Dimension of Lifelong Learning ' EC Policy Document found on http://europa.eu.int/comm/education/poledu/tels.pdf

Ideas for treatment particular to this session: *For seminars and courses with several participants* it is suggested that assignment 1 is completed as an exercise for individuals with the results debated in open session afterwards, facilitated by a learning leader. You may wish to add some element of competition or purpose by requiring each learner to post his/her definition for others to see and mark. Assignment 3 will enable general discussion on the characteristics of a learning organisations and may completed in small groups of 2 or 3 people again with the results from each group discussed after completion.. Assignment 4 is again a small group exercise – you may wish to change the people working together to enable a mix of ideas, experiences and opinions. Discuss the results in open session before moving to Assignments 7 to 10, which should be done in groups with the suggestions posted and then the presentation in assignment 11 put together either in open session or in the same groups. You may wish to arrange an opportunity for the groups to make presentations to management. Assignment 12 is an opportunity to identify other topics of interest to the course/workshop/seminar members and to develop individualised courses for each. The last assignment should provide the feedback that will enable you to improve the session next time round.

For *self-learning individuals* all assignments will be individual efforts but try to find someone with whom you can discuss your answers and opinions either by email or face to face. In this way you can enrich the learning experience by experiencing other viewpoints. You may also wish to work with others on the development of the final presentation.

The Learning Space

Assignment 0: These learning materials derive from, and extend, the concepts and ideas in 'Learning Cities, Learning Regions, Learning Communities.' Reading pages 26 to 30 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

Assignment 1: Write into the space below your own definition of a learning organisation.

Assignment 2: Compare this with other definitions. Put a mark out of 5 to denote the extent to which you agree with the definition 1= Fully, 2= Mostly 3= 50-50, 4= only partly 5= not at all

i) 'A learning Organisation is systematic accelerated learning that is accomplished by the organisational system as a whole rather than the learning of individual members within the system. Learning Organisations are able to transform data into value knowledge and thereby increase the long-term adaptive capacity'(Michael Marquardt)	
ii) A learning organisation is one which has a vision of tomorrow, seeing the people who make up the organisation not simply being trained and developed to meet the organisation's ends in a limiting and prescriptive manner, but for a more expanded role. Once an organisation 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 organisation. 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 Organisation.'(Jack Horgan)	
iii) A learning organisation is a customer-orientation and quality driven culture. It is the provision of learning opportunities and learning tools where and when required. Lifelong Learners are the strategic resource. Business gain may be the main reason to become a learning organisation but the means to achieve those gains is through the development of the human potential in the workforce (Longworth – Lifelong Learning)	
iv) 'A Learning Organisation is a place where inventing new knowledge is not a specialised activity – it is a way of behaving, indeed it is a way of being, in which everyone is a knowledge worker.' It is a company in which learning and working are synonymous; it is peopled by colleagues and companions rather than by bosses, subordinates and workers; and both the inside and the outside of the company are being constantly searched and examined for newness'(Rover Group Literature)	
v) '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.' (Rover Group)	
vi) I have lived some thirty years on this planet, and I have yet to hear the first syllable of valuable or even earnest advice from my seniors. – Heny David Thoreau	

vii) The road to wisdom? Well, it's plain and simple to express: **Err and err** **and err again** **but less and less** **and less.** **- Piet Hein, Danish inventor and poet.**	
viii)'A Learning Organisation is a living organism, always full of ideas, full of vigour and vibrancy, and full of people who think, act and contribute. But the paradox is that it never believes that it has learned enough, for if it did this it would cease to a Learning Organisation'(Longworth – Lifelong Learning)	

Assignment 3: Extract 5 major points about a learning organisation that would change the way an organisation behaves if it were to implement them

Assignment 4: Discuss your ideas and points with others

Assignment 5: Learning Organisations can also be looked at in terms of transformations. The diagram below gives an idea. Complete the second column if you can using your own words

TRANSFORMATIONS

From	To
Functional departments	
Hierarchical structures	
Discrete tasks	
people following instructions	
people waiting to be given work	
Management	
Supervisors	
Training courses	
activity-based compensation	
vertical advancement	
policy-driven systems	

Assignment 6: Look at the suggested answers on Actionsheet 3 of the Learning Kitbag below and discuss them with others

Assignment 7 The 10 ELLI characteristics of a learning organisation are shown on Actionsheet 1 in the Learning Kitbag below. Put Y (yes) or N (no) in the right hand box if the idea is in your own construct of a learning organisation, or not.

Assignment 8: Actionsheet 2 in the Learning Kitbag below shows a breakdown of typical learning organisation goals. Put a mark from 1 to 5 in the last column to indicate your assessment of your city or regional administration's (or your institution's) performance in implementing these. 1= implements in full 2= implements most of this, 4= has a policy for this and some departments are implementing it 4= has a policy but no-one takes any notice 5 = no policy, no implementation

Assignment 9: Compare your marks with those of others and be prepared to give reasons why you think as you do.

Assignment 10: On the lines below describe 6 actions that your management should take in order to improve performance as a learning organisation.

1. _____

_____

2.

3.

4.

5.

6.

_____

Assignment 11. Discuss these actions with others and come to a composite set of recommendations for management. Put these together into a reasoned presentation.

Assignment 12: This completes this session but not hopefully your need for knowledge on this important subject. You are invited to complete the diagram on the next page by ticking the relevant box.

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

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

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

Assignment 13: On the lines below please put your personal reactions to working on this session, based on how much you have learned, how much you have worked creatively and how your ideas have developed as a result.

_____

_____

_____

The

LEARNING

KITBAG

Actionsheet 1

10 Indicators of a Learning Organization	
1. A Learning Organization 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 Organization invests in its own future through the Education and Training of *all* its people	
3. A Learning Organization 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 organization* *- as ambassadors of the organization to its customers, clients, audiences and suppliers* *- as citizens of the wider society in which the organization exists* *- as human beings with the need to realise their own capabilities*	
4. A Learning Organization 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 Organization integrates work and learning and inspires all its people to seek quality, excellence and continuous improvement in both	
6. A Learning Organization mobilises all its human talent by putting the emphasis on 'Learning' and planning its Education and Training activities accordingly	
7. A Learning Organization empowers ALL its people to broaden their horizons in harmony with their own preferred learning styles	
8. A Learning organization applies up to date open and distance delivery technologies appropriately to create broader and more varied learning opportunities	
9. A Learning Organization 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 Organization learns and relearns constantly in order to remain innovative, inventive, invigorating and in business.	

Actionsheet 2

<u>Is your City or Regional Administration a Learning Organization?</u>

Topic	Description	
1. Management/Leadership	All employees of the city/region administration are consulted frequently and fully	
2. Organizational Decision-making	Decisions are made and acted upon at the most appropriate point in each department	
3. Rewards	A sophisticated reward system exists and is applied to all people in the city/region administration	
4. Organizational Management	Non-hierarchical – each employee 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 city/region employee is encouraged to contribute to policy-making. Suggestions always replied to.	
8. Continuous Improvement	All members of the city/region administration have continuous improvement programmes and an implementation plan	
9. Lifelong Learning	Everyone in the city/region administration is encouraged and given help to take learning inside and outside of the organization	
10. Learning Support	Sophisticated personal support structures (eg Learning Counsellors) exist to ensure that every employee can be directed towards learning relevant to his/her own needs	
11. Learning Facilities	Has its own in-house learning facilities made available to all	
12. Use of Learning Technologies	Full use made of new learning technologies	
13. Displays of learning values	Prominent displays in all departments and building of the value of learning and encouragement to take it	
14. Displays of results	Prominent displays of the performance of the organization	
15. Time off for Activities	At least 10% of Working time can be taken off for learning and community contribution (0% = 1, 50%=3)	
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	Everyone in the city/region administration has received training on satisfying the customer	
19. Quality	Everyone in the organization has been on a quality improvement course and is constantly trying to improve performance	
20. Mission	Everyone has a hand in defining the mission of the department and is given a copy of the mission statement	
21. Strategies	Everyone in the city/region administration 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. Organizational Culture	Every member of the city/region administration feels to be a part of it and is eager to contribute to its success	
26. Promoting the Learning Organization	Promotes and publicises its achievements as a learning organization to the community and the wider world	
27. Helping others	Actively helps other organizations to become Learning Organizations	
28. Helping minorities	Has special procedures for actively helping all less fortunate people irrespective of creed, culture, language, handicap, race or nationality	
28. Citizenship	Sets an example in good and responsible citizenship	
29. The Environment	Encourages all people to understand and take good care of the city/region environment	

TRANSFORMATIONS

Becoming a learning organization involves the following transformation:

From	To
Functional departments	process teams
Hierarchical structures	flat structures
Discrete tasks	multidimensional work
people following instructions	people doing what is right
people waiting to be given work	people using initiative
Management	Leadership
Supervisors	Coaches
training courses	continuous learning
activity-based compensation	results-based compensation
vertical advancement	horizontal broadening
policy-driven systems	customer-driven systems

Where to find sessions on topics

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