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The Nature of Strategic Group Conversations: Orientations, Functions and Intertextuality in a Single Case Setting

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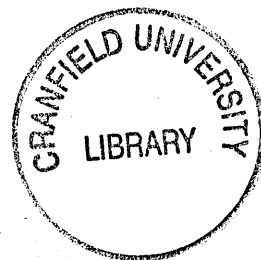
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ABSTRACT



This thesis sets out to develop and apply a framework for the analysis of strategic group conversations. Through an exploration of existing research and literature in the areas of conversation and strategy, four key levels of analysis are used for evaluating and comparing different dimensions of one stream of strategic conversations. Most particularly, the comparison between written and spoken dimensions of the conversations is carried out leading to several findings which throw new light on some central dimensions of strategic conversations. It is suggested that the methodology developed here, and the subsequent findings might usefully be compared in other case settings.

Key findings from the research include the following: A present time orientation is more likely to be adopted than that of a future time orientation in spoken dimensions of strategic conversation. In contrast, a future time orientation predominates in written dimensions of the conversation. The present is spoken of in significantly more 'context rich' terms than the future, whereas the written dimension reveals that future contextual issues receive significantly more attention than do current contextual issues. Advice produced by strategic conversations (both written and spoken) tends to be structural rather than behavioural and contextual introversion predominates in both written and spoken communication. Written communication in this case setting has been found to exaggerate the generalised focus of spoken references to the organisation. It has also been found to exaggerate the particularised focus of spoken references to the strategic initiative.

A model outlining key aspects of the nature of strategic conversations is also presented showing that both explicit and implicit functions can be identified using a structured approach to analysing strategic conversations. Finally, perceived moderators and emerging norms are also shown to be discoverable through the structured qualitative analysis outlined in this research.

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PREFACE

This study seeks to develop a framework whereby the nature of both spoken and written dimensions of strategic conversations can be explored in a rigorous, valid and meaningful way. Guided by research and literature in the areas of conversation, strategy and organisational communication, as well as by themes grounded in conversational data itself, a framework of analysis has been developed which, it is argued, could be used to analyse strategic conversations in a wide range of settings. A full analysis of a single case setting is presented in order to demonstrate how the analytical framework can be applied, and to show what types of findings and conclusions to which it can give rise.

This research represents an effort to fill a gap which has been found to exist in the current relevant literature. There is a wide range of literature which refers to the nature and functions of conversations (this is presented in chapter one). A similarly broad base of literature exists in relation to the nature and functions of strategy (and this area is explored in chapter two). However, little work has been done to explore (or indeed to develop frameworks that help to explore) the specific nature and functions of strategic conversations. Finding out more about some of the key characteristics and functions of strategic conversations will contribute to a fuller and more informed picture of what is possible to achieve in the context of such conversations, and what individual and organisational benefits can (or cannot) be derived from the occurrence of such conversations within organisational settings.

It is already known that conversations in general fulfil certain functions both for individuals and groups who participate in them. Much of this knowledge can be used to generate ideas about what the specific functions of strategic conversations might be, and to what extent they may be different in form and function from conversations in general. It is also known that

many different functions have come to be associated with strategy and various forms of strategic activity - and more recent work has challenged the original rationally based models which emerged at the early stages of the development of strategy as an academic discipline.

The research in this thesis is interdisciplinary in nature using as it does, some fundamental ideas derived from research about conversations *and* research about strategy. Among a growing group of theorists, **Locker (1994)** calls convincingly for active encouragement of interdisciplinary research, particularly in such academic areas as relatively new as strategy, business communication, organisational communication and theory. **Shaw (1993)** argues that certain emerging areas should never abandon their interdisciplinary roots, and that being interdisciplinary can give rise to new questions, new frameworks and new answers which would otherwise not be possible to develop. New areas (such as that of business communication) arise due to the creative combination of ideas from more established disciplines. It is argued here that a sound theoretical understanding of strategic conversation can only be achieved by combining what is already known about the nature of conversation, the functions that it serves on an individual and organisational level and the nature and functions of strategy and strategic activity.

CHAPTER 1

THE ROLE OF COMMUNICATION AND CONVERSATIONS IN ORGANISATIONAL SETTINGS

'We are all of us preachers in private or public capacities. we have no sooner uttered words than we have given impulse to other people to look at the world, or part of it, in our way. Thus caught up in a great web of inter communication and inter influence, we speak as rhetoricians affecting one another for good or ill'

(Weaver, 1971, p178)

1.1. Introduction

This chapter provides an overview of perspectives and research in the area of conversation. By exploring some of the general propositions of the functions and nature of conversations, the discussion sets out some of the established assumptions that have developed in relation to this field, including both descriptive and normative accounts of what role conversations can and should play within a wide variety of social settings.

The relationship between work on conversations and interpretivist / subjectivist views of the world is also explored. It is argued that any research on conversation is most strongly grounded in subjective ('non rational') assumptions associated with the post-modern view of organisational behaviour. However, it is also pointed out that analysis and exploration of conversation can occur through significantly more rationalist lenses of inquiry than the one used in the context of this research.

Definitions of conversations are explored and shown to include face to face conversation as well as written forms of interaction. This definition justifies using

both spoken and written forms of communication when treating conversations of any kind as important sources of useful research investigations. In addition, it is argued that using conversational data as a fundamental source of evidence is both worthwhile and valid. This chapter also contains an evaluation of some of the methodological challenges and difficulties associated with such an exercise.

Applied perspectives on conversation, communication and dialogue are explored as a way of showing how a deeper understanding of strategic conversation might be used in practical settings. This applied focus is considered and presented as a way of showing how the value of such conversations can be enhanced for individual participants and for the organisations in which they take place.

This chapter focuses then, on the importance, nature and role of conversations, particularly those that take place within organisational settings. The subsequent research gathers and analyses conversation as its fundamental source of evidence within a specific organisational setting and as such, a review of the various perspectives on the study of conversations provides an initial starting point for the study. The review which is contained in this chapter sets out an account of existing views about the importance of conversations, the roles they play for individuals and groups and the perspectives that tend to surround their analysis and investigation. The following chapter deals with the second key strand essential to this research, by outlining the area of strategy in general with particular focus on how relevant research investigating strategy and strategic activity can facilitate an understanding of strategic conversations taking place in particular organisational settings. This then, is the first of two main literature review chapters which attempts to set the scene

and to demonstrate the context within which this research takes place.

Because this research is designed primarily to explore the nature and functions of strategic conversation, and because literature that focuses on this particular *type* of conversation is extremely rare, there are two broader areas of research which form the cross disciplinary foundation upon which this investigation is built and from which it develops. The first of these areas is research and literature which focuses on the nature and functions of conversations in general (particularly though, those that take place in organisational settings). It is research and literature focused on this area which is reviewed in the current chapter. The second broad area relates to the nature and functions of strategic activity including (but not only) that which manifests itself through conversation. Chapter two focuses on this second important area. It is argued that both these areas provide an important basis upon which the research in this thesis is developed. It will be demonstrated in chapters one and two that a significant body of literature focuses on the nature and functions of *conversations*, and an even more significant body refers to the nature and functions of *strategy*. The subsequent research set out in chapters three, four, five and six represents a new avenue of investigation which combines these two areas of investigation in order to explore more specifically, the nature and functions of *strategic conversations*. Even more importantly though, this research represents an effort to develop a framework whereby the nature and functions of these types of conversations can be meaningfully, validly and rigorously explored. It is argued that the research presented is meaningful in that it explores and investigates the substance of real conversations collected in real time. It is internally valid because the data collected represents almost all of the

spoken and written statements made during a particular strategic initiative. It is rigorous in that it leaves a trail of evidence which can be tested and compared to the coding system that has been developed. However, before the nature of the research is outlined more fully, the nature of conversations and the nature of strategy will be explored in order to set the scene for a more contextualised understanding of the nature of strategic conversations.

1.2. The Nature of Conversations: Functions and Responsibilities

Conversations can be said to play a central role in individual efforts to find their place in the world, to assert their identity and to exert what power they can over other people in their environment. In general terms, Goffman's social psychological emphasis on situations, episodes and encounters between individuals and groups recognises that it is in the day to day interactions between people that we can find true meaning (Goffman, 1981) and through which we can come to understand many of the rituals associated with individual and group behaviour (Hochschild, 1979). From the perspective of the functions of conversations, it has been argued that the purposes of conversations involve the negotiation of beliefs among various participants in an effort to unite or to 'bind together' individuals into some type of community (Clarke, 1990). Essentially, conversation helps us to make sense of knowledge and action both on an individual and a collective level (Collins, 1981).

Clarke (1990) further asserts that everyone has an ethical responsibility to become active participants in conversations that take place in their communities. If people do not participate in conversational,

communicative activity, they are at risk of becoming passive recipients of the discourse of others without availing of the opportunity to influence, to adapt and to mould the negotiated order themselves. This negotiated order is ultimately likely to affect their own beliefs and their own behaviour. In Clarke's words, people who fail to engage in active conversation or dialogue in their communities

'risk allowing the discourse that addresses them to define their beliefs and values for them, to stand among them as unmediated assertions of power' (1990, p49)

Thus conversation can be said to be something that acts as a mediator between the individual and his or her environment. In a fundamentally social sense, conversations may allow us to exert power over others in both explicit and implicit ways. And while conversational involvement may not always do this, it seems obvious that those people who are more active in participating in conversations in whatever context, will generally be able to affect their environment at least somewhat more successfully than those who are not.

While on the one hand a sense of empowerment can result from certain types of conversational involvement, there is also evidence to suggest that people may also feel disempowered from their involvement in certain types of conversation depending on the role they play and the kind of interaction that unfolds. Research by **Westley (1990)** shows for example that in organisational settings, a sense of inclusion in strategic conversations on the part of middle managers is extremely important in the development of organisational strategy. In terms of understanding the nature and functions of conversations that take place in organisational settings, Westley's work is important.

While she argues that conversations can be 'mutually determined' if everyone has more or less equal participation in the conversation, it is also possible that certain individuals will dominate and determine the direction of the conversation, have a significantly stronger influence on the decisions emerging from the interaction and even dictate to other less active participants, the beliefs and values to be shared in a given, collective setting. The individual who comes to dominate the conversation she argues, emerges from that conversation feeling energised and motivated, more sure of the opinions that he or she holds and more likely to dominate subsequent conversations. Those who have been dominated are more likely to become '*trapped in a downward spiral of demoralisation*' (Westley, p 340), less likely to dominate future conversations and less sure of their own views and 'place in the world'. Westley's research focuses specifically on the experience of individuals (particularly middle managers) in the context of organisational conversations.

Whatever the individual's role in the conversation of which he or she is a participant, the fact that much organisational activity is essentially conversational (Quinn, 1996), is an important starting point for this study (and indeed for many others). It has long been held for example that the vast majority of a manager's time is taken up in conversation. Organisational members, in order to become even moderately able to function within their settings have to be able to engage in conversations with a wide variety of different people, often in a wide range of different situations (Kotter, 1982; Mintzberg, 1973). It seems that participating in conversation is not only an essentially human activity (Harre, 1980; Watson, 1994) but also an essentially organisational one.

Any changes that occur in organisations can be seen as communication laden processes (Ford & Ford

1995; Donnellon, 1995). Establishing and pursuing strategic direction either through or with the help of talk is increasingly being seen as an important, central concept to organisations. Concepts of organisational strategy and organisational change can be seen as communication based and communication driven. And while, research in the area of organisational strategy and change has not traditionally focused on the nature, structure and form of this communication, recent work and recent evidence is beginning to show how important it is to consider and to study the conversations that take place within organisational settings, particularly those that relate or that appear to relate to the organisation's future strategy and direction.

Conversations and what is 'contained' within them are increasingly being seen as an essential aspect, if not the lifeblood of organisational progress, of strategic development and of organisational achievement. Post-modern perspectives on organisations argue strongly that it is the micro-processes and minutiae of the interaction patterns of people that define their understanding of the organisation and its direction, or more fundamentally, serve to create the organisation itself (Hassard 1988). It is argued that communication, language, discussions and interactions between organisational members are important sources of organisational data which cannot be ignored and which further must be considered in the broad framework of organisational theory.

This is not a linguistic study in the conventional sense even though the sources of evidence from which it draws are language and communication based. Neither is this thesis a study of any specific outcomes in that the source of evidence from which it draws are not based on organisational events, it is a study of processes, focusing on organisational words and sentences, both written and spoken. It has been argued by many theorists in the field,

that organisational words in some way reflect how groups of people think, how together they create a shared meaning or develop a shared understanding of their organisations, how they comprehend and agree (or disagree) upon the role played by their organisations, their role within the organisation and the direction in which their organisation should be going.

The basis of this study holds that organisational talk *is* organisational action. Searle (1969) is pointed about this assertion, referring as he does to 'speech acts'. Also, the idea that talk is action has been adopted by many theorists in the field of organisational studies, including Ford & Ford (1995), who for example argue that the 'activity of talk' not only emerges from preceding actions and gives rise to subsequent action, but represents important action in its own right. Donnellon (1986) also provides some important ideas which set the scene for the study of talk and conversation as '*an important behavioural indicator of cognition, as social action and as the context for subsequent behaviour*' (Donnellon, 1986, p.136, emphasis added). Similarly Garfinkel (1967; Schlegoff, (1972), Jefferson (1972) and Sacks (1972) have provided earlier arguments and evidence that conversation is action and cannot be regarded only as surface indicator and signaller of other phenomena, but rather should be treated as an essential and vital social activity which itself creates (as opposed to just describes) social contexts and events. In conjunction with other types of action conversations may help to create change, to develop strategy and to move an organisation from one state of affairs to another. Conversation creates a unique role in organisational strategies for change (Ford & Ford 1995) by being, not a tool to create, sustain or to change strategy, but inherent in its creation, sustenance or change. Other theorists in the cognitive sciences hold similar views.

Stubbs (1983) asserts for example that social and organisational roles are not capable of being abstracted from the '**interactional activities** [evidenced through conversation] *which constitute them*' (1983, p.29)

There are important theoretical implications for using communication as a central source of evidence in organisational settings. Enhancing an understanding of common organisational concepts like change, strategy and management, might benefit from a stronger commitment to recognising the central role of dialogue (**Senge 1990, Isaacs, 1993, Schein, 1993**) talk (**Donnellon 1996**) and 'intertextuality' (**Hansen, 1995**). All sources of information used in this thesis relate to written or spoken words. While originally, an attempt to elicit further information via post hoc interviews was made, theoretically, there is no room for the analysis of any data that did not appear naturally within the organisational setting, even though such interviews did help to clarify the methodological perspective of the researcher and have suggested directions for future research and investigation.

The basis then of exploring and analysing the phenomenon of spoken strategic conversations and the written documents to which these conversations were said to have given rise, is based on the motivation of gaining a more rigorous insight into what role conversation plays in the strategic development of particular organisations and the possibly wide variety of functions that it may fulfil. The communication that is explored is seen to be central and intrinsic aspect of the organisation in which it takes place, not just a symptom or an outcome of some other broader organisational concept. Communication is in itself an important organisational process which can give rise to a variety of conceptualisations, perspectives, ideas and actions in the organisation. While it is possible to argue that language

reflects the cognitions of the speakers (or writers), it can also be said to *give rise* to new ways of thinking and shared frameworks of understanding and of action. The 'structuration effect' of language can give rise to a circular and sometimes unproductive series of arguments about its role in the organisation. The most important perspective on communication is that it has the capacity to change organisations, and it can be argued that the very act of conversing inevitably changes the organisation, sometimes in minor ways, and sometimes in a very fundamental manner. In any case, it has been proposed that after certain types of communication:

'the future contains possibilities, opportunities and problems that are different from those that existed before the change. The future will presumably encourage new conversations' (Ford & Ford, 1995, pp551-552)

Traditional perspectives on organisational processes such as strategy, change, vision development and planning consider contextual variables to be important determinants of these processes (Porter, 1980, Burns and Stalker 1961, Lawrence & Lorsch, 1969). The perspective adopted in this research is that contextual variables are only important to the extent that they are perceived and communicated. This is consistent with the view of the conversation analysts (and more generally with researchers who adopt an interpretative perspective) who do not assume that there is an objective context and only view the constructions of the individual participants as relevant when exploring conversations and the further action to which these conversations may give rise. Pettigrew's (e.g. 1985) work on strategy and strategic change points for example to internal and external contexts as givens in organisational settings (his ideas

receive more in-depth treatment in chapter two). People create their contexts, perceive threats and opportunities, invoke, appeal to or validate various contextual conditions. One of the most powerful ways in which this may become apparent is through the language that they use.

Instead of carrying out an objective contextual analysis of an organisation, this research focuses on the contextual variables that the speakers (and writers) themselves invoke, appeal to, validate or invalidate. As **Porras & Silvers (1981)** point out, inconsistent research findings regarding organisational change can be attributed to the different types of conversations that take place in organisations and the different contextual variables that are expressed as important. Even when conversation successfully creates a 'democratic' and collectively negotiated order, this is not to say that an objective reality has been constructed. Indeed the subjective nature of conversational involvement requires some discussion in the context of this research.

1.3. Conversation and subjectivity

Intuitively, people cannot operate in the 'real world' unless they feel that the real world actually exists. As soon as people start to consider their part in the creation of their world, their sense of certainty and stability starts to break down. So while on a theoretical level, it is both possible and desirable to adopt a post-modern, social constructivist perspective, it is important to recognise that the people and the conversations that are being studied are unlikely to share that view of the world, or if they do, they are likely only to consider it in fleeting moments and then to revert to the philosophy of an objective reality which allows people to identify

common 'external' variables and arguably indeed, to have conversations at all (Weick, 1979).

Wellek & Warren (1956) have argued however, that *'there are no data in literary history which are completely neutral facts'* (p28). Since then, this assertion has been applied equally vigorously to the world of organisations and their own individual histories. It can be argued that communication and conversation that occur within organisational settings are among the most convincing sources of data, data which can be used in a variety of ways in an effort to come to understand how it is that organisations view themselves, and how organisational members come to 'know' certain 'facts' about the 'organisation' to which they belong.

The post-modern view that there are no objective facts makes conversation a particularly rich source of information in that it can help to identify the variety and diversity of ideas in themselves instead of measuring them against the standard of a questionably objective reality. However, it should also be possible to explore some collective or unifying understanding of various ideas if they are produced by a group of conversational participants, even if it is necessary to recognise that this collective understanding is also subjective. If we see evidence of mutual understandings emerging through the development of a particular conversational dialogue, we still need to exercise caution. As Goodwin & Heritage (1990) assert:

'mutual understandings are highly contingent and revisable....participants invoke a vast array of background understandings to make sense of a course of activity' (p286)

Conversation can be used as an important source of data whatever one's epistemological position along the

objectivity / subjectivity continuum. This research is based more emphatically towards the subjective end, but recognises as the structurationists do, that certain 'facts out there' can become recognised by groups of people and come to influence or to underpin the actions and options that they perceive to be possible. Leaving aside the philosophical perspectives for the time being, this research remains firmly attached to the view that conversation and units of conversation are worthwhile, vital and interesting sources of data, no matter how mundane, routine or trivial they may at first seem to be. And, contrary to many of the accounts relating to research into organisational communication, conversations that occur in natural organisational settings, are often imbued with fascinating imagery, creative metaphorical thought, and inspiring language that makes it the subject of thought provoking analysis (see for example **Lackoff & Johnson 1980**).

In any case, many of the researchers that investigate conversation agree that *capturing* organisational conversation is not particularly difficult in relative terms, especially when one considers the difficulty associated with capturing other sources of data. Once enough trust has been established among various group members, there are for example plenty of technological facilities that can help researchers to record and represent the conversations that have taken place. However, choosing what is relevant, interesting and informative about these conversations is a different and entirely more difficult task and one that has been tackled (not without trepidation) by this researcher.

The research in this thesis is based on the premise that organisational conversation is not just important, but indeed vital to an understanding of how people in organisations attempt to make sense of those organisations and various factors relating to them.

Particularly for the purposes of this study, conversation is examined according to how it helps (or does not help) people to determine (or attempt to determine) their future strategic direction. Given the literature in the field, it is not difficult to argue that conversations in organisations are important sources of data. However, the *ways* in which conversations are important, and the aspects of conversation that need to be attended to or investigated are much less easy to identify with certainty or confidence. This is mainly because conversation and texts which emerge from such conversations do not (as mentioned above) have an objectively discoverable or fully explicable meaning (**Morgan, 1985**). Organisational conversations are inevitably grounded within a series of goals and motives that are unique to the context in which they occur. However such conversations can be explained and explored notwithstanding the multiple meanings which may be ascribed to them.

Language and communication from a post-modern perspective is viewed as a cause of reality, being seen as meaning making interactions that enable us to create our own realities and in some contexts, to share these realities with others.

Reason in organisational and historical settings has been held up as one of the finest human attributes. Our organisations appear to depend on reason and rationality, on logical 'if / then' relationships between variables and on the sense that various organisational parts are configured in such a way as to create coherent, linear and structured processes. Accusations of irrationality are often damning within organisational settings, and can be used as a convincing way to dismiss positions that are adopted, to veto ideas that are generated or to rubbish plans that are made.

Central to the belief in and dependence on reason is the idea that there is an objective reality surrounding

organisations, just waiting to be discovered. Once people have grasped the essential and relevant aspects of this reality, they are generally seen to be in a more powerful position as organisational actors. To scan, to detect, to combine and to explore aspects of this objective reality are the types of activities that have traditionally been presented as worthwhile and crucial to those who must operate and attempt to survive within organisational settings. This perspective sees language as the 'medium of reason' (Habermas 1991) or the symbols and labels we use to detect, to recognise and to understand existing realities. As such, the modernist perspective adopts the approach that reason is central to the use of language, both in terms of how it is learned and in terms of the realities to which it refers. Language and communication from a modernist perspective is viewed as an effect or a product of reality.

'Post-modern epistemology suggests that the world is constituted by our shared language and that we can only know the world through the particular forms of discourse that our language creates' (Hassard, 1988, p32).

It is argued however that our conversational interactions are developing (or at least changing) constantly. As a result, our understanding of these conversations are *'constantly slipping beyond our grasp and thus can never be lodged within one term' (Ibid., p32).*

The objective of post-modern writing therefore is to identify and affirm the complex, and difficult to understand nature of language. However, Hassard (1988) argues that post modernists need to steer clear of the temptation of replacing one model of understanding with another. Post modernists should he says, never aim to create a 'unifying model' which attempts to explain all

language in all settings. Post modernists must be careful not to make efforts to explain formal structuring. Finding the causalities behind any type of formal structuring is not possible in post-modern terms.

'The myth of structure is just one of the processes through which social action is reproduced. The post-modern theorist should seek instead to uncover the messy edges of mythical structure, the places where the structuring process becomes confused and defies definition by the discourses that are used within it' (Hassard, 1988)

As **Manning (1992)** further argues, much can be learned by exploring some of the gaps the contrasts, the inconsistencies and the paradoxes that people encounter during everyday experience in organisational settings.

This research adopts such a post-modern perspective, assuming that the language and communication that it studies represents people's efforts to construct the reality that represents their organisation. Efforts to come to terms with the nature of the language and communication that it embodies recognises some of the central themes that are starting to emerge in literature on organisational communication. Particularly relevant is the recognition of 'intertextuality' as a central assumption in the area of organisational communication. The notion of intertextuality is discussed in more detail later in this chapter. To progress this treatment of conversations, an investigation into how conversations are defined will help to clarify aspects of the topic more effectively.

1.4. Conversations defined

There are various ways of defining conversations that take place in any setting. Technically, for example, conversations can be defined as

'a complex, information rich mix of auditory, visual, olfactory and tactile events' (Cappella & Street, 1985, p.2).

But to demonstrate the variety of perspectives that can be adopted when attempting to define conversations and what they represent, they have also been referred to as clusters of interrelated 'speech acts' (Searle 1969), as a continuous exchange of views without resolution (Morgan 1985), a musical counterpoint of different voices (Bakhtin, 1963) or as language in action (Boden 1994). More generally, conversation can be defined as social interaction (Psathas, 1995) and an interaction that requires various competencies and motivations from the individuals involved in it. Buber (1947) has argued for example that

'genuine conversation is a dialogue in which each participant has in mind the other or others in their present and particular being and turns to them with the intention of establishing a living mutual relationship between himself and them' (Buber, via Clark, 1990, p33).

More specifically, organisational conversations can be said to be a product and an agent of various organisational dynamics. Such concepts as strategy, formulation, implementation, change, quality, teamwork and many other well established organisational concepts have been claimed to be dependent on, created by and

contributors to a stream of conversations that continue within organisational settings as these concepts manifest themselves and as various processes unfold. Searle (1995) more recently argues that such concepts are almost completely language dependent as indeed are many aspects of organisation and organising themselves.

Conversation is a process of meaning making within social settings (Oakeshott, 1962) and should be seen as action that is taken in response to a particular set of circumstances (Burke, 1969). Burke also argues that any conversation that we observe should be seen as an attempt to respond to conversations that have already taken place, and not as interactions initiated without reference to previous (if empirically unavailable) conversations.

Indeed, the notion of conversation as being an unending exchange of ideas is echoed strongly by several theorists in the field. Collins (1981) among others, strongly argues that an appropriate image of the world requires us to recognise that conversation flows, 'criss crosses' and becomes entangled in an endless process, involving a wide variety of different participants over time or even at any one point in time.

The unending nature of conversations may be one of the key reasons why efforts to analyse such conversations in organisational settings have not burgeoned in the past. Conversations do not come to an end in the way that organisations might like them to. They fly in the face then, of some of the more closure orientated concepts with which organisational theorists are more familiar: decisions, strategy formulation, strategic implementation, project management, and the micro-processes of organisational functioning that require organisational members to meet deadlines, to finish projects and generally to put issues, tasks, decisions and activities firmly to bed. Conversations do

not go to bed, they do not end and they never die a natural death. They are the manifestations of the endless streams of ideas and meaning making that bring alive the very concept of the organisation itself . They also bring ideas to life and make views, perspectives and decisions in some way 'real' in the eyes of the conversation participants and those affected by them

The importance of conversations then, must not be underestimated and 'coming down' to the level of organisational conversations may help theorists to unlock several of the mysteries and circularity of thinking that have dominated organisational studies in the past and continue to frustrate even the most clear thinking theorists of the present. Traditional, rational explanations of organisational concepts like strategy, organisation, structure and so on have not so far been terribly successful in progressing explanatory or even descriptive models of behaviour in various work settings.

Sacks's (1984) proposal is that we go beyond macro conceptions of organisations, economies, institutions and larger social concepts by exploring the social, ordinary and even mundane nature of local interaction in order to gain a greater understanding of how these 'bigger' concepts are constructed via the micro-processes of action and interaction. This proposal is echoed also by sociologists such as Collins who argues that

'detailed micro sociological studies of everyday life activity raise the challenge of making macro sociological concepts fully empirical by translating them into aggregates of micro events' (Collins, 1981, p. 984)

The basis of investigating conversation comes from Collins' further assertion that

'if macro phenomena are made up of aggregations and repetitions of many similar micro events, we can sample these essential micro components and use them as the empirical basis of all other social constructions' (p 988)

Similarly, it is argued here that social processes can only really be explained via the exploration of micro processes. It is the everyday interactions between individuals and groups which will together explain 'larger' concepts, many aspects of which have mystified us for so long. Concepts such as strategy, structure, organisation, institution, nation and our identities within them, can be explored by examining the patterns of communication that make these concepts real to us (Searle, 1969, 1995).

1.5 Studying conversations

Recognising that conversations are important to examine and investigate forces us to address the important question about how best to study such conversations. Chapter three presents this researcher's approach in detail. However, for the purposes of this part of the discussion on conversation, it is important to outline some of the broad approaches to studying conversations that have been adopted to date in various contexts.

Boden (1994) argues that it is possible to gain a strong grasp of how 'talk' as a social process is organised. Quoting work by **Goffman (1981)**, **Garfinkel (1988)** and **Garfinkel & Sacks (1970)**, she shows that simply recording conversations that take place allow researchers to capture an enormous amount of information that would otherwise be unavailable via alternative sources. **Donnellon (1986)** also presents a coherent set of arguments which justifies using actual

conversation as the central source of evidence for understanding organisational processes. She argues that

'communication is indeed the very behavioural code humans have developed in order to display and interpret their cognitions....since much of organising is an essentially linguistic enterprise, we can profitably investigate the process of organising by using linguistic data and methods of analysis' (1986,p137)

However, there are some fundamental problems with the study of conversation which are important for any researcher in the area to recognise. The first problem derives from the fact that conversation happens all the time. While it may be possible to capture certain types of conversation in certain settings, it is impossible to get a hold of all of the material that has influenced these conversations. For example, in the context specifically of strategic conversations, it can be easy to record conversations that take place and are formally organised between certain established strategic groups. This however, is unlikely to represent the full spectrum of conversations that are taking place which relate to the strategy that is being developed. People are constantly engaged in conversation in formal and informal settings, inside their organisations and outside them. They use an increasingly wide variety of media to carry out their conversations and while some of these media are particularly amenable to capture (e.g. email and voice mail) providing researchers with new opportunities for exploration and analysis, others are quite the opposite (e.g. quick exchanges in corridors, pub talk and other impromptu interactions).

A second problem with studying conversation is that it is still quite a new endeavour, particularly in organisational settings. As Psathas (1995) points out:

'a major problem has been how to study interaction, discover the ways in which various social actions are organised and describe and analyse these features using the rigorous methods of science so that reproducible results could be obtained by others using the same phenomena' (p1).

Sound Methodologies in the study of verbal and written interaction are still in the process of being established. Several researchers have attempted to develop rigorous methods of analysing conversations, a mainstream series of methodologies being referred to as 'conversation analysis' (e.g. **Psathas 1995; Goodwin and Heritage, 1990; Sacks, 1972**). Conversation analysis studies the order and the patterns inherent in communicative social action. The basic assumptions of conversation analysis are that there is an underlying order to interpersonal interactions that may not be obvious but which can be discovered; that this order recurs again and again in any one setting; and that the task of the analyst is to find the natural order and patterns that exist.

Conversation analysis tends to focus on '*discovering sequences in interaction*' (**Psathas, 1995, p.13**) by focusing on the nature of turn taking and turn making among participants, conversation analysts aim to uncover patterns within certain recurring sequences of interaction. This has led to some interesting findings about the details and essence of micro processes including the discovery of definite order in 'summons answer' sequences, (**Psathas, 1995**), deliberate symmetry in various types of interpersonal exchanges, (**Schenkein, 1978**) the natural bestowing of response opportunity by one speaker to another (**Sacks, 1989**) and definite organisational properties in the smallest and

apparently most insignificant of interpersonal exchanges (Schlegoff, 1968, 1979).

While conversation analysts have made some significant progress in the development of standardised methods of recording and analysis of conversational data, there is still no broad agreement on the ways in which such data should be managed, interpreted and reported.

Predetermined coding systems (originating from the work of the interaction analysts, e.g. Bales, 1950) which can create a standardised interpretation scheme have been criticised by the conversation analysts for imposing an over rigid and unrealistic structure on the conversations they aim to study. On the other hand, conversation analysts themselves have been subjected to criticism due to the apparently un-representative nature of the sample data that some of these theorists use to reach the various conclusions that they have presented.

Whatever the positions taken on the best ways to capture and analyse conversations in organisations, there is more and more support in the literature for finding new ways of doing this. The study of communication and more specifically conversation in organisational settings has been receiving attention in various ways for over two decades in literature which focuses on organisational theory. Early efforts to capture organisational conversations (e.g. Mintzberg 1973 and Kotter, 1982) strongly argued the importance of concentrating on day to day interactions among managers in organisations, Henry Mintzberg being one of the strongest proponents of exploring micro-processes of interaction in order to help explain and even disprove the day to day existence of more macro managerial ideas like 'managing', 'planning' co-ordinating' 'controlling' and so on. In 1978 Jablin also used conversation as a fundamental source of data in order to try to explore perceived

openness in hierarchical communication between members of different status groups.

The concept of leadership in organisations has also been explored using conversational data by such theorists as **Watson, 1982**; and **Sims & Manz, 1984**. **Donnellon, Gray & Bougon (1986)** show how methodologies can be applied to the analysis of conversation in order to uncover patterns through which organisational participants develop meaning within the groups of which they are members. More recently, **Westley (1990)** as mentioned earlier in this chapter has carried out research which uses excerpts from organisational conversations to explore the '*micro dynamics of inclusion*' among middle manager roles in strategy formation. **Boden (1994)** has used conversational data to explore the organisationally relevant concepts of information, interaction, institutions, organisational agenda and rationality. **Donnellon (1996)** uses conversational data to explore the realities and dynamics of teams in organisations and also applies her research to the proposition of some strong recommendations about how organisational members can develop better conversations for more effective results, arguing that 'team talk' can be used as a fundamental tool for change and development in organisational settings. **McMillen, Baker & White (1997)** show how knowledge about conversation needs to be applied to the improvement of interaction in multi-cultural organisational settings.

Although the studies referred to above explore a diverse range of organisational concepts and ideas, all of them recognise the importance of conversations and at least imply that knowledge about conversations is a fundamental prerequisite for knowledge about the micro dynamics of organisational processes.

1.6. Intertextuality and the importance of both spoken and written conversations

Intertextuality and the arguments that support this concept are also central to the context of this research. As will be demonstrated in more detail in the methodology section, attempts are made to compare aspects of spoken conversation with written documents that are said to be a direct product of the conversations that took place over the course of a one year time frame.

The study of both oral and written documents has a long heritage in the areas of literary and linguistic endeavour. As the previous discussion has emphasised, this heritage has only really been transferred to the field of organisational studies over the last two decades or so. However, since then it has been recognised that in organisational theory the value of data derived from written archives constitutes a strong source of information, most notably due to its un-obtrusiveness as a research strategy. Drawing from written as well as spoken dimensions of any culture is increasingly being seen as a valuable and informative exercise. The existence of written texts contains a wealth of themes, ideas and clues which can throw light on cultural, cognitive, social and psychological dimensions of the human condition (McCarthy, 1997).

The retrospective availability of organisationally prepared documents which are written and distributed in context allows for a particularly unobtrusive glance at some of the communicative acts that have taken place among organisational members, in a way that direct interviewing or even observation cannot hope to achieve.

1.6.1. Intertext, influence and innovation

The notion of intertextuality has long existed in the areas of linguistics and semiotics. **Morgan (1985)**, **Witte (1992)** and **Hansen (1995)** have been among several writers who have suggested that intertextuality is a relevant concept in organisational settings. It can broadly be defined as

'the structural relations among two or more texts to any of the disciplines in the humanities and the social sciences' (Morgan, 1985, p.8)

Developing the concept of intertextuality, **Bakhtin (1981)** argues that written text is somehow crafted by discourse that precedes such texts and shows that *'no speaker or writer can avoid picking up echoes of prior texts or voices...The author does not create writing but rather mixes writings. The text then is made up of codes: unique combinations of echoes, references, "voices" and so on'* (**Brady, 1993, p.455**)

'Text' can be defined as any product of encoding signs (Semiosis) or as organised sets of symbols and signs (**Witte, 1992**). Thus as **Morgan (1985)** points out, text in social settings can range from the smallest of gestures or syllables, to the most elaborate of social rituals or structures or communications (e.g. a book or a football match).

Intertextuality has traditionally shifted researchers' attention from an examination of author, work and tradition (in the literary field) to that of text, discourse and culture (in relation to social interaction), thus making its application to organisational settings all the more relevant.

Recognising that both written and spoken communication at work are inevitably part of an infinite

stream of communicative acts, also brings with it the question of how much of one conversation or of one written document has been influenced by other conversations and other documents either within or outside any one organisational domain.

In normal settings, it is generally impossible to quantify or to explore the extent to which various texts have been influenced by others in the context of organisations, either because the source of any potentially documented influence is unavailable or untraceable, or because conversations which have at least partially given rise to written documents have usually not been recorded in any rigorous or complete way. We know for example that the keeping of 'minutes' or meeting records in organisational settings are generally notoriously inaccurate records of what actually happened or what was actually said. And from a post-modern perspective, even if those records were available, it would be necessary to investigate the multiple meanings that can be attributed by different parties to any one conversation.

The concept of influence is important in the context both of written and spoken communication at work. Inevitably an organisational document is written with reference to previous conversations that have taken place within that setting. A question relating to intertextuality is the *extent* to which the influence of previous conversations or communications manifests itself in new documents or new conversations. The metaphor of influence is an important one. It sees the construction of new communication as the '*continuity of a fixed set of norms over time*' (Morgan 1985). However, standing rather uncomfortably beside the notion of influence is that of inspiration or innovation. This is where in the context of organisational communication 'positive / radical advances' are seen to

be made that are discontinuous or in some way incongruent with previous patterns of communication.

With regard to intertextuality, tracing the relative levels of influence versus innovation / inspiration may also reveal important continuities / discontinuities between various forms of interrelated conversations, communications and dialogues. Exploring the influence or connected patterns between say written and spoken aspects of a conversation may reveal some interesting findings including such possible factors as the 'influencability' of certain trains of thought and others that may be resistant to influence. Identifying instances of 'inspiration', or the introduction of a radically different idea or pattern within a given text might also reveal some important findings that might lead to the identification of influenced versus non influenced conversations and communications.

Spoken and written communication integrate and merge in ways that are identifiable - but the transformation of the spoken word into a written document is something that can create an entirely different piece of communication, with a different message, different emphases and different goals.

'It is important to understand workplace writing as part of a local social dynamic' (Hansen, 1995, p103)

The conversations and the documents to which they give rise need to be explored and analysed for their similarities and their differences in organisational settings. Workplace conversation and workplace writing are important sources of information that in themselves can reveal many of the ways in which individuals and groups work together to produce a collective account of their perceived organisational reality.

Conversations can be analysed at a variety of different levels. Linguists have often been accused of stripping any meaning from the language that they investigate. Nevertheless there is merit in structured analysis of what is loosely structured, sometimes apparently unstructured and complex in pattern. Conversations are characterised by patterns, but uncovering those patterns is difficult to do unless there is an identifiable framework for analysis. This research analyses conversations and the document to which conversations gave rise according to four different levels of investigation. Using concepts drawn from strategic literature and also determining broad categories emerging from the dialogue itself, a model has been developed which serves as the basis for analysing strategic conversations. This model is outlined in detail in the methodology section.

A central proposition put forward in this research states that while it is possible to trace similarities between spoken and written communication, a final document ostensibly produced through the accumulation and reflection of a series of conversations carried out by an identifiable group (or 'working team') is likely to be qualitatively different from the loosely structured, sometimes inconsistent, regularly contradictory and often vague musings which preceded it.

However, even though spoken 'text' may not be as tightly structured or as consistent and clear as written text, the notion of intertextuality attributes equal importance to spoken and written modes of communication. It has long been established for example, that oral cultures and communities in which oral communication predominates, are just as complex (and sometimes more complex) than cultures in which the written word are held in higher esteem (Levi- Strauss, 1962)

Also, regardless of whether text is written or spoken (and this study examines examples of both), the concept of influence is important. The following extract from **Witte (1992)** summarises the nature and importance of influence when considering the concept of intertextuality of the written text, although the same argument can equally be applied to spoken communication / text:

'...whatever processes a writer might employ in producing a text and hence, whatever features a given text may be said to have are ultimately determined by the particular setting within which the writer works; and some of that research may be read as an elaboration on a somewhat different claim, namely, that what writers do and what writing does is alter or change or determine in sometimes highly significant ways, the particular settings in which the text is produced or used....Just as individuals may be seen as constituents of culture, so also is culture constructed by or out of individual persons' behaviours' (Witte, 1992, p239-240)

The perspective running through much of the above discussion is that speaking and writing, text and intertext, communication and dialogue within organisations all make a difference, not just in terms of the ways in which people understand what is going on, but also in terms of the subsequent activities, goals and decisions of the participants. Not only have there been efforts to position the study of conversation and dialogue within a theoretical context, but recent work which demonstrates applied perspectives on conversation within organisational settings shows how an understanding of the power, functions and capacities of conversational interaction makes (or have the potential to make) a

significant difference to organisational actors in a wide variety of settings.

1.7. Applied perspectives on conversation, communication and dialogue

Why is conversation important in applied settings ?
Apart from the reasons outlined above, recent normative approaches to conversation at work have highlighted the positive ways in which conversation can be managed and applied in organisational settings, showing how the study of conversations can help to generate descriptions which show the way to improved processes at work. Learning to have 'better conversations' requires us to explore the types and patterns of conversations that we already have, to understand some of the potentially dysfunctional patterns of conversation to which we may be vulnerable, and to be aware of (and so build on) the positive patterns of which we are capable.

1.7.1. The functions of conversations and communication at work:

However, whether conversations are effective or ineffective depends entirely on what purposes those conversations are supposed to serve. This is why the functions of conversations are important also to understand. Conversations, as with much of group behaviour can be successful on one level but unsuccessful on others. If we refer for example to the long standing differentiation between task and relationship orientated behaviours (e.g. Marcic, 1992), it can become clear that some conversations succeed in relation to one of these orientations while failing in relation to the other. In addition, some conversations

may be said to have certain explicit functions, whereas in terms of the experience of the participants, other less obvious or implicit functions are (or eventually become) more important and more relevant in the context of the conversations that are taking place.

The individual purposes of any communication within organisations include such political goals as cultivating a favourable impression (**Maslow, 1970**), demonstrating competence (**Fielden, 1982**), expressing confidence (**Jackall, 1988**), being liked (**Maslow, 1970; Wofford, Gerloff & Cummins, 1997**), developing a base of support (**Allen et al, 1979**), aligning oneself with more powerful others (**Bacharach & Lawler, 1980**), and controlling access to information (**Steele, 1975**). From a collective point of view, conversations may also serve a variety of functions and achieve a whole range of different goals from the often explicitly stated goals of pooling information resources in order to address a problem or achieve a task (**e.g. Handy, 1988**), to enhancing the collective dimensions of cohesiveness and morale by creating the feelgood factor that can come with friendly, self affirming and non challenging conversation (**Frost et al, 1985**). **Argyris (1990)** in his insightful work on organisational defence routines argues that much of the collective communication or interaction within organisation serves to reinforce people's sense of themselves and to help them avoid facing up to the problems that might need urgent attention. More recently work in the area of business communication demonstrates that conversations are driven by individual motives for pleasure, escape, inclusion, affection duty, control and relaxation (**Anderson & Martin, 1995**). Also, different functions have been associated with different arenas of communication and conversation within organisations. For example, recent research has considered the various functions attributed to

conversations with superiors and co-workers (**Jablin & Krone, 1994**). Similarly, it has been proposed that important characteristics such as gender, age, and cultural background will play a strong role in defining the functions with which conversation may come to be associated at work (e.g. **Jones, 1986 Wood & Phillips, 1984; Baker, 1991; Gayle, 1991**). Diagonal conversation in organisations may fulfil significantly different types of functions than vertical conversation (**Wilson, 1992**), Formal conversation is often seen as having functions which are markedly different than those associated with informal ones (**Johnson et al, 1994**). It may also be the case then that strategic conversations are similarly characterised or associated with certain implicit and explicit functions, a possibility which requires analysis and exploration.

Deeming whether a conversation has been successful or not, depends entirely then on what the purposes or functions of that conversation can be said to be, and such purposes and functions may vary widely depending on any number of individual, group and contextual factors. These purposes in real life settings may not serve the purposes of the organisations, the groups and at least some of the individual motives that each member of the group are pursuing. Through conversation, **Argyris (1990)** has identified several defensive patterns that appear to recur in the thought processes that are evidenced in the ways that people interact. Patterns of '*fancy footwork*' can be found in conversations which cause people to identify faults in the system but abrogate responsibility for correcting those faults, cause them to accentuate negative aspects of the organisation in ways which protect individuals and their groups from specific criticism and which allow them to espouse values in rather sanctimonious ways which cannot, (given the arguments that they present about the

'overall system') be implemented. Finding evidence of these types of defence routines is at least a first step in trying to overcome them. It must be remembered that conversations may be deliberately or unconsciously designed to fulfil a 'defensive routine' function which may be in the psychological interests of the participants if not in the interests of the organisation to which these participants belong.

More generally, on an organisational level, it can be said that through their exchanges, organisational participants justify and reinforce the day to day goals, choices and conceptualisations of their institution. Further, their conversations may serve to identify if not create the boundaries that exist within the organisation including where various responsibilities lie as well as what aspects of the organisation are dictated by its perceived 'history', current constraints and future possibilities (Boden, 1994). In a broad sense, we can discover, by exploring the day to day interactions that are evidenced through conversation, the nature of the organisation itself. A key function of conversation is to continue to create and mould the social construction that is the organisation which in turn defines, identifies and enacts its purposes its *raison d'être* and the links and boundaries that make it a meaningful concept.

1.7.2. Creating new forms of conversation through reflection, observation and analysis

More recently, a number of writers have started to explore 'new forms of conversation' which draw from existing theory in order to develop better ways of communicating in order to reach collective and individual goals.

Refining various definitions relating to talk, conversation, communication and dialogue, Isaacs

(1993), Schein (1993), Fimbel (1994) & Marshak (1993) have argued all quite optimistically that conversation can be managed successfully both on an individual and a group level. From various standpoints, and addressing various issues, these authors all maintain that people are not necessarily slaves to automatic patterns and processes when communicating with each other. There are interventions (some complex and others apparently simple) which can moderate, improve, develop and enhance the conversations that take place in organisations.

It is important that organisational and strategic theorists attempt to further their understanding of conversations that take place within organisational settings. Applying this knowledge cannot be achieved without sound frameworks for understanding what takes place during these conversations, what they represent, how they give rise to further action, to changes in conceptualisations and to sustaining or developing various activities within the settings in which they take place.

An objective series of discoveries about certain streams of conversation can throw light on many of the accompanying organisational processes that affect and are affected by them. Studying conversation can show the way to new possibilities for valid communication (Schein 1993). The observation that organisational members now more than ever before need to communicate effectively in group settings and through this communication to achieve effective results means that understanding intra-group conversation is more important than ever before. The fact that *'the skill of dialogue is arguably one of the most fundamental human skills'* (Schein 1993, p.41) leads this researcher (among a growing number of others) to focus on finding out more about what conversations are, what they do

and what they consist of. As organisations grow, become more elaborate and develop into many different groups of subcultures, the need for conversation that unites and integrates their various, divergent and often opposing activities becomes more intense and more important than was once assumed to be the case. The ultimate reason for investigating the theory and practice of certain types of conversation is that it facilitates and creates new possibilities for valid communication which can help people to work better together and to achieve both explicit and implicit goals in organisational settings. And while conversation may at its most fundamental level serve to validate individuals and their sense of self worth, the extent to which it does and the extent to which it fulfils various other functions needs consistent and more elaborate investigation.

Isaacs (1993) argues that it is possible to develop better conversations in organisations, first by understanding the nature of conversations and their potential 'dysfunctionalities' and through this understanding, by creating 'dialogue' which he defines as an effective and 'valid' type of interaction and which he claims is a necessary condition for effective group action. Dialogue is differentiated from discussion as a normative concept and emphasises more strongly the natural flow of conversation. Instead of sustaining '*mechanistic and unproductive debate between people seeking to defend their views against one another*' (Isaacs, 1993, p. 25 - emphasis added), dialogue encourages people '*gradually [to] suspend their defensive exchanges and...to probe into the underlying reasons why those exchanges exist*' (ibid.). Achieving dialogue then, requires people to observe and reflect on the natural flow of conversation rather than to try to interrupt and modify those exchanges (as it is argued that they often do).

Bird (1990) refers to 'good conversations' in much the same way, elaborating that conversations in order to be really effective must be vocal (in that all participants have the opportunity to voice their opinions and state their positions), reciprocating (in the sense that every contribution is taken on board and in some way has an influence over the subsequent flow of conversation and the outcomes emanating from it), issues oriented (by focusing on particular problems in concentrated ways), rational (by being intelligible, reasonable and well argued), imaginative and honest. Even intuitive accounts of conversations show that achieving these objectives (or even having them) is not always easy.

Real conversations often marginalise and inhibit contributions from certain individuals (e.g. **Janis 1972; 1989**). They lack reciprocity because individuals are often much more interested in and focused on their own conversational contributions than those of others. This lack of reciprocity in conversation leads to disjointed '*mutual monologues*' which are only vaguely linked together and which barely follow each other in any logical sequence (**Quinn, 1996**).

Conversations are not always (and in some situations rarely ever) 'issues orientated' in the way that theorists like **Bird (1990)** and **Fisher & Ury (1980)** have recommended they should be. In negotiation sessions, people are regularly encouraged for example, to 'focus on problems and not on people'. And yet in real life settings, conversations are often characterised by unpleasant references to others, blaming, gossiping, mudslinging and so on (**Donnellon, 1996; Quinn, 1996**) sometimes with the result that the original issues and concerns get lost under a wide variety of non issue orientated statements and exchanges.

It follows from this type of evidence that conversation then, (like other organisational processes) is

not always rational. Words, sentences and sometimes whole blocks of conversation are unintelligible to at least some of the other participants. Even when there is a sense that everyone has understood the nature of a certain piece of conversation, there is plenty of evidence to suggest that collectively understood meanings are extremely difficult to achieve (**Van Krogh, Roos & Slocum, 1994**).

Conversations have the potential to be imaginative by encouraging participants to explore options and alternatives that have previously been unexamined. Much applied work on group processes such as brainstorming and scenario building shows that certain promising interventions can give rise to more creative and imaginative processes and outcomes. However, there is also evidence that in the context of large organisations, institutionalised conversation that take place in formal settings are notoriously *unimaginative* (e.g. **Allinson, 1990**). Routinised conversations tend to have developed automatic patterns that can be associated with the same types of conversation over long periods of time. Regular complaints from organisational participants that meetings continue to cover the same ground, that agreements can never be reached and that nothing ever changes all point to everyday evidence that many conversations are habitual, and ritually orientated rather than creative or imaginative exchanges between people at work.

Conversations also lack honesty in many contexts. Evidence that people do not tell the truth during organisational conversations can be found from a variety of sources. **Janis' (1972)** work on the groupthink phenomenon shows how individuals can deliberately withhold information in order to bolster the confidence of their group. Impression management efforts cause lower status group members to give inaccurate or dishonest accounts of various activities they have been

involved in and perspectives they claim to have adopted (e.g. Rao, Schmidt & Murray, 1995; Wayne & Liden, 1995). The psychological theory of cognitive dissonance (Festinger 1957) has long maintained that in conversations with others we use strategies that help to legitimise our own activities and viewpoints to the extent that not only are people likely (at least at some point in particular conversations) to be dishonest with others but also they are also likely to be dishonest with themselves.

The theory about what constitutes good conversation is clearly sometimes very different than what happens in reality. However, still not enough is known about the nature of conversations to allow us to understand the ways in which real and ideal conversations differ. It is still not clear for example whether (and in what ways) some of the recommendations for 'good' conversations actually achieve various positive results. In order further to justify the exploration of conversation in real life settings, it can be argued that unless more is known about natural conversations taking place in their real life settings, the potential effectiveness that can be produced through dialogue (as defined by Isaacs and others) may not always be realised. Indeed, the recommendations and advice given for creating effective conversations may be inappropriate or inadequately supported by scant research bases.

Dialogue has been proposed as a form of consciously constructed conversation which requires a sustained and collaborative investigation into the various processes, underlying assumptions and perceived certainties that underlie the everyday experiences of participants in conversations of any kind. This perspective on the creation of better conversations is a powerful example of how knowing more about people's processes and tendencies during the course of

conversation can be applied to improving interaction and communication at work in order to develop more effective decisions, activities, long term goals and elaborate strategies in organisations. By observing and analysing what people say in the course of their conversations about strategy and by exploring the written documents that result from these conversations then, a sounder view of the existing functions, the potential improvements and the important moderators of conversations can be achieved. This applies to all conversations that take place in organisations, but for the purposes of this research, the observations focus on strategic conversations or at the very least on conversations that have some degree of formal or informal strategic motivation.

Understanding the nature of conversations at work can also help to bring alive the concepts of 'double loop learning' (Argyris & Schon, 1978) (where 'conversationalists' develop the potential to *explore alternative ways* of conceptualising situations in order to function more effectively) and 'triple loop learning' (Bateson, 1972) (where conversationalists search for the *underlying predispositions which allow them* to explore alternative ways of seeing, thinking, talking and doing). These concepts have become popular in recent normative developments that relate to organisational behaviour and theory.

New forms of conversations can only be built on an understanding of existing forms and how they may need to be changed. As Bohm (1980, 1989) has proposed, it is the deliberate bringing to the surface of our tacit infrastructures of thought that will allow us to make progress in the production of more effective and more valid patterns of thought, words and actions. This thesis represents an effort to uncover some of these tacit infrastructures by focusing on various levels, aggregate

contents and longitudinal patterns of a particular type of strategic conversation within an organisational group.

It is maintained that this exploratory methodology will contribute to the development of a greater understanding of the structures, predispositions and tendencies that lie within conversation and that can be uncovered and made explicit in ways that may not previously have been considered. It is believed that this enhanced understanding may lead to a greater ability for the analysers of and more importantly, the participants in, conversations to identify important skills that can lead to the creation of functional dialogue. By identifying such dynamics as disconfirmation, reinforcement, immediate confrontation of our views and those of others during the course of conversation, we can reach a better level of understanding of the nature, functions and moderators of conversation and achieve the goal of effective dialogue. While learning language requires us first to listen to others, an opposing view in the theory of conversation and dialogue is emerging which holds that before we can understand other people and what they say, we have to learn to listen to ourselves.

1.8 Central aims of this thesis

This study aims to develop a framework which explores some key characteristics of strategic conversations by examining spoken and written texts within a specific case setting. By comparing spoken and written texts, it aims also to identify similarities and differences between these two dimensions of the conversation by exploring the concept of intertextuality discussed earlier in this chapter. And by fulfilling the above aims, it also attempts to demonstrate that there is a complex set of underlying functions associated with strategic conversation, many of which are not evident

without an in-depth analysis of the spoken and written texts that it embodies. The following diagram encapsulates then, the central dimensions of this study:

Fig 1.1: A Research Framework

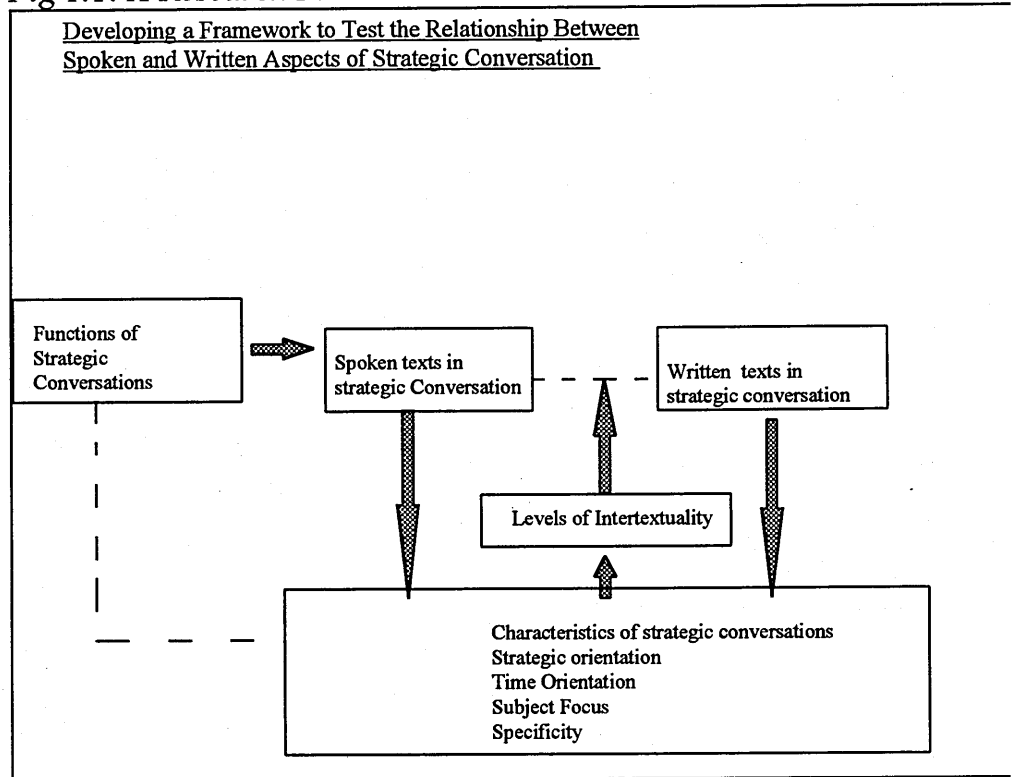


Fig 1.8 shows the two central relationships that will be explored in the context of this research. Firstly, the relationship between spoken and written dimensions of strategic conversations is investigated, and carried out based on an elaborated framework which focuses on four main characteristics associated with strategic conversation. Secondly, these findings are used to elaborate and to explore some of the central functions associated with strategic conversation. For the purposes of this research, functions are defined as underlying roles or purposes that strategic conversation fulfils either for the individuals involved, or for the organisation for which the strategy is being developed.

1.9. Conclusions

The main purpose of this chapter has been to set out the role of conversations and communication in organisational settings, as well as to outline some of the central aims of the research contained in this thesis. In doing this, some general social psychological references were made, showing how the longer tradition of studying conversations in fields of linguistics and social psychology has only relatively recently spread into various areas of organisational studies. Conversations play a central role for individuals both inside and outside organisational settings and are therefore important in all human contexts. It can be argued, particularly in so called 'co-operative communities' such as organisations, that people not only need to partake in conversations in order to be able to function, but further, that they have an ethical responsibility to do so. This ethical perspective demonstrates the belief that within conversations, the essence of what people say can make a difference, by effecting change, by identifying errors and by creating effective dialogue between groups. However, much evidence has also shown how some conversations can have a negative effect within organisational settings, for example by sustaining dysfunctional routines or by supporting only the objectives of the most powerful participants within the conversation.

The discussion has also focused on the study of conversation within an interpretivist framework. The assumption that conversational data cannot be explored in isolation without reference to at least some of the preceding and subsequent conversation supports the notion that information about conversation needs to be set within the context from which it has emerged. While the modernists view language as a product of reality, the post modernists view it as a cause of reality. This

research, while recognising a pragmatic middle ground between these two positions (like that adopted by the structurationists) focuses more strongly on how conversation gives rise to reality in a way that is very much consistent with post-modern mode of thought.

Conversations have been defined in this chapter using references from linguists, researchers in intertextuality, organisational theorists and conversation analysts. Most centrally for the purposes of this research, it should be emphasised that the most relevant view of conversations is provided by **Oakeshott (1962)** who describes them as a process of meaning making within social settings. However, the idea that conversation is 'action taken in response to various circumstances including previous conversations' (**Burke, 1969**), is also important.

The precedents for studying conversations were also set out in this chapter by outlining briefly some of the studies that have already taken place in organisational settings. While methodologies for capturing, recording, analysing and interpreting conversation are still in the process of being developed, it is clear that many theorists believe in the inherent value of continuing to develop these methodologies.

Intertextuality has been identified as an important dimension for the purposes of this study. The influence that one conversation has over another, the extent to which various ideas become transferred to new arenas or into new conversations is a central concern in the context of this study requiring a longitudinal perspective (as will be explored in more detail in the methodology chapter) and a vigilance for tracing the potential effects of one conversation upon another.

Knowing more about conversations will allow us to develop normative frameworks about what constitutes 'good' conversation within organisational settings. As

outlined above, efforts in this direction have already been made, many of which have been optimistic, about the role of conversational research. These normative perspectives are promising, if somewhat premature.

Conversations in organisational settings are important, vital, unending, iterative and social processes. Any conversation will in some way be influenced by the context from which it emerges, but also has the capacity (a capacity which varies depending on a wide range of variables) to influence and to change the context within which it takes place by themselves creating new realities and new contexts simply through the activity that is required to carry out conversation and to engage in meaningful communication at work. As **Boden** concludes:

' Organisational talk both shapes and is shaped by the structure of the organisation itself. Refracted through talk and created within its unfolding dynamism is the organisation in action' (1994, p.202).

The literature outlined in this chapter has emphasised the fundamental assumption that integrates this study. That is, that conversations are important, that we need to find out more about them and that the complexities of interpersonal interaction at work can conceal elegant patterns and unknown tendencies beneath the surface, the uncovering of which can further illuminate our understanding of the nature of the dynamics that take place in organisational settings.

CHAPTER 2

STRATEGIC AND ORGANISATIONAL THEORY AND ITS IMPLICATIONS FOR STUDYING STRATEGIC CONVERSATIONS

2.1. Introduction

This chapter explores how theory relating to organisations and strategy can be used to inform and to guide an investigation which uses strategic conversation as its main source of data. Strategic conversation is presented as an essential type of strategic formation activity and as such, more general literature on strategy and some key associated concepts are seen as being important in the context of the discussion. This part of the thesis then, outlines some of the traditions and challenges associated with studying strategic formation activity; it links the notion of strategy with some of the ideas about communication which have already received treatment in the preceding chapter and explores the notion of what it means to participate in *strategic* conversations as opposed to conversations in general. The discussion within this chapter also refers to literature which identifies the central and essential role that conversation plays in organisational members' attempts to form a strategy for the future.

Referring to a diverse range of literature which has informed organisations and helped to guide an understanding of strategy and conversation, a variety of levels of analysis is also identified. The relevance of generalised versus particularised strategic conversation is suggested; the importance of time orientation and the ongoing need to recognise dimensions of context,

content and process in studies relating to strategic activity is presented.

Finally, a review of relevant literature relating to the potential functions and moderators associated with strategic activity also provides a foundation for the development of an analytical model, which is elaborated in chapter three.

2.2 Strategy formation as an object of study

Despite a now enormous pool of literature and research in the area, strategy formation remains an ill defined and poorly understood activity. Within organisational settings, the search for information, the development of plans, the making of decisions with a long term focus and simply talking about the future are the kinds of activities which have frequently been associated with the formation of strategy. Despite recent critiques of rational approaches to understanding strategy, the assumption that the more accurately strategists can predict the future, the more effective they will be, remains inherent in much of the literature in the area.

While recent researchers have indeed stressed the less rational, less linear processes that have been linked with strategic activity, few regard non rationality and the associated concept of informality as anything more than unavoidable flaws (e.g. **Hilbert, 1987; Sica, 1988**). Predictive accuracy tends still to be presented as the *raison d'être* of strategic activity, even when the existence of less rational or less linear dynamics are accepted as an inevitable part of strategic formation processes, and formal planning procedures remain the often perceived route to strategic success (**Langley, 1989**).

It has repeatedly been argued for example, that the opportunity costs of poor strategy and planning can be considerable if not devastating for organisations. Since the articulation and development of the concept, guidelines about how best to manage the strategic formation process have burgeoned and even now, practitioners are encouraged to pursue the process in a well defined, unambiguous, rational, top down manner, despite increasing recognition that such ideals or prescriptions may be unattainable, ineffective or undesirable (e.g. **Fahey, 1981; Burgelman, 1983; Fredrickson, 1986**).

Predictions about the future are notoriously inaccurate, and rational planning for the future is recognised by many as a dangerous activity which at least as often as not, leads to erroneous predictions, problematic interpretations and bad results (**Mintzberg 1994**).

More recently, it has been suggested that strategy formation may perform other implicit functions that are not formally recognised or explicitly stated while strategic processes are in place (e.g. **Langley, 1988, 1989**). As a result, performance moderators that have long been seen as important for strategic effectiveness (e.g. rationality, comprehensiveness of information base, accuracy of analysis, objectivity of evaluation etc.) may not be the only factors that lead to the success attributed by participants of any particular strategic initiative.

This research aims to throw further light on the nature of strategic activity as well as its perceived functions and performance moderators within a strategic team setting. It addresses the proposition that there may be implicit functions associated with strategic activities which are never formally recognised or emphasised and that a wide range of characteristics and behavioural norms (other than those associated with rationality and

objectivity) may be associated with certain types of strategic activity, particularly that which emerges in the form of spoken and written communication and conversation. The most important aspect of the research however, is that the strategic activity being studied uses conversational data as its main source of evidence and as such, findings may contribute to a wider understanding about the nature of group conversations, at least within this particular setting.

This chapter traces and explores some of the important literature in the area of organisational and strategic theory which has helped to inform and to guide this study and to inform the less developed area of strategic conversations. In general, literature which focuses directly on strategic *conversations* is rare and disjointed, but there are many useful sources of secondary data to be found in the broader area of organisational theory, strategy and strategic formation which require exploration and consideration. A more comprehensive review of the area of strategy was carried out at the initial stages of this research. The results of this review is however, beyond the scope of this thesis, but it is important that some key work which integrates ideas about conversation and strategy in general or illuminates ideas about strategic conversations in particular, receives some considered attention.

2.3. Strategy and conversation

Thus, while the area of conversation in general does not often consciously inform ideas about *strategic* conversations in particular, it has been demonstrated in chapter one, that conversations are seen to fulfil a variety of functions for individuals and the social groups to which they belong. As such, studies about conversation in general and the functions of conversational activity

should be able to provide important and fundamental ideas about the nature and functions of *strategic* conversations as well, or those that take place in organisational settings, with at least some focus on an exploration of the future.

However, while an exploration of conversation is at the kernel of this investigation, it would be naive to assume that there are no qualities associated with strategic conversations which differentiate them from conversations in general. Indeed, contexts, power relationships, purposes, and a wide variety of other contingencies can give any specific conversation or series of conversations a flavour, an identity and a network of outcomes that is unique or at least particular to the context within which they have emerged. There are some key theorists who directly or indirectly provide us with a variety of good clues and pointers about what might be relevant to explore more specifically in the area of strategic conversation. Particularly relevant in the context of this study are some of the observations made by **Collins (1981)** and others relating to generalised and particularised dimensions of conversation; those made by **Pettigrew (1991)**, **Hofer & Schendel (1978)**, **Hardy (1990)** and others in relation to context, content and process dimensions of strategy; those posed by theorists as diverse as **Mintzberg (1994)**, **Jones (1986)** and **Schoemaker (1993)** in relation to time orientation and those posed by **Langley (1989)** and others in relation to the functions of strategic or future orientated activity.

In terms of strategic outcomes, relevant material is also presented by **Argyris (1990)**, **Whittington (1993)**, and **Donnellon (1996)** and some important propositions presented by these theorists will also be considered in the context of this research.

2.3.1. Participation in strategic conversations

In chapter one, it was stated that *'people who are more active in participating in conversations in whatever context, will generally be able to affect their environment at least somewhat more successfully than those who are not'*. Examining conversations, particularly those that take place in organisational and strategic settings suggests however, that the effectiveness with which conversational participants have an impact on their environment, depends on much more than their simply being participants in that conversation. Even the nature of their participation may not guarantee individual or group impact on the issues that are being discussed in any one context.

Structures and systems within organisations, which may of course be created and sustained through conversation (**Garfinkel, 1988; Giddens 1984**), can also be factors which constrain and obstruct the ability of certain participants in a given conversation to make a difference. It stands to reason that if one of the primary functions of any individual's participation in conversation, is to have an impact on their environment, that their motivation towards continued participation will be at least somewhat influenced by their 'perception of impact' (**Boden, 1994**). In wider sociological settings we see evidence that individuals and groups withdraw from, or do not get involved in conversations or interactions in which they feel they are unlikely to have an impact. This very proposition is perhaps what underlies observations that can be seen on the surface of social and organisational life. It may explain for example why the percentage of working class votes is less than that of the middle or upper classes (e.g. **Bayat, 1993**); why efforts to 'empower' the traditionally less powerful members of organisations are often met with cynicism, apathy and

criticism (e.g. **Kanungo, 1992; Lupton, 1982**); and why organisational or institutional conversations may come to be occupied by the people whose participation in these conversations (for a potentially wide variety of reasons) has the most marked effect (**Baker & Kolb, 1993**).

2.3.2. The central role of conversation in organisational strategy formation

Some of the more general roles of conversations as they occur in organisations have already been referred to in chapter one. More specifically, *strategic* conversations have received some recent and popular attention in the literature. **Von Krogh & Roos (1995)** differentiate between operational and strategic conversations by asserting that the former tend to be characterised by features such as a present time orientation, a limited capacity for impact, fixed roles and a focus on closure; and the latter, by a future orientation, unlimited capacity for impact, dynamic roles and an openness to new conversations. Differentiating between strategic and operational conversations may not always be as straightforward as **Von Krogh and Roos (1995)** have suggested. It is argued later for example that conversations, however 'strategic' their formal or explicit labels may be, are inevitably rich and complex and will contain operational, short term and at least some present orientated dimensions. Some so-called strategic conversations may even spend significantly more time involved in discussions about the past or the present.

Regardless of potential ways of defining or differentiating strategic conversations from conversations in general, an increasing recognition of their existence and their importance has also emerged in recent literature (e.g. **Barrett, Thomas & Hocevar, 1995**). The importance of understanding and exploring 'dialogue',

'discourse' and 'conversation' is based on a perspective that organising of any kind is created through talk (Mumby 1988) and that understanding conversation about strategy is arguably a fundamental route to understanding strategy itself (e.g. Tichy & Sherman, 1993).

2.4. The nature of strategic conversations

In order to focus attention on some of the key dimensions of strategic conversations, this study concentrates on four central levels of analysis. It explores the generalised versus particularised nature of strategic conversations in a single case setting; it identifies the 'strategic orientation' associated with the conversations that it studies, it finds two key subject foci grounded in the data and it analyses the predominant patterns of time orientation that the conversations adopt. Patterns of time orientation, strategic orientation, subject focus and 'specificity' are seen to change as conversations unfold. This section outlines the reasons why these levels of analysis have been chosen and incorporated into the analytical model which is presented in more detail in the next chapter. It is proposed that using the developed model provides a structured and rigorous methodology for uncovering some of the important aspects of the nature of strategic conversations.

2.4.1. Strategic conversations, and the difference between generalised and particularised statements

Collins (1981) observes that *'some conversational topics are generalised in that they refer to events and entities on some level of abstraction from the immediate and local situation...[and that] other conversational topics are particularised: they refer to specific persons,*

places and things'. The relevance of differentiating between generalised conversational items and those that are particularised is not trivial and has been treated by sociologists as a significant signal of various meanings, functions and identities.

Bernstein (1971) for example, in his observations on class differentials attempts to demonstrate that '*particularised codes*' are used more frequently by those associated with a 'working class' group membership and that '*generalised codes*' belong more obviously to the middle and upper classes. While this has caused its own controversy, it seems that the very fact that some conversation is general and some specific, is meaningful in itself, regardless of objects or issues to which such conversation refers. **Collins (1981)** affords particularised and generalised codes a different, but no less significant meaning than that proposed by Bernstein.

Collins argues that the social effect of *generalised* talk is usually to '*reproduce a sense of what may be called status group membership: common participation in a horizontally organised cultural community which shares these outlooks and a belief in their importance*' (1981 p. 1000). Effective generalised conversation he says, creates a sense of common membership and even legitimacy although it does not create or sustain any particular or individual connections to any one organisation. The purpose of generalised conversation is then different from that of particularised conversation which is on the other hand more likely to reinforce informal relationships between individuals and to legitimise ownership, authority and property in organisational settings.

It has also been argued in a different stream of literature that in certain organisational settings, (namely professional bureaucracies), commitment and identity tends to be more strongly dictated by professional

identities and affiliations than to the membership of any one organisation or institution (**Hardy, Langley, Mintzberg & Rose, 1988**). By combining the observations of **Collins (1981)** and the insights of **Hardy et al (1988)**, it is possible to propose that the extent to which this is the case, can potentially be tested by analysing strategic conversations for the incidence of generalised and particularised codes.

The use and observation of particularised conversation may reveal a different set of emphases, concerns and effects within any one organisational conversation. The framework developed for the purposes of this research adopts these ideas labelling one of its coding layers: 'specificity of subject focus' in order to explore these ideas in the context of strategic conversations taking place in a single case setting.

2.4.2. Strategic conversations and time orientation

Recommendations about effective strategic activity have often implied the importance of 'taking people away from their present' (e.g. **Schwartz, 1992; Schoemaker, 1993**). Indeed, much associated work on organisational creativity suggests that a past or a present time orientation is potentially damaging for the development of effective strategies for the future (**Woodman, Sawyer & Griffin, 1993**). Organisational theorists have tended to suggest that effective strategic activity requires a suspension of common assumptions that is often grounded in current situations and activities. However, several of them also recognise that a future orientation is also bounded and that 'thinking about the future' is inevitably grounded in people's world views which relate to their past and present experiences (**Klayman & Schoemaker 1993**). **Schoemaker (1993)** particularly emphasises the power that the past has over

people's ability to plan for, conceptualise and talk about the future saying for example that *'for most managers, the typical mental anchor is the past and usually they do not adjust their thinking very far from this starting point'* (1993, p201).

In general terms also, time orientation is an important concept in our attempts to understand how people come to make sense of their world. **Jones (1986)** has proposed that there are five dimensions of human experience that may vary from culture to culture. The first and arguably the most important of these dimensions is time. Cultures differ he argues, according to their orientation to and perception of time, their view of time and change as linear or non linear, and the extent to which they adopt a present versus a future time orientation.

This dimension of human experience is a vital consideration in all conversations, but most particularly in conversations that are designed or created in order to produce, consider or talk about strategy within organisational settings. **Mintzberg (1994)** reinforces the importance of considering time orientation when exploring strategy by stating that strategic activity has often been defined as 'future thinking' as 'controlling the future' or as designed to lay out action in advance (**Sawyer, 1983**).

On the one hand, it seems obvious that strategic conversations are by definition, inherently future orientated. On the other, suggestions made by various theorists imply that people are cognitive prisoners of their pasts. However, the extent to which strategic conversations in any setting actually do focus on the future or are constrained by the past has yet to be explored in an empirical context and is another dimension of strategic conversation that is investigated in this study.

Indeed, the extent to which a future, a present or a past orientation predominates in so called strategic conversations may be a finding which could serve to identify the implicit functions associated with such conversations or in an analytical sense, to uncover and to diagnose some of the limitations, flaws, tendencies and orientations associated with involvement in certain types of strategic conversations. The ability to code conversations according to their time orientations has already been established (e.g. **Donnellon 1996**). And indeed on a semantic level, coding units of conversation according to time orientation is facilitated by more robust criteria than either strategic orientation or subject specificity could hope to be, because of the fact (as linguistic theorists have identified) that most conversation gives some concrete and objectively identifiable clues about the time orientation that is being adopted.

Because of its centrality to general dimensions of human experience, and because of its importance in the theory and practice of strategic activity, it is argued here that time orientation is an important and central feature of strategic conversations. Indeed it can be argued that '*Time is the centre of the chief difficulty of almost every strategic problem*' (**Marshall 1890, via Mahoney, 1991, p39**). Whether certain time orientations are adopted and the extent to which such orientations pose difficulties for strategic theory is an issue that receives significant exploration in the context of this study.

2.4.3. Strategic Orientation and conversations

The strategic orientation of organisational conversations is defined for the purposes of this research as the extent to which such conversations focus on content, context or process issues. This definition

requires further elaboration and is informed by a long tradition of theorists who have used or incorporated these concepts in the area of strategic activity, if not specifically that of strategic conversation.

The identification of the concepts of process, content and context represents a major 'taxonomic attempt' in the field of strategy and in various theorists' attempts to understand and explain the nature of strategic activity and outcomes (**Rouleau & Seguin, 1995**). There is strong implicit and explicit evidence that these concepts have been seen as important dimensions of strategic activity since the very beginning of a formal investigation into organisational theory. On one hand, it has been argued that the value of these distinctions has been exhausted and no longer serves the field of strategy in terms of making theoretical progress (e.g. **Huff & Reger, 1987**). On the other, these conceptual distinctions continue to be incorporated into central views and perspectives on strategy guiding data collection, analysis and interpretation in the area. For example, **Pettigrew, Ferlie & McKee (1992)** continue to assert the importance of considering these three dimensions of strategy when 'shaping organisational change'. They say for example that

'theoretically sound and practically useful research on change should involve the continuous interplay between ideas about the context of change, the process of change and the content of change' (p7)

However even if we recognise the continued importance of differentiating between content, context and process dimensions of organisational strategy, it is still difficult to find a consensus of precise definitions of the three concepts which have occupied so much discussion and analysis. **Pettigrew (1991)** almost blithely explains the

three by saying broadly that strategic content refers to the 'what' of the strategy, process to the 'how' and context to the 'why'. While this may be an elegant way of defining the boundaries between the terms, it still tends to leave many unanswered questions about their definition. Further theoretical treatments by Pettigrew and others however, do make some progress in the identification of workable definitions of this classification. For example, **Pettigrew & Whipp (1991)** outline the importance of considering and differentiating between the three concepts in order to understand the nature and complexities associated with strategic change, arguing that these considerations offer a way of capturing strategic activity as holistically as possible. **McCleod, Liker & Lobel (1992)** show how these concepts have been applied effectively and usefully in the area of process consultation, differentiating as **Schein (1987)** does between content issues (formal agenda, goals), process issues (e.g. how the task is carried out and how people communicate and articulate their ideas) and contextual issues (e.g. standard operating procedures, relationships and roles). **Miller, Droge & Toulouse (1988)** show that an exploration of content, process and context continue to provide new approaches to the study of strategy and strategic activity by developing a model which proposes causal relationships between existing organisational conditions, rationality of approach to strategy and specific strategic activities.

The concepts of context, content and process have played a key role in the development of the broader ideas of strategy, strategic activity and formation and implementation. It is argued here that these concepts are inadequately defined and have been under (not over) exploited. A framework for defining the three concepts for the purposes of this study is presented in chapter three, along with a recognition that there are inevitable

overlaps between them, especially as they appear in group conversation. There is an attempt to clarify the boundaries between the concepts, but also to recognise that the boundaries are not always clear or unambiguous (e.g. **Freeman 1978**). The literature relating to the three concepts often implicitly assume that the difference between them is clear.

In fact, it is argued that the context, content and process aspects of strategic activity are technically (if not theoretically) inseparable concepts. While traditional, predominantly rational approaches to strategy tend to focus on the content of strategy while ignoring strategic processes (**Narayanan & Fahey 1982**) a holistic understanding of any strategic activity cannot be achieved by focusing only on the 'what' of strategy. For a real understanding of strategic activity, context, content and process are equally important. Every aspect of strategic content has an interconnected process issue as well as emerging within a particular context, and any investigation of strategic activity arguably must be concerned with all three concepts.

Differentiation between context, content and process must also be carried out with caution. From an empirical point of view, strategic outcomes have been viewed as an accumulation of a series of activities and processes (**Hofer & Schendel, 1978; Mintzberg, 1987, 1985; Narayanan & Fahey, 1982**). It can be argued that content as well as context are simply constructs which conceptualise and rationalise the processes of social interaction in the dynamics of strategy.

On a theoretical level, it may be possible to incorporate (rather than ignore) the ambiguity often associated with these concepts. In reality, the dimensions of context, content and process often overlap and are hard to differentiate. This does not make such concepts unworthy of further investigation. Rather, new ways of

investigating them should continue to be sought. This is another primary aim of this investigation.

The use then of the concepts of context, content and process in analysis has often been either unclear or excessively rigid. Also, these concepts have never been explored or analysed as they appear in strategic group conversations. This research aims to incorporate these inevitable ambiguities and to explore the patterns of context content and process orientations arising in strategic conversations.

A definition of organisational contexts and their role in strategic activity presents definite problems. If one adopts interpretivist or structurationist assumptions, the fact that strategists may select or ignore certain aspects of an existing context when making decisions, is central to the definition of context (Thomas, Clark & Gioia 1993; Weick 1979; Smirchich 1983).

Key aspects of an organisation's context may be difficult to identify, isolate or uncover in valid and objective ways, and it may be difficult to understand or analyse the difference between its various aspects. Context may be made up of a host of situational and psychological influences which arise from past events, current circumstances and projections about the future (Bateman & Zeithaml 1989). Depending at least to some degree on the perspectives, skills and motivations of organisational strategists, contextual factors may be known or unknown, communicated or concealed, created or given, and central or periphery to any strategic activity that takes place in any one setting. In addition, Anderson & Paine, (1975); Hambrick & Snow, (1977) and Miller (1988) have all argued that how organisational actors perceive their environment is more critical to organisational strategy than any objectively

collected archival data relating to organisational context (Boyd, Dess & Rasheed, 1993).

When exploring the notion of context then, it becomes relevant to discuss the 'psychological context' that strategic participants experience. Managerial perceptions (Anderson & Paine 1975); cognitive biases and simplification (Barnes 1984; Schwenk 1988) value systems and 'framing' (Kahneman & Tversky 1984, Hochschild, 1983); confidence levels (Neale & Bazerman 1985); self evaluation and achievement motivation (Raynor 1982); commitment levels (Whyte 1986) and other psychologically determined processes all have an impact on the various ways in which strategic activity unfolds.

Several theorists as mentioned above argue that strategic context is predominantly, if not exclusively made up of psychological dimensions. Collins (1981) argues that strategic context exists in the way various coalitions behave (i.e. how they band together and the manner in which they act and interact). Hochschild (1979, 1983) holds that strategic context is represented by the prevailing ideology of groups or dominant individuals within them. This ideology impacts upon the accepted range of experienced emotion (feeling rules) and the rationales for experiencing or expressing these emotions (framing rules)

Further efforts to explore the psychological context have involved the development of theoretical and methodological ideas relating to 'systems of shared meanings' among strategic managers (Van Maanen 1979a; Louis 1980; Smirchich & Morgan 1982) and the idea of 'cognitive maps' (Fiol & Huff 1992; Eden 1992; Lyles & Schwenk 1992; Poole, Gioia & Gray 1989; Langfield-Smith 1992).

It is argued here then, that strategic activity occurs within *specific* contexts, and organisational

contexts cannot be subjected to generalisations, due to the unique interpretations which give rise to them. However, organisational contexts or more specifically, how organisational contexts are talked about in strategic group settings, do require investigation, particularly because of their potential effect on subsequent actions and interactions. It seems also, that work on 'cognitive biases' when making decisions about the future suggests that overconfidence is a dangerous cognitive state that can result from contextual assumptions such as availability of information, an anchoring of ideas within a particular context and an assumption (based on contextual information used in hindsight) that the world is more predictable than it really is (**Russo & Schoemaker, 1992**). In any case, ideas about contextual orientation and how it affects strategic thinking suggests that it is an important consideration that can help to enhance the understanding of certain strategic activities, for example, how individual and groups may be inclined to develop overconfidence - a state defined as an overestimation of the probabilities of a set of events (**Mahajan, 1992**). And overconfidence (arguably produced by an excessive 'anchoring' of ideas to an interpretation of contextual information) has been defined as a dysfunctional dynamic in settings which may be characteristic of organisations which **Cohen & Cohen (1993)** refer to as 'manic' in the ways in which they develop plans about and orientations towards their future.

It is assumed here that existing contexts, while exerting a real impact on actions, are also subject to individual interpretations. Therefore both the external context and the internal context represent a total situation which for every organisation, will be at least somewhat distinctive. This identification of external and internal contexts is a further classification proposed as an

important one by **Pettigrew (1985)** and others who regularly divide this concept into its *internal* and *external* dimensions. **Pettigrew & Whipp (1991)** also propose strongly that this is an important distinction. External contexts and internal contexts of an organisation may also be difficult to define in any objective way, but an exploration of strategic conversation may be able to reveal *perceived* contexts and whether these relate predominantly (or at all) to internal or external aspects of the organisation. Conversation units which have been coded as 'context orientated' can be divided into those which refer to internal or external aspects of that context. This may provide a clear and measurable way of revealing the extent to which strategic conversation, at different stages in its development is internally or externally focused. This aspect of the analysis may prove useful as a mechanism for uncovering levels of organisational 'introversion / extroversion' particularly in the light of **Schoemaker's (1993)** proposal that there is a real danger for organisations whose strategic thinkers use excessively narrow frames of reference, which may be revealed by exploring the balance between internal and external contextual foci.

This study asserts then, that far from being a redundant classification, the framework of ideas of content, context and process continues to be an extremely important source of analysis in studies that explore strategic activity. The investigation carried out represents an attempt to identify evidence of content, context or process 'orientations' as they are embedded in strategic conversation. By identifying the strategic orientation to be found in conversations about strategy and by combining these findings with those which identify time orientation, subject focus and specificity of subject focus, it is argued that a new methodology for exploring strategic activity can be developed and applied

in possibly a wide variety of strategic organisational settings.

The following investigation combines an examination of strategic orientation, time orientation, subject focus and specificity as they appear in the course of a series of strategic conversations. This represents a new way of investigating the nature of strategic conversations which may help to identify and further clarify patterns associated with strategic activity. Theorists in the field of organisational studies including **Mason & Mitroff (1981)** and **Cosier & Schwenk (1990)** have argued strongly that surfacing some of the implicit tendencies associated with strategy formation is useful in both theoretical and in practical terms. This study develops a novel way of identifying such tendencies and of focusing attention on some of the theoretically important concepts associated with strategic activity.

2.5. The functions of strategic conversations

Because strategic conversations have not themselves been subjected to in-depth research of this nature, addressing the question of their function and purpose requires wider examination of the functions of various types of strategic activity, all of which involve conversation and communication at least to some degree. Some schools of thought remain uni-dimensional in their approach to the functions of strategy, seeing maximisation of long term advantage as the central and in some cases the only legitimate function of strategic activity. The 'classical school' of strategy in organisations is a label which has often been attached to theorists who see strategy as *'a rational process of deliberate calculation and analysis, designed to*

maximise long term advantage' (Whittington, 1993, p.2).

Other views hold that strategic activity, while attempting to fulfil a definite function, is doomed to failure and that broader evolutionary forces invalidate even the best efforts of the most insightful and well informed individuals and groups. **Hannan & Freeman (1988)** who advanced the evolutionary view of organisations argue that strategic activity on a micro level (i.e. the level at which it is being explored in this study) is all but irrelevant because long term survival cannot be planned or predicted and that accidents, coincidences, external forces and combinations of events are simply too complex and too powerful for individual organisations to have any deliberately conceived impact on their own destiny. However, the classical and evolutionary schools assume that strategic activity has a narrow range of purely rational objectives or functions all focused on ensuring that the long term survival of organisations. In a similar vein, **Mintzberg (1994)** has shown how traditional views of strategic activity see its fundamental purpose as facilitative of co-ordination and future orientation, and supportive of rationality and control. And while the classical school in particular is arguably still the most powerful voice in the theory and practice of strategy, different and alternative views about the functions of strategic activity have started to emerge.

Alternative views have begun to show that strategic activity can (and has been demonstrated to) perform many more functions than those suggested by the classical school. The strong foothold that the classical theorists (e.g. **Porter 1980, 1985, Chandler, 1962 Ansoff 1965, Buzzell & Gale 1987**) have gained in the area has for quite some time (at least in some theoretical circles) started to lose its firm and certain grip.

It has been proposed for example that it is almost impossible for any organisational activity to be characterised by a single, overriding function or purpose. And because strategy is generally and increasingly seen to demand the participation of groups of organisational members (e.g. **Woolridge and Floyd 1990**), it is likely that different participants will either consciously or unconsciously attempt to fulfil a diversity of often very different, and possibly competing functions. Apart from the classical functions that strategy is assumed to fulfil (e.g. the functions of profit maximisation, of long term survival and success) it is now possible to identify in the literature a range of other potential functions seen to be fulfilled by strategic activity.

It has long been held for example that the traditional perspectives on organisations failed to afford any real or substantial recognition of non rational, more emotionally dependent functions associated with organisational activity. Perhaps it is by continuing to recognise and explore these dimensions of organisational life that we can come to a more realistic understanding of the nature and dynamics of organisational life as well as of organisational success or failure as defined by a variety of criteria (e.g. **Fineman 1993**). **Argyris (1990)** has demonstrated that much organisational and strategic activity is characterised by 'non rational' defence routines, so much so as to suggest that strategic activity actually serves the purpose of allowing people to justify and sustain other patterns of organisational activity even when such activity is clearly problematic or damaging. These ideas about the construction of organisational defence routines are underpinned by longer established ideas in cognitive psychology which deal with self justification (**Janis & Mann, 1977**), cognitive dissonance (**Festinger, 1957**), the psychological need for cognitive consistency (**Jervis, 1976**). More recently,

Billig (1989) argues that the need to engage in self justification must be understood within the 'rhetorical context' within which it is experienced, further adding to the recognition that conversation and interaction is an arena in which to explore such propositions. (**Bower, 1970; and Kerr, 1982** have also shown how certain types of strategic activity serve to justify decisions already made. The justification and rationalisation of activity seems then to be a function that strategic behaviour and more specifically strategic conversation, may fulfil.

Contrary to the views of the classicists, strategic activity may not (or even should not) in fact give rise to fully conceived plans for future action or perfectly crafted decisions. Instead it may (or should) fulfil a variety of other functions. Perhaps its main purpose is simply to focus attention on certain issues, or allow various ideas to gain popularity within the organisation (**Quinn, 1980**); Strategy and associated activities (e.g. planning, information gathering and conversing) may be a way of equipping people with more power when it comes to debating issues over which there are different and conflicting views (**Wildavsky 1979**); Strategic activity may be a decoy which presents an impression that other forms of action is taking place and deflects attention away from issues that are causing political problems within the organisation (**Brewer, 1981**); or such activity may simply be a common form of organisational symbolism and ritualism which serves to sustain various established patterns of behaviour and to support or reinforce current power relationships. Symbolism and ritualism are arguably some of the most powerful ways in which messages can be sent through an organisation (**Meyer & Rowan 1977; Pfeffer, 1981**) and it is not unreasonable to assume that strategic activity might fulfil such a symbolic function. In a similar

vein it has also been argued that strategic activity creates an *impression* of rationality rather than being inherently rational in itself (Weick, 1990); and that through such a show of rationality, it provides a legitimacy for various courses of action whose real underlying motives may not have been seen as either acceptable or persuasive (Eden, 1992; Pettigrew, Ferlie & McKee, 1992). The existence (or non existence) of such alternative functions may also be uncovered via an exploration of strategic conversations.

The fact as Eden (1992) proposes, that strategy is a social process, is also an important and central concept in the context of this research. It seems that if the substance of strategy is inherently rational, people's need to gather and to discuss aspects of strategy in ways that can be observed in many organisations, would be minimal, or at least not as strong as the evidence suggests. As Boden puts it:

'In a veritable blizzard of facsimile, mail, electronic messages, teleconferencing, conference calls and old fashioned telephone calls, organisational actors still seek each other out - all the time. Across a cluttered desk, the broad expanse of a conference table, or the odd thickness of restaurant linen, people routinely get together and talk' (1994, p80)

The concept of strategy as a social process also incorporates the idea that people involved in strategic activity need to get together, need to be near each other on an ongoing basis or at least to gather at various intervals (Boden & Molotch, 1994). It can also be proposed that the social dimension of strategic activity is in fact a central function that such activity fulfils.

To summarise, there are many studies and much evidence which demonstrate that strategic activity (and

thus by definition, strategic conversation) fulfils functions other than those which it is deliberately or explicitly intended to do. It should be possible then, to identify both explicit and implicit functions associated with strategic conversation. The research contained in this study has set out to do this as an essential part of its investigation.

2.6. Moderators associated with strategic conversation

If strategic conversation does something other than what it is deliberately designed to do, and if functions vary in terms of their rationality and task focus, what effect does this have on the perception or existence of strategic 'moderators'? (Moderators are defined here as factors that are seen to enhance or diminish the effectiveness of strategic conversation). This is a question also addressed in the context of this research by attempting to identify some of the explicit moderators and emerging norms that are uncovered during the course of the strategic group discussions that have been observed.

A wide range of normative literature explores the types of factors that might improve or damage effective strategy. From the point of view of the practitioner, people in strategic decision making positions are faced with inevitable, intense and sometimes unbearable exposure to attack from various quarters of the internal and external environments within which they operate. Charged with the task of effective strategy, individuals and groups are often overwhelmed by the need to be all things to all people.

Strategic management literature has put forward an enormous number of prescriptive rules, simultaneously expecting

strategic activity to be characterised by a task focus and a people focus, toughness and flexibility, competition and collaboration, to provide inputs and produce outcomes, to show meticulous attention to detail and an inspiring broad vision, to have a linear sense of rationality and to 'thrive on chaos'.

In the light of these and other demands, it is not surprising that practitioners in the field of business often fail to be realistically informed by the variety of abundant directives with which they are bombarded on an ongoing basis. Popular literature relating to strategic activity is often nebulously prescriptive without due consideration for the limitations which restrict the capacities of even the most competent, creative and informed of strategists.

It is argued here that regardless of prevailing views about what makes strategic activity 'better' or 'worse', the perception or indeed the existence of specific moderators is entirely dependent on the functions that the strategic activity is seen to be serving in any one setting. For example, the moderators of a strategic activity whose function is to maximise profit are likely to be very different than those of strategic activities whose prime underlying function is to create higher levels of cohesiveness within a group.

The fact that any one strategic conversation can fulfil a variety of functions, both rational and non rational, makes the exploration of a diversity of strategic conversation moderators all the more important.

It is argued here that evidence of perceived moderators within conversational settings can be sought primarily by exploring statements which focus on the process of the activities, particularly those that suggest 'better ways of doing things' or aspects of the process that are perceived to be (or at least spoken of as) particularly helpful or unhelpful. Identifying evidence of

perceived moderators may also help to clarify further the nature and functions of the strategic conversations that are being explored.

2.7. Conclusion

This chapter has attempted to set the scene in a more focused way, for the following research investigation. While chapter one outlined relevant literature relating to conversations in general, this review has specified aspects of the field of organisational strategy which it is argued are relevant when attempting to develop a methodology for investigating *strategic* conversation in particular. The most important dimensions that this review has uncovered relate to the nature of strategic conversations (especially aspects which are linked to generalised versus particularised dimensions of the conversation, to time orientations adopted and to the extent to which conversations focus on context, content or process issues), the functions that strategic conversations fulfil, and the perceived moderators that might be associated with the effectiveness of strategic conversations. The next chapter presents the research methodology developed for the purposes of the subsequent research. In it, an analytical model will be presented which attempts to encapsulate the central ideas of the nature, functions and performance moderators of strategic conversations which have been explored in these first two chapters.

CHAPTER 3

RESEARCH APPROACH AND METHODOLOGY

3.1. Introduction

This chapter is divided into two parts. The first part outlines the overall research approach that has been adopted for the purposes of this study. In it will be discussed some of the more general issues relating to the research approach that has been used, referring back to some of the ideas that have emerged in the literature and in chapters one and two. This first part also explores the nature of the research that has been conducted and the arena within which it has been carried out. It investigates more fully the interpretivist perspective that it adopts and which received brief reference in chapter one. A rationale for studying phenomena in a single case setting is also presented using references from existing methodological literature as is an exploration of the validity of the one case sample. Main sources of evidence are listed and explained as are the quantitative and qualitative dimensions of the project. Part one also explains the role of QSR nud.ist in helping to design and to carry out this research.

Part two begins with the posing of the key research questions that this study attempts to address. However, the main objective of this part of the discussion is to provide an in-depth exposition of the framework of analysis that has been developed for the purposes of this research. The levels of analysis are outlined in detail, referring again to chapters one and two in order to support and justify the nature and focus of these levels of analysis.

PART 1

3.2. Research approach

This study represents an exercise in case based, predominantly qualitative research. Some of the problems associated with research into strategic behaviour have been attributed to the excessive emphasis on normative types of investigation (**Daft & Buenger, 1990**) and an inadequate emphasis on in-depth investigation of strategic processes in order gain richer insights about how they work.

This investigation attempts to get inside a particular type of strategy formation process and to find out how it works within a specific setting - that setting being a large organisational context, and the participants being members of multi disciplinary, multi status team. The research is longitudinal, predominantly qualitative, and relies centrally on evidence associated with the linguistic and conversational behaviour of participants involved in a particular strategy formation process.

As outlined in detail in chapter 1, perspectives on how broader social patterns are produced out of micro elements of social interaction are becoming more informed and more possible due to the availability of particular research techniques and the increasingly widespread use of audio and video tape recordings etc. **Collins (1981)** refers to microsociology as *'the detailed analysis of what people do, say and think in the actual flow of momentary experience'* (p.984). The analysis of microprocesses associated with strategy formation forms a central part of this investigation. In addition, theorists on strategy have recognised that recent developments in theoretical investigations are becoming increasingly

'focused on fine grained questions of a dynamic nature' (Williams, 1995, p.229). This investigation explores the nature of a particular stream of strategic activity in a context deliberately designed to form a long term view of its organisation's future and analysing in a fine grained manner the nature and functions of such activity.

3.3. A University setting as a context of study

In 1971, **Baldrige** claimed that University based scholars *'have rarely turned their inspection glasses on their own home base'* (p3). At that time, it seemed that part of the philosophy of the Ivory Tower included an in-built protection from the sorts of analytical scrutiny to which other organisations were regularly subjected.

It can be convincingly argued that much of this protectionism continues to exist today, although external factors such as increasing competition and the growth in stakeholder power have, among other influences caused somewhat more scrutiny to be applied. Since Baldrige's assertion, more efforts have been made to explore the way in which Universities are organised and more specifically, the way in which decisions within these institutions come about.

Studies by **Chaffee (1984, 1985)**, **Hackman (1985)** and **Hardy (1990)** to name a few, all attempt to address the issue of strategy and decision making in universities from a variety of perspectives, giving rise to a worthwhile dialogue concerning the contexts, processes and outcomes of strategic interaction within university settings.

From a strategy development perspective it is not just classic business organisations that provide important data for strategic investigation, but all types of

organisations in a wide range of settings, including universities (Pennings, 1985).

3.4. Research Methodology

3.4.1. *An interpretivist approach*

Prescriptive literature has frequently failed to inform or guide practitioners in the area of strategy. This is because many of the existing guidelines provided by researchers have either been inadequate in themselves or dominated by a perspective and a methodology which prohibits (or at least inhibits) a broader theoretical understanding of organisational phenomena in general. **Daft and Buenger (1990)** assert that much of the existing research is literally obsessed with '*the premature adoption of the accoutrements of normal science*' (p 97) and that the '*dominance of method and dominance of performance orientation drive out theoretical understanding...[making] it hard for new knowledge to accumulate in strategic management*' (p 93). Indeed, an ongoing debate which questions, re evaluates, criticises and often attacks traditional scientific methods continues to be found in much of the current methodological literature.

While the traditional functionalist approach to studying organisational phenomena does have a place in understanding and improving organisational processes, many writers and researchers are welcoming the opportunity to adopt alternative research perspectives (**Putnam 1983**). The interpretivist alternative (which espouses the assumption that organisational 'realities' are subjective or 'socially constructed') has led to exciting insights which account for many of the contradictions found in the literature.

The philosophical and methodological differences between functionalism and interpretivism have been explored and explained by several writers in the field (e.g. Burrell and Morgan 1979; Evered and Louis 1981). The divergent goals which have been associated with the two paradigms are worth outlining for the purposes of this discussion and are summarised as follows by Gioia and Pitre (1990):

'The functionalist paradigm seeks to examine regularities and relationships that lead to generalisations and ideally universal principles [whereas the interpretivist paradigm aims to] generate descriptions, insights and explanations of events in such a way that the system of interpretations is revealed' (p 588 & p 590).

Prasad (1993) further explains that the interpretivist paradigm is well suited to qualitative research methodologies because it is more concerned with what goes on in *specific* rather than general contexts.

For interpretivists, the subjective constructions which give rise to the existence of meaningful contexts, create a uniqueness which defy broad generalisation. Interpretivists make their contribution by providing *'relevant theoretical insights that might be useful in understanding similar and related organisational insights'* (Prasad 1993, p1405). Interpretivism is another way of thinking which provides a broader spectrum of approaches and shows the way to previously unexplored research territory.

3.4.2. A qualitative research approach

Denzin & Lincoln (1994) have been among several writers to point out the recent burgeoning developments in qualitative research, stating that '*a quiet methodological revolution has been taking place in the social sciences*' (p. ix) and asserting the importance of the role of research methodologies that focus on qualitative aspects of data in terms of both the gathering and analysis of information. However, it has also been recognised that the term 'qualitative research' does not refer to a unified set of research principles in the same way that its quantitative counterpart does. Indeed, **Van Maanen (1979b)** argues that the concept of qualitative research is simply '*an umbrella term covering an array of interpretive techniques*' (p.520).

A wide variety of ontological, epistemological and methodological positions can be accommodated under this umbrella (**Hamilton, 1994; Leavy, 1994**). Efforts to produce structured or even quasi structured taxonomies of the qualitative tradition (e.g. **Jacob, 1987**) have been met with much scepticism (e.g. **Atkinson, Delamont & Hammersly 1989**), particularly when discussing the disparity and 'messiness' associated with qualitative research. Thus simply stating that organisational research adopts qualitative methodologies does not tell us very much about its nature, format, assumptions and goals.

What it does (or should) tell us is that the research approach recognises the value of '*first hand inspection of ongoing organisational life*' (**Van Maanen 1979a, p.15**), that it is concerned with dynamic rather than static phenomena (**Leavy, 1994**) and that it emphasises a multi method focus, '*involving an interpretative, naturalistic approach to subject matter*' (**Denzin & Lincoln, 1994, p.2**).

The decision to collect qualitative data is based largely on the nature of the subject matter, and the problems of rigour, objectivity traditionally posed by qualitative methods have been recognised and at least partially addressed, if not fully overcome. The gathering of qualitative data, mainly in the form of language used by a strategic group in its natural setting, was carried out in order to examine the microprocesses of group members' interactions and to explore the key questions highlighted in this research.

While the approaches to understanding the data are largely qualitative, some basic quantitative measures have also been used for the purposes of presenting, analysing and evaluating the evidence. Notions of frequency, association and correlation are not ignored. Despite the stated assertions as to the appropriateness of qualitative methods, it was also deemed important that a verifiable trail of evidence is laid down in order to justify subsequent interpretations and contentions relating to the data.

3.4.3. The use of a single case

Several sites were visited at the beginning of this research project. Varying levels of access were obtained, and different strategy formation activities were explored using a variety of methodologies. A key pilot research site used was **Cantrell & Cochrane (C&C)**, an Irish drinks company in which fifteen top managers were interviewed on a one to one basis, in order to gain insights into the ongoing strategy formation processes underway in that organisation. Access to formal strategy documents and reports was also obtained.

While respondents on this site did provide some clues relating to ambiguous and non rational strategic dynamics, the data collected generally tended to suggest

that the functions of strategic activity were to enhance the competitiveness of the organisation, and that the nature of strategic activity was essentially rational and linear. Sample statements such as *'There is full awareness at top management level of the overall corporate strategy and corporate plan. Informal communication is not common'*; *'there are formalised communication procedures which include the strategic review, the planning process, the marketing plans and a quarterly MD's meeting for the discussion of the progress of the key issues'* and *'data is pushed down the organisation in a way that is appropriate'* were typical of the types of statements that were gleaned from these initial interviews. It seems that references to such concepts as 'full awareness'; the rarity of informal communication, sequenced progress discussions and appropriate information dissemination is a reflection that interview respondents were assuming (or at least communicating an assumption) that rational, linear processes existed in the context of their strategic activities. An investigation of developments in strategy literature caused the researcher to question these broad findings and thus the quality of the evidence collected. Interviewees were asked directly about the general nature of the strategy process in their own particular divisions, and typical responses are shown in appendices **AW** and **AX**.

While the majority of statements gathered at the initial pilot phase at least imply rationality (see appendix **AW**), a minority of statements collected did allude to less rational, less linear dynamics associated with strategic activity (see appendix **AX**).

The general research question that was posed at the beginning of the pilot research was: What is the nature of strategic activity in large organisations? The research carried out on this pilot site failed to provide

adequate answers to this question for a variety of reasons. The problems with the quality and nature of evidence associated with the pilot study can be summarised as follows:

Many of the explicit statements that were gleaned from the interviews did not 'get inside' the strategy process in the ways that interpretative researchers would recommend. This was because the access required far exceeded what was made available on site. The researcher did not for example, gain access to strategic group meetings, and thus the data available, while worthwhile in the development of issue identification and interviewing skills, failed to explore the arena which should, in hindsight, have been the key focus of the study.

Generally, the less time a researcher has to build relationships, the more likely he / she is to receive 'public relations' type information rather than the open, candid evaluations of research participants (**Graham, 1993**). Moreover, an examination of the nature and functions of strategic activity (as outlined in chapter two) and the nature and functions of conversations (as outlined in chapter one) demonstrates more clearly, the need for access to strategic conversations that take place in real time between members of a strategic group. This study proposes that there are implicit functions associated with strategic conversations and that these types of functions are much less likely to be uncovered via retrospective, one to one interviews either because respondents are unaware of such functions, or unwilling to talk about them as they may not fulfil the formal or rational functions for which strategic activity is initiated within organisational settings (**Whittington, 1993; Mintzberg, 1994**).

It seems that much of the recent literature which criticises rational models of strategic activity, directs

feel we can learn the most. That may mean taking the one with which we can spend the most time' (p. 243).

Choosing to study one specific case is not a methodological decision - rather the case study simply becomes the environment in which various methodologies will be put to use; it is the object rather than the process of research (**Stake, 1994**). There are several conceptual responsibilities that need to be undertaken when using a single case as the object of one's research:

Firstly, the case must be carefully 'bounded'. This is just as important for the writer as it is for the reader of the research. Bounding the case from the outset, ensures that the differences between various units of analysis are clarified, that concepts are clearly defined and explored and that it is apparent to the reader both what is being studied and what is not. From a conceptual point of view, this clarification artificially reduces the natural blurring of various contexts, groups and events existing or occurring within the case. The more complex the case, the more important it is to set up conceptual boundaries between subgroups, sub events and micro processes, from the beginning of the case description through to its ultimate analysis and evaluation.

Secondly, identifiable research questions need to be selected from the outset (**Gioia, 1994; Stake, 1994; Yin, 1994**). Attempts are made in the primary research to explore answers to these questions within the context of the case. These research questions are another way of structuring and focusing the research that follows.

Case study research poses several challenges, not least of which includes the derivation of meaning from apparent chaos (**Robson, 1993**). One of the ways in which this chaos can be managed is through the clarification of boundaries and in the clear identification

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There are several arguments which can address, if not eliminate these common concerns. Firstly as **Stake (1994)** argues, '*potential for learning is a different and sometimes superior criterion to representativeness*' (p.243). He argues that it is more important to learn a lot from a potentially atypical case, than to learn a little from one which is highly representative. The purpose of this research is to learn as much about a particular phenomenon in its natural setting as possible.

Secondly, the extent of representativeness as claimed by quantitative studies incorporating a large number of sites is often uncertain, even when statistical validity has been ascertained. The almost inevitable context stripping associated with large samples often makes generalisability questionable (**Guba & Lincoln, 1994**).

It is easier to argue that a case study is internally valid, even if external validity does not exist or cannot be ascertained (**Yin 1994**). Indeed, internal validity may be more important than external validity, particularly when the subject being studied is underexplored or has been inappropriately restricted by the premature application of quantitative normative methodology (**Daft & Buenger, 1992**).

While the field of strategic management, including concepts of strategy formulation has recently been subjected to a much wider variety of research approaches, it can still be argued that the traditional emphasis on normative, prescriptive research approaches has stifled the capacity for 'thick' description to uncover the complexities and mysteries long associated with understanding the processes associated with strategic activity.

' Strategic change is a live, difficult, creative process whose complexity cannot be avoided. It is the reciprocal

effects between key dimensions [i.e. context, content and process] which make the process so demanding both to analyse and to conduct.' (Pettigrew & Whipp, 1991 p32).

It is largely in the light of this perspective on strategic activity that the research has been carried out via the in-depth investigation of a single case.

The above assertions may still not satisfy the concerns of critics who may be uneasy about the lack of representativeness of case study analyses. However, it must be asserted that it is the phenomena that are occurring on the site that are the object of exploration. Thus it can be argued that the study of a single case does not by definition represent the study of a single sample (e.g. Gioia, 1994), but in fact a sample of possibly thousands of phenomena. These phenomena may occur and be captured many times during the course of any particular study. In the case of this research, the linguistic utterances of group members form the central core of data used for the purposes of analysis. Close to 80% of the linguistic utterances occurring in a particular conversational setting over a one year time frame were captured by the researcher. In this sense, by even the most stringent statistical standards, the sample of statements can be seen as largely representative of all the statements made in this particular setting.

When studying interaction between individuals, it can be argued that it is possible to establish structures by examining, in sufficient detail, one instance of the network of interactions that occur. For example, Psathas (1995) compares conversations to games of chess, arguing that the 'structure [of conversations] as a mechanism is not based on empirical frequencies' (p 52) but can be ascertained simply by spending enough time analysing one sample of the interaction.

It can also be argued that it is possible to subject a single case to formal description and to uncover regularities, patterns and rules of behaviour which identify a priori methods which are used by the participants being studied and which can, in other settings, be subsequently tested for their generalisability (Atkinson & Heritage, 1984).

More generally, the research methodology adopted here concurs with the position taken by many qualitative researchers and expressed as follows by Langley (1989): '[There is a need] to allow people to speak for themselves in their own words....their own words are often very rich and revealing'. People's own account of their experiences, and their own linguistic behaviour during those experiences can provide an excellent source of knowledge about processes that are still poorly understood and badly explained.

3.6. Main sources of evidence

Background to the sources of evidence

Access to a single strategic group was gained in this researchers own organisation, a University employing a total of 600 individuals. At the beginning of 1995, a strategic initiative was launched after planning by the top management team. The organisation's president and vice president had planned the initiation of a deliberate and organisation-wide strategic exercise, with involvement from a wide range of organisational members. Three working teams were initially set up and members were selected from all levels and disciplines within the organisation. The three teams were designed by the initiators, to be 'normative groups', developing ideas about the long term future of the organisation using a very broad agenda. The formation of these three teams was followed by seven more teams who were to address

more detailed briefs associated with the long term future of the organisation. The author, a member of the organisation, was invited to chair one of the normative groups.

Having secured initial involvement, and with an interest in having access to data associated with strategic conversations, the author officially retained the title of chairperson, but technically 'stepped down' from this role for the duration of the group's existence. Instead, agreement was secured from participants that the group meetings be audio taped, so that the strategic conversations could be captured as fully as possible. In addition, it was agreed that different participants (other than myself) would take a lead at different stages in the process, (including the report-writing stage). Instead my role within the group involved mainly observation and note taking, as well as arranging times, locations and attendance of meetings in advance. This constant access to and attendance at the meetings allowed me to gain first hand access to information about strategic group conversations. This group was one of several similar groups which had been set up for the purposes of completing this strategic exercise. It was multi-disciplinary and multi-status, so within the organisational framework, some participants could be said to have had considerably more power than others. In addition, none of these individuals had worked together before, so the team was formed without having had prior experience of either having worked together in the past, or having worked on a strategic task in order to address the long term, strategic future of the organisation. These group conditions may be at least in some way responsible for the patterns of finding that have emerged in this study, and might in future be used to compare conversational patterns of multi - status groups with single status

groups, or multi - disciplinary groups with those from identical or similar disciplinary backgrounds.

Participant observation

Because the author was a constant part of the group that was being studied, some important related issues associated with the sources of data need to be identified. While it is possible to argue that all social research can be defined as participant observation (e.g. Hammersley & Atkinson, 1983), this investigation was pointedly so. The role of participant observer carries with it several threats to objectivity and neutrality while gathering and analysing data. Analyses and interpretations under such conditions may be skewed depending on a wide variety of experiential and context related factors. This makes participant observers' approaches to coping with data a particularly critical consideration. A number of measures were put in place to ensure that the subjective risks associated with participant observer research were minimised. Firstly, meetings were audio taped and transcribed, partly to eliminate a dependence on the researcher's inevitably subjective memory. Secondly, apart from transcription, the subsequent organisation and analysis of the data gathered did not begin until the team had disbanded. This ensured that ongoing, active interpretations would not affect or direct the conversations as they unfolded. Despite the potential pitfalls associated with participant observation, the role of participant observer may indeed be one of the most appropriate ways of accessing data in this type of research setting. This is particularly the case given earlier assertions about the need to 'get inside' a strategic activity, as a way of throwing further light on the richness and complexity of the dynamics of such activity.

Transcripts of meetings with the strategic group

Transcripts of real conversations between the strategic group members were gathered over a specified time frame (one year). These transcripts contain utterances that have occurred in a non experimental situation within their real linguistic context. The collection of naturalistic data

'avoids uncontrolled decontextualisation...which can drastically change interpretation. It also greatly reduces the opportunity for the analyst to introspectively invent contextual or situational details to support her argument' (Channell, 1994, p39).

Also, as previously discussed in chapter one, **Collins (1981)** holds that the only really valid social data lies in micro events. These then, form the central source of evidence and it is argued that this data served to 'get inside' the strategy process that was being investigated

Documents relating to the strategic initiative

Agendas, minutes of meetings and correspondence were used mainly as signposts in relation to timing and sequencing of events.

The 'official group report'

The strategic group that is investigated, produced a formal report at the end of the series of conversations that took place over a one year time frame. This report is also used as a fundamental source of data. Information that receives particular focus when analysing the data incorporates a comparison between the patterns of references appearing in the group conversations and those that emerge in this final report. In order to establish the existence (or non existence) of 'intertextuality' (as defined and explored in chapter 1),

these comparisons are important in the context of the analysis and subsequent discussion of the results identified. Thus the 'official group report' (OGR) represents a rich source of data. It is the final tangible output produced by the participants and as such represented the main source of formal communication used by the group to present itself to the rest of the organisation. A comparison between the actual group conversations and the content of the OGR may be helpful in identifying some of the ways in which the group attempted to carve out and manage certain impressions that they projected to the rest of the organisation about the conversations that took place.

3.7. The use of QSR NUD.ist

QSR NUD.ist is a computer package designed to aid users in handling non numerical and unstructured data in qualitative analysis. All of the primary data collected for the purposes of this study were unstructured, and the software package facilitated the development of an initial framework around which to analyse and evaluate information.

The value of the NUD.ist package lay mainly in its facility for the creation of an index system, allowing ideas and concepts to be organised into a network of categories and significantly enhancing processes that often suffer in the course of qualitative research. *'The index system keeps index categories, their definitions and names, memos about categories and references to text units of documents'* (QSR NUD.ist User Guide, 1996). Perhaps even more important, is the package's inbuilt facility for iteration, modification and re conceptualisation. *'Index systems can be modified as an understanding of the data grows and changes*

throughout the lifetime of the project' (ibid.). This software helps to speed the categorisation and analysis of qualitative data while maintaining the ability to revisit the original material.

There is however, a variety of issues worth highlighting in relation to the use of this software package which may help to explain the role that it played in the context of this research. The use of QSR nud.ist has its limitations. It cannot do for qualitative analysis, what various data analysis packages have been able to do for quantitative studies. This is of course mainly to do with the lack of standardised methodologies, the differences in the nature of the data and the lack of structure that lies in qualitative sources of information. In relation to qualitative data it is important to recognise **Leavy's (1994)** proposition that nothing is a substitute for intimate knowledge of the data. While there is a facility for word string searches and theme traces, these facilities should not be depended on for creating categories and subcategories, because doing this inevitably codes various statements outside of the conversation or text within which it is naturally embedded. While this study does divide and separate text units from one another, none of these text units have been coded without reference to the natural flow of conversation / report writing within which these units emerged.

While QSR nud.ist helps to display frameworks of analysis, it does not help to create them. Without an adequate grounding in theoretical knowledge and without in-depth familiarity with the data, high quality analytical frameworks (particularly because they involve the analysis of qualitative data) are unlikely to be produced. The 'garbage in - garbage out' principle is particularly relevant when considering and using this software.

Nevertheless, nud.ist is a useful tool for the storage and retrieval of large amounts of unstructured data. It facilitates the laying down of a checkable trail of evidence and allows for the keeping of meticulous records of coding decisions, important passages and so on. Most importantly, using this software forces the researcher to be painstaking in clarifying concepts and creating an effective framework for analysis. And overall the system that it provides allows for iteration and the reformulation of ideas as new data is introduced and new categories or classifications become clear.

PART 2

3.8. Key research questions and the framework for analysis

The framework of analysis developed for the purposes of this study has been designed with several key research questions in mind. In chapter 1, a research framework was set out (see figure 1.1) whereby the key linkages to be investigated were identified. The research questions emanating from this, and on which the subsequent framework of analysis is founded, are as follows:

Key research questions

What are the characteristics of strategic conversations in specific settings?

What functions do strategic conversations serve and is it possible to develop a framework of analysis that can identify differences between explicit and implicit functions?

Are there perceived moderators associated with strategic conversations and if so, how might these relate to the emerging norms that develop within a specific strategic group?

What are the key differences between the written and spoken dimensions of the conversation according to the framework developed?

Can the nature of perceived outcomes associated with strategic activity be identified by analysing both written and spoken dimensions of strategic conversations?

Analysis strategy

Tesch (1990) suggests three major steps associated with analysing qualitative data: developing an organising system, segmenting the data and making connections.

Developing an organising system:

The following framework summarises the current analytical system used to organise the data for the purposes of this research. The first of these levels was chosen based on a review of the literature relating to strategy and strategic behaviour. Particularly influential in selecting this level as a valid route to effective analysis is the work by such theorists as Pettigrew, Ferlie, and McKee (which relates to generalised ideas about strategy and by Hardy (whose research has focused more strongly on the industry in which this research is carried out).

Fig 3.1 Levels of transcript analysis

LEVEL 1	Strategic dimension (process, content or context)
LEVEL 2	Time orientation (past, present / future)
LEVEL 3	Subject focus (the strategic initiative / the organisation)
LEVEL 4	Specificity of subject focus

Level 1: Strategic dimension:

Pettigrew (1985), Pettigrew & Whipp (1991), Hardy (1990) are among several writers in the field who have demonstrated the importance of recognising and incorporating the three strategic dimensions of content, context and process into studies on strategy and strategic activity. Their work is outlined in more detail in chapter 2 and the conclusions that they have reached in their own research demonstrate the importance of continuing to use using these concepts when research into strategic activity is being carried out. In order to clarify the use of these strategic concepts in relation to this research, it is worthwhile reiterating the main points emerging from these theorists. (For a more thorough investigation into these perspectives see chapter two).

The concepts of context, content and process have played a key role in the development of conceptual models of strategy, strategic activity and fundamental ideas about formulation and implementation. However, these concepts have been inadequately defined in the past and underexploited as valuable tools for greater understanding and insights into how strategic activity actually unfolds. In particular, these concepts have not been explored via the microprocesses of interaction such as the dynamics that take place during strategic group conversations.

Also, there are some excessively simplistic associations which have filtered throughout much of the recent literature in the area of strategy. In particular, it has tended to be the case that the content of strategy is associated with strategy formulation and that the process of strategy is associated with strategy implementation. This oversimplification is dangerous and misleading, preventing both theorists and practitioners from achieving the sorts of insights that they need about strategy and the activity associated with it. Both formulation and implementation have context, content and processual dimensions.

Fig 3.2: A Clarification of the Roles of Content, Process and Context ideas during strategic formulation and strategic implementation

	content	process	context
strategy formulation	strategic inputs	formulation methodologies	relevant contextual issues invoked during formulation
strategy implementation	strategic outcomes	implementation methodologies	relevant contextual issues invoked during implementation

While this framework is useful in clarifying some central and relevant definitions relating to strategy, in terms of this research it is also important to point out that the line between strategy formulation and implementation is not

clear, if indeed it exists at all. (Again refer to chapter 2 for a more complete exposition of the position taken in relation the divisibility of strategy formulation and strategy implementation). While the activity being studied was defined by the participants as a strategic formation activity, from a theoretical point of view it is impossible to identify where formulation ends and implementation begins.

As soon as someone conceives of an idea, its ability to become manifest or realised is born. Once any activity (cognitive or otherwise) enhances the ability for an idea to be realised, it can be said that the implementation process has already begun. This brief discussion on formulation and implementation has been included here in order to support the exploration of context content and process dimensions of conversation whether they are regarded as part of strategic formulation, strategic implementation or as I argue, of both.

All text units were assigned a coded reference according to the different strategic dimensions to which they were deemed to refer. Whether a text unit referred to context, content or process was established by using the following broad framework of classification. Some text units were coded more than once if they referred to two or all three of these dimensions

Framework for differentiating between the strategic dimensions of context, content and process

Context

References to context related to the perceived 'givens' that existed in the environment of the participants. Consistent with the interpretivist perspective, contexts were only assumed to exist if they

were referred to in the course of conversations or in the official group report.

References to resources (e.g. *'we just don't have enough time'*), prevailing attitudes and emotions (e.g. *'there's a massive fear here of being real and realistic'*), restrictions, limitations, constraints (e.g. *'such externally imposed directives would be more likely to constrain our ability to decide our own destiny...'*), opportunities (e.g. *'we have to imagine that [this organisation's] canvas is the world'*), structures (e.g. *'The need to decentralise really highlights the structural problems that have always existed here'*) histories (*'the leadership of the [organisation] has succeeded in establishing a culture which never baulked at the opportunities'*) and so on were all deemed to be contextual type references. The context category was further divided into 2 subcategories. i.e. internal contextual references and external contextual references. From the point of view of this analysis, even general / specific statements (coded at level 4) could (at least theoretically) have either an internal or an external focus.

Content

Any text units that were 'content orientated' or contained 'what' type ideas were assigned a content coding. Like contextual references, 'what' type ideas could also be connected to any of the three time orientations identified and to any subject focus. Thus any reference to, 'what members of the strategic initiative have done / are doing / will do' received a content orientated coding (e.g. *'we should think about an open forum where we might invite people outside this group to share their views with us'*). Similarly, any references to 'what activities the organisation / industry was / is / will be involved in', also received content type codings

(e.g. *This organisation will need to adopt a strategic approach to the quality of [its environment] by ensuring that what we do is appropriate for the future customers of the [organisation]*) . Content codings were also assigned to references to strategic inputs such as information, ideas, data, other reports, influences and so on, and in particular to any direct references to what participants suggested should appear in the official group report (e.g. *'under section 2, we need to have a section on the market place of the future and what it is going to be like and then perhaps a discussion on the implications'*)

Process

Any text unit which made reference to process type issues was assigned a process coding. Process type statements include those that referred to methodologies of any kind. This included statements which indicated that the group was attempting to adopt or to clarify perspectives and purposes (e.g. *'our meetings are space and time to create a meaningful vision'* or *'it's amazing how quickly we're starting to build up [our] picture'*) ; to develop or to express commitment (e.g. *'my driving force is that I would like to see that this place operates in the future'*); to explore or agree broad or specific methodologies for creating or implementing a strategic vision (e.g. *'What I propose to do is use the whiteboard and put up the major themes that people.. have referred to'* or *'when we all agree to get something done we should try to get them in as soon as possible'*); to evaluate or explicitly identify process issues (e.g. *'one of the benefits of this process for me is that it does free me up'* or *'this discussion has been worthwhile'*); to communicate or co-ordinate aspects of the process (e.g. *'our objectives are now to get our ideas on paper and*

start feeding those ideas into the system') or to manage the process in active or obviously conscious ways (e.g. 'I'm just being devil's advocate' or 'I feel an awful lot happier that I'm reflecting your views and I'll be emphasising that they're not just my views').

In addition, all context orientated statements were coded as either 'internal' or 'external' according to the extent to which these statements referred to the 'world outside' or to the 'world inside'. Thus the strategic group, the strategic initiative, the organisation and the industry were all seen as having their own internal and external contexts with their own boundaries, constraints, limitations, reputations and so on

Fig 3.3: Examples of how various references were categorised according to level 1 of the analysis

Context	Content:	Process
<i>Strategic conditions as perceived and expressed by group members - (coded as either external or internal in focus)</i>	<i>Strategic inputs and outcomes as perceived and referred to by group members</i>	<i>Strategic methodologies as perceived and articulated by group members</i>
Resources and constraints (external or internal)	Activities	Organisation, conceptualisation and articulation of strategic ideas
Trends, developments and existing ideas (external or internal)	Goals and objectives	formulation methodologies (e.g. consideration of alternatives, definition of concepts, solicitation of views)
Capabilities, requirements, roles and responsibilities (external or internal)	Themes, issues, plans, competitiveness, survival, growth, achievements	implementation methodologies (e.g. managing, scheduling, liaising, responding, inspiring)
Structures, cultures, climates, values and beliefs (external or internal)	failures and mistakes	development of levels of commitment and patterns of activity
Perceptions and attitudes (external or internal)	information, statistics, data, references	

Level 2: Time orientation: (Past, present / future):

Time orientation is one of the core levels of analysis used in this investigation. It has already been established that the ways in which people discuss their past, their present and their future are central to our understanding of how strategists attempt to come to

terms with their tasks, how they grasp or grapple with their histories, their current challenges and activities and (perhaps most importantly) their destiny.

Strategic activity is frequently associated with the adoption a future time orientation (e.g. Mintzberg, 1994). Exploring the predominant time orientations that appear in strategic conversation may help to demonstrate the extent to which a future orientation is actually adopted, and to understand some of the conditions under which various orientations are most likely to emerge.

Time orientation was determined largely by examining the grammatical structure of each text unit and by determining the predominant tense of each. There were instances where time orientation was ambiguous. Where this was the case, a contextual reading of preceding text sometimes helped to clarify the ambiguity. In other instances, text units were assigned more than one time orientation in order to reflect rather than eliminate the multiple focus of specific statements. Generally though, the identification of the time orientation of text units was a straightforward task and only rarely was it not clear whether a statement referred to the past, the present or the future.

Level 3: Subject focus:

Familiarity with the text units yielded the observation that two broad strands of subject focus ran through all interactions. Firstly, references to the strategic initiative itself and secondly, references to the organisation and/or the wider industry within which the organisation operates. Some text units referred to both, in which case they were multi coded accordingly

Level 4: Specificity of subject focus:

A further categorisation for each text unit relates to the specificity of the subject. Those statements which

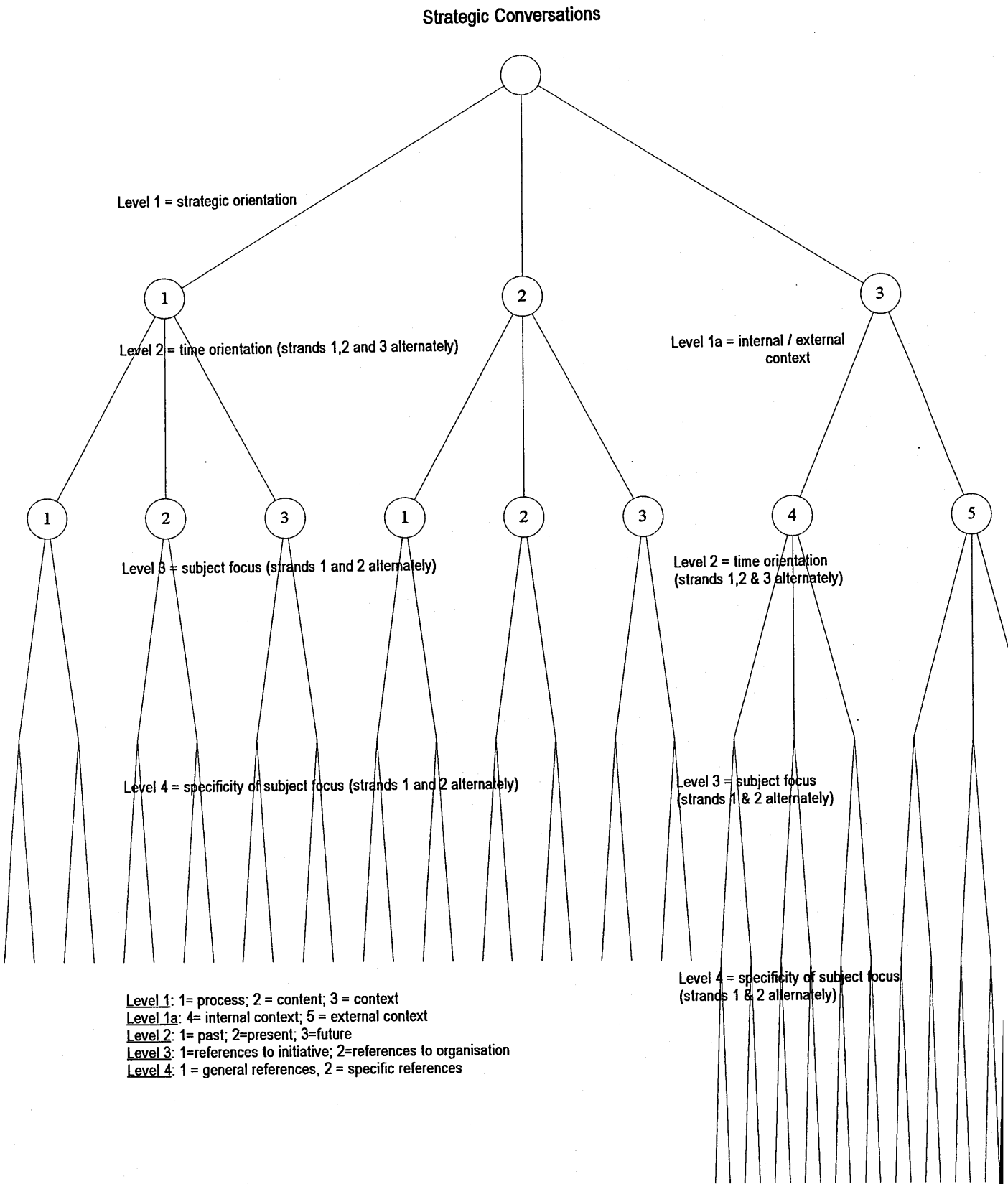
referred to the strategic initiative tended to have one of two foci: those specifically referring to matters relating to their own subgroup within the strategic initiative and those referring more generally to matters relating to all groups involved in the initiative. Similarly, statements adopting the industry as the subject focus sometimes referred specifically to the organisation within which the strategic initiative was taking place and sometimes referred to several organisations or to the wider industry within which the organisation operated.

Note then, that every single text unit appearing in each of the fully transcribed meetings and every text unit identified in the official group report was assigned at least one multi level coded number. These coded numbers identified the strategic dimension of each text unit (that is whether it referred to content, context or process issues); the time orientation of each text unit (that is whether it referred to the past, the present or the future), the subject focus of each text unit (that is whether it referred broadly to the organisation or to the strategic initiative in which the group was involved); and the specificity of subject focus of each text unit (that is whether it referred to the organisation in particular, the industry in general, the overall strategic initiative or the specific strategic group)

Segmenting the data

The tree presented below was constructed in order to segment the data into various nodes, according to the framework outlined here.

Fig 3.4 Data tree Generated Using QSR Nud.ist



Making connections

The relationships between the various levels of analysis were then explored. These connections are explored fully in chapters four, five and six where results of the data organisation are presented, and where analysis of these results are laid out in order to explore how these results should be interpreted.

3.9. New ways of coding data arising from strategic conversations

The patterns of findings presented in the next two chapters, represent an attempt to discover and elaborate a new way of coding and presenting the results of strategic conversations. By dividing conversations (and the texts that arise from them) into separable text units, by elaborating a 4 level framework of analysis and by applying this framework to real conversational data, it is argued that it is possible to paint a much clearer picture of certain aspects of strategic conversations than other less structured methods have succeeded in doing.

Conversation analysts have used structured frameworks in the past, which interpret conversations using now almost conventional techniques (e.g. **Psathas, 1995; Frankel 1989; Atkinson & Heritage, 1984; Heritage, 1984, Scheinken 1978**).

By using various devices and by searching through conversational data, these conversational analysts have drawn our attention to the importance of such concepts as turn taking, storytelling, and various other sequences associated with conversation. However, the nature of the ideas, the ways in which various patterns of conversation change over time and in reaction to various events, have not been so centrally explored by the conversation analysts. While traditionally, conversation analysts look

out for qualitative evidence of certain conversational devices (for example such conversational signals as 'disjunct markers'; 'embedded repetition', 'openings', 'closings' 'suspensions' and so on) there has been less of an emphasis on identifying patterns over time, or aggregate statement types and categories. The reasons for this are made quite clear by this school of traditional conversation analysts.

In order to understand conversation they say, it is important to uncover some systematically ordered features associated with the conversation and the only way of doing this (according to them), is not to tamper in any way with the natural flow of the conversation, to record this flow as accurately as possible and to analyse this flow in context, not removing any part of the text from the interaction sequence in which it is embedded. However, their critique of category systems, (which they claim are preformulated as opposed to grounded; reductionistic as opposed to holistic, ignorant of local context as opposed to context -sensitive and quantitatively biased) does not recognise that coding systems can emerge from data, can be used in conjunction with more qualitative approaches to data analysis (as this chapter shows) and can enhance context sensitivity in a number of ways (by using context as a category for analysis, and by coding in the first instance with constant reference to the natural flow of conversation).

The structuralists on the other hand recognise that

'all texts metaphorically speak with many voices and contain within them many potential alternative readings' (Manning & Cullum-Swan, 1994, p469),

and that explanation is a process that attaches more meaning and more 'setting references' to values that

have already been encoded (Lemert, 1979, p944). No interpretation can be sure (or even vaguely confident) that they are reflecting or considering the multiple meanings that can attach to the texts that they are analysing. However, by pinpointing the *aspects* of meaning that *are* important in the context of any specific study, a researcher can clearly bound his / her work by being explicit about the strands of meaning of which he or she is in pursuit.

By aiming to explain and to interpret the patterns of coded categories that are presented in chapters 4 and 5, this research approach attempts to attach *more* (rather than all possible layers of) meaning to the results that are presented. It also provides additional references to conversations and text which can serve to explain and to understand the reasons why the observed patterns emerged in the ways that they did.

Of course there are qualitative researchers who already do an excellent job of exploring the nature of conversations *without* the use of as structured a framework as the one that has been presented here. Researchers in the past have demonstrated scintillating competence in their ability to get behind or get under the data that they explore and via these abilities and insights to pinpoint important themes, to recognise key turning points and events and to reveal patterns of behaviour, sense making and interaction that are not immediately obvious or accessible to naive participants or observers of social processes. These insights can help them and others to understand more fully and in more depth, some of the dynamics that they have observed. However, unstructured qualitative methodologies depend quite heavily on the skills and competencies of the researcher, not least of which may be represented by implicit capacities for insight and spontaneous ability to recognise features in conversations that are important.

Also, less structured approaches are generally less facilitative of the laying down of an identifiable and checkable trail of evidence, which it is argued here, is an important feature of valid and reproducible research, however qualitative and messy its sources of evidence may be.

This research has attempted to create a framework which does not rely as heavily on the special insights and skills of any one researcher or analyst. By making explicit the features of conversation that it focuses on, the framework developed has itself created categories. These categories can be explored for their frequencies and patterns throughout the conversations being analysed and they may also provide a structured guide to a richer exploration of the data .

By creating 'reference categories' which have been labelled and coded, the process of analysis has taken the researcher one step away from the real, rich and deep data upon which this study is based. On one hand, this distancing has been an important part of the research process (especially because sources of evidence are, at least on the surface, messy and lacking in any immediately identifiable structure), and can serve to objectify the phenomena being studied. However, it must be recognised that simply presenting the frequencies and patterns as defined by the framework developed, while important in the context of this research, is not enough. A more contextualised discussion of the findings of chapters four and five follows in chapter six, in which an attempt is made to shed a richer light on the unfolding of strategic conversations in this setting.

CHAPTER 4

Changes in strategic conversation over time: key results emerging from longitudinal data

'organisations are driven from where they are now to a destination that they create and discover'

Stacey, 1993, p.383

Introduction

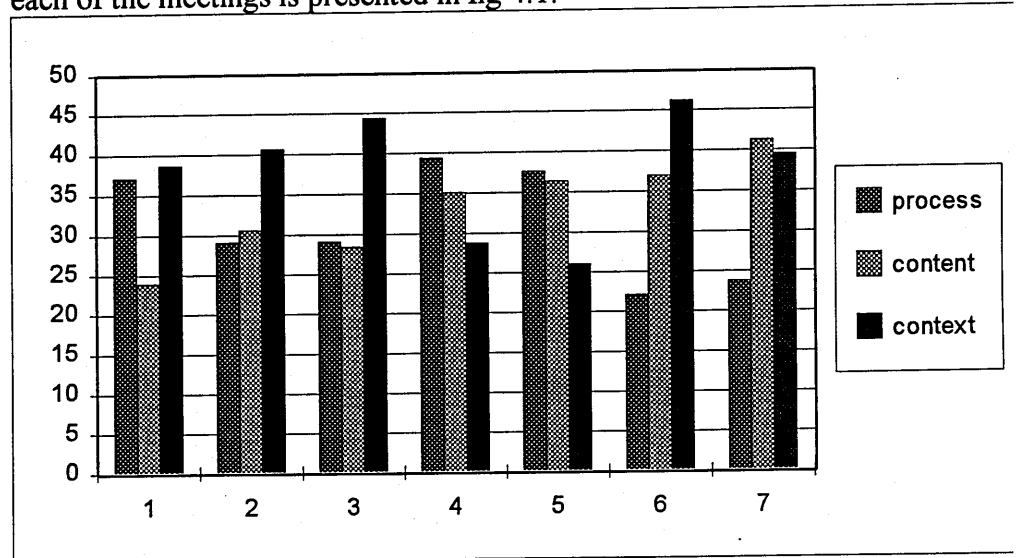
The purpose of this chapter is to lay out and explore the group's activities as they changed (or remained the same) at different stages of the task. The results of this study focus on seven fully transcribed meetings, totalling over thirteen hours of intra-group discussion which took place in a series of meetings which spanned a time frame of one year. Apart from the aggregate observations of the different statement types which will be presented in chapter five, it is also important to look at how these statement types differed from one meeting to the next and to 'get behind' the data by exploring some of the situational reasons why certain emphases may have predominated at different times during the group discussions. The length of meetings is also a variable that is taken into consideration in the presentation of these results.

4.1 Longitudinal results

Taking each of the levels of analysis, it now becomes possible to build up a picture of the differences between these meetings and the possible reasons for changing patterns of statement types over time.

Fig 4.1 Strategic orientation

Strategic orientation frequency as it appeared in each of the meetings is presented in fig 4.1.



This shows that meetings one, two, three and six were at least marginally dominated by contextually orientated references. Meetings four and five were (again marginally) dominated by process orientated references and meeting number seven was dominated by content orientated references. There are key events occurring throughout the programme of meetings that may help to explain the various changes or stability's in emphasis from one meeting to the next. These events, as well as a range of other potentially causal factors are outlined in detail in chapter six.

In terms of internal versus external contextual foci, fig 4.2 demonstrates that all but one of the seven meetings (i.e. meeting two) were dominated by an overwhelmingly internal contextual focus. This internal contextual focus was particularly intense in meetings one, four, five and seven, with meeting five having no external contextual

references and meetings one, four and seven being represented by references of which less than 10% focused on external contextual issues.

Fig 4.2 Internal versus External Contextual Focus

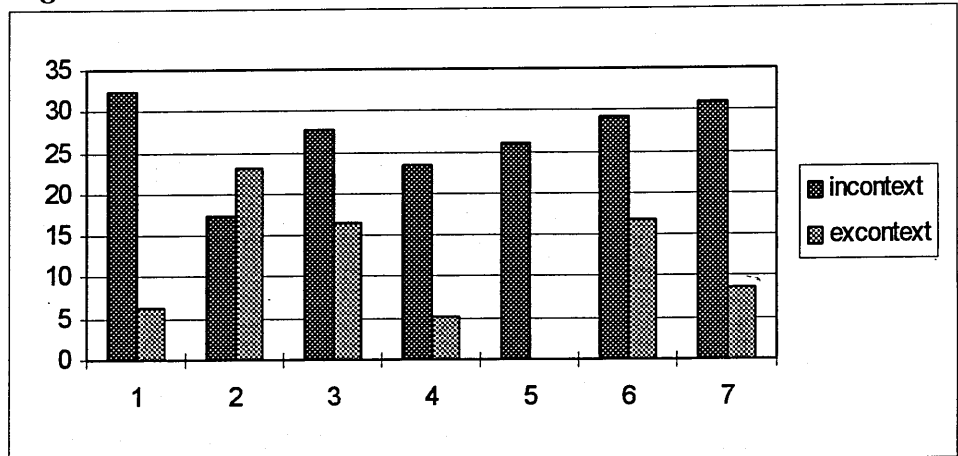


Fig 4.3 Time orientation

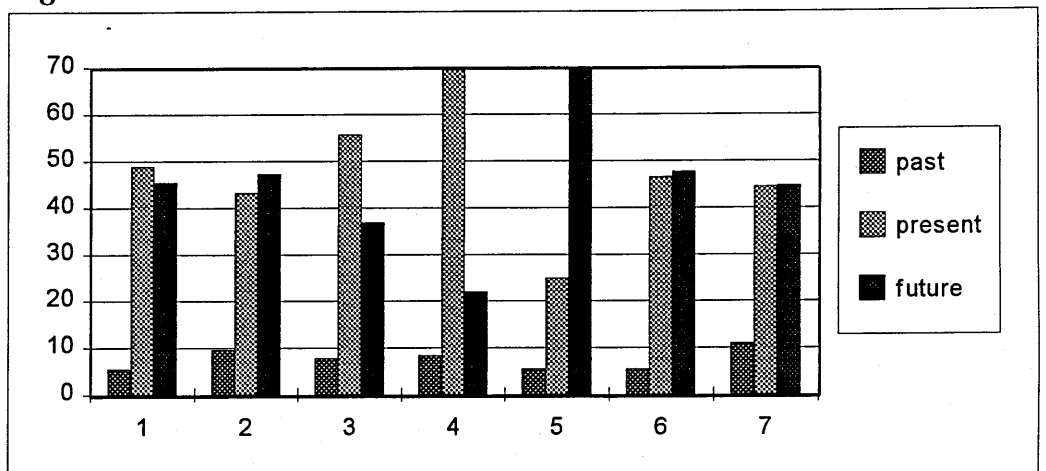
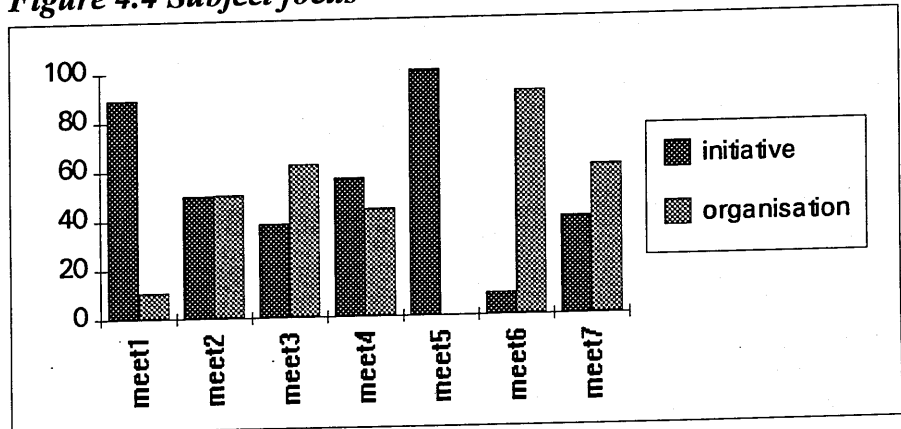


Figure 4.3 shows the various changes in time orientation over the course of the seven meetings. This graph shows that only one meeting was overwhelmingly focused on the future (meeting five), three were marginally focused on the future (i.e. meetings two, six and seven) and three were focused most frequently on the present (meetings one, three and four), with meeting four being particularly present focused in its time orientation relative to the

other meetings. None of the meetings used more than 11% of their references to talk about the past.

Figure 4.4 Subject focus



Three meetings (meetings one, four and five) were more focused on the strategic initiative than they were the organisation for which the strategic initiative had been created, with meeting number five being exclusively 'initiative focused'. On the other hand, meetings three, six and seven were markedly more focused on the organisation than they were the initiative. One meeting (meeting two) achieved an almost equal balance of references between the strategic initiative itself and the organisation within which the initiative was taking place.

Fig 4.5 Specificity of subject focus

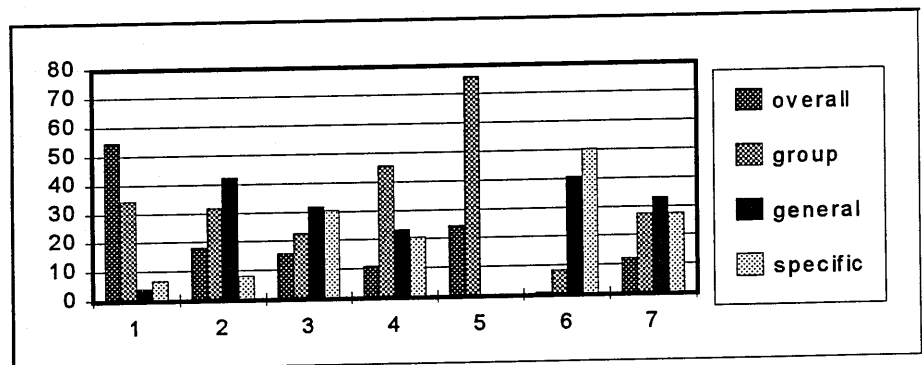


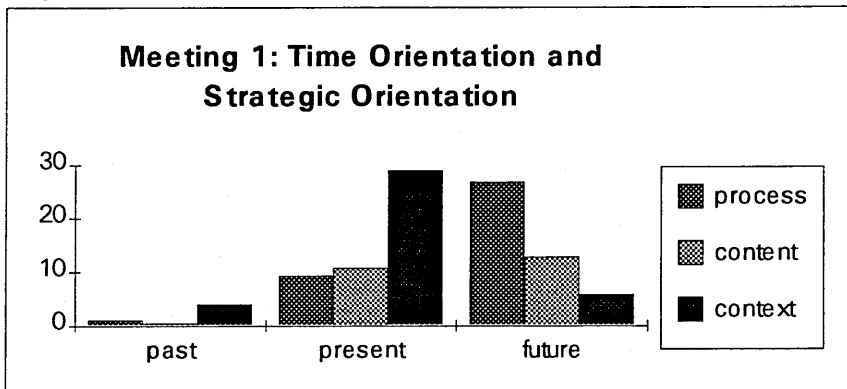
Fig 4.5 shows further break downs of the subject foci adopted in each of the seven meetings. As shown, meeting one focused most intensely on the overall strategic initiative, meetings two, three and seven , on general issues relating to the organisation and its industry, meetings four and five (and particularly meeting five) on the strategic group in particular and meeting six on specific issues relating to the organisation.

In order to explore the links between references more fully, more detailed results for each meeting are outlined below. Further results relating to the most frequent reference types are presented for each of the meetings that took place.

Meeting 1

The initial meeting (and also one of the longest of the seven) was marginally dominated by context type statements (39%) although process type references were almost as frequent (36%). Only a quarter of total statements appearing in this meeting were content orientated. Break downs of the most frequently observed strategic / time orientated links show the following pattern of results:

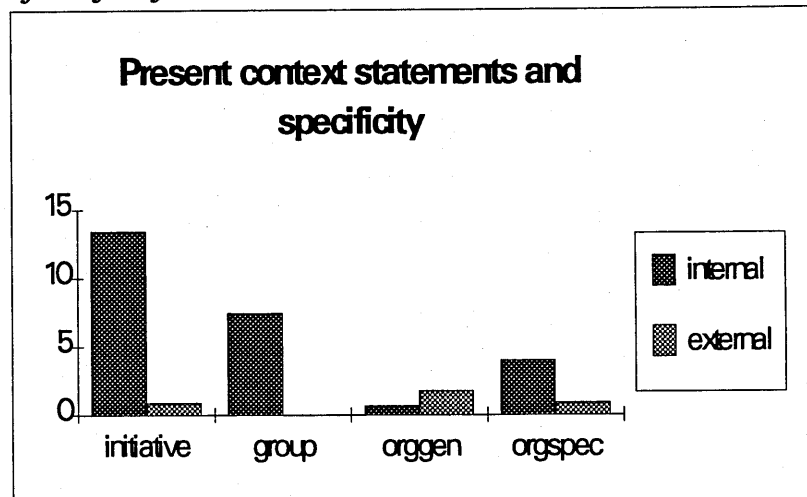
Fig 4.6 Time orientation and strategic orientation



As the above graph (fig 4.6) demonstrates, the two most frequently appearing statement types were 'present context' type references and 'future process' type references together accounting for almost 60% of all references appearing in this meeting.

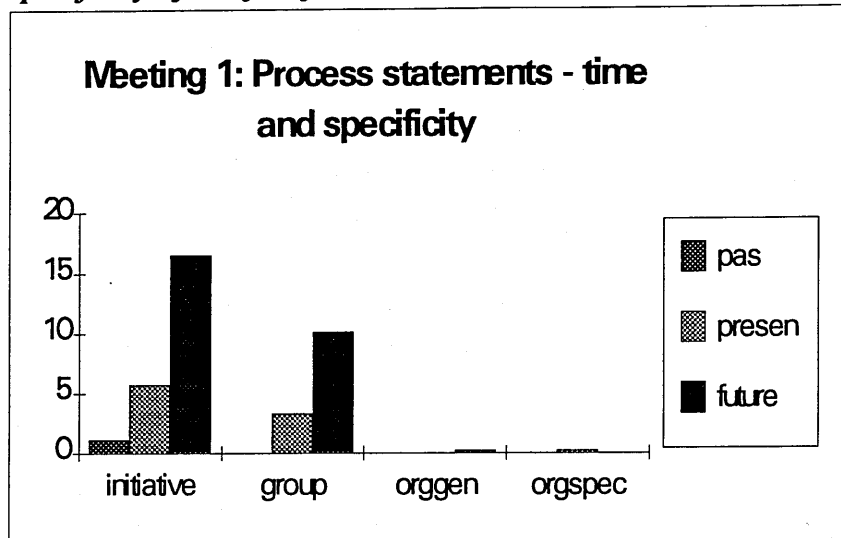
Of the 'present context' orientated statements, the vast majority were internally focused and most of the references were focused on the overall strategic initiative, as shown in the following graph:

Fig 4.7 Present context statements and specificity of subject focus



Of the process statements (most of which were grounded in the future as shown in graph number 4.6), most also focused on the strategic initiative, either in general or referring to issues that related to the strategic group in particular.

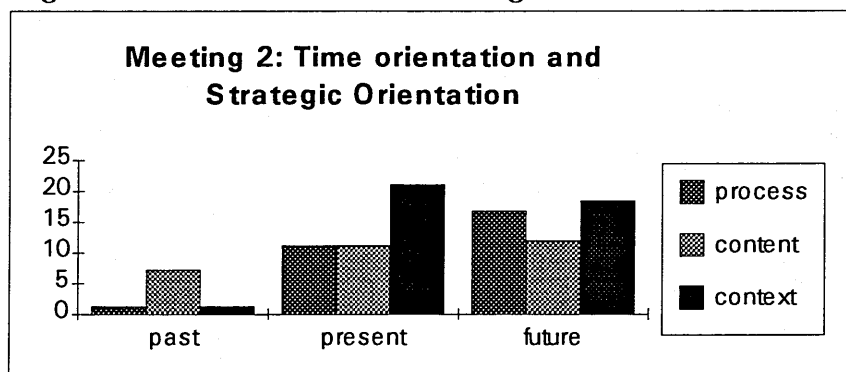
Fig 4.8 Process statements - time orientation and specificity of subject focus



Meeting 2

This meeting was significantly dominated by context type statements, compared to meeting one which was overall, only marginally dominated by these types of statements. Examining the relationship between time orientation and the strategic orientation adopted in the second meeting, the following is observed:

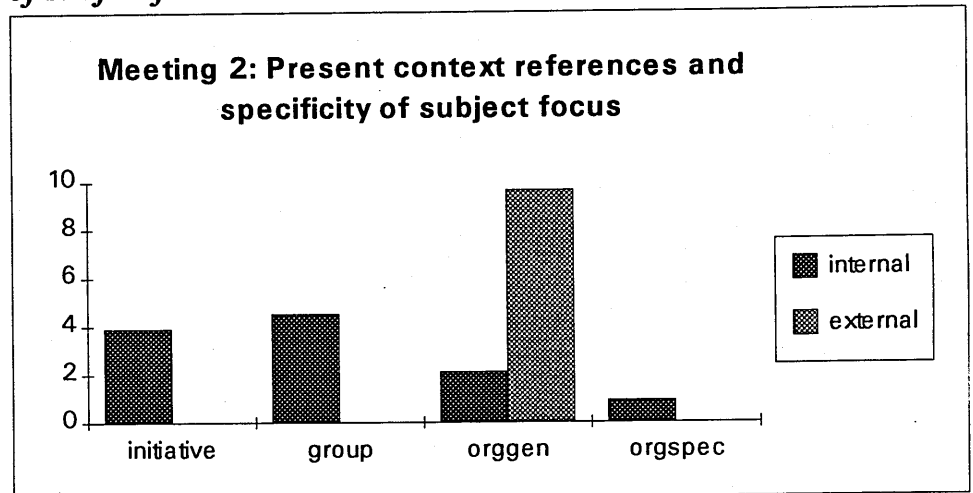
Fig 4.9 Time orientation and strategic orientation



The most frequent time / strategic orientation appearing in this meeting is that of a present context orientation.

Taking this, and exploring the subject focus with which this current contextual orientation is connected, the following pattern is observed:

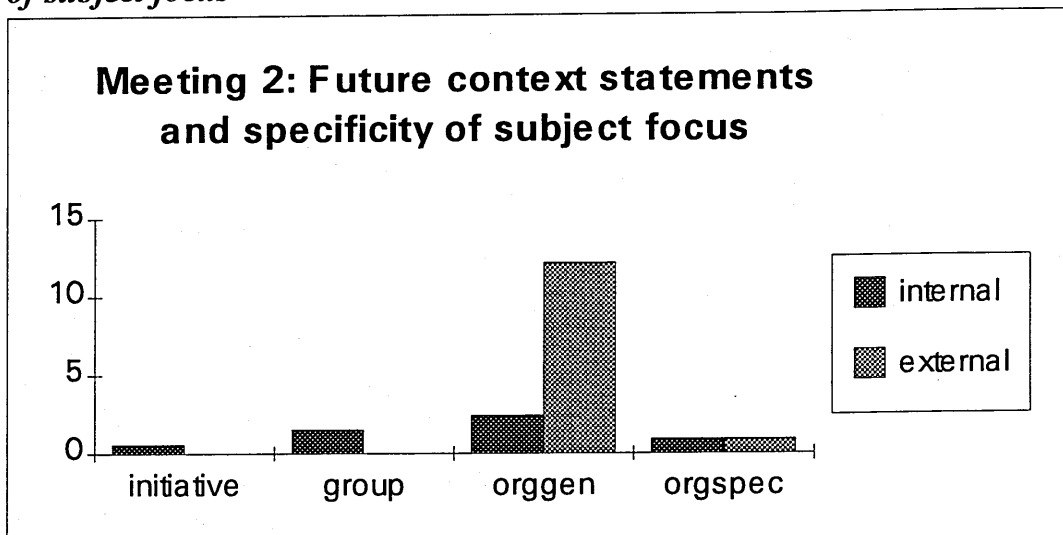
Fig 4.10 Present context references and specificity of subject focus



In this case, it is clear that although contextual orientation dominates, the focus of this context is quite different to that adopted in the first meeting. This time, the most frequent reference type is linked to current contextual references about general organisational issues, rather than the overall initiative, which received considerably more attention in the first meeting. Also, the references in meeting two were more likely to receive external contextual references rather than internal ones. This is markedly different to the emphases adopted in the first meeting. Also in relation to the general organisational context, an external contextual orientation predominates, while for other subject foci, the focus is exclusively internally orientated.

The next most frequent time / strategic orientated references in meeting two are 'future context' type comments. Further exploration of this category shows the following, when linked to subject specificity:

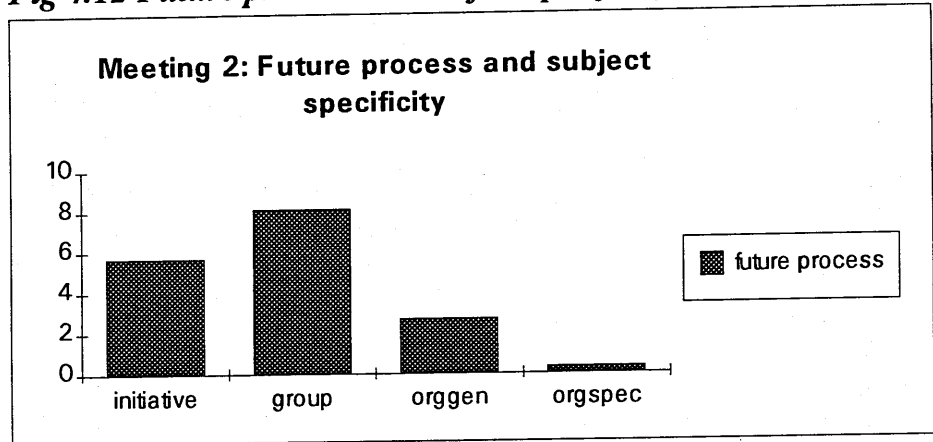
Fig 4.11 Future context statements and specificity of subject focus



With reference to a future context orientation, external references to general organisational ideas were the dominant sub category, occupying 12.1% of overall coded references in this meeting.(as opposed to less than 1% in the first meeting). As can be seen, present and future context orientations show very similar patterns both in terms of subject specificity and in terms of their internal / external contextual focus.

A third relatively dominant category appearing in meeting two was 'future process'. Exploring the links between future process and subject specificity gives rise to the following observations:

Fig 4.12 Future process and subject specificity

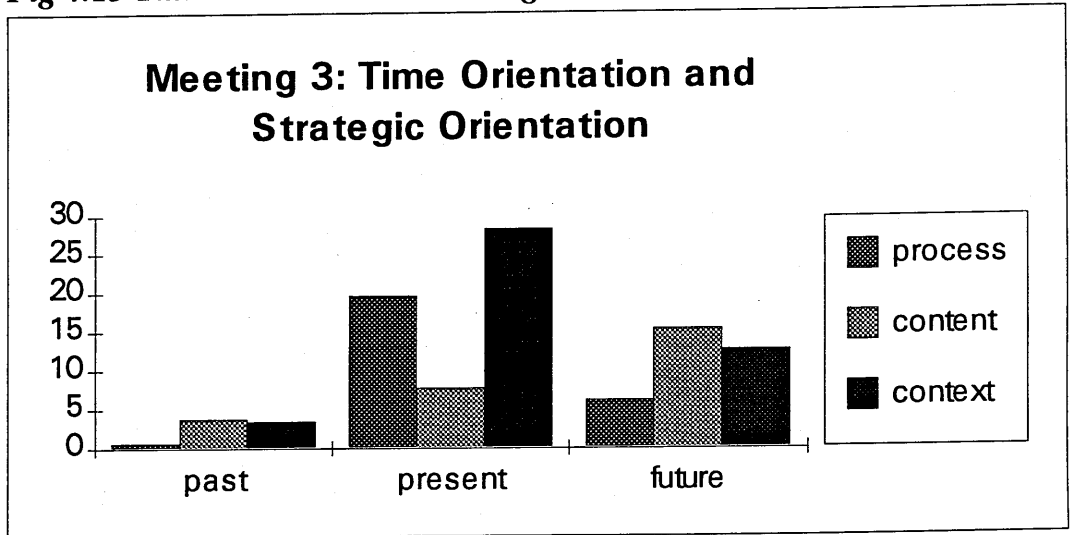


A future process orientation was found to be linked more frequently to references to the initiative itself and particularly the strategic group in which speakers were participating. Both general and specific references to the organisation also received some future process type comments, but considerably less frequently.

Meeting 3:

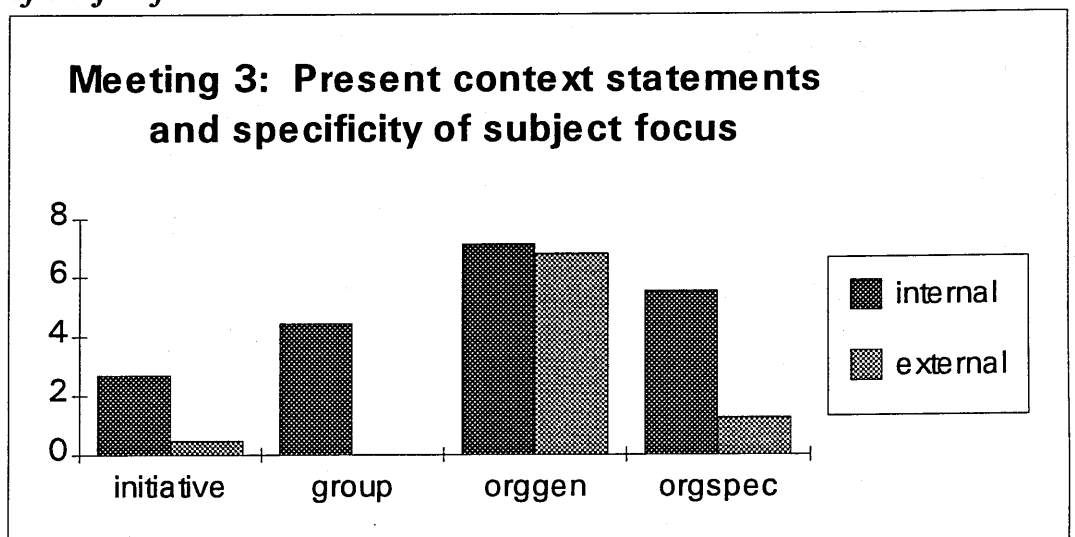
As shown in figures 4.1 and 4.2, meeting three was dominated by a context strategic orientation and by a present time orientation. In both cases the intensity of the domination was higher than for the previous two meetings, where somewhat more balance was observed between concept types. Meeting three then, showed the highest level so far of context orientation with almost 45% of statements including context type references. Examining this observation in more depth by exploring the links between this context orientation and the time orientation found shows the following pattern:

Fig 4.13 Time orientation and strategic orientation



Again, the most common combination of references were those that focused on present contexts. Examining the present context category further shows the following reference pattern:

Fig 4.14 Present context statements and specificity of subject focus

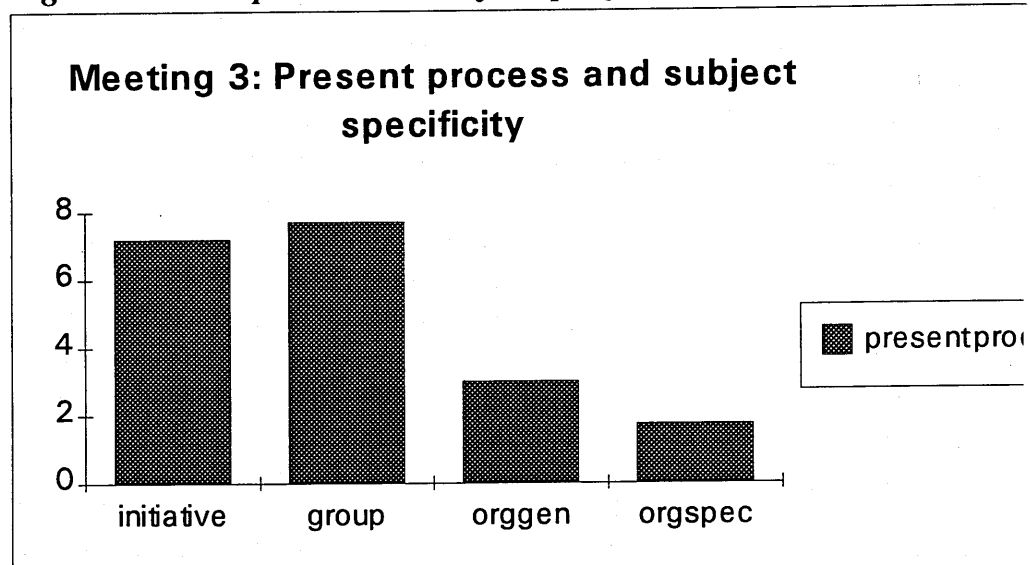


Here the most frequent 'present context' reference type relates to general organisational statements, the next most frequent, to specific organisational statements and

then to the group or the initiative. With all these reference types, an internal contextual focus predominates. However in the case of references to general organisational comments there is almost equal reference to internal *and* external contextual issues, the domination of internal references being only marginal.

The second most common time / strategic orientation combination also appears as a present time orientation, this time linked with the process concept. 'Present processes' receive around 20% of all references in this meeting and are linked to subject specificity's in the following pattern:

Fig 4.15 Present process and subject specificity

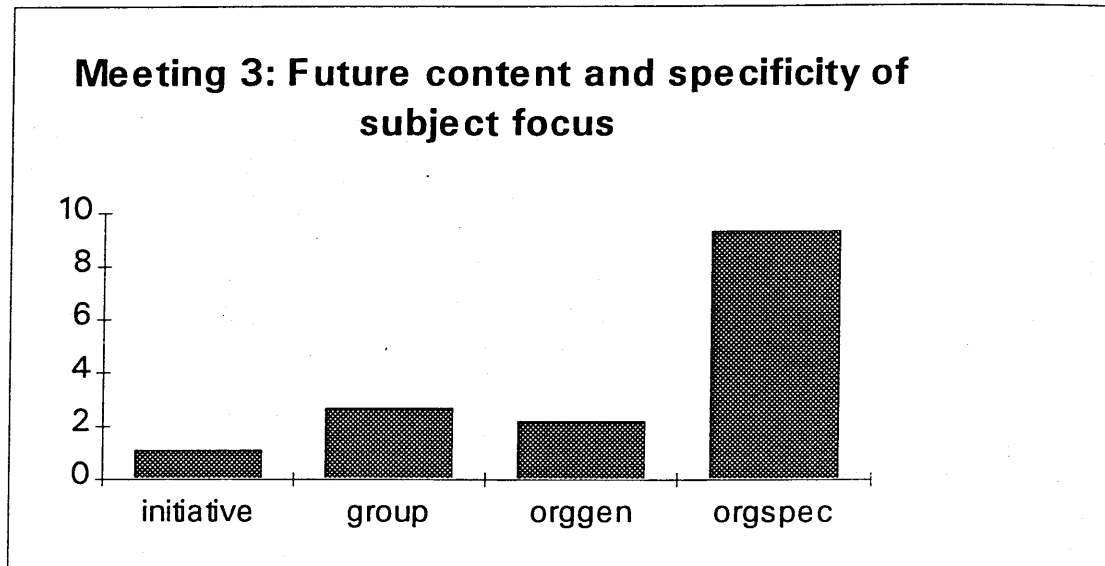


Here the pattern is similar to that associated with future process references identified in meeting two. Again the strategic group received most present process references, followed by the overall strategic initiative. While the organisation both in general and specific terms receives some present process references, the frequency of references to this subject focus is less than half that of

those relating to the strategic initiative and strategic group.

Meeting three's future orientation is dominated by a content focus. Further identification of the nature of this content focus reveals the following pattern:

Fig 4.16 Future content and specificity of subject focus

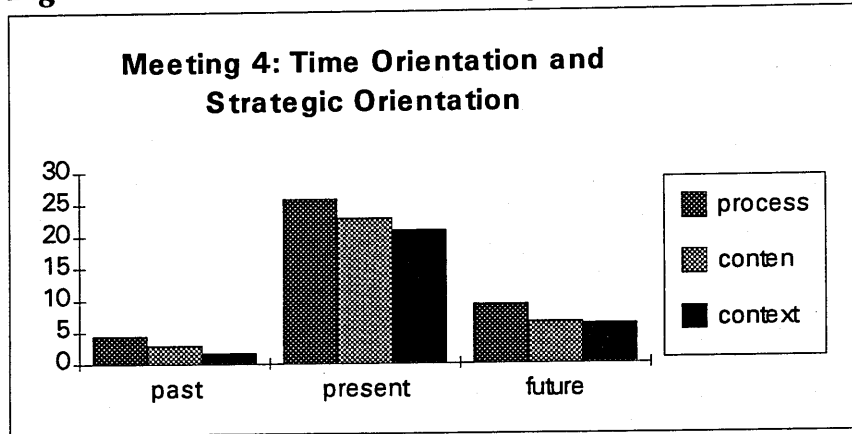


In meeting three then, the future content orientation related predominantly to references about the specific organisation.

Meeting 4

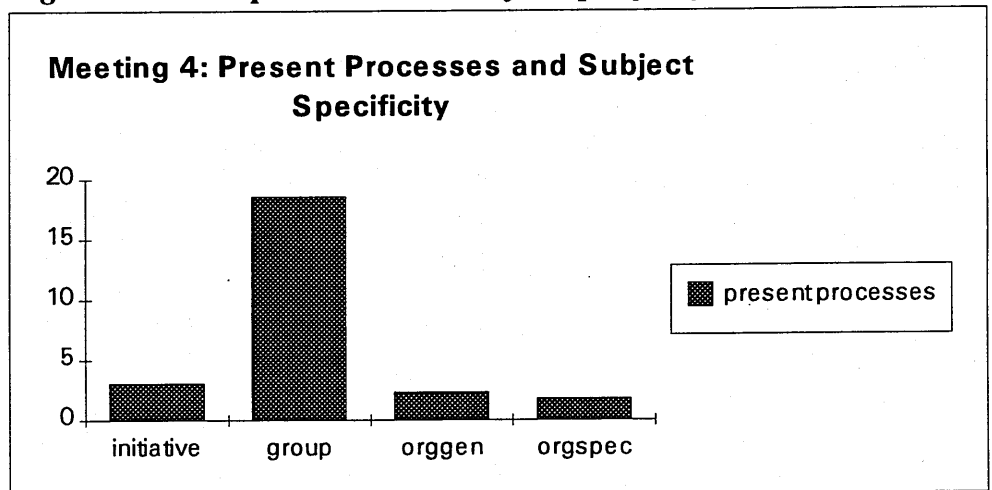
Almost 40% of statement types in this meeting were characterised by a by process orientation, with 35% being content focused and the remaining 25% being context focused. When these orientations are linked to the time orientation adopted by the various statements, it is possible to observe the following pattern:

Fig 4.17 Time orientation and strategic orientation



The pattern then in meeting 4 is also dominated quite markedly by a current / present time orientation, with present processes receiving most attention during the course of the conversations that took place at this particular meeting. Concentrating on the subject focus of this 'present process' orientation, the following pattern can be uncovered:

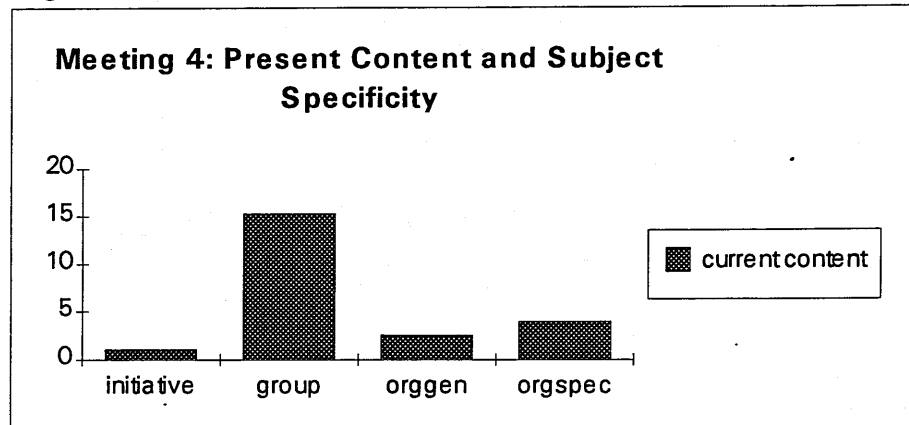
Fig 4.18 Present processes and subject specificity



At this meeting then, it is clear that when the group spoke about current processes, group members referred most frequently to their own processes as a group, rather than to processes relating to the overall strategic

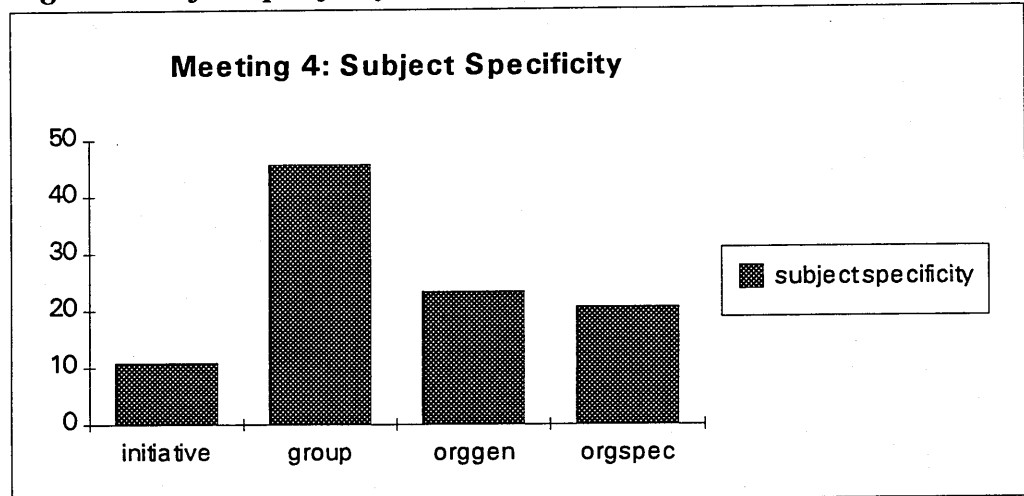
initiative, or to general or specific aspects of the organisation's current processes. A similar focus on the group itself is observed when 'present content' (the next most frequent strategic / time orientation appearing during this meeting) is explored for its links to subject specificities:

Fig 4.19 Present content and subject specificity



Statements about the 'present group content' also appear as a significant reference category for this meeting. Indeed, the focus on the group in particular at this meeting is a very dominant one as demonstrated below:

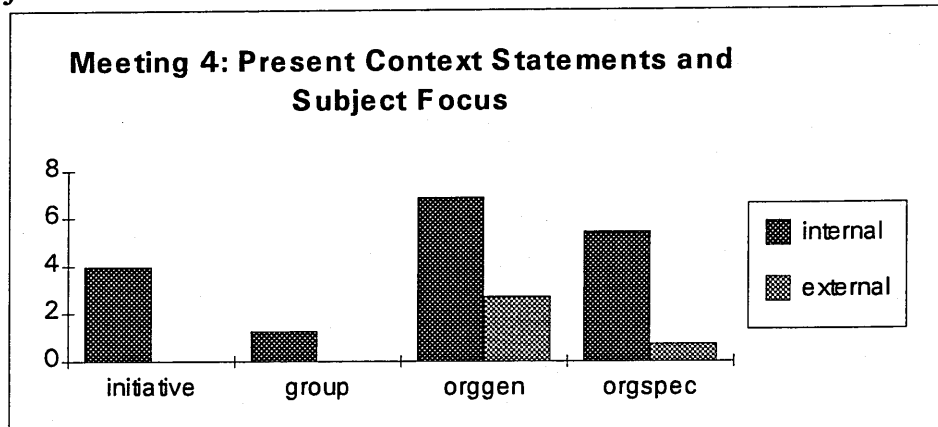
Fig 4.20 Subject specificity



A concentration on, if not a concern for issues relevant to the group in particular was a dominant theme in meeting four. Some of the reasons for these patterns may become clearer once a more contextualised account of the progress of the group is provided (see chapter six). The fact for example, that this meeting was held a day in advance of a public ‘convocation’ where the group presented its deliberations to an assembly of all organisational members, is likely to be a significant factor which may affect patterns of statement types and differentiate these patterns from norms which emerged at other meetings both those that occurred before and after this one.

While context received relatively little reference at this meeting, it still represented a significant portion of the conversation, particularly when linked to a present time orientation (as shown above). A further exploration of the context orientation as it related to subject specificity demonstrates the following pattern:

Fig 4.21 Present context statements and subject focus

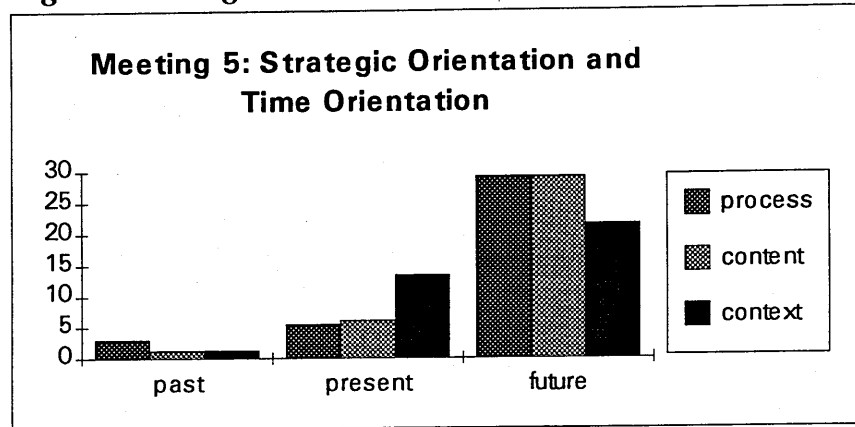


Unlike the content and process orientated statements, contextually oriented statements were much more likely to be linked to the organisation in general or in specific terms. And, the relatively few external contextual statements were linked only to statements about the organisation as opposed to those about the strategic initiative as the above chart demonstrates.

Meeting 5:

In terms of strategic orientation, this meeting reveals roughly similar patterns to meeting four, with process receiving the most frequent reference, followed by a content and finally a context orientation. This time, process and content frequency were even more similar as shown in fig 4.1, with both categories occupying around 37% each of the conversation. When strategic orientation is linked with time orientation for this meeting, the following pattern of references can be observed:

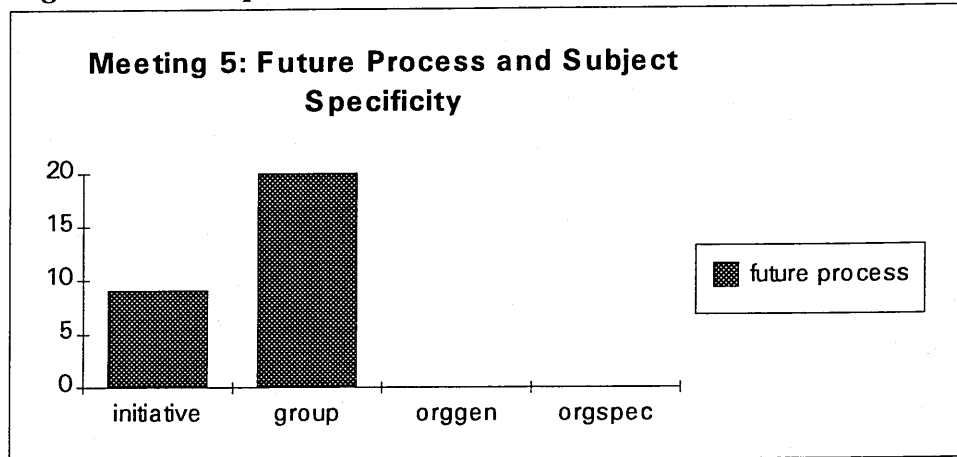
Fig 4.22 Strategic orientation and time orientation



So, while the overall patterns of strategic orientation for meeting five are broadly similar to those observed in meeting four, it is clear that when linked with time orientation, a very different emphasis and tone can be observed. While in meeting four a present orientation is predominant, a future focus is the most dominant time orientation in this meeting. Exploring some of the broader events associated with meeting five may help to explain the differences in time orientation between this and the meetings that precede and follow it. These will be explored in some detail in chapter six.

Taking the most frequently observed time / strategic orientations then, it is clear that a future process and future content orientation are those that predominate the discussions that took place in meeting five. And exploring these orientations in terms of their subject focus, the following patterns can be observed:

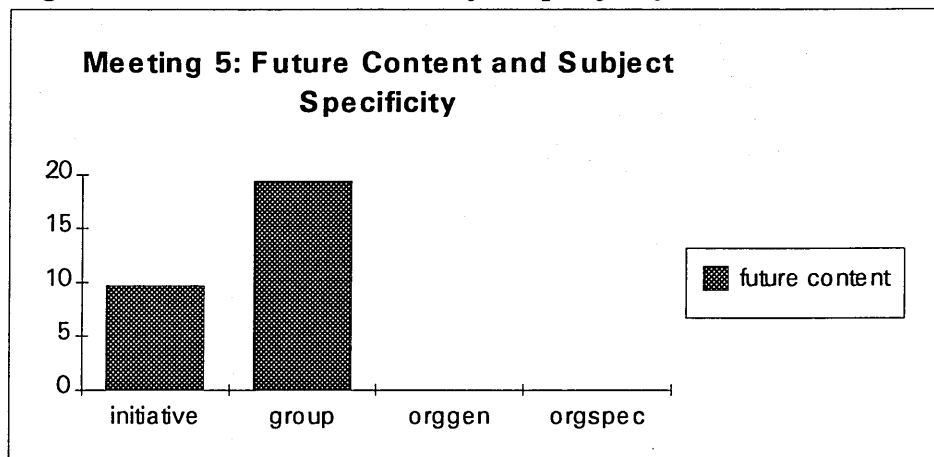
Fig 4.23 Future process and subject specificity



Future process type statements were most frequently linked to references to the group (20% of all references appearing in this meeting were about the future processes of the strategic group itself) and to the overall strategic initiative (just under 10% of all references appearing in this meeting were focused on the future processes of the overall initiative). There were no process orientated references to the organisation either in general or specific terms).

Focusing on the 'future content' type references, the following pattern can be observed:

Fig 4.24 Future content and subject specificity

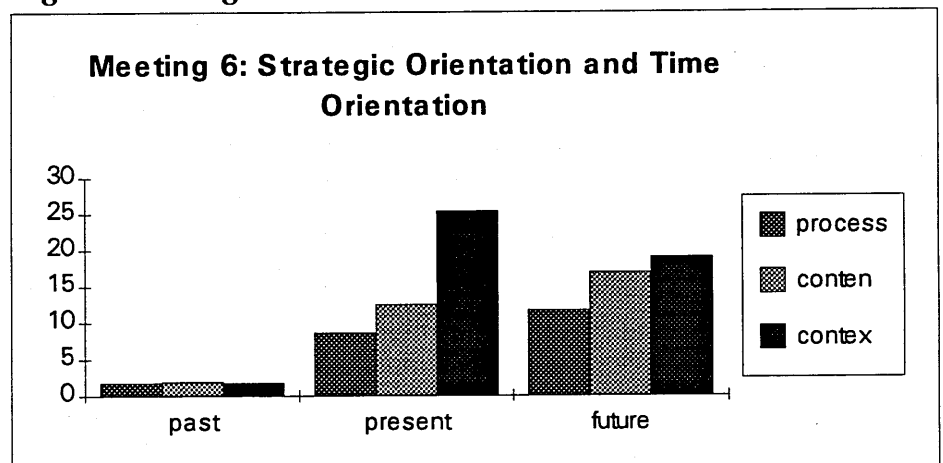


Here the future content references show almost identical patterns to the future process references, with the emphasis of these reference types being exclusively on the strategic initiative. Most of these reference types focused again on issues relating to the specific strategic group, although overall references to the strategic initiative were not insignificant. To put these patterns into another perspective, an overall look at the spread of references over the four broad subject foci (see fig 4.5) shows that all references related to the strategic initiative in this meeting, and none related to the organisation for which the strategic initiative had been created:

Meeting 6

This meeting had the highest context orientation of all seven meetings used in this analysis with over 46% of all references being context orientated as shown in fig 4.1. When this orientation is linked to time orientation, the following patterns are observed:

Fig 4.25 Strategic orientation and time orientation

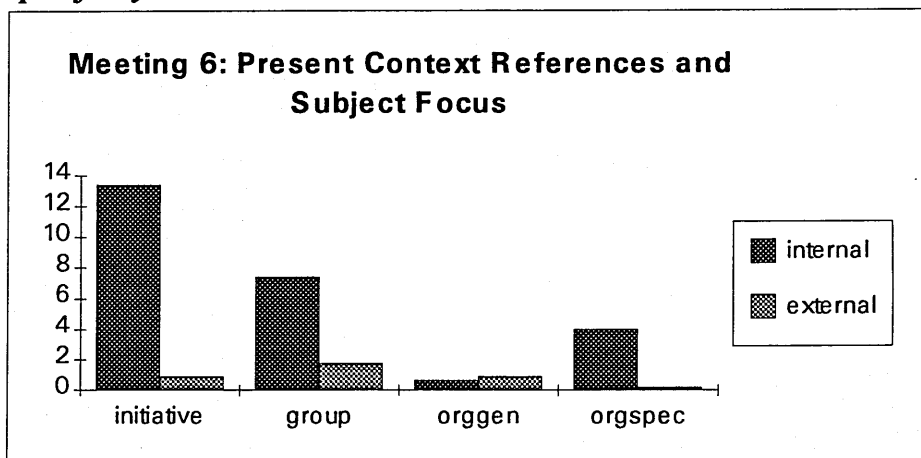


At this meeting then, a present time orientation predominated, although a significant number of

references were also future orientated. Statements about the present were more frequently linked to context type statements as were those focused on the future. Past orientated statements, though very few, were most likely to be linked with content references.

Taking the 'present context' type references, it is possible to observe the following patterns as they emerged in meeting number six:

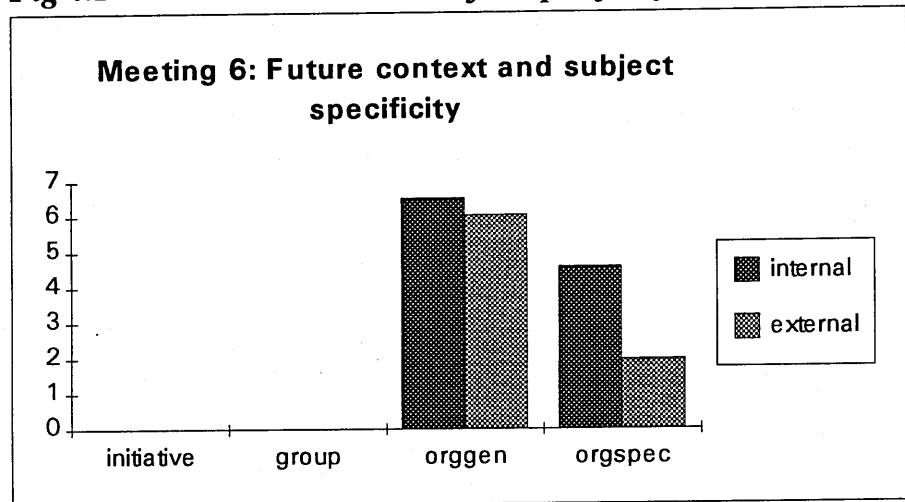
Fig 4.26 Present context references and subject specificity



Looking at the internal / external focus of the 'present context' type statements, a strong internal context focus is observed, again with the subject focus being much more strongly geared towards the strategic initiative than towards the organisation. At this meeting though, the focus on the strategic initiative was more likely to be directed towards overall aspects of the initiative rather than the specific group of which speakers were members.

Taking the 'future context' type references (which were the next most frequently observed strategic / time orientated statement types in this meeting), the following pattern can be observed:

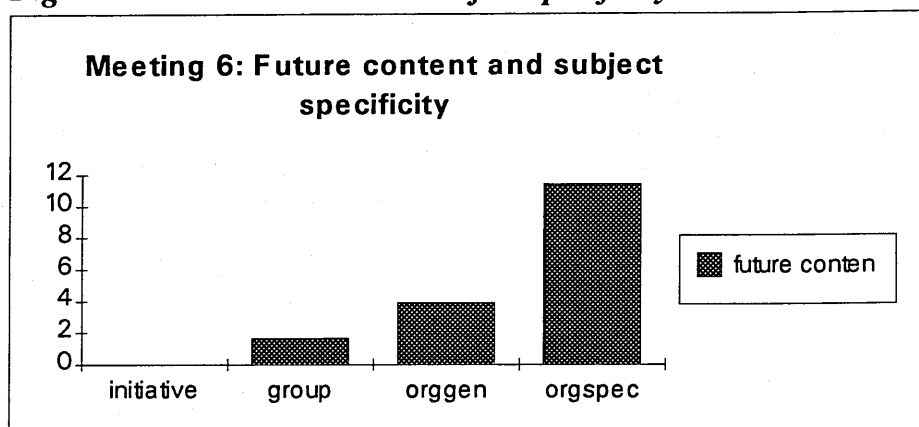
Fig 4.27 Future context and subject specificity



When references have adopted a future context orientation at this meeting, they focus exclusively on the organisation (either in general or specific terms) and not on the strategic initiative. A general organisational emphasis predominates in this category as does an internal contextual focus, although at least in the case of the generalised references, this internal focus is marginal.

'Future content' orientated statements also appear as a frequent reference category at meeting six. The breakdown of these reference types as they are linked with specific subject foci show the following pattern of results:

Fig 4.28 Future content and subject specificity



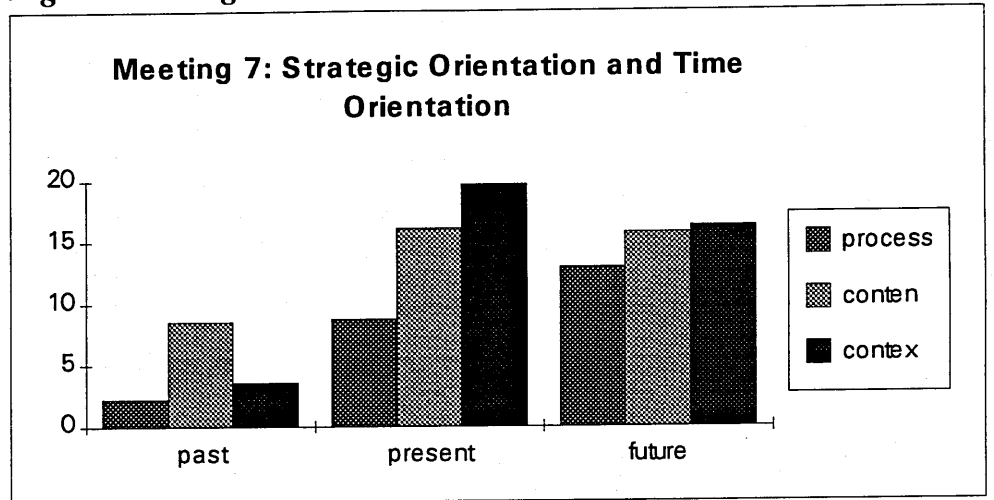
In meeting six, future content orientated references were most likely to be linked to the organisation in particular, with some of these types of references also being linked to general organisational statements and to the strategic group.

Meeting 7:

Meeting seven was the only meeting which concentrated most frequently on content issues, which it did marginally more frequently than context issues and nearly twice as frequently as it referred to process issues.

When strategic orientation is linked to time orientation, the following pattern can be observed:

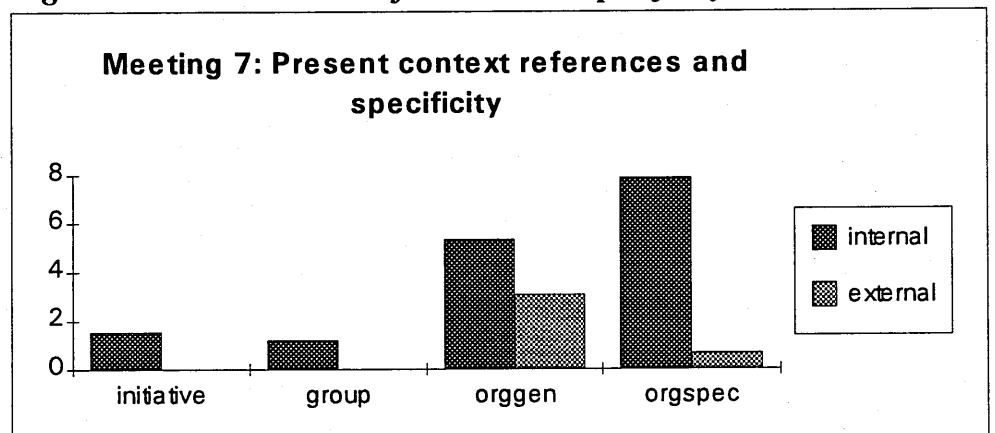
Fig 4.29 Strategic orientation and time orientation



Present and future context type references appear most frequently in this meeting, followed by present and future content orientated references. There is also a relatively high level of past orientated references with past content receiving most frequent reference in this category of time orientation.

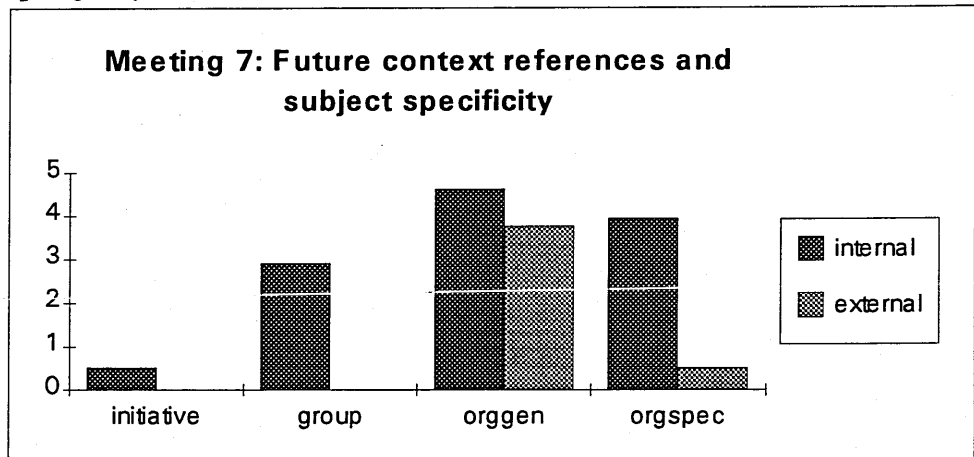
Taking the present contextual references and linking them with subject specificities, the following subject foci can be observed for this category of reference:

Fig 4.30 Present context references and specificity



The most dominant type of contextual references appearing in this meeting focus on issues concerning the organisation in particular, although almost as many of these reference types are focused on general organisational references. Again, the contextual focus tends to be internal in relation to all subject foci, with few externally focused contextual references.

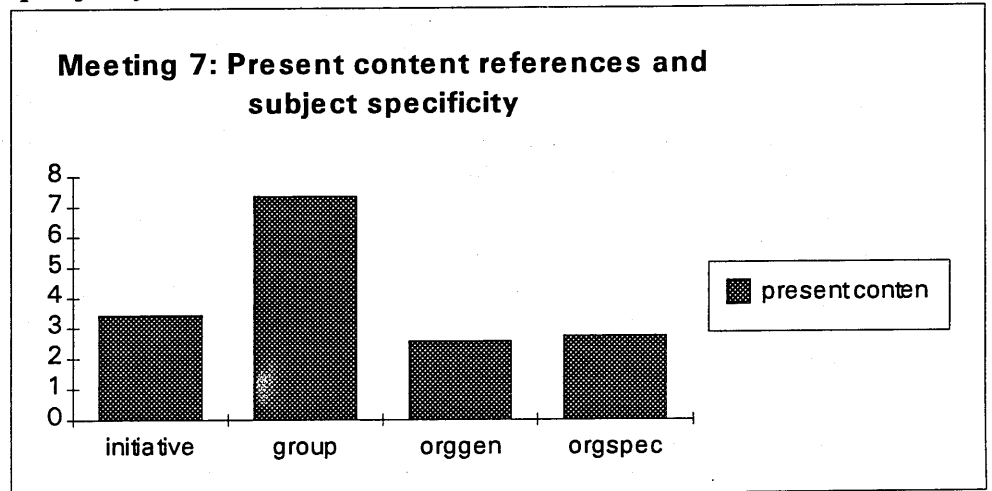
Fig 4.31 Future context references and subject specificity



With future orientated context type statements, the internal focus is broadly similar, although an external focus is adopted more frequently, particularly with references linked to generalised organisational comments / statements. Future context orientated comments are more general in nature than their present focused counterparts and the strategic group receives more emphasis when future contexts are referred to than when present contexts are the focus of discussion.

When present content is examined for its subject focus, the following pattern emerges:

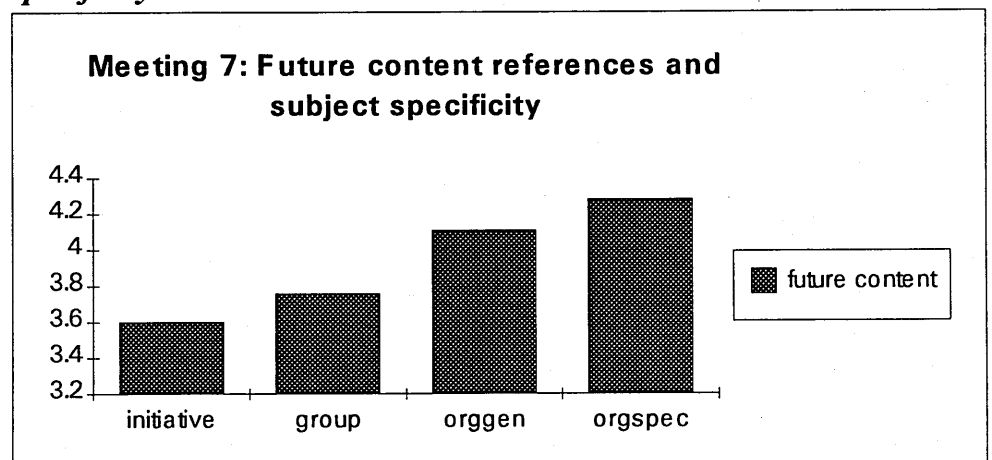
Fig 4.32 Present content references and subject specificity



At this meeting then, the present content type references are most frequently linked to the specific strategic group, then the overall initiative, then specific aspects of the organisation and then generalised organisational references.

Future content type statements that appear in this meeting demonstrate the following pattern of subject specificities:

Fig 4.33 Future content references and subject specificity



Future content type references focused more emphatically on the organisation (and more were specific to the organisation itself rather than generalised in nature).

This chapter has laid out some of the most marked reference categories appearing in each meeting for which full transcripts were available. The following chapter discusses these results in more detail and interprets via a number of hypothetical propositions some of the reasons why such patterns, changes and frequencies in the various reference types were observed in the sequences in which they unfolded over the course of the year.

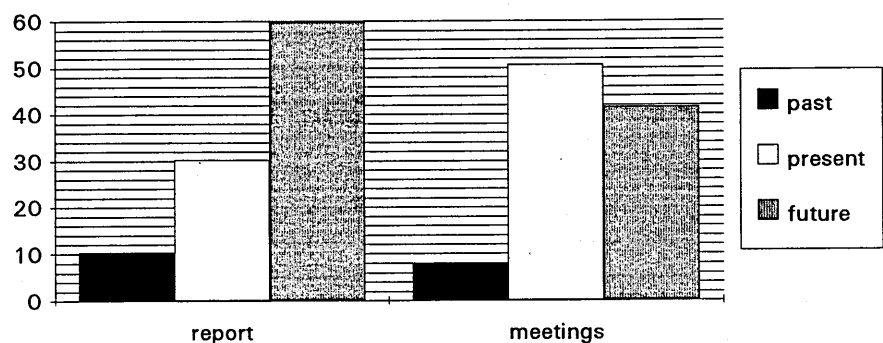
CHAPTER 5

Aggregate frequencies

5.1. Introduction

This chapter presents the aggregate patterns of reference categories as defined by the framework set out in chapter three. In it the aggregate frequencies appearing in the group meetings are compared to the statement categories found in the official group report. The full range of statement types and typical statements falling into some of the most frequent categories are also presented. Thus an aggregate view of the major emphases adopted during strategic group conversations and those appearing in the official group documents are compared. These results are further elaborated and explored in chapter 6 which adopts a more qualitative perspective on the nature of the conversational data.

Fig 5.1 Time orientation adopted by final report and by group conversations



Time orientation was identified for each separable conversational unit and for each separable report text unit in order to establish patterns, trends and the level of emphases towards the past, present and future.

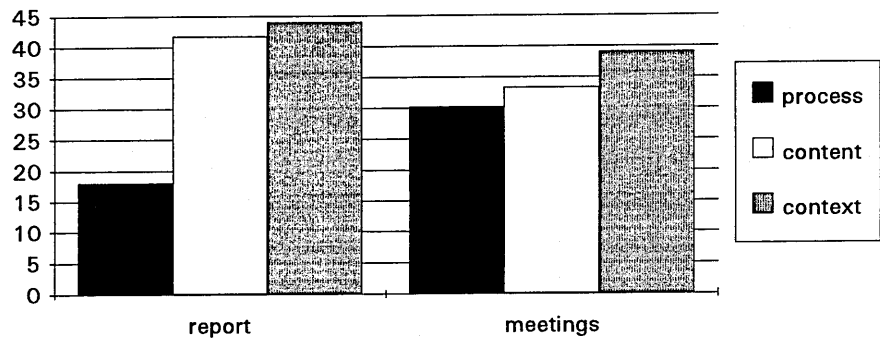
Aggregate results from the official group report (OGR) demonstrate that the OGR had a predominantly future orientated focus, with almost 60% of all references referring to the future, just over 30% referring to the present and 10% referring to the past.

Aggregate results identifying the time orientation of all references from all group meetings demonstrate a significantly different emphasis. Meetings were markedly more likely to refer to the present, although references to the future were still significant. In relation to overall time orientation then and as **fig 5.1** demonstrates there are markedly different patterns between the orientations of the OGR and those relating to the strategic conversations that took place. The differences between percentage frequencies of references to the past were however, not significant.

5.2 Overall strategic dimensions

While the patterns of time orientation of the conversations were markedly different from that of the OGR, an examination of the focus on strategic dimension reveals roughly similar patterns, with both the formal report and the group conversations most likely to refer to contextual issues, least likely to refer to process issues and moderately likely to refer to content dimensions

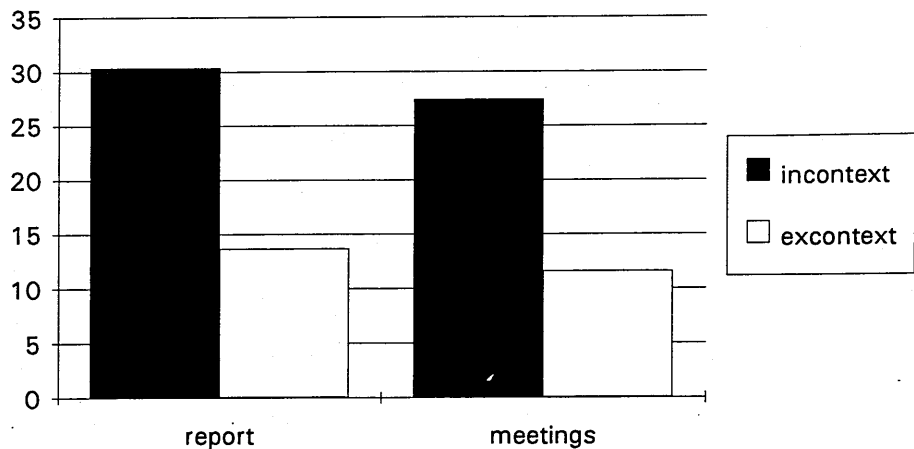
Fig 5.2: Strategic dimensions associated with final report and with group conversations



5.3 Overall internal and external contextual foci

The framework for conversation analysis and its rationale is explained in detail in chapter three. The overall internal and external foci of the meetings and the group conversations are illustrated in **fig 5.3** below which shows similar reference patterns for this dimension when references in the final report are contrasted with those of the group conversations. In both cases, references were more than twice as likely to focus on internal contextual issues than external contextual issues.

Fig 5.3: References to internal and external contexts



5.4 Overall subject foci

As explained in chapter three, strategic dimensions of content, process and context were recorded and coded independently of the main subject focus adopted in each text unit. It is asserted that every text unit, both those captured during the course of the strategic conversations and those appearing in the final document can be coded according to two major subject foci, i.e. references to the strategic initiative within which participants were involved and references to the organisation. To differentiate these references further, it was possible to identify general versus specific reference types. References to the strategic initiative were deemed to be general in nature if they alluded to the wider strategic initiative of which the participants formed only part. References to the strategic initiative were deemed to be specific if they were focused on issues relating only, or most strongly to the working group in which participants were themselves operating.

References to the organisation were deemed to be general in nature if they referred to the industry within

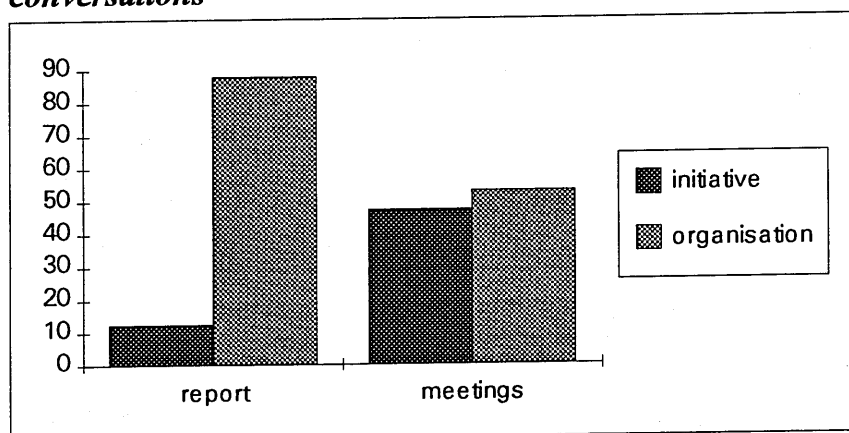
which the organisation operated. References to the organisation were deemed to be specific if they put a direct and identifiable emphasis on their organisation in particular. See **table 5.1**

Table 5.1 Coding categories for defining general and specific type conversational references

	general	specific
strategic initiative	reference to overall aspects of the strategic initiative	reference to the working group within which participants operate
organisation	references to the industry within which the organisation operates	references to the organisation in particular

Figure 5.4 shows the percentage frequency of the identified subject foci appearing in the group conversations and compares these references to the same percentage frequencies appearing in the OGR

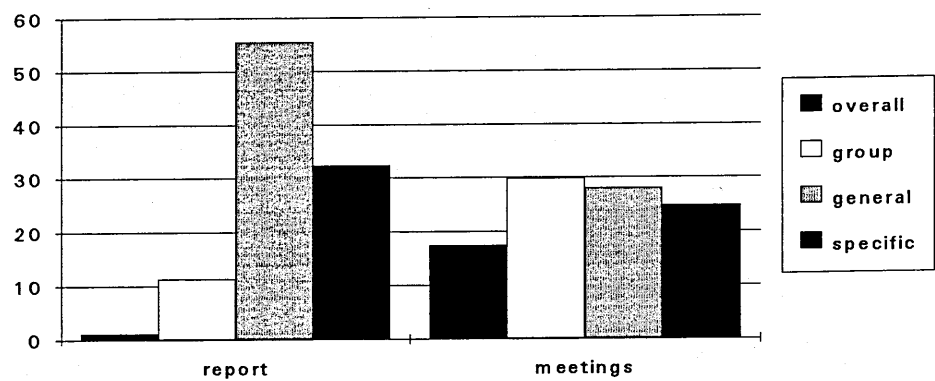
Fig 5.4 Subject foci of the OGR and of the group conversations



Overall the written report was very significantly less likely to refer to the strategic initiative than were the group conversations. While the report did make some

reference to the processes, content and contexts of the strategic initiative, nearly 90% of report references referred either to the organisation or the industry within which the organisation was seen to be operating. This contrasts with references from the group conversations which were only marginally more likely to refer to the organisation and its industry than to the strategic initiative and the working group within that initiative.

Fig 5.5 specificity of subject focus



A further breakdown (shown in fig 5.5) highlights more differences between group conversations and the final formal report. The report was overwhelmingly most likely to focus on general issues affecting the 'industry' (55% of references). Specific references to the organisation accounted for just over 32% of all traced references. Only a small percentage of text units in the report referred to the strategic group, and a negligible percentage to the overall strategic initiative. Aggregate references for group conversations show that the most likely subject focus was the strategic group followed by references to the industry in general, the organisation in particular and then the overall strategic initiative. A more balanced spread between the four major subject foci is

thus evident in the percentage frequencies associated with the group meetings.

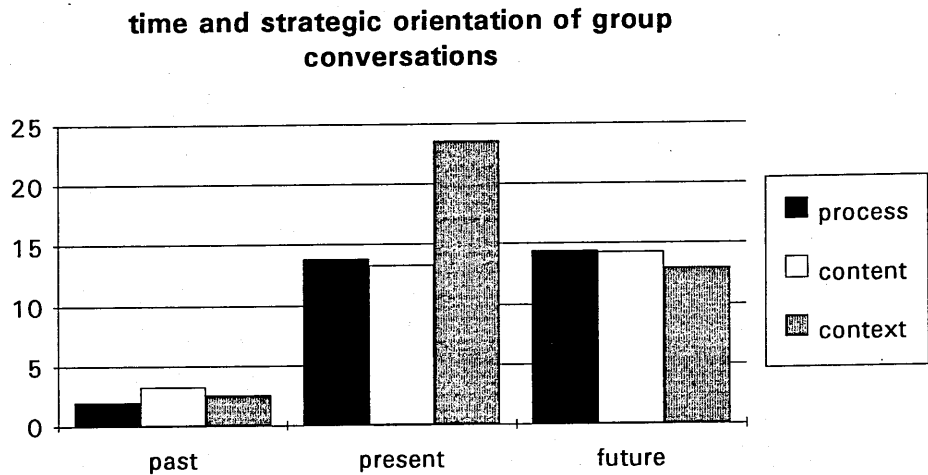
5.6 Relationship between time orientation and strategic dimensions

Aggregate frequencies of time orientation may be important to establish in order to identify overall linguistic and conversational patterns in this strategic setting. However, this orientation may reveal more meaning when explored for the *strategic* concepts with which the statements were connected. The following diagrams represents the relationship between time orientation and strategic dimension of the strategic conversations (fig 5.6a).

As illustrated in **fig 5.6a**, group conversations were predominantly focused on the present, moderately focused on the future and relatively unfocused on the past. When this time orientation is compared to the strategic dimension with which these orientations were connected in the course of the conversations, it becomes clear that time orientation differs somewhat according to the strategic dimension associated with the conversation units. Past orientated comments (while relatively few) were most likely to refer to content type statements (e.g. what the strategic group did, results, outcomes, decisions of the overall strategic initiative, activities of these types of organisations in the past and activities of this organisation in particular) present orientated comments were most likely to refer to contextual strategic dimensions (the limitations, constraints opportunities attitudes and other 'givens' associated with the strategic initiative, the work group, organisations in general or this organisation in particular) and future orientated comments were marginally more likely to refer to process type statements (mostly the processes associated

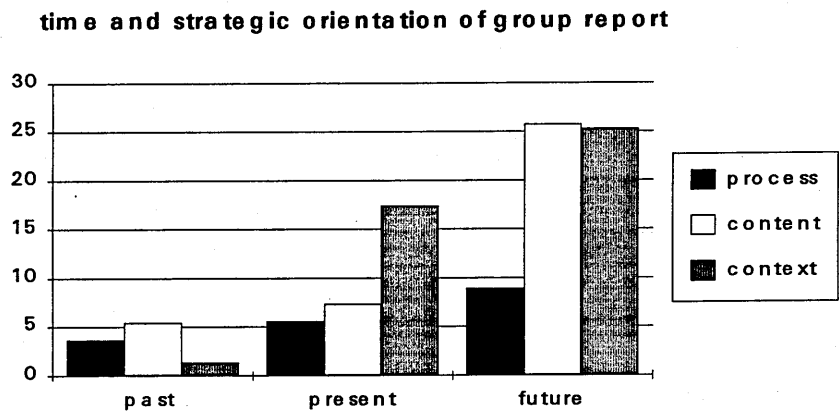
with the strategic initiative rather than those associated with the organisation or organisational community).

Fig 5.6a Time and strategic orientation of spoken group conversations



Comparing these conversational orientations to those appearing in the OGR demonstrates that the patterns between the two data types are again somewhat different. **Fig 5.6b** shows the time orientation - strategic dimension relationship as applied to the references in the final report. While comments with a current time orientation were also most likely to refer to context, those with a past and future orientation were most likely to refer to content issues.

Fig 5.6b Time and strategic orientation of written group report



5.7 Time orientation and internal / external contextual focus

References to context were coded according to their internal / external focus (see chapter three). Exploring the relationship between this focus and time orientation reveals patterns which are demonstrated in figures 5.7a (which illustrates these references as derived from the group conversations) and 5.7b (which illustrates them as derived from the final formal report).

Fig 5.7a Relationship between time orientation and internal / external contextual references in spoken group conversations

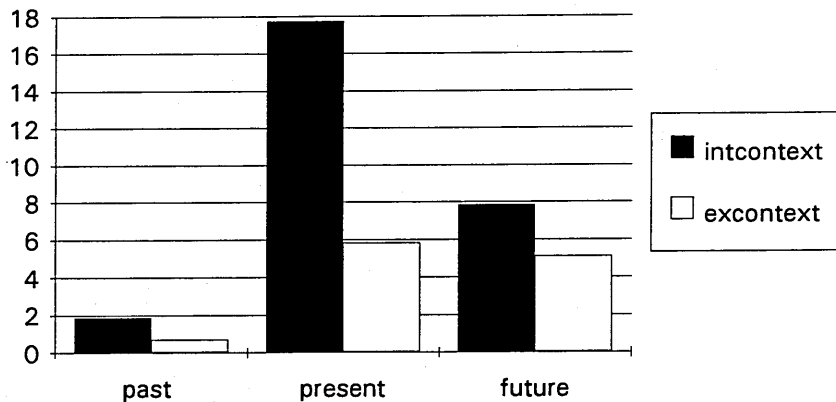
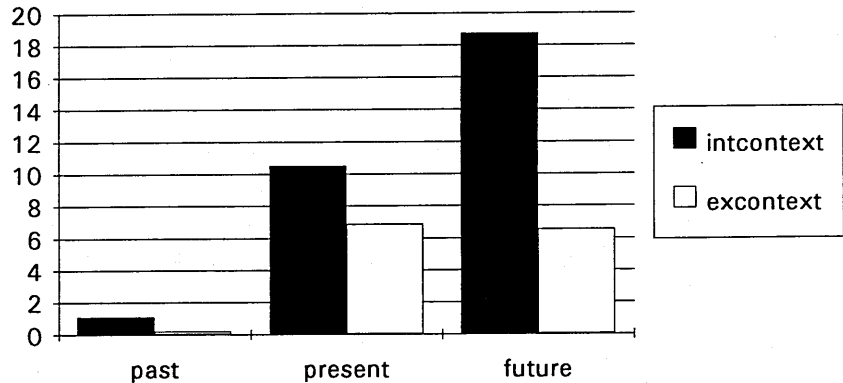


Figure 5.7a shows that during the strategic group conversations, contextual references were most likely to be made about current internal contexts / contextual issues. Internal contexts received significantly more conversational reference than did external contexts. When external contexts were referred to, there were almost as likely to be future orientated as they were to be grounded in the present.

Fig 5.7b shows how the frequency of contextual references appearing in the formal final report are related to time orientation. As with the group conversations, an internal contextual focus predominates over references to external contexts, but in this case, a future orientation is more predominant than past or present orientations.

Fig 5.7b: Relationship between time orientation and internal / external contextual references in the written group report



5.8 Time orientation and subject foci

Fig 5.8a: Time orientation and subject foci - group conversations

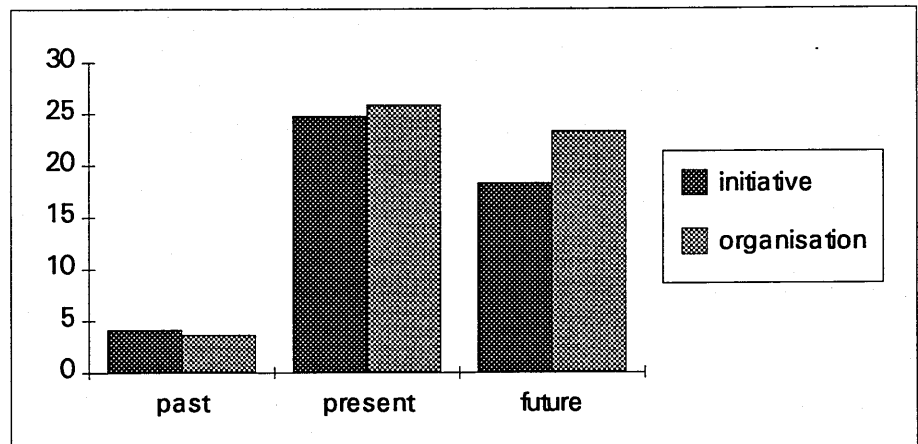


Figure 5.8a essentially shows the broad themes that the group talked about over the course of their discussions together and relates the predominant time orientation of

each. This graph illustrates the relationship between time orientation and subject foci, giving a clearer picture about what group members talked about and how these subjects were related to a past, present or future focus. Exploring these dimensions of the conversations shows that by a small majority, people were most likely to refer to current issues affecting the organisation or its industry. Current issues affecting the strategic initiative were almost as likely to receive reference, followed by references to the future of the organisation / industry. Characteristically, conversations seldom referred to the past, although when they did, the subject focus was slightly more likely to be the strategic initiative rather than the organisation or its industry.

Fig 5.8b: Time orientation and subject foci of final formal report

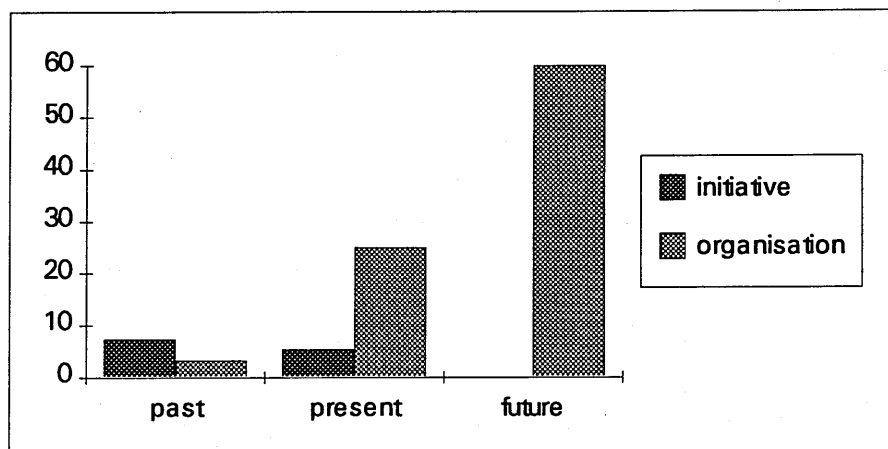


Figure 5.8b further clarifies the predominant emphasis appearing in the final formal report produced by the strategic group. Here it is clear that an overwhelming emphasis adopted by the report was a discussion of the future of the organisation / industry. References to the strategic initiative were most likely to be in the past. While the strategic initiative did receive some current

orientated references, these were rare. Past references to the organisation / industry were however, rarest of all when time and broad subject dimensions are contrasted.

5.9 Time orientation and specificity of subject focus

To clarify further the nature of the subject foci and their relationship with time orientation, the following figures show the 'specificity' of the subject foci as they relate to time orientation:

Fig 5.9a Time orientation and subject specificity of spoken group conversations

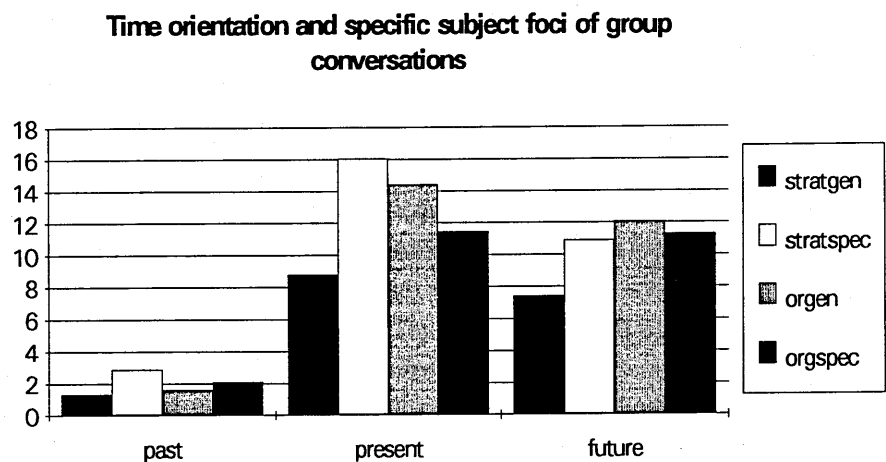
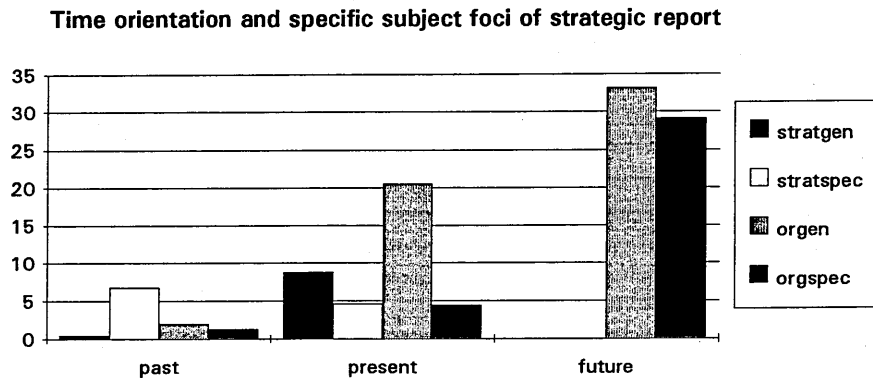


Fig 5.9b Time orientation and subject specificity of written group report



As shown, when subject foci are further broken down according to their levels of specificity, the language that emerges from the group conversations shows a somewhat different pattern than those emerging from the strategic group's final report. Spoken group conversations were significantly more likely to be specific when referring to the strategic initiative (in that they referred more to aspects of the group itself than to the wider strategic initiative within which the group was operating). Spoken group conversations were marginally more likely to be general when referring to the organisation in that they referred more to generalities about the 'educational industry' rather than to specifics about the organisation itself. These patterns were constant when related to present and future time orientations. When a past time orientation was adopted, organisational references were marginally more likely to be specific than to be general in nature. Past orientated references demonstrate the same type of relationship to the specificity of the strategic initiative as do present and future orientated references, with specific references to the group appearing roughly twice as much as general references to the overall initiative.

Fig 5.9b illustrates the results of coding the group's written report and reveals comparisons that are similar in some key dimensions and somewhat different in others, when specificity and time orientation are being compared. References to the organisation were more future orientated but also more likely to be general rather than specific in nature. However, future orientated references were marginally more likely to be general in nature with a 2% difference between general and specific organisational type references. References with a current time orientation were fewer, but significantly more likely to be general rather than specific in nature (with over 20% of a difference between general and specific type comments).

As already demonstrated, very few references to the strategic initiative itself appeared in the group's final document. Those that did were marginally more likely to focus on the present than on the past. References to the strategic initiative with a current time orientation were most likely to be general in nature, while references to the strategic initiative with a past time orientation were most likely to be specific in nature. There were no future orientated statements that related to the strategic initiative.

5.10 Strategic orientation and subject foci

Fig 5.10a Strategic orientation and subject foci of spoken group conversations

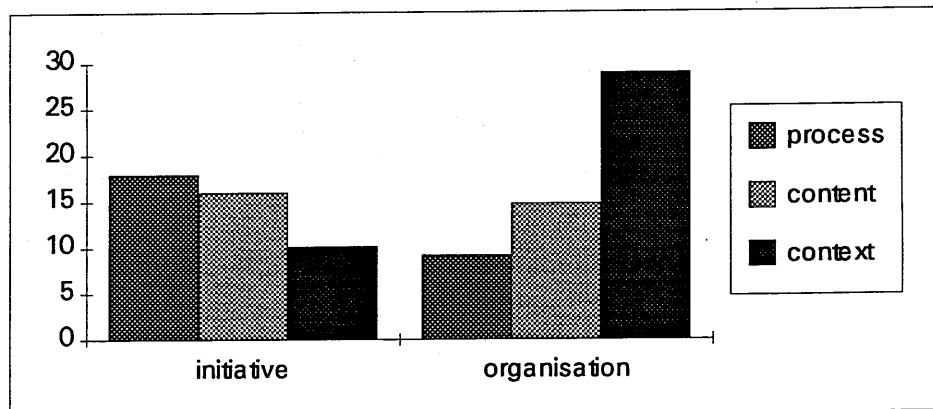


Fig 5.10 a shows that the strategic patterns associated with references to the strategic initiative were very different from the strategic patterns associated with references to the organisation. References to the strategic initiative were most likely to be process orientated statements, followed by content orientated statements. These statement types were least likely to be linked to context type statements. References to the organisation were most likely to be contextual in nature, followed by content type statements and least likely to be linked to process type statements.

Fig 5.10b strategic orientation and subject foci of written group report

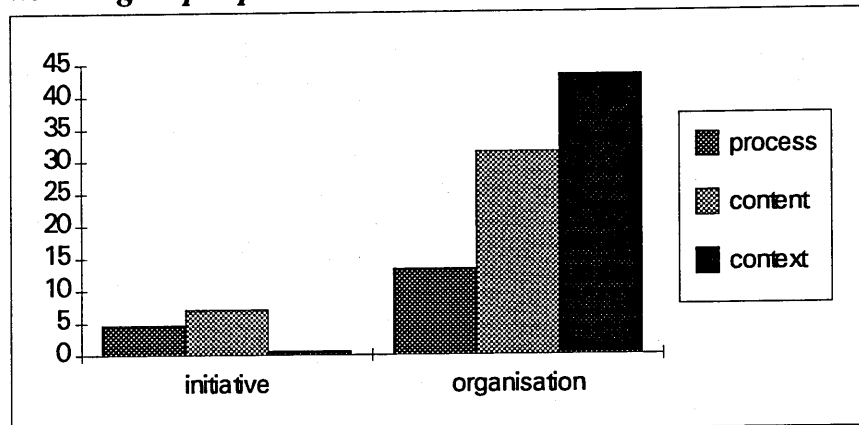


Figure 5.10b shows that patterns of references to the organisation were very similar to those appearing in the group conversations. The few references that referred to the strategic initiative in the final report, were largely content orientated, with some references to the processes associated with the initiative.

When subject specificity is explored, it becomes clear that group conversations were most likely to focus on the processes and content of the strategic group (when participants were discussing the strategic initiative), and very significantly more likely to refer to the contexts of organisations in general followed by the contexts of their organisation in particular. This emphasis does not translate into the group's final report as fig 5.11b demonstrates. Here, while the most likely focus is on general organisational contexts, the next most likely focus is on the content of their organisation in particular.

5.11 Strategic orientation and subject specificity

Fig 5.11a strategic orientation and subject specificity of spoken group conversations

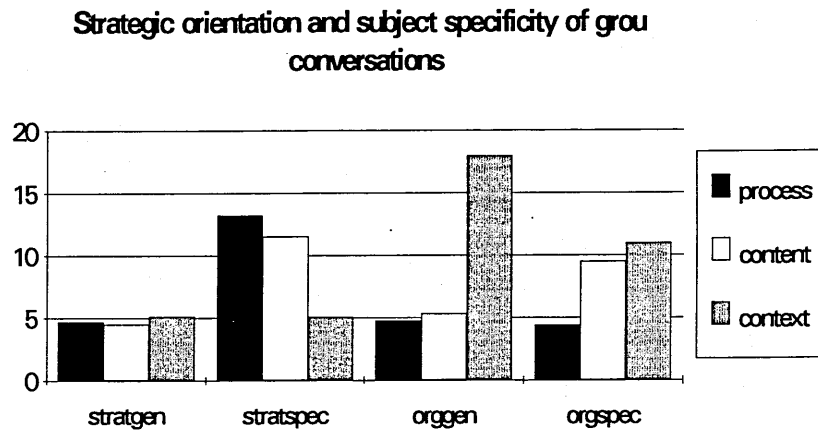
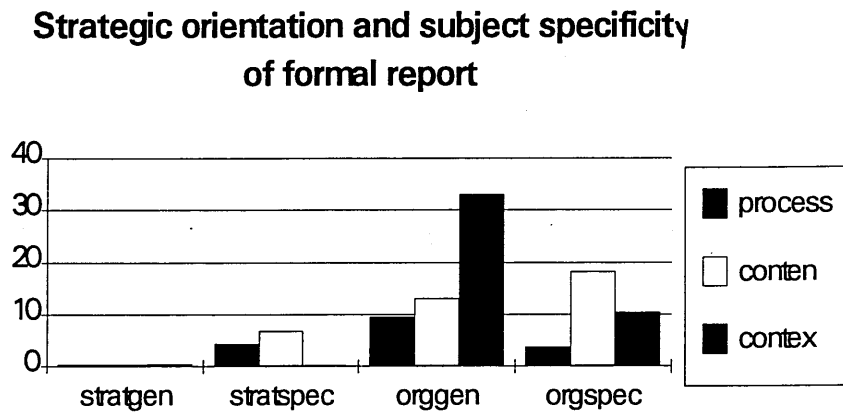


Fig 5.11b Strategic orientation and subject specificity of written group report



5.12 Subject focus and internal / external contextual focus

In order to establish how an internal versus external contextual focus is linked to the subject foci adopted during the group's existence, these connections were also tested, leading to the following findings:

Fig 5.12a subject focus and internal / external contextual focus of spoken group conversations

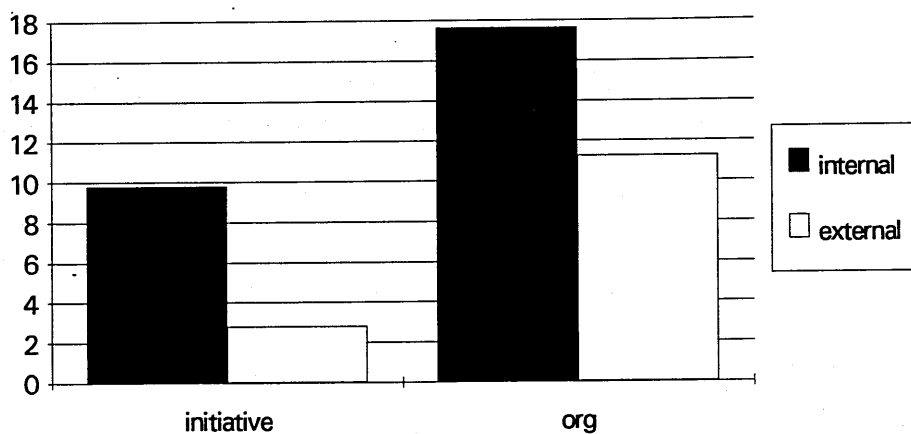
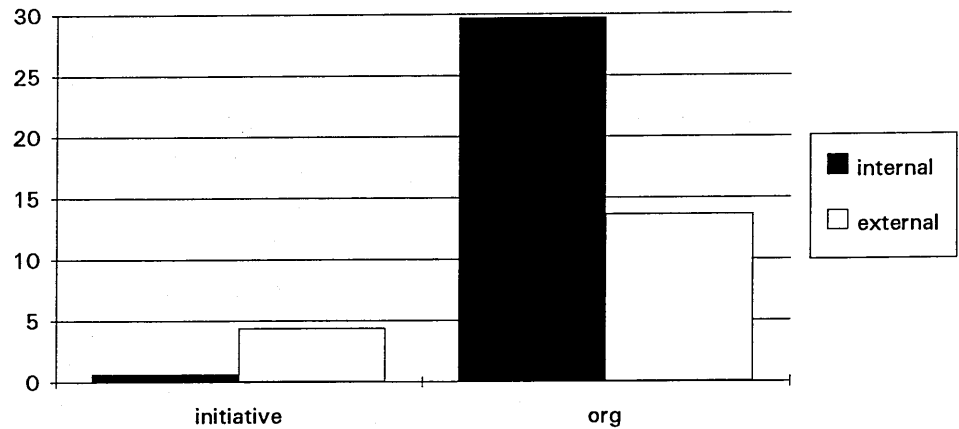


Fig 5.12b subject focus and internal / external contextual focus of written group report



Figures 5.12 a and b show that in both the spoken group conversations and the written group report, internal contexts were significantly more likely to be referred to than external contexts. The internal contexts of these organisational types (either in general or specific to the group's own organisation) received more attention from the group than external contexts. This orientation was reflected strongly in the group's written report. As already demonstrated, the group report dedicated very little attention to the strategic process overall. However, group conversations, while devoting significant attention to the strategic process, concentrated on contextual issues relating to the process that were almost exclusively internal in nature.

5.13 Conclusions

This chapter has presented the aggregate patterns emerging from spoken and written dimensions of the strategic conversations under investigation. The presentation of these results show that there are pattern similarities and differences in terms of trend and quantity

when written and spoken dimensions are compared. The nature and implications of these patterns are dealt with more fully in chapter seven where these results are discussed in more focused detail and the possible reasons for their emergence are explored.

CHAPTER 6

An exploration of qualitative results emerging within each reference category

6.1 Introduction

In this chapter, the nature of the strategic conversations is presented in more contextualised terms, including efforts to show how such conversations unfolded and how key events inside and outside the meetings that took place may have affected the patterns and frequencies that have been observed. Most importantly, the following analysis makes regular reference to extracts from the transcripts of the conversations that took place in order to demonstrate the themes and issues that run through the most significant and frequent reference categories appearing in each of the meetings. A similar treatment is given to the official group report produced at the end of the initiative.

While this represents a significant shift in analytical approach, the guiding framework of reference categories presented in chapter 3 continues to play a central role in the organisation and the framing of the analysis. It is suggested that through this framework, this exploratory research makes some contribution in helping to address what **Denzin (1994)** refers to as the '*interpretative crisis in the social sciences*' (p501) at least within strategic organisational contexts, and possibly beyond them.

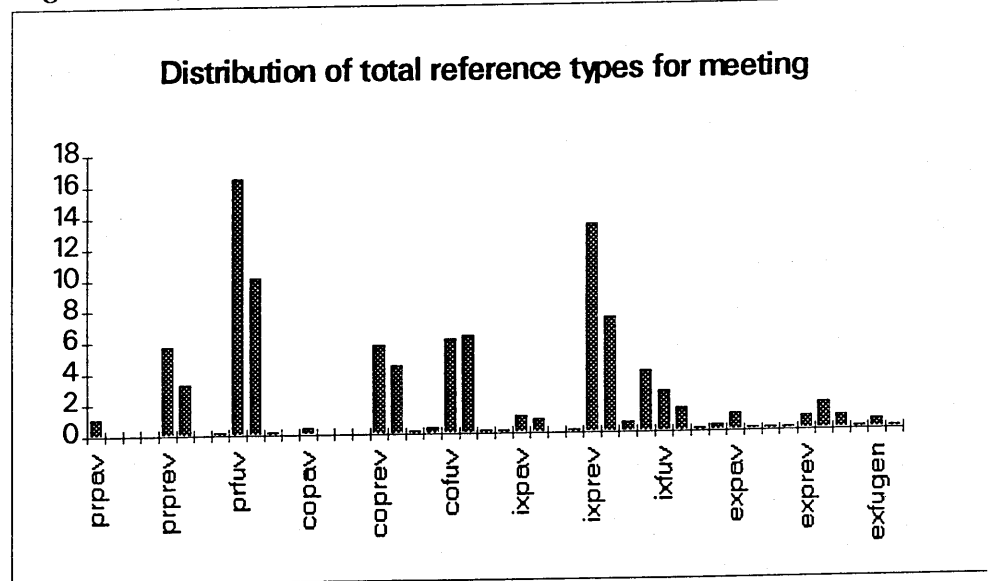
Generally, the changing patterns observed in chapters 4 and 5 reveal a sequence of results, using the four level analytical framework, which require further exploration and much discussion. In terms of strategic orientation, time orientation and subject focus, the reference frequencies show frequent and sometimes radical pattern changes from one meeting to the next as

well as some regularities between meetings and across time. Also, as shown in chapter 5, the aggregate references types that emerge from the group conversations are in some cases significantly different from, (and in other cases quite similar to) those emerging in the official group report.

This chapter then, firstly aims to 'tell the story' in more detail by providing references to the actual statements made during the course of the different conversations that have been studied. Secondly, it engages in a discussion of possible ways in which patterns and themes can be explained and thirdly, it provides an overall context for reaching some of the key conclusions that can be drawn from this study. These conclusions will be emphasised and elaborated in chapter 7.

6.2. Meeting 1*

Figure 6.1 (Meeting 1)



* Note that all of the figures in this chapter display the full range and frequency of statement types appearing in the corresponding meeting / report. The histograms are arranged in a sequence which directly reflects the way in which the node listing has been laid out in appendix B, volume 2. To examine the full range of statement types associated with each graph in more detail, refer to appendix B.

The first strategic meeting is characterised by a unique pattern of strategic orientation with process and context appearing almost equally frequently. Because this was the first collective encounter that all group members experienced, setting out the context and processes of the exercise itself, before focusing on the organisation appears as a natural activity for the group, so that together, participants could start to make sense of the task that lay ahead.

Indeed with respect to subject focus, the fact that most references in this meeting related to the overall strategic initiative is not particularly surprising. Participants appeared to be coming to terms with the nature of the initiative, their role within it and also to be exploring potential difficulties that might be associated with their participation.

The recognition at this early stage *that 'no-one has a clear idea as to how this whole process will develop'* seemed to be central to many of the thoughts that members were experiencing and expressing. As a result, many attempts at contextual and processual clarification took place as members questioned and explored the nature of the task, the structures in place, as well as the requirements, opportunities, constraints and proposed methodologies associated with the exercise.

There are four (out of 46) reference types which together represent 48 % of the overall references appearing at this meeting. Two of these relate to **present internal contexts** of the initiative with 14% of references focusing on the **overall initiative** and 8% on the **specific strategic group**. And two of the four most frequently appearing reference types relate to **future processes**, again either focused on the **overall strategic initiative** (16% of all references) or the **specific strategic group** (10% of all references)

Present internal contextual references relating to the overall strategic initiative

With reference to the strategic initiative itself, many of the statements were directed at the present internal context as they related to the overall initiative. Participants seemed to want to clarify the structures that were in place and to understand the various roles that different participants were perceived to be playing. They also seemed concerned about how various groups of participants were to interact and co-ordinate their activities with some statements in this reference category highlighting the issue of effective integration between strategic groups.

Information seeking and giving

Possibly as a result of a motive for clarification, present internal contextual references included certain 'information seeking / giving' statements by members such as '*The steering committee is made up of the chairs of the various groups, chaired by XX*'; '*The role of the steering group is one of co-ordination and overseeing of the activities of the various groups and facilitating interaction between these*'; '*What we're looking for is clarification from the steering group as to how they see [integration between the various groups] happening*'.

Attempts at contextual clarification

Statements in this reference category also reveal a rather tentative and cautious tone. Members expressed worries about the time frames within which the initiative was to be completed ('*I really am very puzzled about the timing of this*' and '*the one year time frame is too short*'). They raised concerns that the initiative was being perceived with cynicism and some frustration by the rest of the

organisation (*I've certainly come across a huge amount of scepticism for this process already and 'the feeling abroad is not that "gosh what is [this organisation] going to be like in 25 years time?" its that " I can't actually do what I want to do [in the present]"*). Responses to these concerns revealed at least some attempt to address and ease worries or to treat the organisational cynicism as normal in the setting in which the initiative was taking place: *'cynicism for an unprecedented initiative like this is inevitable'*; and *'this [initiative] is not part of [the traditional] formula and so people don't believe in its value'*.

It seems also that there were some attempts to lay down certain precedents with reference to internal contextual statements about the strategic initiative. The assertion of the existence of certain contextual characteristics, through statements such as: *'This is very much a voluntary exercise'* may demonstrate that there was an effort to describe (or even to construct) the context as one in which people were willingly and enthusiastically participating. Perhaps also, recognising people's contributions and 'voluntary' roles from the outset may have been a motive of the group at this early stage, where people's participation was perceived to be vital to the success of the initiative. And possibly stating that *'we need to let everybody know that their contribution is welcome and will be listened to'* represents an attempt to create an internal context characterised by an atmosphere of collaboration and openness which may also have been seen by some members as an important part of the initiative.

Options, choices and locus of control

The extent to which the members felt free to create their own context versus the extent to which they felt it was being determined for them was an issue that also

appeared within these statement categories. When clarifying the nature of the group task for example, discussions referred to the terms of reference provided by the 'steering committee', which outlined the need for a final report to be produced by the group at the end of their deliberations. Questions about the options, the nature and the impact of this final report were raised: *'Are they just thinking in terms of a single integrated document or could you have alternatives - could you present a video?'*, *'there's no point in any group producing a report unless its actually going to be implemented'*.

Particular concern was raised about the steering group's proposal to distribute an organisation - wide questionnaire in order to solicit views and attitudes from all members of the organisational community. Members questioned the nature of the potential contribution of a questionnaire (*'I was just wondering about the effectiveness of the questionnaire'*) they queried the implicit assumption that the questionnaire was the only alternative available for gaining information from the rest of the organisation (*'we're almost assuming that [the questionnaire] is the only mechanism [for gathering information]'*) and even appeared to doubt the motives of the steering committee for proposing this as a method of organisational investigation and diagnosis (*'I'd love to see the rationale behind the questionnaire'* and *'what is the hidden agenda?'*).

Achievability of the task

Overall worries about whether members (or indeed anybody) would be able to carry out the task presented to them also appeared once in this statement category. The statement: *'people have difficulty buying into 2020, it's too far away'* was also coded as an internal contextual reference relating to the initiative inasmuch as

it referred to prevailing attitudinal conditions that were perceived to exist.

As shown above, these statement types were characterised by a variety of ideas. The tentative nature of the group's role in the initiative seems clear. This sense of uncertainty is reflected in a series of questions and answers about the nature of the initiative and the group's part within it. Evidence of uncertainty and concern that participants had about how the group was being perceived by the rest of the organisation also emerges quite frequently in this reference category, with particular allusions to a perception that organisational members in general seemed cynical or at least unimpressed by the strategic initiative upon which the group was embarking. Also, as demonstrated in some of the statements presented above, there seemed to be an overall sense of tension between the extent to which perceived contexts were 'creatable' by the group, or created for them by others, as well as an uncertainty and overall concern about the group's sense of control over the initiative.

Apart from the straight 'information seeking / giving' statements contained in this category of reference types, most of the internal contextual statements relating to the overall strategic initiative seemed somewhat wistful. While criticism about certain dimensions of the current internal context was forthcoming, it seemed to be somewhat resigned in tone, suggesting that various aspects of the contexts were simply foregone (if unfortunate) conclusions. The fact for example that cynicism was seen as 'inevitable' seems to incorporate the suggestion that the group should plough on regardless of negative attitudes being perceived or detected coming from the rest of the organisation. The whimsical almost apologetic nature of some of the criticisms (e.g. *I was just wondering about the*

effectiveness of the questionnaire') may present clues that participants did not feel free to be forceful in the expression of some of the doubts that they were experiencing.

Generally then, comments about internal contexts of the overall initiative with a present time orientation while critical of some of the conditions that were identified, were vague and apparently accepting of certain inevitabilities associated with the internal context within which the initiative was taking place. Perhaps such general comments play a 'safety net' role by identifying some of the internal 'givens' that may provide excuses later on if the task is not completed as successfully as was originally hoped.

Present internal contextual references of the specific strategic group

The statements that related to the present internal context of the specific group tended to raise issues about the make up, representativeness and background of the group members.

Group makeup and characteristics

Some attention was given to the mix of group members and the ability of the group to represent issues from within and outside the organisation: *'We have here a group of people [from this organisation] and we have two external members and they're from other learning institutions'; 'It's a shame that we haven't got more outsiders involved in the process'*. These types of comments revealed a view that perhaps potential creativity and diversity of thinking might not be as easy to achieve given the perceived similarity of backgrounds among group members. Again the expression 'it's a shame' seems to suggest that decisions about group

membership at this stage were cast in stone and were out of the hands of the group itself. A perspective about the appropriateness of group membership was further reflected in views about the 'group mind-set' with one participant expressing that *'no matter how good we are, we are all fairly institutionalised coming from very very similar [organisations]'*.and another asking: *'Are we considered as a group to have sufficiently diverse viewpoints to represent the organisation as a whole ?'*. Again the language 'are we considered' suggests that the views from outside the group may be seen as more relevant than those expressed within it.

Generally then, a critical focus on the ability of the group to do the job it had been assigned was a prevalent theme in this particular reference category. This critical focus was even more strongly expressed in the following statement: *'All group members are involved in education and this is what we do and it's only us looking at ourselves'*. Through this statement, a somewhat diminished value seems to have been attributed to the dynamic of 'us looking at ourselves', along with the view that people external to the organisation (most particularly those external to the industry) would significantly enhance the group context and perhaps also the group outcome.

Group autonomy and locus of control

The issue of the group's autonomy and locus of control was also raised in statements of this reference category. Again, there appeared to be a tension in the perception of autonomy with explicit statements on the one hand suggesting an internal locus of control among group members: *'I certainly see us as an autonomous group'*, but with other comments seeming to suggest something else, e.g. *'The reason why we're all sitting around here is the result of a long process carried out*

by the management co-ordinating group and the initial set up committee [made up of senior members of the organisation]'. It seems that a feeling of autonomy was not unequivocal in the light of statements like this, which at least suggest a certain lack of complete autonomy among participants. It may be that while talking in more general terms about the strategic initiative the exercise was more likely to have been presented as a voluntary one, but when specifying the group itself, clues about a more imposed sense of membership may be more likely to emerge.

Group impact

A worry about the potential impact of the group's activity was also expressed in similar terms as those which appeared in more generally focused comments, but this time, in more action / content orientated terms i.e.: *'..the concern about the extent to which the vision that we create is really going to be taken on board I think needs to be voiced tomorrow [at the steering group meeting]'*

Future process references relating to the overall strategic initiative

The most frequent reference type appearing in this meeting was a category of comments which referred to the future processes associated with the overall initiative (16% of all reference types). This focus also revealed a diversity of process orientated ideas with tentative discussions about *how* activities would be co-ordinated between groups in the future , *how* ideas and issues would be conceptualised, *how* information would be gathered and disseminated, *how* activities would be sequenced and timed, *how* commitment from various parts of the organisation would be achieved or secured,

how the results of the efforts emerging from the initiative would be used (if at all) *how* other groups outside the organisation would be involved in the process, and *how* the messages being sent from within the initiative would be received and interpreted by people outside it.

The process statements were most likely to be couched in terms of future orientations - (not surprising as this meeting took place at the very beginning of the initiative) and focused on the methodologies that people envisaged in the future relating to mechanisms, techniques and styles that people projected would be / should be used during the course of the initiative.

Integrating and co-ordinating the initiative

In relation to how the exercise was to be integrated and co-ordinated, the following types of statements emerged: *'I will try to interface between this working group and the other working groups to make sure that we're all working together'*; This statement also revealed a concern for integration and co-ordination between groups and attempted to establish a role for the speaker ('director' of the initiative) as someone who would be key in managing the process that was to unfold. Some other processual statements implicitly questioned the role of the group as it related to and co-ordinated with other groups in the initiative *'I'm a little bit puzzled how the second grouping of committees can get working without the inputs of the first group'*; *'If all the groups have convened due to purely pragmatic pressure of time it would be the wrong way to go to respond by getting us all to work in parallel'*; *'[The issue of integration and communication between groups] should be given a lot of attention so that we are motivated in the future'* There seemed then, an overall concern about the role of the different groups involved in the exercise with initial efforts by participants to differentiate the specific group

from others involved in the initiative. Levels of motivation among the participants were seen as being contingent on satisfactory resolution of the 'co-ordination issue' that had been identified. In particular, it is interesting to note the special status that group members seemed to want to attribute to their own group in contrast to the others. This need for a higher or differentiated status was further revealed in the following statements: *'I suggest that these second groupings might look five years down the road as their primary objective [as opposed to 'our' grouping which should consider issues in the longer term time frame of 25 years]'*; and *'Our group's suggestion as to how we see it happening is to give ourselves a much more visionary "start in the future and working back" approach'*. The need to engage in activities that might afford the group a special control over the process was also expressed: *'What we can do is intervene to perhaps guide what their [the other groups'] focus should be versus our focus'*.

Conceptualising key aspects of the process

In relation to how ideas and issues were to be conceptualised, the following types of statements emerged: *'Before we try to build a bridge or this launch platform or whatever, we need to define either end of the bridge and this important pillar in the middle of the bridge'*. This highly metaphorical language seemed to be an effort to clarify various stages in the conceptualisation of the task. Talk of a 25 year time frame had earlier been criticised by various members of other groups, and it seems that as a result of this, an emphasis on a shorter time frame emerged as part of the focus of the exercise, without fully letting go of the original brief which was concerned with the production of a longer term vision. Other statements that revealed a focus on the conceptualisation of the task included: ... *implementation*

frameworks it was suggested initially would almost determine thinking' and '...people would say well you can't do that because it can't be implemented in the following way so you'd better all think in the following way'.

Creativity versus implementability

These types of statements seem to reveal an initial concern that the task might be constrained by a premature emphasis on implementation. A feeling that ideas may not be expressed unless there were clear avenues for implementation seems also to be reflected in these types of comments. It is worth noting here that the steering group had already suggested that initially, teams should *'pursue their topics from the visionary, developmental point of view, not hindered by various operational constraints'*, but that within quite a short time frame (i.e. 3 months) they should start to put more of an emphasis on *'the broad realities surrounding the attainment and achievement of the desired visionary scenarios'*. Perhaps this short time frame imposed upon the exercise created discomfort among participants, making them feel that really creative insights may not be possible to explore. Again, in terms of conceptualising the task and elements of it, the group showed an eagerness to start disseminating to other groups, their own metaphors and ideas about the task that lay ahead: *'If the concept of the launch pad is useful in order to articulate that then we should certainly consider proposing it and making our voices heard throughout the groups'*.

Process issues and their effect on how people would think were also issues that were raised in relation to the proposed questionnaire: *'The questionnaire should be designed to stimulate people to think differently'*. Indeed *'thinking differently'* seemed to be an

essential part of the process as expressed by at least some members of the group. Some participants expressed a commitment to qualitative changes in the established ways of thinking and ways of seeing things that they seemed to believe has characterised the processes of their organisation to date.

Concerns about the process aspects of the initiative

However, this commitment lay side by side with a more conservative or at least a less optimistic view about the process which was also reflected in some of the process orientated statements e.g. ' *This [process] will take us right off the focus of now*', the suggestion here perhaps being that the initiative represented a top management tactic to stop people griping about the present by getting them to focus on the long term future.

Future processes of the specific strategic group

This reference category seemed to imply a series of do's and don'ts in relation to the group processes that participants felt were important enough to express at the initial stages of the initiative. In addition, exploring the nature of these process orientated comments perhaps provides us with a clearer view about how participants expected the group processes to develop over the course of the year in that such statements contain predictions and cautions about what they saw lying ahead as well as normative perspectives about what processes should and should not unfold.

1. Don't become a 'talking shop' or a 'debating society'

A worry that the energies and commitment of the participants might have little impact outside the group seemed to emerge in the expressed concern that the function of the group was simply to throw ideas about

the future around among each other without these ideas becoming formed in any way or finding their way into the hearts and minds of other people within the organisation. As one participant said *'If we think that this is just going to be a talking shop or a debating society where we all talk about wonderful ideas that will occur in the future without any commitment from the steering group as to how these ideas are going to be implemented and what first steps they are going to be prepared to take then I think that our motivation is going to be severely limited'*. This statement also seemed to place responsibility for the group's motivation *outside* the group itself, suggesting that commitment to the process was dependent on clear signals of commitment from other areas in the organisation, particularly top management.

2. Don't lobby for particular positions - be objective

It was also expressed that even though the group was multi disciplinary and multi status in its makeup, no-one should use the group as an arena within which to lobby certain positions or to attempt to represent their area or level within the organisation: *'[In one sense of course we have interests and issues relevant to our own disciplines], but I wouldn't like to think that we were lobbying for particular positions'*. In this sense, a principle of non partisan objectivity seemed to be an aspect of the future processes that the group was eager (at least formally) to endorse.

3. Don't spend too much time trying to come up with definitions

On a practical level, an initial suggestion that participants develop definitions of key terms was reacted to quite negatively, giving rise to an attempt to set another 'process precedent': *'I've had experience in other groups trying to come up with definitions and I*

strongly suggest that we don't spend a lot of meeting time coming up with definitions'. This view was echoed via a further statement which proposed that 'coming up with definitions is potentially time wasting'.

4. Don't try to create a vision through a single lens

Again the theme relating to a lack of diversity among group members was raised in the statement category as a caution: *'If we're going to create a vision, we can't create a vision through one lens or one type of lens...'*

5. Don't be too formal in relation to intra group interaction

It was suggested in this reference categories, that future processes within the group should not be too formal or too structured. *'We want these processes to be informal, probably a lot less formal than we've even had today...'* And, as one participant put it: *'If we're going to take off our hats, then maybe we should also take off our shoes, relax and be as creative as we can ..'* Informality within the group seemed also to be associated with participation and creativity: e.g. *'Having a more formal setting might inhibit people's freedom to participate'* and *'If we're going to unlock creativity, I'd certainly be very supportive of [creating an informal atmosphere]'*.

6. Don't be too informal in relation to extra group interaction

On the other hand, there seemed to be some evidence that interaction outside the group should be much less formal and much more 'professional' and structured in nature. This was signalled in relation to a further comment about the proposed organisation-wide questionnaire and more generally about communication outside the group: *'If we are to have integrity and feel that what we're doing has purpose and meaning and we*

know why we're doing it and how we're doing it and what we're doing, [the proposed questionnaire] should be a very professional administrative tool no matter what it is'. This statement may indicate that communication outside the group is seen to require a very different set of processes and values than communication within the group.

A list of 'do's' could also be ascertained from the parts of the discussion in meeting 1 which talked about future processes of the strategic group

1. Do harness energy for the future and be committed to the process

Energy and commitment seemed to be seen as important prerequisites for the success of the future processes of the group. For example, '*harnessing energy for the future*' was seen as an activity that would '*start the group off on the right footing*'.

2. Do become visionaries

Future processes were seen also to be dependent on participants adopting 'visionary' roles. (*'We need to be visionaries'*) This may have represented a dual purpose effort to (a) drum up commitment to the process by (b) recommending an elevated role for participants. Perhaps by saying 'we need to be visionaries' without questioning participants' actual *ability* to adopt this type of role was an attempt to create confidence among group members about their own competence in relation to the task that they were being asked to complete.

3. Do be open, creative and confrontational

A sense that group processes needed to be characterised by openness, creativity and confrontation was signalled when participants spoke about the future processes of the group: It was predicted for example that

'It is going to be important to encourage as much openness, creativity and confrontation [as possible]'

4. Do have a vision before developing a mission

One of the future process type statements explicitly addressed the sequencing of different outcomes within the group deliberations: 'In terms of developing an effective vision of the future, we need to clarify [the vision] before we attack our mission'. As the organisation already had a formal mission, this statement suggests that the nature of that mission might be confronted, perhaps radically ('be attacked'), but only after the 'vision' had been created.

5. Do communicate regularly and frequently between meetings

The importance of ongoing communication among group members was also put forward as an important aspect of future processes within the group: *'We shouldn't [confine discussions to] these meetings, we can continue informal discussions as our schedule allows between individuals and groups and even sub groups within the committee'*

6. Do consider as many different ways as possible of presenting the group's ideas to the rest of the organisation

While the importance of being professional in the way that the group communicated its ideas to the rest of the organisation had been expressed, another dimension of extra group communication was raised i.e. to be creative in the ways in which the group considered getting its various messages across: 'If we consider as many different ways of presenting our ideas as possible that's certainly going to be worthwhile'. This also appeared to be a reaction to the task that had been set by individuals outside the group. The fact for example that the group's formal brief was to produce a final document

may have been seen as a constraint on the creative capacity of the participants.

7. Do get views and perspectives from people outside the group and do get expertise and input from elsewhere

Getting the views of other people outside the group was also echoed in this reference category, this time instilled with an action orientated tone: *'Do we not see that we could go out from time to time and you know, tap into, you know, people who have good information from every section in our society?'; 'We should be able to invite key individuals to become part of our committee, even for a short space of time to get expertise and input from elsewhere'.*

8. Do take other people's views on board

Not only was there a strong recommendation at this stage that the process should allow and actively facilitate inputs from individuals and groups external to the strategic group, but also in a similar (but not identical) vein, that a diversity of views needed to be considered and also incorporated into the perspectives that internal participants were adopting: *'We are going to have to decide the mechanisms [for taking other people's views on board]'* and *'We are going to have to decide how we are going to make sure that they key and relevant issues are integrated'* were statements which suggested that participants had a responsibility not just to consider outside views, but to make them an integral part of the vision that they were about to attempt to create.

9. Do voice reservations early on (particularly to people at top management) and do consider how group discussions will lead to further action within the organisation

Concerns about the impact, representativeness and nature of their activities were seen as important to

communicate, specifically to top management who were members of the overseeing 'steering group' referred to earlier: *'the concern about the extent to which the vision that we create is really going to be taken on board I think needs to be voiced tomorrow [at the steering group meeting]'*

This meeting then was characterised most strongly by four key reference types as outlined above. Discussions about the present internal contextual references relating to the overall strategic initiative involved clarifications about contextual aspects of the exercise, included statements which sought or gave information, were quite strongly characterised by uncertainty and tentativeness, included concerns about the general, prevailing perceptions relating to the initiative. Also in this category there was some evidence that attempts were being made to set precedents about the context within which the initiative was unfolding. There also seemed to be a sense of tension about whether participants were free to carve out their own internal contexts manifesting itself particularly in statements about a proposal for information gathering which had been made at a higher level. Finally, the nature of the task and whether or not it was achievable also appeared in statements that related to this statement category.

Statements relating to the present internal context of the specific strategic group were by definition, more focused. They tended to relate particularly to the group mix and makeup along with explicit assertions about the autonomy of the group, but also with some implicit clues that these assertions may not be unequivocal. Also, some prevailing internal attitudes about the potential impact of the group's activities signalled a concern that this impact

was not expected to be as far reaching as participants seemed to want.

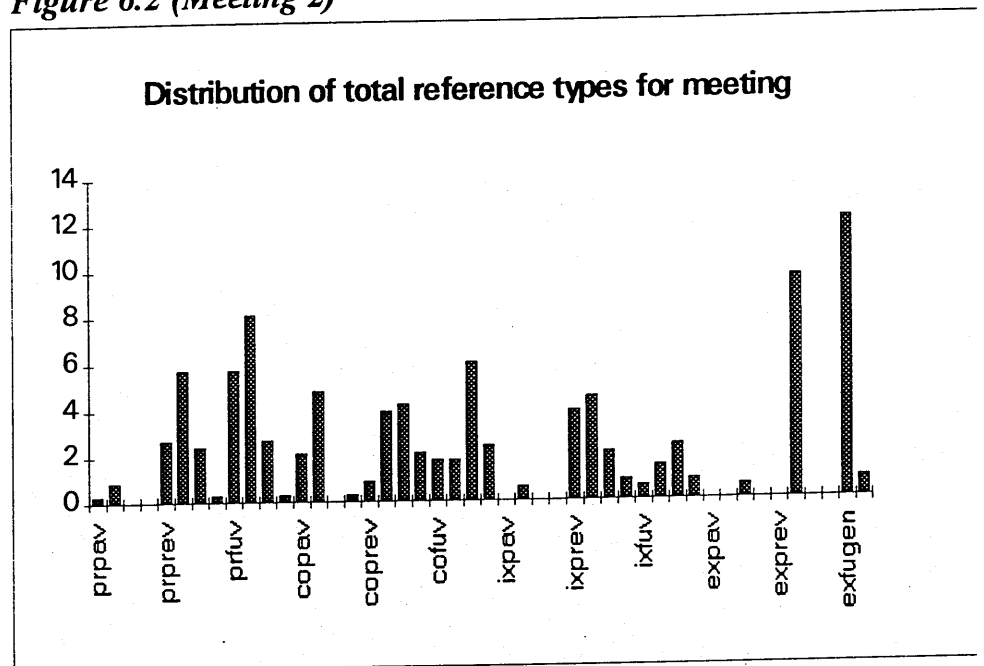
Statements about future processes of the overall initiative (the most frequent reference type) included concerns about how various group activities were to be co-ordinated, and what processes needed to be adopted by different groups involved in the initiative. Proposals also appeared about how the task was to be conceptualised, how people's thought processes might avoid certain non creative constraints and how ideas were to be communicated throughout the groups. The process itself received criticism in this category as being something which might distract people from important issues relating to current organisational problems and issues.

Statements about the future processes of the specific strategic group revealed a series of normative views about how it was envisaged the process should be managed into the future. It was proposed that various dynamics within the process were to be avoided. These included statements cautioning against 'action free' discussions, lobbying for particular positions within the organisation, time wasting through collaborative definition building, homogenised thinking, excessive formality in interactions within the group and inadequate formality in interactions outside the group. It was also proposed that various dynamics within the process should be sought including harnessing energy and commitment from all group members, becoming 'visionaries' in the way the task was to be adopted, being open, creative and confrontational, communicating regularly and frequently between meetings, soliciting and incorporating views from outside the group and voicing reservations about the process to higher levels within the organisation.

These were all statements which can provide good clues and signals about how the group may have started to make collective sense, particularly about current contexts and future processes relating to the initiative. Examining such issues as whether the recommendations were adopted and whether the concerns materialised may provide some indicators about the relationships between explicit statements at the outset and emergent patterns of behaviour that unfolded.

6.3. Meeting 2

Figure 6.2 (Meeting 2)



The top 4 reference types associated with the second meeting together accounted for 36% of all statements, with the emergence of a greater spread of reference types than those observed in the first meeting. This meeting was significantly characterised by a context orientation, with 'future external contexts of general organisational issues' being the most frequent reference type (12% of

all references) and 'present external context of general organisational issues' being the next most frequent reference type (10% of all references). This emphasis shows how meeting 2 is quite different from the average patterns emerging during the meetings. It is also significantly more representative of an external contextual focus. Indeed, it is the only meeting in which an external contextual focus predominates over an internal focus. The third most frequent reference type was the 'future processes of the strategic group' (8% of all references) which reflects a similar (if more specific) focus to the first meeting, where future processes of the overall initiative received considerably more attention in terms of conversational reference. A fourth relatively common reference type was that of 'future content of general organisational issues' (representing 6% of all reference types). Generally, this meeting appeared to move the discussion away from a predominant emphasis on the initiative itself and towards a generalised discussion about aspects of the industry within which the organisation was seen to be operating.

Future external context of general organisational issues

The statements appearing in this reference category related to such external contextual issues as future scenarios and conditions, future resources, future limitations, future roles, future structures, future requirements and future drivers, dominators and facilitators of the environment. Also, by definition, none of these statements referred to the specific organisation within which these discussions were taking place, and seemed an effort to lay out some of the general expectations that participants had relating to their task of creating a vision of the future of their organisation.

Fewer of these statements were characterised by uncertainty, although in relation to a resource related comment, this uncertainty did seem to be experienced for at least one dimension of the future (*'God knows what [the future knowledge store will be like]'*). In contrast to this statement though, most of the statements about general future external contexts seemed imbued with certainty and assuredness, as will be demonstrated in the following discussion.

Future resources

Many of the statements in this category related to the nature, importance, capacity and limitations of resources that participants expected would characterise future 'learning environments' in general. Technology tended to be referred to as the most important resource of the future, with traditional resources such as time and money, being seen as less relevant in future contexts. Assertions that *'time is unimportant in the future'* and that *'technology will get over information needs'*, seems to suggest that the scarcity of time and information perceived to exist in the present would no longer be a priority for learners in future contexts. *'Emerging technologies can have the potential to vastly increase the range and nature of the learning resources and media'*. It was predicted that future technologies would lack limitations in the ways that they were perceived to do in the present: *'Limitations won't be with the technology, but with the human'*. This limitless technological potential then, appeared to shift attention away from technological limitations perceived to exist in the present and towards human limitations which it appeared were assumed to take on a greater relevance in terms of the future. Technology, it was predicted would also facilitate a number of changes in future learning contexts including *'a return to what you might call the*

Socratic forms of teaching and a removal of the need for learners in educational institutions to have to go *'into a classroom ..and take notes'*.

Resource limitations

However, problems and limitations with technology in the future were also identified. Not everyone in the group expressed agreement with the view that future technology would be limitless or replete with potential. It was proposed for example that there was a danger that with the arrival of these future technologies, skills that were perceived as being important, might be lost: *'There'll be a great danger if [the skill or discipline of reading large chunks of text] is lost'*. Another participant, while agreeing that technology *'will play a major part in getting over information needs'* expressed the view that *'technology [will not] help in any great way, the teaching experience in science areas in trying to get people to use that knowledge'*. Via the discussion about technology there seemed to emerge a general view that future developments would be a major resource in learning environments and that generally *'the first world countries will become more and more technology dominated'* and that it would overcome the information needs of learners, but would not be helpful in facilitating learners to use this knowledge. Regardless of the reservations and perceived facilities associated with future technologies, it was also stated quite poetically, that *'technology will be the way we live and breathe and interact'*.

Levels of favourability in future contexts

A sense that other future external contextual conditions would not be as favourable for customers as they were currently perceived to be, was indicated in the

following statement: *'In 25 years time the bachelors degree will not be a passport to a job'*.

Present external context of general organisational issues

These reference types also focused on constraints, resources, requirements, limitations and facilities associated with external aspects of the industry in general, this time referring (by definition) to current rather than future situations. Many of these references also referred to technology, which it seems emerged as a fundamental concept when participants talked about contextual conditions surrounding the industry.

Constraints within the industry

Current constraints that were mentioned were time limitations (*'Time is a constraint in education'*); as well as other general constraints including the cost implications associated with education which it was proposed current technology had the potential to address (*'Technology can at least address, if not remove the time limitations'; technology removes geographic limitations'; 'the formal learning experience is expensive [whereas] informal self supported learning is comparatively cheap in money terms'*).

Resources within the industry

The present then was also represented as having technology which held the key to overcoming some of the major constraints that were perceived to exist in the education industry. Other resources that were identified as current contextual features were a massive historical store of knowledge *'There's the historical knowledge store there, literally ... going back thousands of years'*, alongside emerging knowledge stores that were seen to

be appearing in the form of information available on the world wide web. *'The emergent store of knowledge is a large body of emerging material in non traditional text format in the form of hypertext as on the world wide web'*. This emergent resource was spoken of as *'an absolutely fundamental change'*. Current technologies were discussed in ways that suggested the perception that significant changes in this resource as an educational tool were in the process of taking place. *'The technology even now has the tools to support the teaching learning process from concept formulation to absorption into a new creative cycle'*. The nature of current resources focused on technological and informational aspects of the present context, with information being described as *'global in nature'*, technology as *'all embracing'* and as *'producing a semi mechanistic access to resources'*.

A sense of a 'changing present'

In the realm of this discussion then, we see the first attempts by the group to come to terms with the present and future external contexts of their industry. There is an interesting qualitative difference between the way in which present and future external contexts are discussed. Contrary to initial assertions that the future was impossible to predict, contextual references about the future seem to be characterised by a certainty and a fixedness that at least indicates that participants feel sure about certain aspects of what their industry should expect. There are clues that indicate that within the flow of the group discussion the future (or at least key aspects of it) is expressed as a fixed and definite concept: *'Time is unimportant in the future; limitations won't be with the technology; technology will facilitate...; there will be a great danger;..countries will become more technology dominated'* and so on are all statements which implicitly assert a certainty about what to expect,

giving rise to a sense of future external contexts as fixed or perhaps even immutable.

Present statements in this category, while also characterised by assertions such as these, are more likely to refer to *changes* that were seen to be currently taking place (e.g. *[the existence of non traditional text] is an absolutely fundamental change*). It might be concluded, at least at this early stage then that present external contexts are more likely to be seen as changing and even uncertain, whereas future external contexts were qualitatively conceptualised in more definite and unchanging terms. This is an interesting irony which may help to throw some light on the ways in which this strategic group (and maybe others) go about discussing present and future scenarios that are relevant to them.

Future processes of the strategic group

As with the first meeting, this reference category was among the four most frequently appearing reference types in this meeting. Still at a relatively early stage in the initiative, it seems that future aspects of the group's processes still needed to be explored.

Reinforcing initial process precedents for the group

Examining the substance of the statements in this category, it becomes clear that process elements and 'rules' identified in the first meeting are strongly echoed here. The need for internal group processes to be informal was reiterated (*'[talking through the chair] might inhibit discussion rather than anything else'*), as was the need to be careful about any communication that was to be transmitted externally (*'I think that it would just get very scrappy in fact, if we were just throwing [unprocessed ideas] from the group out'*). In the same vein as was evidenced in the first meeting, future

discussions within the group were seen to be valuable if they were based on unprocessed information, whereas it was felt that communication to anyone outside the group needed, it seems to be more refined and more carefully thought out.

Undermining initial process precedents for the group

While at the first meeting, a concern for the way in which this group and others involved in the initiative would co-ordinate their activities, a blatant glossing over of this issue was reflected in an initial comment appearing in this reference category: *'We agreed that we wouldn't be constrained [in the future] by a concern for overlap between groups and we should just continue with our focus, broad as it is and then sort out any overlap as things emerge, probably quite a bit later in the process'*. From a rational perspective, this was a surprising statement given that no such agreement had taken place or could be found in the full transcript of the first meeting. However, it may suggest that one of the tactics used by the group to overcome areas of concern was to attempt to quell those concerns by creating the impression that issues had been more fully discussed than actually was the case. Also there seemed (at least in this instance) to be an assertion that the concerns expressed in the first meeting were no longer relevant to the group. This view was accompanied by an implicit suggestion that co-ordination between groups was not a problem, because the group were not going to be influenced by externally produced ideas anyway, at least not at the early stages of their deliberations (*'we should just continue with our focus'*). This is in sharp contrast to one of the process 'rules' that was made explicit in the first meeting where the views of people outside the group were asserted as being a valuable and important

part of the future processes associated with the group's activities.

A limited sense of autonomy and its relevance to the group process

In relation to the sense of autonomy that group members associated with their future processes, the following statements also provide some important clues: *'[the terms of reference and objectives set down by the steering group] will be subject to adjustment and refinement [by us] as our process unfolds'*. *'Our aims and objectives may also change depending on what gets thrown up by us'*. Such assertions seem to indicate that the group was eager to continue to assert its autonomy in relation to the process notwithstanding the directives and terms of reference that were perceived as being handed down from a 'higher power'. However, some sense that the provided aims, objectives and terms of reference of the group were legitimate also is reflected in the above statements. The fact that participants planned on adjusting and refining the terms seems to indicate that their substance and nature would not at this stage be subjected to any radical changes. The tension between autonomy and direction still appears implicitly to occupy some of the minds of participants at this second gathering. This was further reinforced by a statement regarding the proposed questionnaire, which the steering group had planned to distribute to all organisational members about half way through the year without soliciting the views of the working groups. The view that this would no longer be distributed without the consent or collaboration of the group was expressed in quite definite terms: *'I think that we can be quite confident that [the questionnaire] won't be set underway unless we agree at least in principle with the nature and the content'*. This statement may have helped to add to a sense that the group's own impact on the wider

processes was going to be important and that certain processes would not be initiated without their specific input. This sense, however, was inaccurate at least with respect to certain aspects of the process, as several subsequent meetings and events will show.

Future content of the industry

These statements can be largely summarised as those which made suggestions about what the industry should / will do in the future. Some statements which are given a context coding are also assigned a content coding in that aspects of certain statements refer to both concepts.

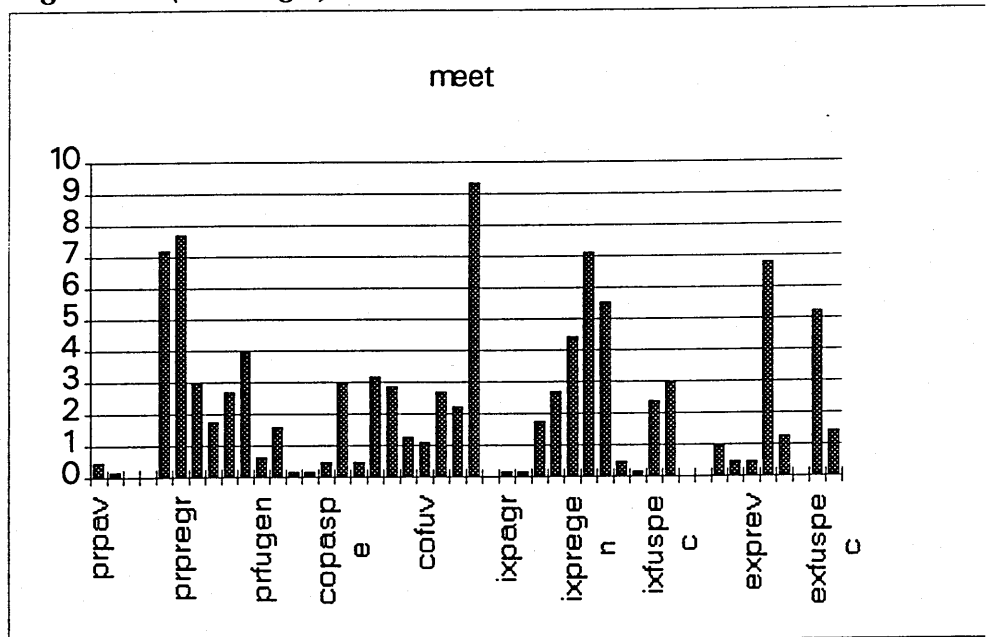
New 'moves' in the future of the industry

The future content of the industry was described at this meeting in terms of 'moves' that it was expected would be made: In the industry it was predicted that the established teaching / learning technology would be challenged and that in the context of this the industry would move from *'the book to the document'* from *'the linear to the hyper'*, from *'static to dynamic'* and from tangible sources of information to intangible sources of information: *'There will be a move from something you can hold in your hand to something that is out there somewhere but you never hold it in your hand, it's residing out there in some space or other'*. It was envisaged that the education industry would move its centre of activities *'from a place like a library or computer centre to an information environment and an information ecology'*. These moves it was proposed would be active and necessary as part of the 'what' of organisational activities within the industry. In relation to the products associated with the industry, it was also proposed that educational organisations of the future

'need to educate people to further the needs of society from a manufacturing and services point of view' and to 'provide education for people who either retire early, who simply don't get a job, who may not want a job or whatever'. The fact that the industry was implicitly not perceived to be currently engaged in these activities is as meaningful as the fact that such activities were being recommended as important aspects of the future content of the industry. Identifying what people say about future content of industrial activity may be an important way of uncovering their conceptualisations and evaluations about the current activities of the industry. Identifying comments that reveal information about what participants said their industry should do in the future may be an effective key for finding out what they think of it in the present.

6.4. Meeting 3

Figure 6.3 (Meeting 3)



As shown, there are four reference types appearing at this meeting which together represent over 30% of all reference types. The most common reference type (over 9% of all references) related to the future content of the organisation itself. Next were statements about the present processes of the group (nearly 8% of references). 7% of reference types related to the present processes of the overall initiative and a further 7% referred to the present internal context of the specific organisation.

The future content of the organisation

This formal gathering of participants was the first meeting at which this reference type emerged as a frequent category of statements. Aggregate frequencies for this meeting show that content type statements did not dominate overall patterns (see fig 5.1, chapter 4). However, of all the micro categories, the content orientated reference type relating to the organisation appears most frequently emphasising the fact that other content orientated statements were either non existent (in the case of statements relating to the industry) or rare (in the case of statements relating to the overall initiative or the strategic group).

Statements relating to 'what the organisation should / will / might do in the future' occupied a considerable amount of conversational space at this, the third meeting of the strategic group. Furthermore, these parts of the conversation tended to be quite creative and confrontational, raising issues about future activities, future goals, future decisions that needed to be made, as well as talking about new visions for action, goal setting and structuring of the organisation that needed to be considered. The language used in this category was creative and inspiring. It addressed new ideas and presented these ideas in a variety of ways, using powerful

metaphors, visionary language and imagery and at times, almost poetic sequences of expressions.

Future activities and emphases for the organisation

Participants referred to future activities that they felt their organisation should engage in and future goals they felt it should adopt: (e.g. *'We should stimulate people who have made a decision to come to this place'*; *'I would like to see this [organisation] build on the reputation it has got at undergraduate level'*; *'We must apprentice people to themselves for learning'*. In terms of what the organisation would offer in the future, one participant said: *'I would like to see the [organisation] offer a broad range education scheme for undergraduates'*. Another endorsed and further developed this idea by proposing that *'They should set up centres of undergraduate teaching excellence of numbers of people'*. It seemed also that there was a fundamental uncertainty about future activities within the organisation *'What will faculty do in 2020?'*. And, whatever the activities of the future, it seems that most predictions suggested that they would be significantly different from those of the present.

Participants tentatively explored new options for future action with particular reference to the issue of credentialism, a function that some members predicted would move out of the organisation's central realm of activities: *'We might assist in the marketplace, we might assist in credentialism but that's really for other people'*; They expressed the view that the organisation was at a cross-roads in relation to this central function which provided them with an opportunity to decide on whether the organisation would continue to fulfil such a function: *'We're in a midway situation where we could go all the way down to credentialism, qualification, certification, accreditation'*; By questioning the role of

credentialism participants explored an alternative focus of future organisational action *'Are we also establishing a vision for [this organisation] as something that just gets out of that game [certification] and becomes much more a centre for community learning and philosophy and learning for its own sake?'* In addition to exploring alternatives, it was also proposed that in the future, the organisation may have no choice but to consider these other alternatives: *'Maybe we'll be forced out of the role of validating qualifications'*

On the other hand, the idea of certification appeared as a strong aspect of other proposed future activities, *'Pragmatically [this organisation] has to provide some basic qualifications [in future]'*. Also there were some statements which talked about maintaining other key aspects of current activities and ownership: *'We have to hold on to our transcendence which is our intellectual inheritance as a University'*.

Future competitive orientation of the organisation

There were references to the future competitive orientation of the organisation which were reflected in statements which outlined 'if - then' types of scenarios, arguing that the organisation needed to fulfil certain roles in the future and that failure to do this would be problematic: e.g. *'Unless this place actually fulfils some sort of learning role, people could quite happily sit down and get their course on the internet'* and *'If the [organisation] is to exist without devoting major resources to its furtherance and also to its reputation then engineering and science will eventually disappear'*. Also, the idea of becoming more competitive as an organisation was seen as important, but not without its problems, for example, it was argued that *'If we agree to the principle of our own [organisation] moving out into the globe then we have to accept the corollary of that'*.

Efforts to protect the organisation from competitive actions of others would no longer, it was argued, be possible in the future.

Other predictions relating to future activities included such statements as: *We may of course be asked to contract and bid against ourselves*; *'I reckon we could sell a huge number more courses like [a commercially offered course in the past]*'; and *'I reckon we could go into engineering industries and sell engineering courses and say look why don't you send your lads on this'*

New decisions and choices for the future

This reference category also paid significant attention to issues that related to new decisions and choices which it was argued would have to be made. For example asserting the need to decide on key areas of competence (e.g. *'This organisation has got to work out centres of excellence'*) and expressing hope that certain key choices would be made (e.g. *'I would ...like to see this [organisation] become absolutely brilliant in small selected areas'*) reflected perhaps a perceived need for the organisation to consider and to make decisions, the impact of which would be important and significant in the future. In similar terms, it was proposed that the organisation would have to build up certain broad capacities: (e.g. *'I would like to see a generalised University which is able to fulfil a function but would then very very possibly a strong intellectual base but that it's not spread too widely'*); and *'We have to build up the capacity to deal with our differences and our ambiguities'*.

New decisions about structure

The need to consider, enact or participate in new structures was also expressed as important in this

reference category: *'We need flexibility, where a lab for example would run a course, not a department, that's where you get your excellence, that's where you get your flexibility'*. Another participant argued that: *'The [organisation] will have to see a role for itself by way of complementarity with other institutions as the transcendent intellectual broker and that training and certification and information carries on in satellites off the central learning leadership'*. Another said: *'We may be asked to participate as a central feature in this constellation as a learning institution'*.

Future success and survival of the organisation was seen as somewhat dependent on active formation of non specified alliances: *'Perhaps the learning environment needs not only teachers and learners but also patrons, in other words why can we not form alliances'*

New visions of the future and how it will 'feel'

There were times, within this reference category that it appeared that active efforts to inspire and to energise new visions for the organisation were taking place: *'We can create a situation where all lights burn brighter than before'* was a statement which laid out the possibility of collaboration in the future which was not perceived to exist in the present. And by 'talking through' envisaged future activities, certain statements seemed to bring these future activities alive: *'In [my area] for example I would love to run lectures in groups of three and the elective would be run where those three students would wander into a lecturer's office in groups of three and say OK what will we read now? Go away and read those six pages there, come back with an essay on it. That's how I would like to run the electives'*. Future content statements about the organisation ranged from broad metaphorical assertions, to those which specified detailed aspects of activity. It seems that group

members together tried to build a sense of future content rather than a plan for it, by exploring in a rather random way, issues that posed questions and assertions about what activities to get involved in, what decisions and choices to make, what structures to create and participate in, and what competitive issues to address.

Present processes of the group:

In both cases, the first two meetings had as a major focus of discussion, the future processes of the strategic group. This meeting also devoted significant attention to group processes, but this time with a current time orientation. Statements which referred to issues relating to 'how the strategic group is currently doing things and the nature and value of the process' were coded in this reference category.

Process type statements as defined for the purposes of this research refer generally to methodologies, ways of organising information, ways of tackling tasks, ways of seeing and thinking and to levels of commitment that are generated as well as to patterns of interaction and communication (see methodology section). Meeting three was dominated by present processes of the strategic group. Notably, when all group conversations are aggregated, this was the most common statement type appearing across all of the group conversations recorded.

These statements included references to the approaches and perspectives that the group needed to adopt in the present (i.e. ways of thinking, seeing and approaching tasks), activities associated with how to do the job that the group had been allocated (methodologies), to current process aspects of the group's tasks (nature of activities), to current ways of communicating, controlling and co - ordinating activities

within the group, to ways of transmitting the group's ideas to other people either inside or outside the organisation, to methodologies for organising information, concepts and ideas.

Activation methodologies and concerns about strategic impact

Echoing one of the process precedents outlined in the first meeting, there were some efforts to explore how ideas would be implemented once they had been articulated. There were some references for example to activation methodologies such as *'What are the first steps that we could actually take tomorrow, you know, test beds, experiments and things like that in order to get our whole vision set into motion'* and *'its' important to bring our vision back to first steps'*. Other comments seemed also to reflect a central concern for having an impact beyond the group: *'I would like to feel that in ten years time I did even the smallest of things to influence the direction of the [organisation]'*. However, more generally, there seemed to be a lack of confidence among group members about their ability to create such a momentum or to have such an impact, at least at this stage in the deliberations.

Rationalising fears about the limits of strategic impact

One participant asked: *'Is the lack of confidence that the ideas generated by [this initiative will be taken on board by the organisation] having an impact on our focus and our motivation and people's collective commitment to the process?'* Participants appeared to respond collectively with agreement from the group that this fear might not be productive in terms of the group's task: *'We should continue in good faith'*. *'We have to stop second guessing'* and agreeing that they should *'now make sure we do the job in good faith, setting as many of our own objectives as we can but working*

within the boundaries that we know we have to stick to anyway'. This slant on the process again appears to represent a contradiction of the terms of one of the key 'rules' set out in the first meeting (in which it was proposed that one of the process precedents should involve ongoing critical consideration about how discussions within the group would lead to further action within the organisation).

It seems that in the absence of these assurances, the group agreed at this meeting to continue with their own vision creation anyway. From an initial position that their discussions were pointless (unless a commitment from elsewhere that clear avenues for implementation would be established), the group appeared now, to move towards a position that their task should be completed without such clear commitments.

Valuing the processes within the group

Indeed it can be argued that a qualitatively new claim relating to group commitment emerged at this meeting. Considering certain statements appearing in this reference category such as: *'We're just as committed to the process as the outcome'* and *'this process will itself foster a climate and culture of future orientation'* and *'this process will enhance the outcome'* might suggest that the group had started to adopt a greater sense of ownership of the process; a recognition perhaps that control over external members of the group was limited and that taking charge of what *was* controllable within the group was a new emphasis that members and their task would benefit from.

It seems also that the group had come to recognise that while could not be sure about control of the outcomes, in terms of their own vision creation, they did have control over and ownership of their own processes, at least to some extent. As such, the process itself started

to be expressed in quite positive terms. For example, *'one of the benefits of the process for me is that it does free me up...at the moment I'm not thinking about all the things I have to do'*; *'It's good that we're getting real as well as visionary'*; *'If people say to me individually, you know, why are you involved., don't you know it's a waste of time, I think that I could say that I'm learning an awful lot'*. Further statements emphasised that personal rewards were being derived from the process, while also questioning the achievements to which it was giving rise: *'from a personal point of view [this process] is very very rewarding, but it may be a waste of time relative to what we could be doing via other mechanisms'*.

Such references might suggest aspects of collective rationalisation within the group where a sense that their involvement needed to be valued on one level even if there was a recognition that it might be devalued (or at least less valuable) on another. Also, there are some clues that participants suspected that they had more control than was generally being assumed: *'We're being asked now to break free of the leash and we're still looking back to see you know is the leash really gone'*. This reflects an earlier expressed sentiment that their role in this initiative was new and unfamiliar, and that perhaps their need to 'take ownership' and to believe in their freedom within the process was something that needed their consideration and confidence.

On the other hand, it seems also that some of the initial process rules that had been expressed at earlier stages, were changing, with the result that participants started to find ways to justify their involvement albeit alongside a recognition or an implicit fear that the original assumptions about the impact of their involvement might not be as significant as they had originally hoped. An explicit statement to this effect

seems further to reinforce such an assumption: *'We should be committed to the process as much, if not more than the outcome, I mean would that not help to rationalise what we're doing?'*

Idea generation and conceptualisation methodologies within the group

Idea generation and conceptualisation methodologies were further explored, showing another move away from the 'implementation orientation' expressed earlier. One participant suggested: *'let [our] views have no earthing wire'* and another asserted *'if we felt that we were responsible for developing detailed policy documents that produce the driving force for the [organisation] then I think we wouldn't be getting the creativity and momentum that we're beginning to see'*. In order to ground this emerging change in perceptions about the value of the initiative, it was suggested that the group start to *'see [itself] as providing the fuel which will eventually become the driving force [for the organisation]'*. These statements are all rich in metaphor and strongly suggest a dynamic of group justification. It seems that these comments contribute to a removal of responsibility for worrying about implementation and a facilitation for exploring ideas without (or with less) concern about how the ideas would be implemented.

A concern raised at the first meeting that implementation and control worries might inhibit creativity, seems at least in some way, to have been resolved here. As one comment outlined: *'it has been necessary to check our assumptions about the process and set out some of our own ground rules, but I think we're also going to have to accept that certainly in relation to time span we are operating under constraints that have been set for us by the steering group'*. An acceptance that participants give up, or see as less

relevant, a 'struggle for control' over certain aspects of the process can be seen to have emerged.

Present processes of the overall initiative

This meeting also adopted a more general emphasis with regard to the processes associated with the initiative.

Valuing the overall process

Echoing the more specifically orientated comments, the value of the overall process continued to receive attention: *'Its the process that's so vital'* and *'we rarely get the time to come together like this and just think and talk and become excited about a vision of the future'* and *'this process is very energising'*. These were statements which referred to the overall process rather than to the specific strategic group, but the value and the benefits that seem to be asserted here are very similar to those expressed in more specific terms. *'Vision 2020 is a very valuable process in terms of professional development'*. From this general perspective, the overall process was described in terms of being a 'retreat': *'It's a very very nice retreat to engage in some intellectual exercises like this'*, and as being 'academic' in a positive sense: *'(It's that kind of academic exercise in the best sense of the word)'* perhaps indicating that participants were starting to value the process as one that represented the espoused values of the organisation. Again, the outcomes of the exercise were seen not to be more important than the process itself: *'The process is at least as important as the outcome'* and, developing a 'future orientation' seemed to be a key objective, more important perhaps than generating any particular plans about that future: *'There is a value in developing a process of future orientation and developing ideas about the future'*

Challenging the overall process

However, in terms of the overall process, this category also included fundamental and challenging questions about the value of the process that at least some members of the group appeared still to be struggling with: *'What's this process all about you know how do we fit in, how do we do it?'* seems to indicate continuing uncertainty about the process and its associated activities. *'Is it correct that we have an internal working group in terms of where we're actually going?'* and *'Doing it the way we're doing it with however many committees I think is wholly impractical as a continuing process'* seemed to challenge the very raison d'être of the initiative. A suggestion which proposed *'would we not be better off to have people going out and sitting on world-wide committees who are actually looking at this who have more knowledge in one conference than we'll ever do here in a couple of years?'* also suggests strongly that the effort and commitment required within the process as it was unfolding might have been better used in other, more external settings. While extremely challenging with regard to the existence of the initiative in its current form, this question reinforces a view expressed strongly in the first meeting, i.e. . that views external to the process were important to consider, in this case though the implication is that these external views were more important and more valuable than anything that could have been generated by any of the internal groups.

Rationalising the existence of the overall process

These types of challenges to the benefits associated with the overall process were countered by statements such as: *'If for example we didn't do this at all, supposing nobody ever stimulated future scenarios*

would people be happy with that' and , 'I believe the risk of not doing it would be just as difficult to measure and carry as many implications too'. And by saying 'the way we're doing it may be a bit chaotic and a bit crazy, but at least we're doing it' the group reflected the view that rationality and coherence may not necessarily be such an important part of the process. The value of the process was again reinforced: 'sometimes just thinking about some framework for the future can give a group of people the confidence and the initiative to move forward'. Through these comments, we see further evidence of attempted justification in the face of challenges which may have contributed to helping participants to feel more comfortable about continuing to pursue the process.

Cultural influences on the overall process

General discussion about the leadership of the organisation and its contribution to the process gave rise to some observations made by participants which reveal significant views about the nature and culture of the organisation. The approach of key players outside the group was mentioned. '*[The president] is trying desperately to stop being autocratic and really genuinely to bring people into the process*', but also '*what we're getting is an expression of [the president's] personality in this process*' seems to indicate that the overall process was somehow being more driven by views and agendas of a higher power than by those that were emerging from the group. Control and the group's sense of it continued to be something that the participants appeared to be struggling with: '*Is there autonomy here or a locus here and are we going to manage ourselves from here and take control of things and are we going to put forward a vision?*' a sense that the culture of the organisation was being challenged in

some way by the existence of the initiative was also clear: *'they're having to give power to people who they're used to telling what to do'*.

Uncertainty about the overall process

Overall confusion about the nature and processes of the initiative was expressed via the following statements *'I think that we're all adrift you know, here we are struggling you know asking why are we here and trying to work things out'*; *'There is a total confusion about whether we're settling today's problems in a visionary committee'*. And management of the overall process was criticised albeit politely: *'The vision 2020 process is not being managed, with due respect to XX as the director of the process, he has to know what he's directing, there's the steering committee, you know they have to know what the hell they're steering'*. It seems then that in relation to the overall process, that an essential clarity in relation to activities, focus and purpose was still causing problems for the group, but, as the process did continue, participants must have found ways to justify the nature of their participation: *'the fact that it's being done at all is a virtue'* and *'we're doing it badly but we should do it'* reflect some further attempts at a justification of the process as it was being perceived in its prevailing form.

Conceptualising the overall process

Other statements about the overall nature of the process seemed to present efforts to make further sense of what it was about: *'This kind of thing that we're doing is a rolling thing'* and *'[preparing for the future] is like a spaceship hovering above its timeline position which has to move along all the time the boundary is shifting out'* may reflect a way of expressing and attempting to understand the difficulties that participants

felt about the very task of conceptualising their organisation's long term future.

Present internal context of the organisation

As the above discussion shows, a significant amount of time was devoted at this meeting to (a) ideas about the future content of the organisation and (b) questioning, exploring and trying to make sense of processes relating to the overall initiative and the group's activities within it. Considerable attention was also given to current internal contexts as they related to the organisation. This category of statements can further reveal the perceived conditions, constraints and scenarios that were seen by the group to exist in their current settings.

Views about the organisation's current internal context were most likely to be expressed in largely negative terms, although there were some quite strongly positive and other apparently neutral statements. References generally related to structures, culture, existing leadership, internal environment, existing customer perspectives and needs, skills and abilities, constraints, size and capacities. In an effort to paint a picture of the state of the organisation as it was currently perceived, the references related then to a broad set of contextual variables.

Positive evaluations of the internal organisational context

Positive contextual statements (considerably fewer in number than those with a negative slant) included ideas relating to leadership and cultural dimensions: 'the leadership of [this organisation] has succeeded on establishing a culture which never balked at the opportunities' 'there's a good fertile environment of the "let's go for it"'. 'more power to [the president] because

this place would not be here if he had not operated [in an authoritative manner]'. A positive comment about the nature of the organisational population also revealed the view that: 'people in this organisation have imaginations'.

Negative evaluations about the internal organisational context

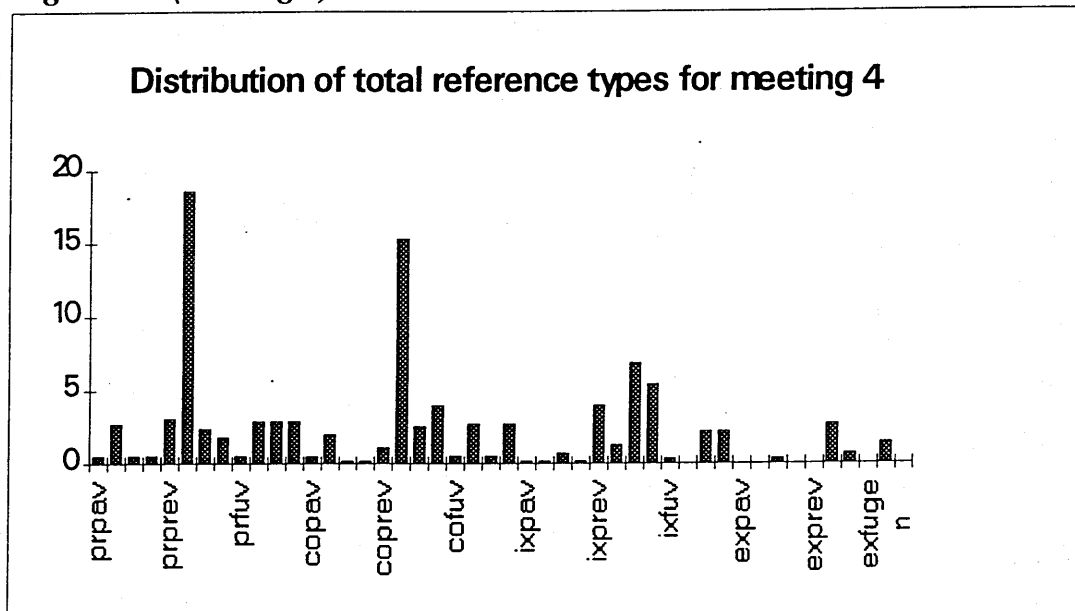
Generally though, these reference types were negative in their evaluations and tone, some relating to structural issues and constraints: (e.g. 'We have tremendous flexibility problems in [this organisation] in terms of time factors and things like that'; and 'the constraints [of the organisation] are probably dulling a lot of the activities that we're looking towards') others to customer experience and priorities, (e.g. 'students are not stimulated to learn more, they just want the notes') others to restricted opportunities for competence development : (e.g. 'most of us have become very good at a technical aspect of the overall service and don't ever really get the chance to develop our thoughts and commitments beyond that' and 'we don't have many opportunities for professional development in terms of we're working in such a helter - skelter way'), others to negative cultural characteristics: (e.g. 'there is a culture in this organisation that wants questions answered by other people and which refuses to answer questions themselves') others more specifically to resource constraints: (e.g. 'people are really constrained by current resource constraints and working under really difficult situations') and others to the perception that cynicism about the initiative related to current problems in the organisation: '[people are cynical about the initiative] because of the current problems that they have'.

Non evaluative views

Few internal contextual comments appeared as non evaluative statements of fact though there were some, including: 'We are a reactive organisation and benefit from the coincidence of opportunity'; 'we have big colleges now because we've taken on big numbers' and 'we need flexibility'.

6.5. MEETING 4

Figure 6.4.(meeting 4)



This meeting occurred just before the group presented the results of its work to date to an organisation wide audience. As such, it is interesting to see the difference in reference types that can be observed as they compare to the first three meetings. Almost 20% of references refer to the present processes of the group. Although grammatically, many of the statements appearing in this category were future orientated, they have been coded in the present reference category due to the immediacy of

their focus (i.e. a 1 week time frame relating to the formal presentation that was about to take place at this time). Over 15% of the references in this meeting relate to the present content of the strategic group. over 6% of references relate to the present internal context of the industry and over 5% to the present internal context of the organisation itself. These then are the 4 reference type categories that have been selected for discussion as they appear in this meeting.

Present processes of the strategic group

Getting the message across

This reference category was overwhelmingly dominated by a theme which indicated a concern with how the group was creating and crafting its messages in such a way as to get them across to a wider audience. Thus the following statements reveal a concern with the articulation of the nature of their thinking. In addition, many of these statements appeared in the form of instruction to the group spokesman whose task it was to give a formal presentation on behalf of the group: Instructions to the spokesman included those which recommended providing examples to the external audience: *'you say something and then you give an exemplar, you demonstrate it'*; , being interesting by bringing ideas alive: *'you're really talking about bringing it alive a little bit and giving people something a bit more interesting to look at than the static linear overheads is a great idea'*; cautioning against being too linear in the presentation of ideas: *'if everybody stands up and presents very general things for the audience or whoever's going to be there, it's going to be a very turgid affair'*; attempting to prove to the wider audience that the group was not being too aspirational: *'[we need*

to show] that we're getting somewhat away from the Mom and apple pie syndrome and we have some earthing wires into the culture that we're transfixed with at the moment; [we need to let people know that] this is not just some aspirational notion' and emphasising the view that the group had considered that current activities and situations had been subjected to criticism by them: 'we need to anchor [what is presented] in such a way as to indicate that we believe at the moment that these needs are not being catered for'.

Crafting the messages

Other statements referred specifically to the actual wording of the presentation with several attempts to fine tune its meaning and nature: e.g. *'I'd like to see the word technology there but I'd like us to make it clear that we're not saying 'gee whiz we're all going to have universal access to information and thereby everybody's a learner' and 'We should also add 'expertise' to the line 'equipment, surroundings and resources' which again reinforces the point about catering for different learning styles' and 'I'm concerned about the use of the word ethics' 'I'm worried about presenting [ethics] in a sort of glib and fleeting manner'.* Using catch all expressions to summarise ideas was suggested: *'It might be better just to have a proclaimer and you're going to talk around [technology] and then what you have is a single maybe line underneath like 'plus ca change, plus c'est le meme chose';* The use of certain words was recommended as a way of demonstrating to the wider audience certain activities that it was important to emphasise had taken place. e.g. *'do put the word 'Socratic' in because it means we've been thinking a bit';*

Creating new dimensions of the message

Interestingly, several new ideas were introduced when participants were faced (as they were at this meeting) with the prospect of conveying their vision to a wider audience. These were ideas that had not been discussed at earlier meetings, but which were emphasised here, perhaps partially to create an impression that certain concepts had been central to their deliberations even though in reality they had not: *'perhaps we should add to our definition at the beginning of not only does [learning] include everything that affects the manner in which people learn, but it's also a social process - just to emphasise that point'*; *'I'm just wondering if we can go with a document about the learning environment without mentioning [certain key words]'*; and *'I'm just wondering about the presentation and the questions that people will ask and the manner in which we want to reflect our thinking in such a short space of time that you know we just mention the word quality or something in order to clearly indicate that it has been considered by our group - we might stimulate somebody to talk about quality'*; and *'we want to make our ideas concrete so that the suggestions or when you say this then you give an example or a for instance so the point about equitable education must be made, but you should also say that we believe that equity doesn't exist now and that it's going to become a larger problem so we need to address it'* Thus, new ideas about the definition of learning, the importance of quality and the wisdom of creating equitable access to education were introduced here for the first time, but couched in a way that was to create an impression that such ideas had already formed a significant part of the group's discussions. Also, this meeting was also characterised by the first explicit discussion about the identity of the organisation's

customers which it was argued needed to be articulated as part of the group process: *'if we're going to use the language of customers and products and so on we have to see our learners as the people who are our customers and perhaps indirectly the department of education is serving those learners as well and that's part of the chain as it were and it does relate very much to the idea of quality and what quality represents for whom and in what way'*;

Evaluating the process

Apart from suggestions and ideas about the communication of their messages, participants also used this meeting as an arena for further exploration of some of the problems relating to the current process of the group. Excessive summarisation of ideas which it seems was felt to exist in the context of this public presentation was seen for example to be leading to the creation of bland outcomes. This was evidenced in several statements, but most strongly and directly as follows: *'there's a problem when you discuss and summarise and discuss and summarise, it's a problem because you end up getting more and more generic and in the end you end up with a bland product'*.

Present content of the strategic group

Many of the statements related to process were also coded as content type statements, and a flavour of the specific issues that participants wanted to address has been outlined above. In addition to these ideas, significant time was devoted to setting out the 'what' of the group through various other comments. Many of the same statements were clearly content *and* process orientated (perhaps because most of this meeting was

devoted to preparing for a public presentation) i.e. they focused on the substance of what the group wanted to say and also on various methodologies for communicating their messages in particular ways. These methodologies have been outlined above.

In relation to the content orientation, it also becomes clear that *what* the group was saying; *what* it was planning to present; *what* questions it was raising; *what* activities it was carrying out; *what* it was aiming to achieve; *what* points it was considering; *what* emphases it was adopting; *what* issues it was aiming to draw people's attention to; *what* rationale it was adopting and *what* its vision was, were all issues which received considerable attention at this meeting.

What we're saying

The statement category included specific comments relating to what the group was saying in terms of what it believed and what issues it was raising at this stage. Again, the issue of technology received attention: '*We don't believe that technology is going to drive learning and that's what we're saying*'. Also, participants identified key themes that they felt were important: (e.g. '*we've been discussing a lot about boundaries*'). And participants clarified aspects of the substance of their discussions (e.g. '*I'm talking about the culture of the business school*').

What we mean

The semantics and meaning of their discussions also received attention which given the immediacy of the public presentation, is not surprising. It was not just important to members that various issues were raised, but there was also evidence that a concern existed that their public presentation would make specific meanings clear and obvious. This was the first meeting in which

the sense and meaning of various statements were actively and explicitly questioned and explored (e.g. *'Are we talking about casual learning, casual interaction as opposed to planned systematic learning ?'*; *'I forget what we mean by physical and psychological environments'*; *'When you say the ethics of the transaction you mean the ethics of the learning contract'*; *'what does the ethics of the learning contract mean?'*).

Perhaps in the face of having to communicate ideas externally, a motivation for clarifying meaning within the group also emerges. This idea will be explored more fully in chapter 7.

What we're doing, producing / achieving

A sense of what the group was achieving seemed also to emerge under this statement category, with one member expressing that the group was beginning to produce a 'cohesiveness of thought': *'it's just dawning on me that there is a cohesiveness of thought there that is just striking us at this stage'*. This sense may also have started to emerge with the requirement that members had to present their ideas to people outside the group.

The issue of group autonomy also appeared in the content orientated comments. While at the earlier meetings there had been a significant discussion about the importance of group input to any organisation wide questionnaires that was planned for distribution in order to gather information, just before this meeting a decision to send out a short questionnaire was made by the steering group without reference to this (or to any other) strategic group. This decision was communicated to the group at the end of the meeting giving rise to some discussion and strong criticism. In terms of content orientated comments, the following observations were made: *'We're dealing with a very complex set of issues*

and this is trying to reduce these complex issues to a one line response from anyone who's enthusiastic enough to want to respond'. Again a sense of powerlessness was also in evidence: 'we can't do anything about the distribution of the questionnaire now'. And a sense that the group was trying to salvage their sense of control for their activities and output was expressed: 'the important thing is that we don't feel the output of the group is just one line'.

The recurring theme that relates to the autonomy of the group and to their sense of control was then challenged at this meeting and efforts to cope with these feelings emerged in some action orientated / issue orientated type comments.

What we're recognising, identifying, emphasising

Various aspects of the group's discussions were singled out for emphasis in advance of the public presentation: (e.g. *'we should be identifying what the traditional boundaries are in terms of the physical building in terms of how controlled those boundaries have been in the past and saying that its really opening out'*). Technology and the specific nature of the emphasis that they wanted to put on it also received attention: *'We should increase the importance of technology's use as a tool rather than anything'; 'If we're going to emphasise the idea of emerging technologies, we should really go into the general principles and not the specific aspects of the learning environment'; 'If we're going to de emphasise the effects of technology, we should emphasise that it bestows more autonomy and more freedom on the students themselves'. Other issues that group members felt needed to be raised were mentioned: 'One thing to talk about is lifelong learning'; 'We are recognising that context is becoming a much more fluid concept'. And some participants felt that it was*

important to emphasise the links between their own discussions and those that were taking place in other strategic groups involved in the initiative: *'The holistic principles again I would link that very well into 'educating the whole person' [another strategic group] and I think it would be good that we drew people's attention to those links'*. This appears (at least partially) to be an effort to impression manage for the organisation wide audience, given that little or no efforts at identifying links between their discussions and those of others had taken place prior to this meeting.

What our rationale is

The fundamental rationale for presenting the issues that the group was deciding on was also mentioned. It had been stated that: *'All of those items [proposed for presentation to the organisation wide audience] are issues that relate to traditional boundaries'*. It seems that the group had identified a sort of mantra which became central to its deliberations. The view that in their organisational context, 'traditional boundaries were breaking down' had started to become a recurrent theme. This strong (albeit metaphorical) recognition of a contextual feature of their environment seemed to then form a rationale for their activities *'[the disappearance of traditional boundaries] give us a rationale for why we are spending this time generating ideas in relation to [the future of the learning environment]'*. In terms of the content of their activities, it seems that the group needed a rationale for what they were doing, and the perception that traditional boundaries were breaking down seemed to fulfil this important need among group members.

What we're demonstrating

The group seemed eager to demonstrate clearly certain outputs that they felt they had achieved. They

wanted to show that they had put a lot of thought into their discussions as evidenced by statements like: *'We should say that these are the questions we have raised and we have attempted to answer and we're getting away from the Mom and apple pie syndrome'*. and 'do put the word Socratic because it means we've been thinking a bit' also attempted to show the nature and substance of what the group had been doing. They wanted to let their organisation wide audience know that the product of their activities to date was *'not just some aspirational notion'* as they feared many people may have suspected that it was.

What our vision is

The nature of their vision was also referred to at this meeting. In an attempt to pull together some of the themes that they had discussed, some of their statements referred to broader visions rather than specific issues and subjects: *'And so we have a vision of small groups of people involved in complex discussions on information that they've already acquired and can acquire easily themselves'*. It was clearly stated that the group was developing their vision and that this vision was significantly different from the current reality in which they existed: *'We're developing a vision of, of not these great seas of students with one person transferring information, it's now they come to class with the information and then it becomes explored in a deeper, more facilitative way'*. There were also vaguer, less focused statements that related to the image that the group was trying to portray and that seemed to be linked to efforts to articulate the content of their thoughts:

'We have an image of something that is going outside, beyond the notion of a small centralised space - some notion of going beyond the boundaries'. A sense that there was consensus about the nature of their views and

visions within the group was also communicated via the following statement type: *'We're talking about the learning environment, we have an inclusive view of that'*

Generally then, many of the current content type statements relating to the group had also been coded as process type statements in that they reflected not only what the group wanted to say, but also to how they wanted to manage the impression that they made, how they wanted to craft the messages that they were sending and how they wanted to be perceived by the rest of the organisation.

The current internal context of the organisation:

Although the two statement types that have already been presented dominated the discussions at this meeting, there were still several significant references to the current internal context of the organisation in particular and to the industry in general. Some hard hitting and critical evaluations of the organisation's current internal context were raised. This time, evaluations of the current internal context of the organisation were even more negative than those which had appeared in previous meetings, including statements relating to structures, resources, roles and responsibilities within the organisation: *'What you should say is that the present structures are too rigid'* ; *'needs are not being catered for'* ; *'I don't believe that there is an equitable education philosophy'* ; *'we really don't have the resources equipment that support the dimensions of learning'* ; *'do we recognise and cater for different learning styles, I certainly believe that we don't'*. There was only one statement that even conceded some positive dimension of the internal organisational context, but even this was couched in a more overarching negative evaluative statement: *'Part of our discussion*

recognised that our surroundings are lovely or certainly that the kernel of [the organisation] is fine but it's not substantiated by equipment and resources which is a concern, a very real concern for the future'.

Present internal context of the industry in general

This statement category revealed further attempts on behalf of participants to make sense of aspects of the industry's context in terms of its structures, prevailing attitudes, 'changing boundaries' and so on.

Efforts to understand the concept of a University and its boundaries were made within the limits of this statement category: *'the University as a physically bounded space'* and *'boundaries are becoming more inclusive'* and *'we're losing physical boundaries'* all reinforced the increasingly popular 'boundary' metaphor within general references to the industry.

The certainty of the organisational contexts was seen to be becoming increasingly unstable: *'context is becoming a much more fluid concept'* and *'the context of the University was much clearer in the past than it is now and certainly will be in the future'*. Here we see some explicit evidence of how past, present and future contexts are being conceptualised by the group. Previous implicit evidence suggested that the future was somewhat clearer than the present. Here however, there was evidence to suggest that clarity was becoming increasingly less of a characteristic and was predicted as likely to decrease further in the future.

Overall definitions of their organisational type received some attention with one participant attempting to reach closure on the generation of definitions by saying: *'I think we would probably allow ourselves a bit of space if we looked at Universities as Institutes of learning'*. An effort to extend this general definition was

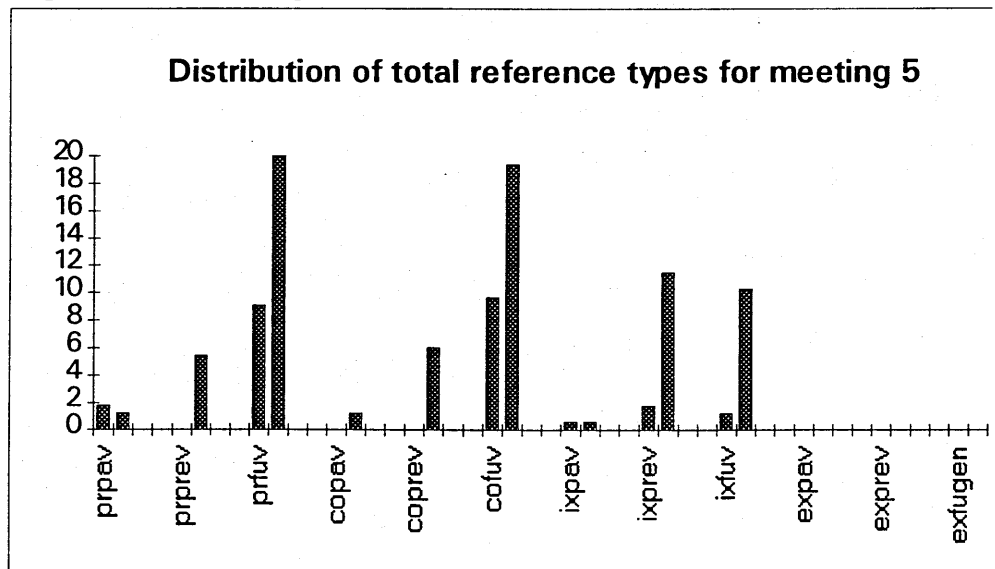
evidenced by the following statement: *'the environment is not just the place where people learn, it's also the states of mind that people are in, the levels of motivation and commitment that are instilled'*

As discussed above, along with the predominant themes of the group's current processes and content, this meeting was also characterised by some efforts at contextual discussion, both in specific terms relating to the organisation itself and in general terms relating to general concepts linked to the industry.

Meeting five is characterised by another different pattern of reference types

6.6. Meeting 5

Figure 6.5. (Meeting 5)



At this meeting, all references focused either on the overall initiative or on the strategic group. The shortest of all meetings, it seems that this was used as an arena for preparing the group for another public presentation, this time in seminar format to a smaller group of

individuals from all sections and areas of the organisation. 20% of reference types related to the future processes of the strategic group, over 19% referred to the future content of the group's deliberations. A further 12% related to the present internal context of the group and over 10% of references referred to the future internal context of the strategic group. The focus then was overwhelmingly aimed at the future of the strategic group in terms of context, content and process issues.

Future processes of the strategic group:

Most of these comments related to the 'open forum seminar' that the group was planning to run the following month. The nature of the seminar was discussed in terms of how it would be organised and managed, but there were also more general statements about the process and about the contributions required at this stage from each of the participants. It seemed that the seminar represented a group effort to maintain some control over their process. The decision to run the seminar had been made at group level and was an effort to throw discussions open to a wider forum in a different way than had occurred at the previous public presentation. The previous presentation had been initiated and managed at a higher level and as argued by group members was 'stage managed' by more powerful groups within the organisation. This time, the group claimed to be looking for richer participation from other members of the organisation and was believed to be more valuable for that very reason.

Managing and organising the open forum seminar

'I propose that the seminar should include a short presentation and circulation of a document'. This was suggested as a way of bringing seminar attendants up to

speed with what the group was doing. Proposing that *'We'll make a short presentation'* was perhaps a way of planning to set the scene and of focusing people's thoughts on the issues that the group had been considering. It was also suggested that *'Maybe we should think about co presenting and having each person in the group speak for a couple of minutes from a particular perspective'* perhaps as a way to present the solidarity and cohesiveness that the group had already argued was being developed. Further ideas about the organisation of the open forum seminar proposed that *'the participants [of the open forum seminar] will be split into small groups with floating facilitation'* and that *'each group will produce a set of ideas or issues that they want put on the vision 2020 agenda'*. It was also proposed that *'a spokesman or spokesperson from each group will present their ideas, that is the ideas that were generated during the discussion time and that 'Finally, we'll have a summary slot where hopefully we'll be able to capture a lot of that information in some form or another and incorporate that into our document'*. At this stage then, it seemed that there were clear ideas about the functions to be fulfilled and the process associated with the open forum seminar. People from all over the organisation were invited to attend, and the group itself tried to take control over how it would unfold. However, it was recognised that proposals about the process inherent in this sub initiative were still tentative and that *'once we know [how many people will attend the open forum seminar] then we can make more concrete plans about how the whole thing will operate'*. This allowed the group in a sense to justify any range of approaches that might eventually be adopted. In relation to the ownership and control of this seminar, some attempt to involve higher levels of the initiative was made via the following suggestion: *'Maybe we should work with XX*

and XX [directors of the initiative] on just doing a bit of market research as it were, establishing levels of interest'. This may have been an effort to put a stamp of legitimacy on the seminar, but it seemed to some of the participants that the seminar should be managed and controlled from the level of the group: 'Would it be worth sending out an invitation from this group rather than go through the centre?' and 'we'll send out the invitation on our behalf ourselves'.

Group control and constraints associated with the schedule

As the group was moving closer to their deadline for producing its final document, it started to recognise the need for closure and more keenly sensed the time constraints within which it was operating. '[The revised schedule] gives us just enough time to generate something that we can be proud of and something that we can spend a bit of time integrating at the very end'.

A focus on the 'final document' was also accompanied by an implicit recognition that their group product in the form of the document might represent something less than the group had wanted to produce had they been given more time and perhaps more resources: 'We just have to have our document ready for the end of November and then say - look, here you are, that's what we've done and you know that's all we can do'. This statement may reveal a sense of jadedness and even resignation relating to the constraints that were perceived to have been part of the process and which would affect future dimensions of that process. Recognising these constraints and perhaps even flagging commitment from the group it was also proposed that 'we're going to have to work out as easy a way as possible to get the work done'.

Future content of the strategic group

References in this category focused on the final document, its nature, design and format along with statements about what work needed to be done and references to decisions that had to be made by the group. A rationale about the role of the open forum seminar was also stated. Here there is evidence that a focus on closure in terms of the content of the group's output seemed foremost in the minds of the participants.

'Getting it out of the way' - a focus on group closure

A revised schedule was announced at the beginning of this meeting. Due to the fact that much concern had already been expressed about the nature of the time constraints, this extra time pressure may have represented another blow to the capacity of the group to complete its task. A statement from the chairman, which may have been an effort to divert people participants from a focus on the increased time pressures emerged in the following form: *'It might be great to have written the document by the end of November and to have done the work'*.

It had been agreed that each participant would adopt a particular dimension of the group's deliberations in order to try to pull together a document that would have already been partially written in advance by the participants themselves. A focus on the group's responsibility for task completion was reiterated by another member: *'our responsibility is to have our final document ready by the end of November'*.

The format, nature and design of the final document

Perhaps because the deadline for the group output was even closer than participants had been prepared for, questions and references to the nature of that output also appeared in this statement category: *'Our final output is*

a document and the design of that documents has not been decided'. Also in a further attempt to maintain a sense of control, it was asserted that *'we decide the format and design of the final document'*. A certainty, despite the increased time pressures that their final document could be something that all group members would be proud of was expressed via the following statement: *'given the commitment that you've demonstrated up to now, I don't see why we shouldn't produce something that we can all stand by and that we're all happy to have produced together'*. Perhaps this itself was an effort to create a self fulfilling prophecy at a time where people's commitment to task completion was starting to become important, and also where that same commitment may have been decreasing as suggested above.

The preparation, content and rationale of the open forum seminar

It was expressed that much preparation remained to be done before the open forum seminar planned to take place in the following month: *'there's a lot of work obviously to be done before [the open forum seminar] in terms of finding out about numbers and the format it'll take and so on'*. The rationale for running the open forum seminar was also linked to group task closure as evidenced in the following statement: *'[the open forum seminar] also might be good for focusing our minds in terms of you know what document we want out there'*. Also, while this 'sub initiative' was seen to be a 'small gesture' towards incorporating wider views from the organisation, it was seen as valuable in terms of its contribution to the content of the group's task: *'[the open forum seminar may be a small effort at this stage but I think it's all we can do given what we have and given the fact that we are concerned about participation and given that we want to ensure that bottom up issues*

are raised and incorporated into the document that we produce at the end of the day.'

Present and future internal contexts of the strategic group

As shown above, all of the statements appearing in this meeting were orientated towards the initiative itself, with no direct references to the organisation or its industry. Managing the task, aspects of the content and process of the group and contextual issues relating to the group occupied the focus of conversation for this meeting. Essentially, this was a 'stock taking' meeting, perhaps occupying a primary function of keeping everyone on board, focusing people on task completion and emphasising the way in which the remainder of their part of the initiative would be organised and managed. In addition to this, some contextualisation of the present and future contexts of the group took place.

Recognising time constraints associated with the exercise

A new and more pressing schedule for task completion was announced at the beginning of this meeting: *'the revised schedule is now that we have been charged to complete our document by the end of November'*. It was admitted that *'this gives us very little time'*. It seems that this new contextual constraint had the effect of focusing the group on activity closure, as discussed above. Having seemed to have had an opportunity to explore and discuss their vision of the future with relative freedom and open endedness, giving rise to conversations which had been particularly rich in references to the organisation and its future, the group now found itself in the position of being focused on their output, with the recognition that time was running out.

'This group is under starter's orders' also reflected the view that directives were being felt strongly from those driving the initiative from outside the group.

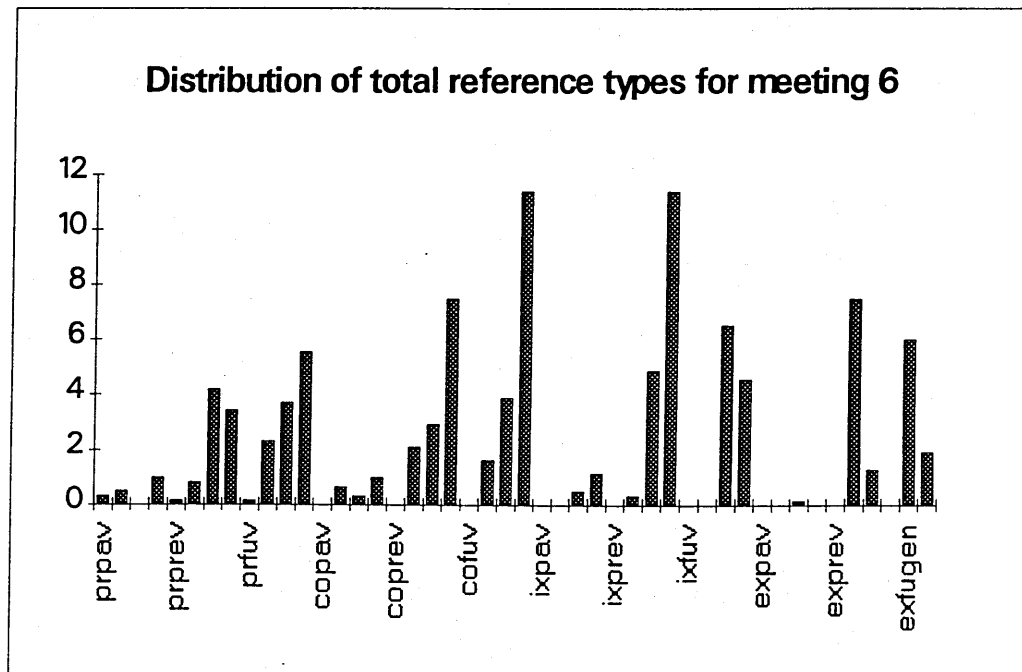
Prevailing internal attitudes to the proposed sub initiative

in relation to the proposed open forum seminar, views were expressed which reflected that this initiative was seen in a favourable light, thus giving some evidence that this initiative reflected (at least in an explicit way) the values of the group: *'I think the open forum seminar is a good idea'* and *'I very much welcome the idea of the open forum seminar'*. It would have been surprising if members had explicitly criticised this idea, given that one of the precedents they had set at the very beginning of the initiative recommended listening to and incorporating the views of people outside the group. However, the way in which the seminar was subsequently managed and the extent to which views emerging from it were actually taken on board reveals perhaps some different values of the group that had become important to participants, even if they were never clearly stated.

6.7. MEETING 6

The distribution of reference types for this meeting was as follows:

Figure 6.6 (meeting 6)



Here, almost 24% of reference types related to the future content of the organisation (12% approx.) and the present internal context of the organisation (12% approx.). The emphasis then in contrast to the previous meeting moved from a predominant focus on the group itself to one which emphasised organisational issues. And as group closure had been a significant theme in advance of this meeting, it seems that efforts to continue to craft ideas about the creation of a vision of the organisation's future (by talking about future content) and to contextualise the organisation's present were conversational activities which were of central concern at this stage in the initiative.

Future content of the organisation

An examination of the statements that appear in this category demonstrate one dimension of the discussions very clearly. Instead of making clear and concrete recommendations for change in terms of future organisational activities, the group spent a significantly more time arguing that there was a need to initiate various further information gathering and decision making activities which would only then, they argued, lead to any concrete action. For various reasons, which will be explored in the next chapter, the group did not feel equipped to make decisions about future action, but instead it seemed that they felt empowered only (or predominantly) to make decisions about future decisions. Thus issues about what information was needed, what decisions needed to be made and what problems needed to be identified and addressed occupied most of the conversation about the future content of the organisation's activities.

This is an interesting finding. It appears that the group were stalling in terms of the formal brief that they had been given. Implicit and explicit references to the need for more information, more organised access to information and more decisive goal creation was as far as they were prepared to go when finally facing the task of making recommendations for future action. And while evidence of this tendency already appeared (particularly in meeting 3), the closer they got to task closure, the more they can be shown to have 'kicked for touch' in terms of making any clear and concrete recommendations about future action.

Several reasons for this tendency need to be considered. A feeling that the group's activities were under resourced had already been expressed, and the 'decisions about decisions' theme may have been a way

of demonstrating this to their wider audience and perhaps particularly groups senior to them who were driving the initiative. Perhaps then, a simple explanation for the emergence of this tendency is that not enough information had been gathered, or was possible to gather in the context of their role in the current initiative. In addition, having to present clear cut decisions may have exposed the group to intolerable pressure from various areas in the organisation thus making any concrete recommendations about areas of expertise or ways of addressing falling standards a risky set of directives to present.

Instead then, the tactic they used was to say (in so many words), 'these are decisions that need to be made, but we're not in a position to make them'. And corresponding to that theme, a recommendation about changing the structures of the organisation so that decisions might start to be made by different people and groups was a way of creating a sense that they had reached a verdict even though it was not one which mapped out what future activities should take place, but rather, (and only in the vaguest of ways) about who should decide the nature of those future activities. This is not to say that there were no concrete recommendations proposed, but their extent, detail and quantity were significantly less than those which seemed designed to deflect any real decisions away from the group and back towards the organisation in general.

In a sense it can be argued then that this strategic group saw that it had been given an impossible task, that of creating an inspiring vision for the organisation as a whole. Perhaps this is a worthy objective for organisations to have and perhaps identifying ways of creating that vision might involve the creation of multi status, multi disciplinary teams. And indeed perhaps the positive benefits emerging from group creation,

participation and output were worth the organisational effort. But, it seems clear that in this instance, the development of real, concrete decisions about the organisation's future was not something that the group felt empowered or perhaps sufficiently motivated to do.

So while there were recommendations about the future activities and goals of the organisation, the nature of those activities was much less likely to have been mapped out in any decisive way.

Future activities

There were some recommendations which seemed to come close to pointing towards particular avenues of action e.g. *'We need to provide programmes which allow for accreditation of prior learning'*. However, much broader ideas about the future capacities and activities of the organisation were more likely to emerge: ; *'we can have an influence on the way that people are educated in general'* *'we can play a role in attempting to change the ways in which people are taught'*. Note that the nature of that role was not specified or elaborated in the context of this strategic conversation. Also by proposing that *'[the organisation's] infrastructure and associated learning environment should be a model which addresses the requirements of its students towards an ever changing society'* and *'what we should be doing is the environment should be adapting to some form that is realistic for the students going out'* the conversations provided evidence which suggested that change was required in terms of future activities, but again the nature of that change was outlined only in the broadest of terms. Similarly there were broad recommendations which suggested that: *'the defining objective of the physical environment is that it should be adaptive'* and that *'the more the [organisation's environment] caters for autonomy, especially towards those continuing*

education, the more success it will have in attracting students who long term will be net contributors to [the organisation]'

Decisions about decisions and talk about talk:

Significantly more of the statements appearing in this reference category were those which pointed to the need for more information, more discussion and more decisions to take place in the future:

- *'[the organisation] should measure the learning contribution of all its existing resources'*
- *'we must identify the requirements for interactive learning environments'*
- *'we should get the course leaders to write up what their learning environment is and actually define the resources, given enough money that they would require for their courses'*
- *'all courses must detail the learning culture and environment required, not just the information to be transferred'*
- *'the [organisation] must put forward a model that can be analysed and discussed and so we must actually say what the learning environment should be'*
- *'then we must actually decompose and refine the model of the learning environment, by faculty, by course, by module and so on'*
- *'we can come up with a model and I think we should but at the end of the day I think we should see what is feasible in terms of you know in terms of cost and infrastructure or even in terms of management direction'*
- *'we need to determine a set of ethics or some mechanism to monitor the success or failure of the environment'*
- *'we don't monitor anything here and its something that we're really going to have to do if we actually really want to change things'*

- *'the [organisation] must allow the course designers and the course providers to decide the learning environment most suitable for their course in all terms including the extent and support for collaboration'*
- *'dropping standards is something that needs to be addressed'*
- *'I reckon what the organisation needs to do over the next 5 years is to do a massive audit of what it's good at'*
- *'[the organisation] needs to work out the best 10 or 15 areas and say right - those are the areas which we will turn into world renowned centres of excellence'*
- *'we need to start identifying where the problems are and getting together to try to solve them'*
- *'we need to tackle the complacency in this organisation'*
- *'[we need to get rid of the climate] where problem identification is unacceptable'*
- *'a number of perceived leading external courses should be identified to identify what courses are out there that are seen to be leading courses and then go and see what the environment is that's producing those people or producing that... success'*
- *'Alumni should be sample surveyed to see what they think'*
- *'If the organisation does not start thinking about how it's going to improve its [achievement records] in the next 5 years, I don't think it will be even a minor player on the world stage in terms of excellence'*
- *'I think that if we want to attract graduates to [this organisation] we'll do it only if we provide state of the art top form degrees, we need to look at all those degrees'*
- *'[the organisation] must allow [course providers] to decide that they have the control over [the learning environment] and encourage them to do so'*

- *'an incredibly strong message back [would be] if we're saying to people you know we must decentralise control'*
- *'if we're going to be interested in developing an effective learning environment then we're going to have to create a culture where that learning environment is contributed to by people who have something to say about it'*
- *'the goal of [the organisation] should be what everything is structured around'*
- *'our aim to create structures is that they should be goal centred not role centred'*
- *'we need to look at the whole area of standards'*
- *'we need to look at training and recruitment'*
- *'what the organisation should be looking at over the next 5 years is possibly identifying common themes with other establishments and developing those links at the top'*

Present internal context of the organisation

During this meeting, a particularly gloomy picture of the organisation's current internal context was painted. Participants referred to current difficulties, lack of knowledge regarding various processes and requirements, lack of opportunity and possibilities as well as a reiteration of the theme that centred on a lack of resources within the organisation. Traits in the organisation were seen to be destroying certain possibilities for change and climate and power structures were spoken of in such a way as to suggest that people in the group were not confident about their organisation's ability to achieve change in the future.

'There are current difficulties within this organisation'

'It's difficult to create any learning environment for students at the moment' was a broad statement which

reflected a view that current contexts were prohibitive of learning, which itself was a central goal of the organisation. Specific aspects of these difficulties were outlined: *'every time we run team projects, the students really have difficulty meeting in some sort of reasonable environment'* and more generally it was asserted that *'the environment we're in doesn't support learning'*.

'There are severe resourcing problems within this organisation'

Participants echoed themes from the earlier meetings in relation to resource constraints, but this time in more emphatic and specific terms: *'we haven't got well planned resources that allow students to interact on an individual or small group basis here at all'* and *'you just cannot get small rooms or meeting rooms or provide facilities for small groups of students'*. Current resource constraints were referred to also in terms of criticising current activities: *'it seems strange that we are spending significant effort on acquiring new buildings when a significant part of the existing structure is inadequate for its designated purpose'*. And resource constraints were seen as a dimension that was detracting from participants' ability to think about the future: *'the problem is everyone keeps thinking about the constrained resources which makes it difficult to be visionary'*.

'The culture, climate, power and control aspects of the organisation are problematic'

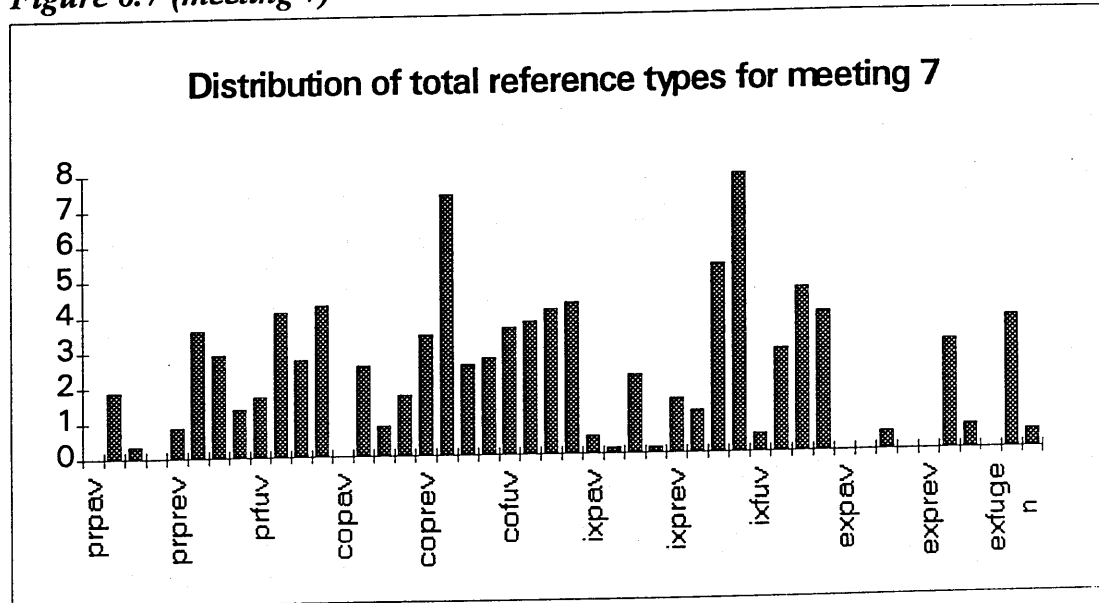
There seemed little confidence among the group about the organisation's ability to change in the light of current internal contexts: *'We end up having an environment here which will not change because the people that can do something about it won't do anything about it'*. This and other statements revealed a wider view about the nature of control within the organisation

generally *'people in [this organisation] don't feel they have control at the moment'*. An attempt at a cultural diagnosis also took place with participants expressing the view that in the current climate organisational members were inhibited about identifying or admitting the existence of problems: *'there's a massive fear here of being real and realistic'*; *'I think that here [in this organisation] one of the biggest crimes is to admit there is a problem'*; *'problem identification is unacceptable [in this organisation]'*.

Given the evidence from the two most frequently occurring reference types in this meeting it appears that as the group became braver and more vocal about expressing the problems of the organisation as they saw them, they appeared also to become less likely to make any concrete recommendations for the future, but more likely to outline the need for new structures, new loci of decision making and new sources and types of information for organisational diagnosis.

6.8. MEETING 7

Figure 6.7 (meeting 7)



This meeting was the last full formal gathering of group members after which smaller subgroups met to craft the document which was to represent the formal group output. In it a wide range of reference categories was represented, but, as the above graph shows, there were some reference types which occurred more frequently than others. The current internal context of the organisation received most attention (8% of reference types) followed by the present content of the strategic group (over 7% of reference types). A further statement category, that which related to the present internal context of the industry occupied over 5% of all references followed by references to the future internal context of the organisation (over 4% of all references).

Current internal context of the organisation

This was a statement category that had received significant attention at meeting six, as demonstrated earlier. It is interesting to note that a focus on internal contexts as they related to the organisation seemed to become more important to the group as it got closer to completing its task. Some efforts at this meeting seemed to lay out some of the more positive aspects of the internal context of the organisation, although overall, the evaluations were still more critical than they were complimentary.

Positive / defensive evaluations of the current internal organisational context

In contrast to some of the earlier comments about the organisation's internal context, there were some evaluative statements that appeared to praise or to defend aspects of the current organisational structure and culture: *'Our own organisation here is divided up into colleges and this helps to bring a diversity of culture and of viewpoints to the overall learning organisation'*. In relation to problems that had been identified, a defensive comparison between the organisation and others similar to it was also articulated: *'I'm not saying we're different from other [organisations of this type], I don't think we are'*. Some discussion took place which praised the nature of the initiative that the group was involved in, but lamented the fact that more of these types of activities did not take place in the normal run of events within the organisation. However, a defensive response to this lament was also observed: *'we can't all go round talking to each other all the time, work has to be done'*, suggesting perhaps that this initiative did not itself constitute the real work that needed to be done in current organisational settings. The ongoing need for ad hoc rather than planned responses from senior levels

within the organisation was identified: *'god knows, there are new problems on the table every day and you have to address them and some of them are very serious problems that have to be addressed at a senior level'* and a reluctance to lay blame for problems at the feet of any one individual or any one department was also evidenced: *'a lot of the problems we're talking about can't be solved by any one person or any one department'*.

A view was also articulated that the problems the organisation was experiencing were an inevitable price associated with rapid growth: *'the organisation has all the hallmarks of an organisation that's grown very very rapidly'*. And by saying that *'[this organisation] is like a vehicle that went round the corner too fast and you obviously have bumpers smashed and scraped and so on'* and attempt perhaps was made to explain the inevitability of certain existing problems without having to define or specify the nature of them, or indeed activities that might start to solve them.

In defence of claim that there was a culturally defined reluctance to identify problems within the hierarchical nature of its structure, one participant claimed that *'I mean I'm not going to walk into [the president's office] and say you're thick, or I'm fed up or whatever, you just don't do it'*. Instead, it was claimed that the hierarchical mechanisms did function partially to allow people to voice their views in ways that might otherwise not be possible: *'there are different mechanisms through which I or anyone can contribute and the mechanisms are, well I wouldn't say insulating, but they are hierarchical'*. So it seems that some efforts to explain and to defend the organisation's current contextual features took place in this part of the strategic conversation. In the light of the very critical statements that had appeared in the previous meeting, this may have

been an attempt to redress the highly critical focus on the organisation that had been emerging.

However, the critical themes that have been identified as characteristic of the previous meeting did continue to emerge along with new ideas about what was seen to be wrong with current structures, climate and culture.

Criticisms relating to the current internal context of the organisation

The idea that the organisation was characterised by 'completion mania' was seen as something that was not helpful in terms of the current context: *'completion mania does not do justice tot the learning process, so you know for a body that should be supportive of the learning process, one just is running running running to complete, complete, complete'*. This statement seems to emphasise that outputs were seen to be more valued within the organisation than the processes that gave rise to them - an interesting dimension that might have reflected, not just the way that participants were feeling about the organisation, but more specifically about the initiative within which they were involved.

Concern about the ability for the organisation to realise a new vision in its current context was again signalled via comments like: *'I see no evidence in the structure that we have for anyone to realise this vision'* and *'there's no context for this type of discussion'*.

Continuing emphasis was placed on the perception that current contexts were characterised by a 'cover up culture' was evidenced in the following statements: *'we have a culture here that says you know, it's a crime to say that something is going wrong, there's a culture of patting each other on the back and saying yes, isn't this great, and aren't we wonderful and isn't this building beautiful and isn't it great'; 'it's not acceptable to sat what's wrong and what we need to address'; '[there's a]don't mention the war culture here'; 'there's a great*

reluctance to call a spade a spade [in this organisation]'. There was also evidence that highlighting problems was seen as fruitless within the current context of the organisation: '[when you bring a problem to people's attention and when there's no action arising from it, this breeds a feeling of why even bother making a complaint because there's nothing happening]'.

These statements seem to provide further evidence that the group was not confident that identifying and diagnosing problems would have any real impact within the organisational setting as it was seen to exist.

In a similar vein there were some comments and questions which appeared in this meeting which explored who in the organisation was really responsible for developing future strategies. Even though this group had been charged with developing a strategic vision, it seemed that at this late stage, they were clearly articulating a lack of conviction about their own role in such activities: *'Don't the executive board see themselves as the strategic planning board of this organisation?'*

Current content of the strategic group

As the group moved towards task closure, it also seemed more likely to converse around the current content of the group's deliberations. So another emphasis observed at this meeting focused on the group's ideas, issues, inputs and outputs, final schedule, proposed structure of their document and further plans. Particularly, current immediate activities were discussed in this reference category such as 'what we're doing', 'what we're producing', 'key points that we are making' 'what we're summarising' and so on.

Evaluations about the nature of the group product received significant attention with evidence that even

within the difficult context that the activities had taken place, the group was congratulating itself for the work it was doing and the outputs it was producing: *'[our ideas] are represented by a good kind of chaos and a good kind of ambiguity and that's going to be inevitable'; 'while there's a huge amount of overlap and while there's lots of really good ideas that have been reiterated by people, everyone has brought something unique'; 'I've learned so much just sitting around this table listening to people who I've known for years and I've never sat down and had these kinds of discussions and if that was happening you know throughout the organisation, you know it would be terrific'*. However, in this category of comments, there was still some implicit concern about aspects of the group product. For example the notion that ideas were not being adequately discussed or explored was articulated: *'there's a number of things that I find really quite exciting in terms of actually addressing this whole kind of issue - which I'm sure we could come together and to develop the ideas further and I don't see us doing that'*. The impossibility of giving various issues adequate attention was posed: *'there are things appearing in the document which we've really only made fleeting reference to in the course of our discussions and I don't see a way where we're going to be able thrash them out satisfactorily'*. More broadly, it seems that the potential impact of the group's ideas was seen as being significant: *'the kinds of discussions we're having - I mean we're talking about things that if they were to attempt to be implemented would profoundly change the nature of [the organisation]'* although as demonstrated earlier, the group's confidence about whether that potential would be realised did not appear to be particularly strong.

Current internal context of the industry

General comments about the context of the industry also appeared relatively frequently. The nature of the comments reveals a qualitatively more sophisticated view of current general contexts than had previously been discussed. This may be partially due to the fact that individuals had started to write documents that were to contribute to the official group report, but also partially to the considerations and conceptualisations that had taken place during discussions. It is possible that clearer shared meanings and views had started to emerge about the wider setting within which the group's organisation was seen to be operating:

- *[this type of organisation] has a monopoly of nothing*';
- *'because of the changes in the understanding of the University now, pleas or claims for autonomy and objectivity won't be sustained by the paymasters and they won't be sustained by modern society*';
- *'modern society takes a different understanding of the university which is demanding of participation and of input*';
- *'the mix in the undergraduate culture is very very refined across all subject areas*'; *'the kind of cultural encounter which is provided is less than varied and it leads to a similar kind of approach in our thinking, in our problem solving skills and in our attitudes*'
- *'the current debate at the moment it seems is characterised by a tension between the teaching role of the university and the research role of the university*';
- *'there are 3 characteristics of a modern university that still tie it inextricably to the medieval foundations of residence, lecture, tutorial*';
- *'emerging protectionism among universities is now moving away from the open learning environment to a*

really closed, protected type of context, protecting everything that you do and competing with the very people you should be collaborating with'

Future internal context of the organisation

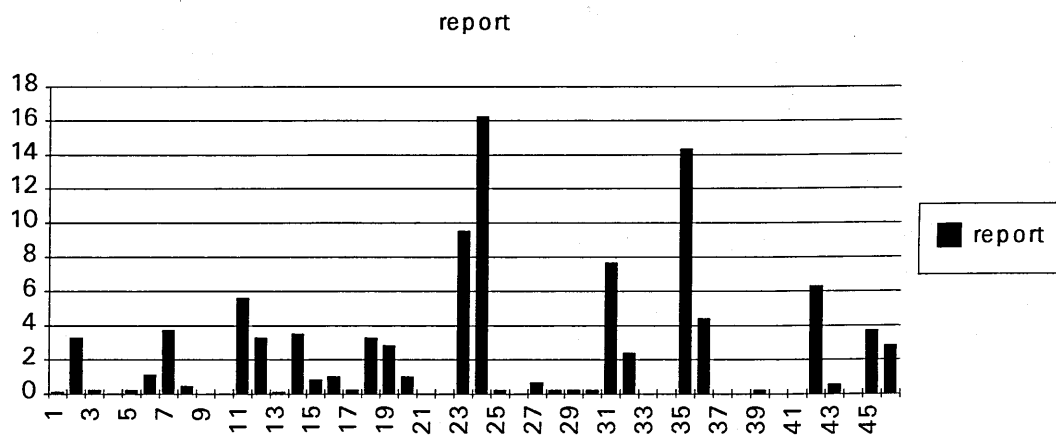
In addition to quite elaborate statements about the current context of the industry, a clearer view of the future internal contexts of the organisation was presented at this meeting. Perhaps this dimension of the conversation also emerged due to the focus on the final document and because of participants' more concerted collective and private efforts to create it. By far the most frequent focus in this statement category was that which related to the future structures of the organisation that the group seemed, at least at this stage, to be eager to recommend. These comments recommended changes in the organisation's structure often in forceful and emphatic ways. New structures were seen as the key to the solution of current problems, the creation of better, more honest communication between people and groups and the more effective distribution of power as evidenced in the following statements:

- *'Unless we have team based structures [organisational] problems will never be solved properly'*
- *'we need to have teams around these problems to address them and new structures'*
- *'it would be very nice to have some kind of a mechanism or a structure where the end result of not solving a problem is not just that somebody almost personally is blamed and their motives are interpreted in the most cynical low level way possible'*
- *'we have to build a new relationship with ourselves'*

- *'mechanisms need to be out into place so that people can raise what they see are the real issues and that people can be open and honest'*
- *'finally then, a strategic planning team needs to be in place and this team needs to have power'*
- *'we need some sort of collegiate base so people can say this is wrong, this shouldn't be happening, this is actually to the detriment of the [organisation] rather than for its betterment.'*

6.9. THE OFFICIAL GROUP REPORT

Figure 6.8 (The official group report)



There are four statement types appearing in the official group report which together account for approximately 38% of all references appearing in this document. Over 16% of the report references relate to the future content of the organisation, over 14% to the future internal context of the industry, almost 10% to the future content of the industry and almost 8% to the present internal context of the industry.

Future content of the organisation

More frequently than any of the meetings, the report focused on the future content of the organisation. Thus statements about what the organisation will / should do in the future were a predominant theme. However, the nature of these statements were unlikely to be specific about definite courses of action in the future, focusing instead on broad values that needed to be adopted, taking control of decisions and action, and outlining only in the vaguest of terms future decisions, future explorations and future information that needed to be generated. The need for resource allocation was also referred to quite frequently, but nowhere in the document is there any mention of where those resources should be specifically allocated. And the need for strategies was highlighted, but the nature and essence of those strategies were not given consideration or elaboration.

Taking control

A focus on the need for the organisation to take control over its future activities was evident in the final report. This did not appear in group discussions as forcefully as it does here, though there is some evidence that it was a concern in meeting 6. It may have been presented in the document as a way of grounding and rationalising the future focus that this group was seen to have been involved in, in the year leading up to the production of the document.

- *'we believe that if we are not agents in the removal or reordering [of traditional boundaries], we may become victims of their disappearance'*
- *'if we do not create a learning environment with agreed upon standards and monitoring systems, then externally*

decided and imposed standards may dominate and drive the activities of our organisation'

- *'such externally imposed directives would be more likely to constrain our ability to decide our own destiny and to adopt an approach which we feel is most consistent with the emerging values and priorities of the organisation and its students'*

Decisions that will need to be made and issues that need to be examined

It seems that the theme of decisions about decisions and talk about talk emerged as strongly in the document as it had in the final meetings associated with the initiative. Instead of stating that no definite decisions had been made, the group presented the results of its inconclusive deliberations by deflecting attention away from its lack of conclusiveness and towards the need for more information, more exploration and more decisions that it appeared they felt the organisation should get involved in in the future. Ideas that suggest that 'Our discussions reveal that there is a need for discussion, our strategy says that we need a strategy, we have agreed that we need to agree' and so on are evidenced in the following formal statements which emerged in the official group report:

- *'we will need to decide which learning priorities will be most relevant and important in the year 2020'*
- *'if we are going to be competitive in the future then we will need to generate internally agreed standards and communicate the rationale for the existence of such standards'*
- *'in order to enhance the focus and learning priorities of different types of students, the possibility of dividing courses into generalised and specialised educational 'streams' should be considered'*
- *'given that by 2020 attracting students to [this organisation] will be an extremely competitive process,*

it would be wise to forge linkages and create networks which maximise success'

- *'the organisational barriers to the application, development and use of technology should be examined'*
- *'barriers and fears about technology need to be addressed and explored'*
- *'[the organisation should] explore new alternatives for curriculum development'*
- *The [organisation] needs to adopt a clearly defined strategy for existing and new programme initiatives which overcomes internal constraints as well as taking into account the demands and requirements of students'*

Values that will need to be adopted

A large number of the comments that appeared in the official group report were much more confidently and broadly focused on the values that it was proposed the organisation should adopt in the future. Indeed, some of the statements de-emphasised the need for the group to decide on specific aspects of learning priorities by focusing on overarching values that they claimed should permeate the organisation in the future.

- *'whatever these [learning] priorities will be, the provision of a quality learning environment and the quality of the learning experience itself, are key issues'*
- *'[this organisation] will need to adopt a strategic approach to the quality of the learning environment by ensuring that what we do is appropriate for future customers of the [organisation]'*
- *'quality assurance must begin with a clear shared vision, a commitment from faculty and staff to the provision of excellent services and a focus on the customer and their requirements'*
- *'a rigorous internal monitoring system will demonstrate to the learning community that the quality of learning*

and related activity is of utmost importance to the management and staff of this [organisation]'

- *'with a focus on quality and quality assurance we will be able to avoid some of the pitfalls of the past'*
- *'addressing the margins of society is suggested as a practical and challenging means of helping the [organisation] through a maturation process'*
- *'In 2020 [the organisation] should be concerned not only with scientific advancement but also with social and spiritual advancement'*
- *'we should strive to become a community of learners, learning from each other, from learning resources stores, from others outside our community'*
- *'we should move to break down the organisational, physical and conceptual barriers between all areas of the organisation and focus on the one critical goal of our activity, enabling people to learn'.*

Who should participate in controlling activities in the future

Some mention of increasing levels of control throughout the organisation was also found in the document, but less obviously and less emphatically than the types of comments that had appeared, particularly in meetings six and seven.

- *'The people who will research, run and develop these centres on the ground need to be able to exercise control over the investment that is made to support these activities'*
- *'in designing a new course or revisiting existing courses, we should include all of those who will be involved with the delivery of that course; academics, information specialists, technicians, computer specialists, buildings officers, administrators'*

resources to be invested

Financial and technological investment was recommended as an important activity for the future of the organisation, however, in the same vein as the other statements appearing in this reference category, little detail or direction was provided about the nature of these investments. And, particularly in the case of recommendations associated with technological investment, proposals were more likely to highlight what not to do in relation to these investments rather than what needed to take place.

- *'significant financial investment in the key centres [not identified what these centres will be] will be required'*
- *'resources must be allocated to optimise our chances of thriving in the face of global competition'*
- *'we should not build and furnish buildings before identifying who will use these spaces, what needs these users will have and how these needs can be met through physical design and configuration'*
- *'we should not be tempted to adopt new technologies just because 'everyone else is doing it'. The rationale for the development and application of emerging technologies must be firmly based on the needs of the users'*
- *'we should consistently aim to secure international projects, to develop world-wide research linkages and to develop a reputation for cutting edge research in a number of key areas'*

6.10 SUMMARY

This chapter has laid out in significantly more detail, the nature and substance of statements that appeared in the most frequent reference categories for each of the meetings for which conversational data has

been collected. In doing this, it has aimed to achieve two objectives. Firstly, it has given clearer information about what was discussed in the most frequent types of statements that appeared during the strategic conversations. Secondly it has used the developed framework to provide a mechanism for qualitative researchers which might suggest a new mechanism for selecting aspects of a strategic conversation for analysis and exploration.

Chapter 7

Towards a model of strategic conversations: nature, functions and performance moderators - and some contrasts between implicit and explicit dimensions

7.1 Introduction

The preceding three chapters have presented patterns that were observed, and emphases that were adopted in the series of strategic conversations under analysis. It is argued that the framework of analysis that has been developed for the purposes of this research can help researchers to focus more objectively on the features and dynamics of written and spoken aspects of strategic conversations in possibly a wide variety of settings.

Also, by creating a network of statement categories, the framework used helps to uncover patterns and emphases of which participants themselves may not be explicitly aware. As explored in chapter 3, the purpose of this research was not primarily to predict and control variables, but rather to understand and explain some of the central dimensions of behaviour which can help to develop a clearer picture of how various processes and outcomes emerge during the course of strategic conversation.

By using the analytical framework developed for the purposes of this investigation, it is argued that several dynamics relating to this series of strategic conversations have become possible to uncover. This chapter draws from the evidence presented in order to propose that it is possible to identify important features of strategic conversations using the analytical model that has been developed and applied in this single case setting. It

argues that the evidence collected and analysed can provide insights into the nature, functions, perceived moderators and emerging norms associated with strategic group conversation in this case setting. Firstly, the features of the conversations are discussed examining them for their time orientation, strategic orientation, subject focus and specificity.

Ideas about 'intertextuality' (e.g. Hansen 1995; Morgan 1985) are explored via a comparison between the aggregate conversation data and that gleaned from the official group report. The significance of varying types of strategic orientation (e.g. Pettigrew, 1988) and focus are explored, and suggestions are made about what these observations might mean in the context of the case and in terms of how the group managed the activities in which they were involved. Also the significance of the various patterns of time orientation (e.g. Mintzberg, 1995) is explored, with proposals about the extent to which future orientations can realistically or fruitfully be adopted in the context of these types of conversations. The subject focus and the generalised versus particularised (Collins 1981) focus are also discussed, with an emphasis on incorporating the relevance of this distinction when exploring conversations of this kind and suggestions about what the observed levels of 'specificity' might mean in the context of the case.

This chapter suggests that these analytical levels of strategic conversation can provide analysts with important clues and insights into the nature of strategic conversations and in turn that an enhanced knowledge of the nature of these conversations can provide further insights relating to functions, performance moderators, emerging norms and perceived outcomes associated with them.

A series of implicit and explicit functions and moderators associated with the strategic conversations is

identified and presented as part of a proposed model which demonstrates the nature, functions, moderators and perceived outcomes associated with the interactions that were observed, recorded and analysed for the purposes of this study. Finally, it is suggested that the analytical framework can be a useful tool for the theoretical investigation of strategic conversations, but also that it might provide an initial framework for the analysis of other types of conversations in organisational settings.

From a theoretical perspective, and incorporating the ideas of theorists whose work helped to guide this research, such an analysis might uncover patterns which are common to all strategic conversations or might help to develop a taxonomy of different types of conversations within organisations. From an applied perspective, and as already proposed, the uncovering of patterns and orientations of which participants may not be explicitly aware, might provide useful insights both for participants themselves and investigators operating in action research settings. Also, by developing a rigorous and objective methodology for the study of data which is qualitative and only very loosely structured, a clearer description about what actually happens during the course of conversations becomes possible. Perhaps then, by comparing the essential differences between real conversations and the ideal perspectives on effective 'dialogue' provided by writers like **Isaacs (1993)** **Bird (1990)** **Quinn (1996)** and **Fisher & Ury (1981)**, a clearer view can be achieved of the differences between ideal conversations and those that actually take place. And in a similar vein, perhaps a more realistic picture about the potential of conversations to produce certain results, can also be established.

7.2 The Nature of Strategic Group Conversations

7.2.1. *Time Orientation*

Predominant present time orientation within conversations

One of the most striking of the aggregate coded findings is that participants' contributions in this stream of strategic conversations were significantly more orientated towards the present than they were towards the future. Contrary to the definitions and associations that are often linked to strategic activity and strategic conversation (e.g. Von Krogh & Roos, 1995), this group was not, at least in its patterns of communication, predominantly future orientated. Even more markedly, of the three possible time orientations, conversations were least likely to refer to the past in the way that Schoemaker, 1993 and Gilovich, 1981 may have implied would be the case given their proposals about the past and its role as a mental anchor in cognitive frameworks of individuals and groups. While conversation may not of course reflect the true cognitions of the speakers, it seems that the continuous predominance of present orientated statements as opposed to those which focused on the past or the future, is a meaningful finding. This is particularly the case in the light of various definitions associated with strategy, which suggest either implicitly or explicitly that a future orientation is the *raison d'être* of strategic activity.

The evidence from this research suggests either that the conversations were not as 'strategic' as their organisation had formally defined them to be, or that these conversations about strategy perhaps naturally required a current time orientation, despite the stated sense that a future orientation should predominate.

The paradox that 'strategic' conversations are not really strategic according to many of the formal definitions with which they are associated (e.g. Mintzberg, 1995), is one that is worth noting, particularly in relation to the later discussion on the functions of these types of conversation.

It appears then, that creating a collective vision of the future was not the primary focus of the strategic conversations, at least in terms of how much time was spent talking about it. Instead, significant conversational attention was devoted to developing a collective understanding of the present. And while the group was formally charged with creating a vision of the organisation's future, and often referred to this responsibility throughout the course of their strategic conversations, the evidence shows that significantly more time was devoted to discussing present issues. It seems in this case then, that in asking, or expecting people to take charge of the future, their need to talk about the present may dominate the discussion, perhaps due to various cognitive and social influences that are brought to bear on the group and the way in which it develops its patterns of interaction.

This also may suggest that there are limits on the group's ability to have been 'future focused' in any detached sense of the word. Building scenarios of the future are perhaps inevitably formed by assumptions associated with the present, and despite the best efforts to project people's thoughts away from the present and towards a long term future, the present remains the dominant time orientation adopted by the group participants through the course of the initiative. This is not to say that a future orientation did not appear, but it occupies less attention during conversations than that of a present orientation.

Indeed a need to talk about the present may be something that is experienced by participants in the face of trying to come to terms with the future, even though there are some schools of thought that suggest an excessive orientation towards the present can represent a significant block or obstacle to creative thought or to quantum leaps away from prevailing assumptions (e.g. **Woodman, Sawyer & Griffin, 1993; Schwartz, 1992**). However, at least in the case of this group's strategic activity, the present seemed to be the anchor which grounded and located the thrust of many of the discussions that took place. The group did not explicitly recognise this present orientation, and therefore did not benefit from an exploration of the assumptions associated with this orientation in ways that theorists like **Klayman & Schoemaker (1993)** have suggested can be valuable. In any case, developing a collective understanding of the present, both in terms of the organisation of which participants were members and in terms of the initiative in which the participants were involved, seemed to be an important dimension of the group members activities which did not directly contribute to the explicit functions that the group had been created to achieve.

Links of the present time orientation to other key levels of analysis

In addition to the present time orientation adopted during the conversations, the key concepts with which this orientation is linked are also worthy of investigation. Present orientated statements were most likely to be associated with a context orientation (i.e. the current conditions that group members perceived as relevant or worthy of discussion). Therefore, such issues as current resources, constraints, capabilities, requirements, roles, responsibilities, structures, cultures, climates values, beliefs, perceptions and attitudes, were frequently connected to a current or present time orientation.

The present then is not only a predominant orientation, but is also a 'context rich' concept as it appears in the conversations that were observed. When talking about the present, the likelihood that current conditions would be 'invoked' (e.g. **Weick, 1979**) was higher than the likelihood of present orientated statements being linked to current content (action) or process (methodological) issues. **Pettigrew & Whipp (1991)** argue that in strategic change settings, the most important aspects of context are those which are perceived or even constructed by the strategic participants themselves. The observation in any one setting that the present is perceived (or at least talked about) in more 'context rich' terms than either the past or the future, may seem obvious. However, it is an important observation in the light of often made recommendations that future 'scenario building' and 'vision creation' where contextual aspects are considered in future terms, should be an important aspect of effective strategic activity (see for example **Schwartz, 1992 and Schoemaker, 1993**).

In more qualitative terms, and as demonstrated in chapter 6, present orientated comments with a contextual focus included those that explored the context of the initiative within which the participants were involved, constraints and resources in the industry, many critical evaluations of the internal context of the organisation, and a signalling of changing boundaries within the organisational setting. A collective building of a sense of the 'state' of the organisation, its industry and aspects of the initiative itself, then appeared to be an important emerging function of these conversations even though formally or officially, this was not a requirement and may have been seen as contrary to the purposes of the exercise. It may have been assumed by the formal initiators of the vision 2020 activities that such a

collective understanding of current contexts already existed.

However, although aggregate figures give an overview of the dominant themes, a meeting by meeting analysis shows that patterns of time orientation changed quite significantly over the course of the exercise (for details, see chapter 4). The first, third, and fourth meetings were the only three of the seven which were dominated by a future orientation. However the weight of the predominance was skewed, (particularly in meetings 3 and 4) and these three meetings also represented a large portion (over 50%) of the overall 'airplay'. The final two meetings (6 and 7) almost achieved a parity of present and future time orientation, with the future orientation being marginally predominant. Meeting 5 was the only one in which a future time orientation was clearly and dramatically more frequent in reference terms than either present or past orientations.

This longitudinal overview demonstrates that while the overall orientation was most likely to be directed towards the present, the extent to which this was the case varied considerably from meeting to meeting. The fact that a parity of present and future orientation seemed to have been achieved towards the end of the exercise suggests that the group had developed a keener sense of the future as the initiative drew to a close. It may also have been the case, however that members became more conscious of the formal role that they were expected to be playing and tended as proceedings drew to a close, to tow a more officially acceptable role as they moved towards the production of a document that was to reflect the essence of their year long deliberations. The most pronounced present orientation can be observed to have been adopted in meeting 4, which took place just before the group was to present the results of its deliberations to an organisation wide audience. While overall

frequencies show that a current time orientation was most commonly linked to a context orientation, frequencies for meeting 4 show that its present time orientation was most likely to be linked to processes. Qualitative investigation shows that much of the conversation related to *how* the group was constructing, creating and crafting its message for this outside audience. This emphasis which is markedly different from those of other meetings and from the standard links between dimensions of statements overall, reveals that a necessarily different emphasis was perhaps seen important to adopt for the participants in advance of a public presentation of their discussions to date. This finding may provide a foundation for further investigations about the differences between conversations which are geared for wider audiences and those taking place without an explicit or immediate focus on external communication.

The other meetings with a predominant orientation towards the present (meetings 1 and 3) were represented by the 'standard' link (i.e. that uncovered by an examination of aggregate patterns) between a present time orientation and a context focus. And since both of these meetings appear early on in the exercise, it could be proposed that initial stages of a series of strategic initiatives like this may not just be characterised by a focus on current contexts, but may indeed *necessitate* such a focus in terms of the cognitive and communicative tendencies of participants. The general assertion that individual participation in conversation may be one of the fundamental ways in which people find their place in the world (**Goffman 1961**) may also be true of strategic conversations, where a motive for finding meaning in current contexts and perhaps the individual's place within such a context seems to have been uncovered via an analysis of this conversational data.

Future time orientation and key links with other levels of analysis

With one notable exception, those meetings which did achieve a predominantly future focused orientation, did so only marginally. Thus we see a future time orientation for meetings 2, 6 and 7 which are almost equalled by a focus on the present. Meeting 5 shows an atypical pattern being characterised by a very strong future orientation. A closer examination shows a) that this was by far the shortest of all the meetings lasting as it did for only three quarters of an hour, and was exclusively devoted to a discussion of the strategic initiative, rather than to any exploration of the organisation which the initiative had been designed to analyse. Largely a housekeeping meeting in terms of its subject focus, meeting 5 was atypical in length and in focus with discussions about the future process and content of the initiative occupying most of the airplay. So, even in the one meeting where a predominant future orientation was achieved, an examination of the subject focus shows that the future orientation was not linked to issues relating to the organisation or the industry (which was what the formal function of the group was said to be fulfilling), but rather to elements mostly within the specific group or (less frequently) relating to the initiative.

In meetings 2, 6 and 7 we see a markedly different pattern of reference links. For all of these meetings, the future time orientation was linked most frequently to a context focus, and this focus was in turn most likely to be connected to ideas about the industry in general rather than to the organisation itself. So these meetings were characterised by a conversation focus which was perhaps most congruent with the formal functions for which the exercise had been initiated - a focus on future industrial contexts. As mentioned earlier, it is interesting to note

that those meetings which were most likely to at least attempt to fulfil the explicit function of the conversations, were also more likely to appear at the end of the exercise, as the time drew closer for an official document to be produced. Perhaps this suggests that the nearer the participants got to 'closure' (dictated by an externally driven schedule), the more likely they were to make some attempt to fulfil the formal function for which their group had been initiated. Langley (1989) has shown that formal planning is seen by participants to have 'legitimate' and 'less legitimate' functions. An examination of the timing of meetings and their temporal proximity to 'formal goal achievement' may also be a way of uncovering functions which were seen as legitimate or 'respectable' and those that were less so.

Time Orientation and the Official Group Report

As shown in chapter 5, the patterns of time orientation emerging from the official group report are quite different than those observed during the course of conversations. A comparison between the conversations and the report may also be a way of revealing the differences between what the group was likely to consider they *should* have done (legitimate / explicit functions), versus their *natural tendencies* to focus on certain time orientations (informal / emergent functions). We see from this examination (and demonstrated in chapter 5) that while the meetings were much more likely to be orientated towards the present, the official group report was much more markedly focused on the future. It seems then, that there was a formal impression created which suggested that discussions were much more future orientated than they had in fact been. When this statistic is further investigated, it can be clearly seen that in fact, only 24% of all references in the spoken strategic conversations refer to the future of the organisation /

industry (although there are significant references to the future of the strategic initiative) while 60% of the statements in the official group report refer to the organisation / industry's future.

Because the official group report represents the document which was to have reflected the group's conversations, we see that there has been either a deliberate effort or an unconscious tendency for an *impression* of future orientation to be created via the official group report. Essentially, group members, wrote and sanctioned a report which adopted a significantly more future orientated tone than had the conversations which led up to it and this may suggest that the group saw a future orientation as the legitimate function of their activities, even though their conversations had not reflected that emphasis.

Links with time orientation and other levels of analysis in the official group report

Those references that were present orientated in the official group report, were also significantly more likely to be context orientated, suggesting that the same 'context richness' associated with the conversations is also a feature of the ideas presented in the official group report. The future orientated references were also highly represented by a context orientation, but marginally more likely to refer to content issues (that is ideas that largely refer to what activities should take place in the future). The fact (as shown in chapter 6) that the most frequent reference type occurring in the group report was 'the future content of the organisation' perhaps demonstrates that the objectives that the group perceived it was to fulfil, was suggest or to lay out future activities of their organisation. This they did, but only in the very broadest and vaguest of ways. They focused on recommendations

about the removal of traditional boundaries associated with their organisation, about decisions that they perceived needed to be made by the organisation, about values that they argued needed to be adopted and about who should control aspects of the future activities of the organisation. The contextual references associated with the future were more likely to focus on aspects of the industry in general rather than on issues associated with the organisation in particular. So, while content orientated statements were more likely to be particularised (in that they related to the organisation in particular), context orientated statements were more likely to be generalised (in that they related to the industry in general). This also uncovers a potentially significant pattern that is associated with these strategic conversations. In the official group report, a content orientation is most likely to be linked to recommendations about future activity of the organisation. This may suggest a willingness on the part of the group to project a perception (if not a genuine perception) that the organisation does have control over the capacity and nature of its actions within a future context. However, because the recommendations are vague and, by definition, difficult to operationalise, the contribution of these ideas to the organisation in terms of developing momentum for change, is questionable. While the references relating to future content were frequent in the official group report, much of the advice given, relate to decisions and activities which involve changing structures and systems within the organisation (see chapter 6). So advice about reordering the roles and responsibilities of organisational members, about investment in key resources and about systems of 'customer service' were the types of comments that occupied centre stage. This is consistent with **Argyris'** observation (1990) that organisations and their members

are more likely to offer structural rather than behavioural advice. This structural advice does not, he argues, help the organisation to address some of its in-built defence routines in the way that behavioural advice might. The fact that within conversations, some key defence routines were identified (e.g. 'there's a cover up culture in this organisation') and not communicated via the official group document in any of the future (or present) orientated references further serves to corroborate much of what **Argyris (1990)** has proposed about organisational defence routines.

7.2.2 Strategic Orientation

As explained in chapter 3, all text units were also coded according to whether they referred to context, content or process issues. Earlier discussions relating to literature and theory on strategy (chapter 2) have shown how these concepts continue to be important in the development of a theoretical understanding of strategic activity (e.g. **Rouleau & Seguin, 1995**). An essential part of the analysis in this research represents an effort to explore how such concepts operate in real talk about strategy, organisations and strategic initiatives. The findings outlined in chapters 4, 5 and 6 demonstrate some interesting patterns.

Predominance of a contextual orientation

Both the group report and the conversations which led up to its production, demonstrated a predominance of contextually orientated references. The longitudinal analysis set out in chapter 4 shows that four of the seven meetings are characterised by a strategic orientation which is predominantly context focused. Meetings 4 and 5 are predominantly process orientated and meeting 7 is marginally most likely to refer to content issues, but also

highly represented by the context orientation which dominates aggregate observations of the discussions. The atypical meetings in this regard then, are meetings 4, 5 and 7. It can be argued that because meetings 4 and 5 took place in advance of public presentations of the group's ideas, and because meeting 7 was the final full meeting of group members before the submission of their report, patterns of strategic orientation might be likely to reveal patterns other than those which appeared in more typical, natural conversation flow, without immediate concern for *how* ideas would be communicated (as seen in meetings 4 and 5) or what issues should be contained within the final report (as seen in meeting 7). Thus it can be argued that a natural activity within the conversations of this multi-disciplinary, strategic group was to talk about context issues. These issues span of course a wide range of subjects as chapter 6 has demonstrated, but generally, they relate to *perceived or articulated conditions*. The fact that this context orientation is also reflected in the official group document is also meaningful. While the group's time orientation was not the subject of 'intertextuality' (e.g. **Morgan 1985; Hansen 1995**) between the conversations and the report, the aggregate pattern of context orientation did 'travel' from the group conversations into the group document. What are the reasons for context orientation's intertextualisation from spoken to written aspects of the strategic conversation? Perhaps the concepts of context, content and process are not as explicitly clear to the group as those of past, present and future. Indeed this proposition is supported by the fact that the level of analysis which identified context, content and process issues was the only one which was theoretically based (while the others were defined as a result of a grounded analysis of the conversations themselves). While conversational references to context, content and process

are seen as relevant and valid categorisations for the purposes of this type of study, they may be less likely to receive any conscious attention from the group in the same ways that time orientation, subject focus and specificity might. So perhaps because of this, the writing of the document reflected the natural orientation adopted by the group during the course of conversations, as this was a dimension of the discussions over which the group exercised no conscious control and therefore was not concerned about the predominance of one orientation over another when it came to writing and sanctioning the tone and features of group report. There seemed a natural tendency then for the group to be contextually orientated.

There are some more interesting observations to be made when strategic orientation is compared with the subject foci of the conversations and the official group report. While in conversations a contextual orientation predominated, break downs of this information shows (**in fig 5.10a, chapter 5**) that contextual orientation predominated only when the discussion was focused on the organisation and / or its industry. When the strategic initiative was the main subject focus, a process orientation was most likely to predominate. In the official group report (**see fig 5.10b, chapter 5**) on the other hand, the references to the organisation / industry show the same pattern of orientation as the conversations - but when the initiative receives reference (as it does only rarely in the report), the strategic orientation is more likely to focus on content issues. This leads to a proposition that the organisation was seen as being significantly more 'context rich' than the initiative was, but also that process orientated comments are more likely in the course of the conversations to be naturally linked to discussions which focus on the strategic initiative.

The observation that the initiative was seen as unstructured and uncertain led for example, for many 'process precedents' to be set early on in the course of the discussions (see chapter 6) and for aspects of the initiative's process and process management to be discussed on an ongoing basis. While both the strategic initiative and the organisation / industry can be seen as having context, content and process dimensions at least on a theoretical level (e.g. Pettigrew 1992), it seems clear that concepts relating to the strategic initiative are clearly more process orientated and those relating to the organisation / industry are clearly more context orientated. This is intuitively unsurprising, but variations in these orientations between different groups may be investigated using the methodology set out in this research. And the meaningfulness of these emphases may be important to consider and investigate. **Klayman & Schoemaker (1993)** have shown that contexts often guide people's attempts to imagine the future. This research proposes a way of measuring the extent to which this is the case using qualitative, unstructured data as its main source of evidence.

Also, while it does appear that intertextuality between written and spoken dimensions of the conversation is higher in the case of context orientation, the time orientation associated with context type comments are quite different. During spoken conversation, the present appears as much more context laden than the future, which in contrast is relatively context free. However, in the written document, the future appears to be as associated with context issues as the present. It seems here that while an overall intertextuality of context is translated from the spoken to the written aspects of the conversation, the official group report creates the impression that discussions considered future *contexts* much more comprehensively than they

actually had. In relation to the spoken conversations then, the relatively higher level of context related comments that were linked to the present (as opposed to the future) seems also to demonstrate that contingency thinking may be more natural in terms of the present than in terms of the future. It may be that in the officially produced document, members wanted to project the impression that such contingency thinking had also been applied to the future.

External versus Internal Contextual Orientation

The predominance of the contextual orientation observed in both the meetings and the official group report can be further examined for internal versus external orientations. **Pettigrew (1992)** has suggested that the concept of 'context' needs further definition for the purpose of a holistic understanding of strategic activity and organisational change. This level of analysis has also been incorporated into this investigation (for details, see chapter 3). The results are revealing and perhaps demonstrate a way in which strategic conversations can be assessed for their levels of 'contextual introversion', which in this case, seem to be quite pronounced. In both the report and the meetings there is strong evidence of levels of contextual introversion (i.e. the extent to which references to internal contextual issues predominate over those that relate to external contextual issues), despite explicit proposals from participants at the beginning of the initiative that views from outside the industry should be actively and frequently sought. The fact that conversations and reports were at least twice as likely to refer to internal contexts than they were to external contexts is an important finding which did not appear to receive any direct attention, recognition or manipulation from the group. It is argued that uncovering this pattern

in strategic groups and identifying levels of contextual introversion may help participants and their organisations to uncover the natural emphases adopted by groups who are charged with strategic activity and conversation. **Pettigrew, Whipp & Rosenfeld (1989)** have argued that competitive success cannot be divorced from the contexts within which such success has been achieved. And these theorists along with others such as **Thomas, Clarke & Gioia (1993); Weick, (1979) and Boyd, Dess & Rasheed (1993)**, recognise in the interpretivist mode, that contexts are at least as related to individual and group perceptions about conditions, environments and so on as they are to any objective definition or diagnosis of prevailing contextual features. The importance of context, and the recognition of the value of exploring subjective constructions of this concept has been incorporated into this study. The additional categorisation of references to internal versus external contexts can give rise to further insights about strategic conversations. A tendency to be contextually introverted has been uncovered here, and further studies might highlight the extent to which such tendencies exist in different settings or among different types of strategic conversations, as well as the effects that contextual introversion / extroversion might have on the effectiveness of strategic conversations, however such effectiveness is defined.

A longitudinal analysis of contextual introversion over time shows that all but one of the meetings were significantly more focused on internal contextual issues than they were on external contextual issues, meeting 2 being the only gathering in which the conversation achieved a moderate external contextual focus. This meeting was also one in which patterns at other levels of analysis were atypical in that they did not conform to the aggregate patterns identified across all meetings

observed. It was more likely to adopt a future orientation than most of the other meetings, more likely than all other meetings to achieve a balance between references to the strategic initiative and the organisation or its industry, and more likely to be general in its orientation to references about the organisation by focusing on the industry rather than the organisation in particular. It was also possible then, using the methodology and framework developed for this research to identify patterns within certain meetings that were 'less typical' than others. This could also prove to be a useful mechanism for identifying some of the qualitative characteristics associated with conversations that are 'atypical' in certain ways within a stream of strategic meetings. Meeting 2 occurred at the beginning of the initiative, but was sufficiently far advanced for the group to have established at least some explicit process precedents. It is possible to argue that this meeting was also the one which tended to be most characterised by a really creative discussion both about the future and the present. As highlighted in chapter 6, discussion about future external contexts were presented with language which suggested that there was a confidence and certainty among speakers about what could be expected in future contexts at least as they related to the external environment. It could be inferred that this type of language may provide evidence of the existence of the cognitive bias of overconfidence (e.g. Cohen & Cohen, 1993; Russo & Schoemaker, 1992). Thus, given the patterns of reference types observed at this meeting, it might be proposed that such a dynamic might be more likely to be linked to predictions about external rather than internal contextual issues at least in this setting. However, this proposition, while interesting, is a tentative one which requires further study and more investigation.

7.2.3. Subject focus

While the substance of the conversations and the report varied enormously and often tended to be quite random and unstructured, it was possible to identify two major subject foci which emerged as broad categories. As outlined in chapter 3, these two categories can be defined as: (a) references to the strategic initiative in which the participants were involved and (b) the organisation / industry of which they were members. The differences in subject focus across time, and between the conversations and the report are also worth highlighting and exploring. Aggregate results emerging from the strategy meetings show that almost equal time was spent discussing the strategic initiative as it was discussing the organisation / industry. This distribution of subject focus did not translate into the official group report where we see that the almost exclusive focus (almost 90% of total references) was on the organisation / industry. Thus, the function of the formal document reflected what can arguably be defined as an explicit or formal function of the initiative, while meetings tended to reveal potentially different functions in this regard. While it may not be particularly surprising to have observed this result, it is worth noting that the formal testament that meetings had occurred (i.e. the official group report) failed to reflect a major and ongoing focus that had been adopted during the course of the initiative and from which many key lessons relating to such an exercise could possibly have been learned.

It is possible also to identify a link between subject focus and strategic orientation. In the meetings, the aggregate links between these two levels of analysis shows that references to the initiative were most likely to focus also on process issues, while references to the

organisation / industry were most likely to focus on context issues. Because references to the initiative focused on process more than other strategic dimensions, and because the official group report did not reflect this in any way, it can be argued that at a formal and a wider level within the organisation, process lessons simply did not receive attention, were not communicated and did not reach the wider audience at whom the official group report was directed. This is important, particularly in the light of recent assertions about strategy and its potential impact on the organisations in which they emerge. As explored in chapter 2, **Rumelt, Schendel & Teece (1995)** recently strongly claimed a need for theorists and practitioners to understand how organisations make assumptions and decisions about their contexts and how people within organisations '*reach conclusions about action*' (p.40). Ideas about process are seen as being a now important route to the further understanding of various types of strategic activity. Analysing and learning lessons from participant's insights into the strategic initiatives and associated processes in which they are involved is likely to be able help to do this, (perhaps more effectively than simply analysing the observations, predictions and ideas relating to their organisation). The data collected shows that this group may have lost the opportunity to explore and to communicate some of the rich and informative ideas about the initiative and its processes that had emerged during the course of their discussions.

A longitudinal analysis of how the pattern of subject focus changed from meeting to meeting is also worth exploring. As fig 4.4 (chapter 4) shows, a real balance between the different subject foci was achieved in meeting 2, with more references to the strategic initiative itself typically occurring in earlier discussions and more references to the organisation / industry

starting to emerge more markedly in the last two meetings. Again (with the exception of meeting 5 which has already been identified as atypical) there seems to be a gradual shift in group conversations towards the explicit functions and briefs associated with the group as it gets closer to the production of its formal document. This of course is a tentative observation, but is potentially informative about the reasons for a shift in patterns of subject foci in strategic group settings and might be used to develop important propositions about strategic conversations.

7.2.4 Generalised versus particularised subject foci

Fig 5.5 (chapter 5) shows the specificity of subject focus adopted in both the meetings and communicated in the report.

Specificity of references to the organisation / industry

The results show that in terms of organisational references the official group report was dramatically more likely to refer to generalised notions relating to the industry than to particular ideas about the organisation. While the meetings were also more generally focused in organisational terms, this emphasis was only marginal. This is an important finding, which work by **Collins (1981)** (see chapters 1 and 2) can help to explore. Because the official group report was significantly more generalised than the strategic meetings had been, it seems that the group either consciously or unconsciously projected an impression in the report that had not emerged in the conversations with the same level of intensity. Significantly more references to general, abstracted ideas about the industry may reveal that attempts were being made to reveal less of an identification with the organisation itself and more with a

'community of scholars' or the 'culture of learning' to which group members felt (or perhaps wanted to feel) they were a part. It can be argued then that because both the meetings and the report adopted a generalised tone in relation to discussions, that commitment and identity is more strongly dictated by professional identities and affiliations than by membership of a specific organisation (e.g. Hardy, Langley, Mintzberg and Rose, 1988). An exploration of specificity across meetings (fig 5.5., chapter 5) shows that many of the specific type comments appearing in the meetings are not reflected in the extremely generalised organisational focus that is observed through an analysis of the official group document. Because of the extremely generalised tone of the report as opposed to the moderately generalised tone of the meetings, it seems also possible to propose that the *formal*, *externally focused* communication of the report was more likely to express a stronger affiliation with a wider community of professionals than were the less formal, internally focused types of interaction analysed during the course of group meetings. This study cannot of course establish that this is a natural tendency in all settings of this kind. However, it has developed and presented a methodology for testing the extent to which this is the case, via an in-depth analysis of strategic conversation.

Argyris (1993) has already demonstrated that organisational 'advice' which necessarily includes ideas about future directions within the organisations

'is often abstract and disconnected from telling the reader what behaviour is required to implement it. If people talk about the present get them to talk about the future, if people make presentations in non meaningful ways, get them to make their presentations in

meaningful ways. If people lack a disciplined approach, get them to be more disciplined' (p.70).

These kinds of examples of 'generalised advice' are reflected in some of the main statements that emerge both during conversations and much more frequently those that emerge from the official group report. The group conversations focused very frequently and often quite passionately on specific issues and specific problems relating to the organisation and to the initiative within which participants were involved. It is clear from analysing the nature of the statements in the official group report that the majority of statements that emerged in the form of this document were general in their tone as opposed to specific. The relatively fewer specifically focused comments appearing in the document (and to a lesser extent in the group conversations themselves) suggest that group members were less likely to take these specifics into account to the same extent, and perhaps did not see that specific statements were as important to communicate to other members of the organisational community. It could further be suggested that there was an actively operating need to avoid specifying avenues of action within the organisation itself. According to **Argyris (1990)**, specifying action is more likely to bring about real change, and talking in general terms is more likely simply to give rise to ideal discussions about change). This might suggest then, that spoken strategic conversations, at least in this instance, emerged in ways that were unlikely to give rise to real, tangible change within the organisation and that the written dimension emerging from these conversations was even less likely to achieve such change due to the highly generalised focus that was adopted.

Specificity of references to the initiative / group

In contrast to references to the organisation / industry, those which focused on the initiative / the strategic group, were much more likely to be particularised rather than generalised in their orientation. As fig 5.5 has demonstrated, in terms of aggregate frequencies, the report was much more likely to focus specifically on the strategic group and while group meetings were also more likely to adopt this specific focus, it was significantly less marked than that observed in the report. Longitudinal data presented in chapter 4 shows that only one of the meetings adopted a generalised focus towards the initiative. This was also the first of the strategic meetings, where participants were less likely to have a sense of specific group identity, and where much of the conversation was devoted to making sense of the strategic initiative in general terms. The remaining meetings were all markedly more likely to refer to their own strategic group rather than to other groups or to the overall initiative. It can be argued then that a strong group identity and identification developed and was communicated during the course of the initiative. In relation to the initiative, there is an apparent identification with their own strategic group (measured both in terms of reference frequency and in terms of qualitative nature of statements made). Efforts to create a sense of legitimacy and even of superiority of the group as it compared to the overall initiative can also be found in the evidence outlined in chapter 6.

It seems then that the group attempted to establish a general identification with the industry as opposed to the organisation and a specific identification with the strategic group as opposed to the overall initiative. This might suggest a difficulty with integrating and compromising the emerging views of the group with

those that were emerging from other groups within the initiative.

It can thus be argued that a certain intertextuality of pattern does exist when comparisons between the report and the meetings are analysed. It seems in relation to both subject foci, the report simply presents an 'exaggerated' version of the patterns that emerged in the meetings, giving the impression that their focus was more generalised than it had actually been in relation to the organisation and more 'particularised' than it had actually been in relation to the initiative.

7.3. Explicit and Implicit Functions of Strategic Conversations

The functions of strategy and of conversations in general have been explored in a number of different ways in the literature. As shown in chapter 2, **Langley (1989)** and others suggest that there may be any number of functions underlying formal organisational strategy and analysis and that these functions may differ from the explicit objectives such activity was initiated to achieve. An examination of the data contained in this research reveals that there are indeed many contradictions between the explicit reasons for the initiative and the implicit functions which it eventually can be observed to have fulfilled. A certain underlying struggle between the control that participants felt they had, and that which was exercised over them, seems to have been in evidence throughout the conversations. The group never allowed itself to become 'trapped in a downward spiral of demoralisation' although there were times when power and control and impact may have interfered with potential for achieving the explicit function of vision creation.

The group continued, throughout the initiative to justify its existence and to assert the value of its role within the initiative. Every meeting was characterised by at least some statements which either explicitly or implicitly referred to the power struggle that the group felt itself to have been involved in. At several times during the conversations, genuinely visionary brainstorming about the future of the organisation (which was what the group had been formally created to achieve) is seen to have taken place, but it must be noted that these types of discussion occupied comparatively less conversational time than did explorations about the group's role in and power over the initiative.

There seemed a constant suggestion that the group's ability to create an inspiring vision of the future of its organisation was somehow trammelled by their need to devote conversational time to addressing the sources of control within the initiative and to addressing the levels of control that they wanted but were never really sure that they had. This level of control was at times, used as a metaphor for understanding the organisation and what was wrong with it.

The perception for example that the group had a limited sense of control and impact was attributed to current organisational structures and systems. So, by discussing the initiative, some consensus about the nature of the organisation was often identifiable.

Evidence has been presented indicating that there were clear formal functions associated with the strategic initiative. In the words of an organisation wide communication, participants in the initiative were expected to engage in a 'fundamental strategic review', to develop a long term vision of the organisation's future and to explore ways in which the organisation should position itself in order to realise that vision (see also

table 7.1). These functions fit very neatly with classical perspectives on strategy explored in chapter 2.

An exploration of the evidence arising from the strategic conversations and the formal document to which these conversations are said to have given rise, show that while explicit functions are recognised quite pointedly, there is also strong evidence of the existence of implicit and often competing functions which group members seemed more naturally predisposed to fulfilling.

Table 7.1

Table 7.1. extract from a formal organisational communication relating to the strategic initiative

'[This strategic initiative represents] a fundamental strategic review of the long term role and objectives of the [organisation] ... In a rapidly changing society, the vision 2020 process is intended as a visionary and transparent evaluation of future developments in the period of 25 years ahead, derived from both as wide an [organisational] involvement as possible and practicable and from knowledgeable persons from outside [the organisation].

The key issues to be addressed are as follows:

What must be envisaged for the [organisation] in 25 years' time so that it will be amongst the first rank of [organisations of its type] in Europe

How can the [organisation] position itself strategically in the shorter term so as to make progress towards this vision?'

It is clear then, that alongside the explicit functions that the initiative was said to be fulfilling, there were some implicit or emerging functions which in some cases were clearly in direct opposition to the formal functions that were set out at the beginning of the initiative and which were planted into conversations over time as formal reminders of what the participants were expected (and at least sometimes expected themselves) to achieve.

Fig 7.2 demonstrates the tension that can be observed between the explicit functions of these strategic conversations and the implicit functions which have also been observed via an investigation of the strategic conversations over time.

Fig 7.2. Explicit and Implicit Functions of the Strategic Conversations

Explicit Functions	Implicit Functions
Create a collective vision for the future.	Develop a collective understanding of the present
Decide action	Define context
Gather information	Recommend that information is gathered in future
Make clear recommendations	Make vague recommendations

Focus on the task	Focus on the process
Talk about the organisation	Talk about the organisation and the initiative
Have an impact on the organisation	Come to terms with the limited potential for impact
Be an exercise in good strategy making	Be an exercise in legitimacy
Fulfil the above explicit functions	Create the impression that explicit functions have been fulfilled

Fig 7.3 explicit moderators and emerging norms of the strategic conversations

Explicit Moderators	Emerging Norms
Value views from outside the group	Value views from inside the group. When views outside the group oppose those inside the group, criticise or ignore them

Be as relaxed, open and informal as possible	Be cautious when crafting messages for an audience outside the group
Integrate and co-ordinate between other participants in the initiative	Ignore the inputs and developments of other groups, or attempt to influence other groups, but do not be influenced by them
Voice reservations early on and communicate these to top management	Discuss problems and reservations freely within the group and only in the gentlest of terms outside it
Resist 'completion mania'	Allow 'completion mania' to drive the group towards closure
Communicate regularly and frequently between meetings	Communicate rarely between meetings
Consider a variety of ways of presenting ideas	Present ideas using an externally decided, standard format

7.3.1 Group Impact

Evidence from the conversations also shows that people continued to participate in strategic conversations even when there was clear evidence that their sense of impact (or potential impact) was extremely limited. This finding challenges a fundamental assumption about conversations in general and about strategic

conversations in particular. **Eden (1992)** for example claims that the success of strategic activity '*can only be measured by the extent to which it influences the thinking and action of other people*' (p799). If the conversations are defined as 'non strategic' (due to their predominant time orientation towards the present) then their effectiveness and their functions may have been evaluated in ways other than that of their potential influence on the thinking and action of others. If they are defined as strategic (which is also not unreasonable due to the existence of a very strong formal future focus and an explicit recognition by the group that the future should be the central focus of discussions) then, in Eden's terms they were already being perceived to have failed even before their impact could have been evaluated. Perhaps also the ability to influence the thinking (if not the action) of people inside the group was enough to sustain a commitment to continued participation. A strong sense of strategic impact was not found in evidence gleaned from these conversations. This suggests that perceived potential for strategic impact is not a necessary prerequisite for participation in strategic conversations. While one of **Clarke's (1990)** ethical propositions about conversations and dialogue strongly states the moral responsibility that people have to participate in conversations relating to issues that affect them, the extent to which certain conversations actually do act as effective mediators between individuals and their environments may be questionable, and certainly appeared to be quite limited in this setting.

It seemed that participants did not feel that they were exerting influence over others, however much they would have *liked* to have perceived that that was the case. And yet, despite the lack of impact they felt that they would have on the future of the organisation, they did not allow themselves to become '*trapped in*

[the] downward spiral of demoralisation' that Westley (1990) has observed in the strategic conversations he investigated. This is most probably due to the sense of 'teamness' associated with the exercise and the strong evidence that group dynamics were in themselves at least partially a satisfying element of participation in the initiative.

7.4. Potential perceived outcomes of the strategic conversations

The data was also explored for evidence of the outcomes that participants perceived their strategic conversations would give rise to. While again the evidence presents no unequivocal findings about perceived outcomes, there is evidence that various types of outcomes were considered in terms of group discussion and the official group report. There is some (though not strong) evidence that at least some members feared outcomes might be negative and more evidence of a fear that efforts, while not damaging, would be neutral in their impact on the organisation. At other stages in the course of the discussion there are clues that people felt there would be a 'perception' of value but that this would not be substantiated in reality (this has been labelled as 'the emperor's new clothes' effect). Other evidence reveals the notion that having a strategy and talking about the future is more important than the nature of the plan itself in that the activity engenders a sense of confidence and security about the organisation's ability to survive and thrive in future settings. And, cynical though these perceived outcomes can appear, there was also evidence that participants believed (or at least communicated a belief - perhaps to sustain their sense of legitimacy) that there were real process and

content based benefits to be gained from the activities in which they were involved.

7.4.1. Entirely negative or neutral impact

Strategic conversations may have a completely negative impact on the organisation and the participants involved. They can be perceived as costly, unenlightening, frustrating and lacking in any positive outcome. There were times when this outcome may have been perceived by at least some members of the group. However, the continued participation and the positive process statements that recurred seem to suggest that this perceived outcome was not widely or at least not publicly shared. The benefit of a lack of impact in the case of multi status groups is that while they are unlikely to make any positive difference to their organisation, they are also unable to wreak havoc with ill conceived plans and visions which nudge their organisation in the wrong direction. It can be argued that despite the importance that was formally afforded the strategic initiative, it was designed (albeit unconsciously) to have been neither a triumph nor a disaster, and that because the eventual impact of each group would be strongly controlled by top management, the outcomes themselves simply provided a snapshot of ideas which in turn would yield only what had already been decided at a higher level.

7.4.2. Emperor's new clothes

Perhaps the strategic conversations simply created the illusion of progress. There is some evidence of a view that the initiative was a costly exercise that did not produce anything at all. However, the concern that the vision 2020 exercise had no real substance and gave rise

to no positive outcome either for the participants or for the organisation, did not prevent participants from completing their task, at least in the way that formal directives had requested them to do.

7.4.3. Placebo effect

Not quite as bleak as the Emperor's new clothes perspective, but perhaps almost as cynical, is the perceived placebo effect associated with the exercise. This idea is closely associated with **Weick's (1990)** notion that the nature of the plan is not nearly as important as its very existence, and that simply having some vision provides the organisation and its members with the momentum to move forward into an unknown future.

7.4.4. Feel-good factor

It has long been demonstrated that becoming a group member can provide individuals with an identity that allows them to see themselves in a more positive light. Creating an internal cohesiveness and a unity of purpose, even when group members wondered about or doubted the impact that they were likely to have, may have given rise to energy levels and a commitment within the organisation that may otherwise have not occurred.

Being given a non threatening arena, (created and endorsed by top management) in which participants felt free to complain and to let off steam in a formal setting, may also have provided a sense of release that could be defined as a positive outcome of the conversations that took place.

7.4.5. Process value and the creation of a future orientation

Talking to people at different levels of the organisation, recognising the difficulties faced by other individuals and groups may have allowed participants to create a clearer collective picture of the challenges that the organisation faced and may have initiated a 'future orientation' among participants that might not otherwise have existed.

7.4.6. Content Value and the creation of real plans for future action and real decisions about future direction

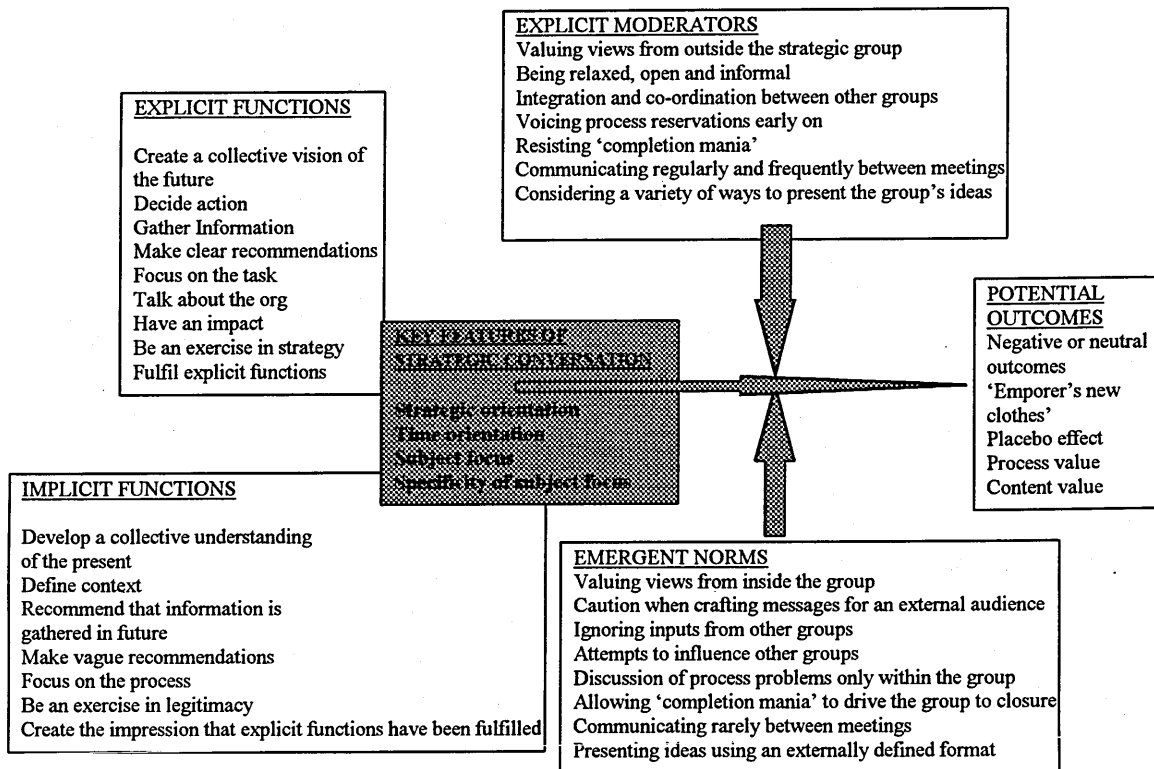
There may have been aspects of the strategic conversation that did sow the seeds of real and tangible decisions which could change the nature of organisational activity and direction in the future. However, as **Cohen & Cohen (1993)** argue, these ideas may be very hard to evaluate in glorious isolation. According to more iterative models of strategy and associated activities, strategic ideas may become 'shelved' or remain unconsidered and un-implemented until such time as problems, solutions, and opportunities coincide and certainly, the outcomes do not paint a clear picture either of actionable first steps, or of a vision of the long term future. Instead, there are some tentative ideas, flavours, insights and fleeting concepts which together give a vague, foggy picture about what the organisation might expect to see, along with a strong definition of the problems associated with the present. Perhaps this is all that organisations can expect to derive from multi disciplinary, multi status groups with limited resources at their disposal and not much time on their hands.

One participant playing a devil's advocate role at the early stages of the initiative asked , 'is this worth it?'. As with all strategic activity, evaluating its success or failure is generally not easy for groups, especially in the light of competing functions, changing orientations and the long term nature of the outcomes which themselves are likely to be influenced also, for better or worse by a wide variety of other factors. Establishing whether or not such activity was 'worth it', then depends on the nature of the functions it is seen or experienced to fulfil. And knowing the limits, understanding some of the explicit and implicit functions and moderators associated with the exercise may help researchers in the future to work with organisations in an effort to explore how groups go about trying to make sense of their organisations, and to tackle the task of creating a vision for the future into which they face and perhaps to develop a more holistic and realistic picture of the human and organisational contribution that strategic conversations can make.

The following model draws together the evidence discussed above as a way of proposing a network of relationships between functions, moderators and emerging norm associated with strategic conversations. It is argued that through an analysis of strategic conversations, using the methodological framework developed here, more verifiable evidence about strategic functions, moderators and norms can be established.

Fig 7.4

A MODEL OF STRATEGIC GROUP CONVERSATIONS



Finally, this research represents an attempt to develop a useful model of non rational behaviour by analysing strategic conversations and the formal communication to which these conversations gave rise. It has been long recommended in the literature that efforts to develop such models continue to be made (e.g. Rumelt, Schendel & Teece, 1995) and that through the development of such frameworks, more effective, valid and reproducible research into organisational conversation can take place.

7.5 Conclusions

The research and discussion contained in this thesis represents an attempt to develop a new and rigorous approach to the analysis of strategic conversations. Central concepts contained in this approach have been drawn from existing literature on strategy and conversation. The investigation has also been carried out with a constant reference to the conversational data that have been used in this case study setting.

The established concepts of context, content and process as they relate to strategic activity, strategic thinking and most centrally, strategic conversation have played an important part in the analysis and discussion which has been presented here. The concept of time has also been pivotal. The implicit or explicit appearance of different time orientations in all of the spoken and written statements is used and analysed here as a rich source of knowledge which can play an important part in helping to inform and enhance our understanding of how people talk about (or don't talk about) the future in their own organisations.

Subject focus and specificity of subject focus are also levels of analysis which have been seen as worthy of investigation within this case study setting. It is proposed that an understanding of the patterns of statement types as defined by these concepts, can provide a new set of perspectives about the functions, orientations and overall nature of strategic organisational conversations.

This investigation had two central purposes. The first was to develop a new way of analysing strategic conversations. This was done by making four levels of analysis explicit and by developing a coding system which would allow units of conversation to be labelled with reference to these levels. The second purpose was

to use this framework for analysis to understand the nature of strategic conversations more clearly, particularly by comparing spoken and written aspects of a specific series of strategic conversations. By doing this the concept of intertextuality has been tested and explored.

The findings show how patterns and orientations defined in this research can change, sometimes quite radically as the conversations unfold. It is suggested for example that perhaps the focus on closure and task completion that emerged at the end of the strategic initiative, forced participants to fulfil formal functions in ways that ran contrary to their own natural predispositions, and which may have been more evident at earlier stages.

What is particularly clear, is that there are some significant and measurable differences between written and spoken dimensions of the strategic conversations that were studied. Of course, the fact that there are differences is not particularly surprising, given the potential links with established research which relates to formal and informal communication, spoken and written texts, and impression management. However, this research has demonstrated the specific nature and extent associated with such differences as defined by the levels of analysis that have been used.

As has been shown through the study of written and spoken communication about strategy, spoken conversational elements were more likely to focus on the present, whereas written dimensions were mostly future orientated. The subject focus of spoken and written dimensions was also very different, with spoken dimensions focusing much more frequently on the nature and processes of the initiative in which participants were involved while the formal written report referred only fleetingly and in the shallowest of terms, to this

dimension of the strategic experience in which the group had been involved. This suggests that there is a wealth of perspectives which did not become captured formally or transmitted to audiences outside the group itself.

In terms of specificity of subject focus, an interesting observation also emerged. The written document appears to have exaggerated the generalised focus that participants adopted with respect to organisational issues. The written dimension of the strategic conversation refers in much broader and more generalised terms to the industry in which the organisation is seen to be operating. Spoken dimensions of the conversation tended to focus much more specifically on the organisation in particular. This is also an important observation which is worthy of exploration in other settings. If this is a natural tendency for strategic groups of this nature, it seems that perspectives relating to the specifics of their own organisations may also be lost as strategic conversation becomes transformed from spoken to written texts.

While the key differences between spoken and written texts have been explored and highlighted in this study, there are also some similarities which also have the potential to emphasise the natural and perhaps more embedded tendencies among members of this strategic group. It is possible to argue given the findings that have been uncovered that contextual concepts are another important anchor in the realm of these strategic discussions, an orientation which may help to explain some of the limitations to which strategic conversation in natural settings may be vulnerable. Contextual introversion is also observed to have predominated in both written and spoken dimensions of the strategic conversation. This disclosure carries important implications relating to the nature of the information that

group participants consider during the course of their strategic deliberations.

This study then, has explored the nature of strategic conversations using a focused methodology, in order to uncover how, through language, strategic participants attempt to create (or give the impression that they have created) important ideas about their future. By exploring these concepts it has been argued that the nature of strategic conversations may come to be more keenly understood, at least from the point of view of literature which asserts that these concepts are important. By searching for evidence of central strategic concepts in the fabric and the essence of conversation about strategy, it is argued that it may be possible to establish the extent to which such concepts really influence the ways in which people talk and possibly even the ways in which people think about their organisations.

The findings which emerge from this case study investigation are notable. They show that at least in this setting, the conversational anchors that occupy and create an orientation for the discussions that took place were often very different, not only from the explicit functions associated with these discussions, but also from the written output which these discussions were said to have produced. Most fundamentally, this study points to the importance of listening to the real voices of strategic actors in their natural settings. It is through the direct observation and analysis of these voices, that we can gain valuable access to new avenues of understanding the central dynamics associated with strategic activity.

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The Nature of Strategic Group Conversations: Orientations, Functions and Intertextuality in a Single Case Setting

Supervisor: Professor Andrew Kakabadse

December 1997

VOLUME 2 of 2: APPENDICES ONLY

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Appendix A: Document Listing

+++ DOCUMENT LISTING:

- 1: T1A meeting 1 part 1
- 2: T2A meeting 1 part 2
- 3: REP1 official group report part 1
- 4: REP2 official group report part 2
- 5: REP3 official group report part 3
- 6: REP4 official group report part 4
- 7: T2A meeting 2 part 1
- 8: T2B meeting 2 part 2
- 9: T3A meeting 3 part 1
- 10: T3B meeting 3 part 2
- 11: T3C meeting 3 part 3
- 12: T4A meeting 4 part 1
- 13: T4B meeting 4 part 2
- 14: T4C meeting 4 part 3
- 15: T5A meeting 5 part 1
- 16: T5B meeting 5 part 2
- 17: T6A meeting 6 part 1
- 18: T6B meeting 6 part 2
- 19: T6C meeting 6 part 3
- 20: T7A meeting 7 part 1
- 21: T7B meeting 7 part 2
- 22: T7C meeting 7 part 3

Appendix B: Node Listing

(1 1 1 1)	/process/past/con1/con1a past processes associated with the overall strategic initiative
(1 1 1 2)	/process/past/con1/con1b past processes associated with the strategic group
(1 1 2 1)	/process/past/con2/unigen past processes associated with the industry in general
(1 1 2 2)	/process/past/con2/unispec past processes associated with the organisation
(1 2 1 1)	/process/present/con1/con1a present processes associated with the overall strategic initiative
(1 2 1 2)	/process/present/con1/con1b present processes associated with the strategic group
(1 2 2 1)	/process/present/con2/unigen present processes associated with the industry
(1 2 2 2)	/process/present/con2/unispec present processes associated with the organisation
(1 3 1 1)	/process/future/con1/con1a future processes associated with the overall strategic initiative
(1 3 1 2)	/process/future/con1/con1b future processes associated with the strategic group
(1 3 2 1)	/process/future/con2/unigen future processes associated with the industry in general
(1 3 2 2)	/process/future/con2/unispec future processes associated with the organisation
(2 1 1 1)	/content/past/con1/con1a past content issues associated with the overall strategic initiative
(2 1 1 2)	/content/past/con1/con1b past content issues associated with the strategic group
(2 1 2 1)	/content/past/con2/unigen past content issues associated with the industry
(2 1 2 2)	/content/past/con2/unispec past content issues associated with the organisation
(2 2 1 1)	/content/present/con1/con1a present content issues associated with the overall initiative
(2 2 1 2)	/content/present/con1/con1b present content issues associated with the strategic group
(2 2 2 1)	/content/present/con2/unigen present content issues associated with the industry
(2 2 2 2)	/content/present/con2/unispec present content issues associated with the organisation
(2 3 1 1)	/content/future/con1/con1a future content issues associated with the overall strategic initiative
(2 3 1 2)	/content/future/con1/con1b future content issues associated with the strategic group
(2 3 2 1)	/content/future/con2/unigen future content issues associated with the industry
(2 3 2 2)	/content/future/con2/unispec future content issues associated with the organisation
(3 4 1 1 1)	/context/internal/past/con1/con1a past internal contextual issues associated with the overall strategic initiative
(3 4 1 1 2)	/context/internal/past/con1/con1b past internal contextual issues associated with the strategic group
(3 4 1 2 1)	/context/internal/past/con2/unigen past internal contextual issues associated with the industry
(3 4 1 2 2)	/context/internal/past/con2/unispec past internal contextual issues associated with the organisation
(3 4 2 1 1)	/context/internal/present/con1/con1a present internal contextual issues associated with the overall initiative
(3 4 2 1 2)	/context/internal/present/con1/con1b present internal contextual issues associated with the strategic group
(3 4 2 2 1)	/context/internal/present/con2/unigen present internal contextual issues associated with the industry
(3 4 2 2 2)	/context/internal/present/con2/unispec present internal contextual issues associated with the organisation
(3 4 3 1 1)	/context/internal/future/con1/con1a future internal contextual issues associated with the overall initiative
(3 4 3 1 2)	/context/internal/future/con1/con1b future internal contextual issues associated with the strategic group
(3 4 3 2 1)	/context/internal/future/con2/unigen future internal contextual issues associated with the industry

- (3 4 3 2 2) /context/internal/future/con2/unispec future internal contextual issues associated with the organisation
- (3 5 1 1 1) /context/external/past/con1/con1a past external contextual issues associated with the overall initiative
- (3 5 1 1 2) /context/external/past/con1/con1b past external contextual issues associated with the strategic group
- (3 5 1 2 1) /context/external/past/con2/unigen past external contextual issues associated with the industry
- (3 5 1 2 2) /context/external/past/con2/unispec past external contextual issues associated with the organisation
- (3 5 2 1 1) /context/external/present/con1/con1a present external contextual issues associated with the overall initiative
- (3 5 2 1 2) /context/external/present/con1/con1b present external contextual issues associated with the strategic group
- (3 5 2 2 1) /context/external/present/con2/unigen present external contextual issues associated with the industry
- (3 5 2 2 2) /context/external/present/con2/unispec present external contextual issues associated with the organisation
- (3 5 3 1 1) /context/external/future/con1/con1a future external contextual issues associated with the overall strategic initiative
- (3 5 3 1 2) /context/external/future/con1/con1b future external contextual issues associated with the strategic group
- (3 5 3 2 1) /context/external/future/con2/unigen future external contextual issues associated with the industry
- (3 5 3 2 2) /context/external/future/con2/unispec future external contextual issues associated with the organisation

Appendix C Node 1:

(1111) /process/past/con1/con1a

past processes associated with the overall strategic initiative

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.
Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 10:16 am, Sept 9, 1997.

(1111) /process/past/con1/con1a

*** Definition:

past process of all v2020 groups

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 1 unit out of 418 = .23%

++ Text units 347-347:

The staggered approach was originally seen as the best one 347

(1111)

+++++

+++ ON-LINE DOCUMENT: MEET1B

+++ Retrieval for this document: 4 units out of 550, = 0.73%

++ Text units 137-137:

Evidently the process [of selecting members for the working groups] was quite long and arduous in terms of trying to make sure that there was good representativeness in each group 137

(1111)

++ Text units 235-235:

In terms of the soliciting of people across the board as to what they felt was important [the questionnaire should have been administered before the setting up of the committees] 235

(1111)

++ Text units 237-237:

[There should have been a clear awareness as to]what issues come up in terms of just getting people's opinions on things, their gripes and concerns 237

(1111)

++ Text units 288-288:

If you want the questionnaire you do it before, not 6 months into [the V2020 exercise] 288

(1111)

+++++

+++ ON-LINE DOCUMENT: REP1

+++ Retrieval for this document: 1 unit out of 265, = 0.38%

++ Text units 72-72:

Instead, views from the campus community were solicited at the vision 2020 convocation in June and via an open forum seminar held by the learning environment group in October. 72

(1111)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 1 unit out of 548, = 0.18%

++ Text units 29-29:

The decision to start all the groups at the same time was simply I think to initiate the process, not to make the other teams feel secondary which they're not to get them talking about processes and issues and also that there will be a two way communication process 29

(1 1 1 1)

+++++

+++ ON-LINE DOCUMENT: T4C

+++ Retrieval for this document: 3 units out of 318, = 0.94%

++ Text units 3-3:

This is being distributed and while there were a lot of people who resisted the ideal think they just went ahead anyway, I think it's going ahead anyway 3

(1 1 1 1) (1 2 1 1)

++ Text units 9-9:

I presume [XXX and XX] put [the questionnaire] together because they were told they had to 9

(1 1 1 1) (2 1 1 1)

++ Text units 102-102:

[The appointment of a rapporteur] is something we were told of rather than consulted about 102

(1 1 1 1) (3 4 2 1 1)

+++++

+++ ON-LINE DOCUMENT: T5A

+++ Retrieval for this document: 2 units out of 240, = 0.83%

++ Text units 114-114:

Any efforts towards [participation in vision 2020 from those outside the process] so far have not been highly productive 114

(1 1 1 1)

++ Text units 150-150:

When you think that [after convocation] the total number of requests [from the campus community] to see the working groups was fourteen and presumably a lot of those were duplicates then it's very worrying 150

(1 1 1 1) (3 4 1 1 1)

+++++

+++ ON-LINE DOCUMENT: T5B

+++ Retrieval for this document: 1 unit out of 30, = 3.3%

++ Text units 3-3:

has there been a meeting of the steering group 3

(1 1 1 1)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 2 units out of 279, = 0.72%

++ Text units 71-71:

If we were to learn out of this that there is huge value to come out of bringing disparate people around organisations together to have discussions or whatever, and that then continued well then I think yes, the process is improved and is worthwhile 71

(1 1 1 1) (2 3 1 1)

++ Text units 81-81:

I have found this [vision 2020] process extraordinarily good 81

(1 1 1 1)

++++
++++
+++ Total number of text units retrieved = 15

++++
++++

Appendix D: Node 2

(1 1 1 2) /process/past/con1/con1b

past processes associated with the strategic group

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.
Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 10:26 am, Sept 9, 1997.

(1 1 1 2) /process/past/con1/con1b

*** Definition:

the past process(es) of the LE group

+++++

+++ ON-LINE DOCUMENT: REP1

+++ Retrieval for this document: 29 units out of 265, = 11%

++ Text units 3-3:

The Learning Environment working team began deliberations on February 6th 1995. At that time, it was provided with the following terms of reference: 3

(1 1 1 2)

++ Text units 39-42:

1.3 Process details 39

(1 1 1 2)

The working team met on 16 separate occasions over a period of ten months and communicated regularly between these formal sessions. 40

(1 1 1 2)

Meetings usually lasted between 2 and 3 hours. 41

(1 1 1 2)

A different key focus was adopted for each meeting and outlined in each of the agendas. 42

(1 1 1 2) (2 1 1 2)

++ Text units 46-59:

3. Initiation and generation of inputs for future predictions and establishment of major themes 46

(1 1 1 2) (2 1 1 2)

4. Development of interim document for presentation at Convocation 47

(1 1 1 2) (2 1 1 2)

5. Discussion and refinement of interim document 48

(1 1 1 2) (2 1 1 2)

6. Final preparation for Convocation 49

(1 1 1 2) (2 1 1 2)

7. Post Convocation discussion 50

(1 1 1 2) (2 1 1 2)

8. Interim evaluation of the vision 2020 process 51

(1 1 1 2) (2 1 1 2)

9. Allocation of document write-up tasks 52

(1 1 1 2) (2 1 1 2)

10. Discussion of individual task developments 53

(1 1 1 2) (2 1 1 2)

11. Presentation of individual papers 54

(1 1 1 2) (2 1 1 2)	
12. Final preparation for open forum seminar	55
(1 1 1 2) (2 1 1 2)	
13. Agreeing on outline structure for final document	56
(1 1 1 2) (2 1 1 2)	
14. Discussion of first version of document with amendments	57
(1 1 1 2) (2 1 1 2)	
15. Discussion of second version of document with amendments	58
(1 1 1 2) (2 1 1 2)	
16. Agreement on final document for submission to steering group	59
(1 1 1 2) (2 1 1 2)	
++ Text units 61-63:	
Generally meetings were characterised by a series of lively discussions which involved the confrontation of a variety of viewpoints.	61
(1 1 1 2)	
Diversity of thinking was in strong evidence and is also reflected in the main body of this report.	62
(1 1 1 2) (2 2 1 2)	
As can be seen from the sequence of meetings, a logical flow of activities emerged, with some meetings concentrating on brainstorming and the ad hoc generation of ideas while others focused on pulling together these ideas into a coherent structure for communication to a wider audience.	63
(1 1 1 2) (2 1 1 2)	
++ Text units 65-65:	
However, given the restrictions of the agreed time frame we felt that worthwhile, in-depth and insightful discussions did take place which were often reinforced or validated by reference to other primary and secondary data.	65
(1 1 1 2) (2 1 1 2) (3 4 1 1 1)	
++ Text units 67-69:	
Members undertook to search for and collect relevant information in order to acquaint the group with current and future issues relating to the learning environment and to assess the general representativeness of our own discussions.	67
(1 1 1 2)	
Literature relating to the field was reviewed, and all work that receives direct reference is footnoted in this document.	68
(1 1 1 2) (2 1 1 2) (2 2 1 2)	
However, our own experiences, attitudes, and ideas provided the material which was central to our deliberations - giving us ownership of and identification with the major issues we have raised.	69
(1 1 1 2) (2 1 1 2)	
++ Text units 73-73:	
Efforts to incorporate the views and ideas members of the campus community generally were also made on an ad hoc basis as group members undertook to share emerging ideas and thoughts with their colleagues.	73
(1 1 1 2)	
++ Text units 81-81:	
The appendices and footnotes provide additional information and key references which helped to guide and inform our deliberations.	81
(1 1 1 2) (2 2 1 2)	
++ Text units 96-96:	
Our own difficulties in attempting to define the learning environment are	

also reflected by several writers in the field. As Baird (1988) puts it: 96

(1 1 1 2) (3 5 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 3 units out of 548, = 0.55%

++ Text units 197-197:

People weren't tied just to coming up with a definition 197

(1 1 1 2) (2 1 1 2)

++ Text units 199-199:

Some of you submitted documents where they really attempted to define what they saw as the learning environment 199

(1 1 1 2) (2 2 1 2)

++ Text units 201-201:

Other people put down their ideas of the learning environment now versus the learning environment in the future, specifically Mike gave us an interesting document where he gives a few bullet points now versus a few for the future 201

(1 1 1 2) (2 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T4A

+++ Retrieval for this document: 3 units out of 327, = 0.92%

++ Text units 95-95:

It's absolutely true that I've been subject to this summary mentality which has been inflicted on us from the steering group 95

(1 1 1 2)

++ Text units 99-99:

I can spend a little bit of time going back through the notes and bringing back some of those rich examples that we've generated and used 99

(1 1 1 2) (2 1 1 2)

++ Text units 242-242:

What we've said about the implications of emerging technologies suggests that the learning environment will be affected dramatically whereas I think that people here have said that the effects aren't too dramatic 242

(1 1 1 2) (3 5 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T4B

+++ Retrieval for this document: 8 units out of 368, = 2.2%

++ Text units 16-16:

[The principle of inclusiveness and equity] wasn't just Joe's point, there was quite a lot of discussion on that point 16

(1 1 1 2) (2 1 1 2)

++ Text units 18-18:

We were saying that in order to validate em the learning environment from I think somebody used the words ethics and justice and equity and you know that these should be principles that we incorporate in the future 18

(1 1 1 2) (2 3 2 2)

++ Text units 35-35:

Our discussion had been fluid and has explored lots of different things 35

(1 1 1 2) (2 1 1 2)

++ Text units 39-39:

I think that the process so far has been a very positive one 39

(1 1 1 2)

++ Text units 41-41:

People's participation has been worthwhile 41

(1 1 1 2)

++ Text units 48-48:

For us here, I mean those of us taking part, it's been quite interesting 48

(1 1 1 2)

++ Text units 102-102:

Nowhere in our deliberations have we actually considered the people who actually help people to get the information, distil it and come out with some product at the end 102

(1 1 1 2)

++ Text units 141-141:

[the disappearing demarcation between people who help people to learn] is just another example of the breaking down of boundaries that we've been talking about 141

(1 1 1 2) (3 4 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T4C

+++ Retrieval for this document: 5 units out of 318, = 1.6%

++ Text units 47-47:

Perhaps it wasn't clear enough to you what kinds of decisions were being made behind the scenes because I wasn't translating those 47

(1 1 1 2) (3 4 2 1 1)

++ Text units 49-49:

I wanted to protect the integrity of the group and was probably over protective in a way because maybe we could have made our voices more clearly heard and maybe we can do that in the future 49

(1 1 1 2) (1 3 1 2)

++ Text units 96-96:

I've never had such interesting conversations as the ones we've had in this room 96

(1 1 1 2)

++ Text units 139-139:

I would like to express my really genuine appreciation for people's participation because I know how busy everyone is and I know how difficult it is to get to meetings on a regular basis which most of you have done admirably 139

(1 1 1 2) (1 2 1 2)

++ Text units 141-141:

[This group] has been one of the easier groups to chair because people's commitment and participation has been so substantial and I just want to register that with everyone and I'll minute it 141

(1 1 1 2) (3 4 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T5A

+++ Retrieval for this document: 2 units out of 240, = 0.83%

++ Text units 67-67:

We've been meeting last term every three weeks or so but I reckon we need to step up the pace a bit 67

(1 1 1 2) (1 3 1 2)

++ Text units 116-116:

Without doing something like [the open forum seminar], we've just been talking to ourselves 116

(1 1 1 2) (1 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T6A

+++ Retrieval for this document: 2 units out of 407, = 0.49%

++ Text units 196-196:

I had difficulty with actionable first steps 196

(1 1 1 2)

++ Text units 366-366:

I looked at the interactive learning environment and I thought the first thing to do was to look at what the profile of the future student 366

(1 1 1 2) (2 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T6C

+++ Retrieval for this document: 1 unit out of 224, = 0.45%

++ Text units 39-39:

[I have] been responsible for a heck of a lot of whinging 39

(1 1 1 2)

+++++

+++ ON-LINE DOCUMENT: T7A

+++ Retrieval for this document: 4 units out of 298, = 1.3%

++ Text units 249-249:

while there's a huge amount of overlap and while there's lots of really good ideas that have been reiterated by people - everyone has brought something unique to the process 249

(1 1 1 2) (2 2 1 2)

++ Text units 251-251:

everyone [in the group] has switched on a different light 251

(1 1 1 2)

++ Text units 253-253:

In terms of providing us with a metaphor that makes us understand something a little bit better or in terms of giving me a perspective that we may not have thought about before 253

(1 1 1 2) (2 2 1 2)

++ Text units 282-282:

I must say I found [writing a paper] a very useful opportunity to sit down and think about [important issues] 282

(1 1 1 2)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 6 units out of 279, = 2.2%

++ Text units 1-1:

It strikes me that there have been a number of really quite creative ways of looking at things which we've never discussed as a group

(1 1 1 2)

++ Text units 11-11:

they were talking about the inclusive educational policy not just from an ethical point of view which often isn't very convincing unfortunately, but also from a competitive point of view - inclusiveness could be an issue that provides the competitive edge in the future 11

(1 1 1 2) (2 3 2 2)

++ Text units 31-31:

[the commitment to] this process for everyone concerned has been expressed in one way or another by the fact that they have presented papers that they wrote up and that they discussed and those discussions have been very enthusiastic and very animate it seems to me 31

(1 1 1 2)

++ Text units 51-51:

I found the process very useful for myself and a very interesting group process 51

(1 1 1 2)

++ Text units 83-83:

I've learnt so much just sitting around this table listening to people who I've known for years and I've never sat down and had these kinds of discussion and if that was happening you know throughout the organisation you know it would be terrific 83

(1 1 1 2) (2 2 1 2)

++ Text units 89-89:

I'd like to say that I also enjoyed the discussions very much I enjoyed what went on here and I mean that it was a very good process 89

(1 1 1 2)

+++++

+++ ON-LINE DOCUMENT: T7C

+++ Retrieval for this document: 1 unit out of 321, = 0.31%

++ Text units 122-122:

subscribing to completion mania, I found myself saying many times, God I'm going to be so glad when this is over and saying that this is a thing that's going to come to an end and that's probably the psyche that everyone has kind of almost subconsciously bought into 122

(1 1 1 2)

+++++

+++++

+++ Total number of text units retrieved = 65

+++++

+++++

Appendix E: Node 3

(1 1 2 1) /process/past/con2/unigen

past processes associated with the industry in general

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.
Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 10:07 am, Sept 9, 1997.

(1 1 2 1) /process/past/con2/unigen

*** Definition:

the past processes of Universities in general

+++++

+++ ON-LINE DOCUMENT: REP2

+++ Retrieval for this document: 1 unit out of 215, = 0.47%

++ Text units 89-89:

While the traditional struggle for information access may be more likely to disappear in the future, people will grapple in the same ways as they always have to understand, to apply and to evaluate this information in ways that constitute real learning. 89

(1 1 2 1) (1 3 2 1) (2 3 2 1)

+++++

+++ ON-LINE DOCUMENT: REP4

+++ Retrieval for this document: 1 unit out of 160, = 0.63%

++ Text units 32-32:

The concept is hardly new as humans have been forming themselves into teams to achieve particular objectives for a very long time. 32

(1 1 2 1)

+++++

+++ ON-LINE DOCUMENT: T3B

+++ Retrieval for this document: 2 units out of 385, = 0.52%

++ Text units 215-215:

We all started out thinking that we could solve the world's problems but we developed the skill to deal with the problems

(1 1 2 1)

++ Text units 231-231:

[When doing a degree] I was able to pick things up and be stimulated to a level where I could evaluate things and think about things 231

(1 1 2 1)

+++++

+++ ON-LINE DOCUMENT: T4B

+++ Retrieval for this document: 1 unit out of 368, = 0.27%

++ Text units 242-242:

The old ways of authenticating and adjudicating are now gone 242

(1 1 2 1) (3 4 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T7A

+++ Retrieval for this document: 2 units out of 298, = 0.67%

++ Text units 189-189:

There may be a possibility [in future] to return to the former Socratic method of teaching, dialectical approach to teaching 189

(1 1 2 1) (1 3 2 1)

++ Text units 201-201:

[In future] the university will be able to return to the real culture of the discussion the debate, the didactic and the dialectic of former years which is the enduring currency 201

(1 1 2 1) (1 3 2 1) (3 4 1 2 1) (3 4 3 2 1)

+++++

+++++

+++ Total number of text units retrieved = 7

+++++

+++++

Appendix F: Node 4

(1 1 2 2) /process/past/con2/unispec

past processes associated with the organisation

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.

Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 12:37 pm, Sept 9, 1997.

(1 1 2 2) /process/past/con2/unispec

*** Definition:

specific references to the university of limerick

+++++

+++ ON-LINE DOCUMENT: T4A

+++ Retrieval for this document: 3 units out of 327, = 0.92%

++ Text units 197-197:

[The foundation process] was supposed to be a mechanism for bringing everyone to the same level 197

(1 1 2 2)

++ Text units 200-200:

[The foundation process] has been made difficult as a student's first exposure to University life 200

(1 1 2 2)

++ Text units 280-280:

[In] the last year there's been a significant amount of students trying to look through massive amounts of information 280

(1 1 2 2) (3 4 1 2 2)

+++++

+++ ON-LINE DOCUMENT: T6B

+++ Retrieval for this document: 5 units out of 355, = 1.4%

++ Text units 146-146:

(1 1 2 2)

++ Text units 150-150:

[The person taking over my course] never asked me about how I did labs or about how you actually interact with students 150

(1 1 2 2)

++ Text units 152-152:

None of that [the learning environment, interaction with students, how classes are carried out] was important 152

(1 1 2 2) (3 4 1 2 2)

++ Text units 261-261:

[This organisation] was fine when in fact the president could keep tabs on what was going on virtually everywhere and get feedback from people he met on the corridors 261

(1 1 2 2) (3 4 1 2 2)

+++++

+++ ON-LINE DOCUMENT: T6C

+++ Retrieval for this document: 1 unit out of 224, = 0.45%

++ Text units 122-122:

[This organisation] used to forge linkages with other establishments] 122

(1 1 2 2)

+++++

+++++

+++ Total number of text units retrieved = 9

+++++

+++++

Appendix G: Node 5

(1 2 1 1) /process/present/con1/con1a

present processes associated with the overall strategic initiative

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.

Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 12:39 pm, Sept 9, 1997.

(1 2 1 1) /process/present/con1/con1a

*** Definition:

all groups involved in vision 2020

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 11 units out of 418, = 2.63%

++ Text units 10-10:

[The development of an effective vision of the future can't be achieved without the full commitment of] all the other teams that have been set up

(1 2 1 1) (3 4 2 1 1)

++ Text units 65-65:

I'm going to go through this [introduction] at fairly breakneck speed 65

(1 2 1 1)

++ Text units 113-113:

We [the groups] are chasing a moving target here. 113

(1 2 1 1)

++ Text units 139-139:

I suppose that's where I come in to make sure that .this interface works properly 139

(1 2 1 1) (3 4 2 1 1)

++ Text units 143-143:

[Exercises like this] normally start off with discussing the mission brief of the establishment 143

(1 2 1 1)

++ Text units 235-235:

Vision creation = fitting together pieces of a jigsaw of which we [the groups] may have too many or too few 235

(1 2 1 1) (3 4 2 1 1)

++ Text units 237-237:

I like the thought of a launch pad at this intermediate stage 237

(1 2 1 1)

++ Text units 239-239:

Envisioning what the learning environment might be in the year 2020 is very difficult 239

(1 2 1 1)

++ Text units 267-267:

A philosophical thing for the group as well involves asking do we [the group] start at 2020 and work backwards or do we [the group] start now and work forwards? 267

(1 2 1 1)

++ Text units 329-329:

I'd like some feedback as to how they might handle [the implementation of our [the groups'] reports] 329

(1 2 1 1)

++ Text units 372-372:

Ideologically speaking, the three primary groups are starting in the future and working back and meeting at some stage with with the secondary group..I don't know how that's going to operationalise, but certainly that's an idea 372

(1 2 1 1)

+++++

+++ ON-LINE DOCUMENT: MEET1B

+++ Retrieval for this document: 12 units out of 550, = 2.2%

++ Text units 83-83:

To what extent is the process overall taking into account the views of people other than people involved in education? 83

(1 2 1 1)

++ Text units 91-91:

I don't know to what extent, the overall process of going outside of education 91

(1 2 1 1)

++ Text units 280-280:

It is possible to ask people to look beyond their immediate problems 280

(1 2 1 1) (1 2 2 2)

++ Text units 307-307:

What is the purpose of the questionnaire what it's goal is and then let's see is there a variety of different ways of reaching that goal 307

(1 2 1 1) (2 2 1 1)

++ Text units 342-342:

Building on the positive a I like the idea of us actually doing something to get feedback from other people and building on that 342

(1 2 1 1)

++ Text units 344-344:

We need interaction [with the rest of the campus] but maybe not through a formal questionnaire 344

(1 2 1 1)

++ Text units 348-348:

Our discussion on the questionnaire really deals with a much wider issue about the whole process, its not just the questionnaire, it's everything that we do and its all the processes that we put into place and all the techniques that we use to gather information have got to be subject to the same critical focus as the questionnaire is being 348

(1 2 1 1)

++ Text units 350-350:

[We need to let] everybody know that they are involved in the process 350

(1 2 1 1)

++ Text units 364-364:

One of the ways of selling the idea is to move a little bit away from the idea of 2020 so people can see that what we're setting up 364

(1 2 1 1)

++ Text units 377-377:

[There is a] structural issue as to how groups are going to interact and [how to] integrate the views that emanate from each one of the teams

[this needs to be raised at steering group level] 377

(1 2 1 1)

++ Text units 391-391:

[Serious reservations have been voiced] about the broader issues relating to the process and how professional and how full of integrity is it going to be 391

(1 2 1 1)

++ Text units 393-393:

We should think about ways of engendering communication as a group which has to do with email, conferencing whatever the possibility, not just for our group but especially for our group 393

(1 2 1 1)

+++++

+++ ON-LINE DOCUMENT: REP1

+++ Retrieval for this document: 1 unit out of 265, = 0.38%

++ Text units 17-17:

When attempting to make long term projections, inaccuracies are inevitable. 17

(1 2 1 1)

+++++

+++ ON-LINE DOCUMENT: REP2

+++ Retrieval for this document: 1 unit out of 215, = 0.47%

++ Text units 82-82:

It may be more realistic to think of an information ecology, a system of complex interdependencies which will combine in a variety of ways, often coincidentally and give rise to changes that no one has yet predicted 82

(1 2 1 1)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 7 units out of 548, = 1.3%

++ Text units 15-15:

[The importance of implementation was raised by] quite a few of the chairs 15

(1 2 1 1) (2 1 1 1)

++ Text units 19-19:

We have a problem with the initiation of the first grouping and the second grouping the three general groups and the fact that the other seemingly more operational groups are already up and running 19

(1 2 1 1) (3 4 2 1 1)

++ Text units 160-160:

Now I've kept the best wine till last which is a public directory 160

(1 2 1 1)

++ Text units 162-162:

For something as broad as the University staff, which is a public share and this basically to contain information that's in the public domain 162

(1 2 1 1) (3 4 2 1 1)

++ Text units 164-164:

The co-ordinators of vision 2020 have write access, everybody else only has read. Is that clear? 164

(1 2 1 1)

++ Text units 170-170:

This public share here, is actually the directory that connects us to the world-wide web server, so we put up the world-wide web server so that from

anywhere in the world you can now link, using the web browser to netscape, so basically if you type in here in your web browser http slash mercury dot ul dot ie, it'll come back with a directory with the files that are in the public directory 170

(1 2 1 1) (3 4 2 1 1)

+++++

+++ ON-LINE DOCUMENT: T2B

+++ Retrieval for this document: 2 units out of 133, = 1.5%

++ Text units 51-51:

Information = something to be shared 51

(1 2 1 1) (2 2 1 1)

++ Text units 59-59:

Systems Network = something that must be easily used 59

(1 2 1 1)

+++++

+++ ON-LINE DOCUMENT: T3A

+++ Retrieval for this document: 3 units out of 387, = 0.78%

++ Text units 188-188:

It's the process that's so vital 188

(1 2 1 1) (3 4 2 1 1)

++ Text units 190-190:

We rarely get the time to come together like this and just think and talk and become excited about a vision of the future 190

(1 2 1 1) (3 4 2 1 1)

++ Text units 200-200:

This process is very energising 200

(1 2 1 1)

+++++

+++ ON-LINE DOCUMENT: T3B

+++ Retrieval for this document: 3 units out of 385, = 0.78%

++ Text units 240-240:

What do teaching and programmes have to say about this [what we want our degree to represent] 240

(1 2 1 1) (2 2 1 1)

++ Text units 253-253:

If we don't talk in an aspirational sense now, these [philosophical] issues will never be confronted 253

(1 2 1 1) (1 3 2 2)

++ Text units 357-357:

I think that's absolutely critical [that the three operational groups do not work on a strategic level] 357

(1 2 1 1)

+++++

+++ ON-LINE DOCUMENT: T3C

+++ Retrieval for this document: 40 units out of 613, = 6.5%

++ Text units 12-12:

[Colin] is trying desperately to stop being autocratic and really genuinely to bring people into the process 12

(1 2 1 1)

++ Text units 20-20:

What we're getting is an expression of [Colin's] personality in this process 20

(1 2 1 1)

++ Text units 22-22:

I think that we're adrift, we're all adrift you know here we are struggling you know asking why are we here and trying to work things out 22

(1 2 1 1)

++ Text units 28-28:

[There is] total confusion about whether we're settling today's problems in a visioning committee 28

(1 2 1 1)

++ Text units 34-34:

[The vision 2020 process] is not being managed, with due respect to Steve as the director of the process, he has to know what he's directing there's the steering committee, you know they have to know what the hell they're steering 34

(1 2 1 1)

++ Text units 37-37:

I'm not at all clear if the steering committee knows what the hell is going on that its not just responding to a set of chaotic cues 37

(1 2 1 1)

++ Text units 45-45:

Is there an autonomy here or a locus here and are we going to manage ourselves from here and take control of things and are we going to put forward a vision 2020 in relation to the learning environment and that's that 45

(1 2 1 1) (2 3 1 2)

++ Text units 57-57:

The process of how [we nudge the institution nearer to what it should be doing in 2020] that happens [needs to be thought about in terms of] to implementation and structure 57

(1 2 1 1)

++ Text units 61-61:

[vision 2020] is a very good exercise 61

(1 2 1 1)

++ Text units 67-67:

We have to see [vision 2020] in terms of implementation 67

(1 2 1 1) (1 3 1 1)

++ Text units 69-69:

If [vision 2020 is] not implemented, it will not be because we have failed in stimulating thinkers 69

(1 2 1 1) (2 3 1 1)

++ Text units 71-71:

If we have to say, we should be careful not to come up with stimulating thoughts because of possible problems with implementation I think that we're constraining ourselves terribly KB 71

(1 2 1 1)

++ Text units 77-77:

[We should] take it in good faith that we are going to have an influence 77

(1 2 1 1) (1 3 1 2) (3 4 2 1 2)

++ Text units 107-107:

Vision 2020 is a very valuable process in terms of professional development 107

(1 2 1 1)

++ Text units 111-111:

It's a very very nice retreat to engage in some intellectual exercises

like this 111
(1 2 1 1)
++ Text units 142-142:
It's that kind of academic exercise in the best sense of the word
academic 142
(1 2 1 1)
++ Text units 161-161:
What's this [process] all about you know how do we fit in, how do we do
it 161
(1 2 1 1) (3 4 2 1 2)
++ Text units 165-165:
Is it correct that we have an internal working group in terms of where
we're actually going in terms of the learning environment 165
(1 2 1 1)
++ Text units 167-167:
Would we not be better off to have people going out and sitting on
world-wide committees who are actually looking at this who have more
knowledge in one conference than we'll ever do her in a couple of
years 167
(1 2 1 1) (3 5 2 1 1)
++ Text units 169-169:
Is this [vision 2020] actually the best way of doing it 169
(1 2 1 1)
++ Text units 180-180:
The process is at least as important as the outcome 180
(1 2 1 1) (2 3 1 1)
++ Text units 182-182:
There is a value in developing a process of future orientation and
developing ideas about the future 182
(1 2 1 1)
++ Text units 184-184:
If for example we didn't do this at all supposing nobody ever stimulated
future scenarios would people be happy with that 184
(1 2 1 1) (3 4 3 2 2)
++ Text units 193-193:
I believe that the risk of not doing it would be just as difficult to
measure and carry as many implications too 193
(1 2 1 1)
++ Text units 199-199:
I have great difficulty with this thing of get it done within a year and
that's it 199
(1 2 1 1)
++ Text units 201-201:
This kind of thing that we're doing [vision 2020] is a rolling thing 201
(1 2 1 1)
++ Text units 203-203:
[preparing for the future] is like a spaceship hovering above it's
timeline position which has to move along all the time the boundary is
shifting out all the time 203
(1 2 1 1)
++ Text units 212-212:
The way we're doing it [vision 2020] may be chaotic and a bit crazy but
at least we're doing something 212
(1 2 1 1) (3 4 2 1 1)

++ Text units 214-214:
 [The fact] that [vision 2020 is] being done is a virtue in itself 214
 (1 2 1 1) (3 4 2 1 1)

++ Text units 216-216:
 We're doing it [vision 2020] badly but we should do it 216
 (1 2 1 1)

++ Text units 218-218:
 We should improve how we do it [vision 2020] 218
 (1 2 1 1)

++ Text units 220-220:
 We should keep doing it [vision 2020] 220
 (1 2 1 1)

++ Text units 222-222:
 Doing it the way we're doing it [vision 2020] with however many
 committees I think is wholly impractical as a continuing process 222
 (1 2 1 1)

++ Text units 229-229:
 Sometimes just thinking about some framework for the future can give a
 group of people the confidence and the initiative to move forward 229
 (1 2 1 1)

++ Text units 231-231:
 Perhaps it is a matter of building esteem and confidence and a
 willingness to kind of I suppose grasp the complexity of the future in
 some way 231
 (1 2 1 1)

++ Text units 239-239:
 For an organisation like this the whole thing is too big to manage 239
 (1 2 1 1) (3 4 2 2 2)

++ Text units 241-241:
 They're having to give power to people who they're used to telling what
 to do 241
 (1 2 1 1) (3 4 2 2 2)

++ Text units 305-305:
 And [another boundary within which we have to work] is the existence of
 the other groups 305
 (1 2 1 1) (3 4 2 1 2)

++ Text units 307-307:
 Do we have to live with those constraints [those inherent in the vision
 2020 set-up] 307
 (1 2 1 1) (3 4 2 1 1)

++ Text units 309-309:
 I think we have to live with some of [the existing constraints of vision
 2020] 309
 (1 2 1 1) (3 4 2 1 1)

+++++

+++ ON-LINE DOCUMENT: T4A
 +++ Retrieval for this document: 1 unit out of 327, = 0.31%

++ Text units 105-105:
 The holistic principles again I would link that very well into educating
 the whole person and I think it would be good that we drew people's
 attention to those links 105
 (1 2 1 1) (2 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T4B

+++ Retrieval for this document: 1 unit out of 368, = 0.27%

++ Text units 52-52:

People will see a product on Tuesday which is a distillation of a distillation which sounds, through no fault I mean I think it's inevitable in this process that it becomes somewhat diluted

52

(1 2 1 1) (2 2 1 1)

+++++

+++ ON-LINE DOCUMENT: T4C

+++ Retrieval for this document: 15 units out of 318, = 4.7%

++ Text units 3-3:

This is being distributed and while there were a lot of people who resisted the idea I think they just went ahead anyway, I think it's going ahead anyway

(1 1 1 1) (1 2 1 1)

++ Text units 11-11:

This [questionnaire] plays into the hands of the sceptics

(1 2 1 1)

++ Text units 13-13:

Is there anything that we want to do in order to preempt [the distribution of] this [questionnaire]

(1 2 1 1) (2 2 1 2)

++ Text units 15-15:

Is there anything that you want to say or that you want me to say that will allow people to express their views in a different way [than the use of the questionnaire]

(1 2 1 1) (1 2 1 2)

++ Text units 19-19:

We do have the afternoon [of the convocation] for anybody who is interested

(1 2 1 1)

++ Text units 21-21:

We're dealing with a very complex set of issues and this is trying to reduce these complex issues to a one line response from anyone who's enthusiastic enough to want to respond

(1 2 1 1) (2 2 1 2)

++ Text units 30-30:

If [a questionnaire] is going to be done, it needs to be done professionally and we've made this point I'd say every single time and I've reflected that point at the steering group meetings

(1 2 1 1) (2 1 1 2)

++ Text units 33-33:

Who's involved in making these overriding decisions without consulting or listening to the groups

(1 2 1 1) (3 4 2 1 1)

++ Text units 43-43:

[We never really had an input into] the date, the time and the format of the convocation was really something that was a foregone conclusion over which I thought we had control, but actually we didn't

(1 2 1 1) (1 2 1 2)

++ Text units 51-51:

I know that every chair has had the same difficulty and I've talked to the others and it's been very difficult to control concrete, tangible things like this that get communicated and communications that get sent University - wide

51

(1 2 1 1) (2 2 1 1)

++ Text units 53-53:

This type of questionnaire would effectively wrap all the work that we've done up into six small lines, five small lines and they'll say this is what these people have come up with 53

(1 2 1 1) (2 2 1 1)

++ Text units 66-66:

If people do want to react to [the] papers [we provide], they can do that in a very open way 66

(1 2 1 1)

++ Text units 68-68:

The convocation should be about [letting people discuss the ideas in a very open way] - not playing into the sceptics' hands 68

(1 2 1 1)

++ Text units 92-92:

I'm not negative about the process of vision 2020 92

(1 2 1 1)

++ Text units 94-94:

I think [the process of vision 2020] is great 94

(1 2 1 1)

+++++

+++ ON-LINE DOCUMENT: T6A

+++ Retrieval for this document: 1 unit out of 407, = 0.25%

++ Text units 360-360:

It's easy to look at [This organisation] from the microscopic view and tell what's wrong, but it's very difficult to look at it in macroscopic term in terms of where we should be going in terms of a real learning environment 360

(1 2 1 1)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 5 units out of 279, = 1.8%

++ Text units 63-63:

I think you said at some stage in the discussions in relation to your impressions of the whole exercise that the process was almost as important as the product 63

(1 2 1 1) (2 2 1 1)

++ Text units 67-67:

Admittedly [discussions like these] can evolve into a sort of debating shop 67

(1 2 1 1)

++ Text units 69-69:

I hear that a lot - the process is more important than the product, I think that is true for one iteration but I think if you just take the assumption that the process is as important as the product but there is no product coming out of the process I think that doesn't help the meeting concept 69

(1 2 1 1) (2 3 1 1)

++ Text units 75-75:

the outcomes [of this exercise - vision 2020] are committee led and there is no gap at all for reflection 75

(1 2 1 1) (2 2 1 1) (3 4 2 1 1)

++ Text units 262-262:

lest everybody get the idea that we've sat around here [during the vision 2020 process] for nine mornings and that we decided that we could write

definitively on this. We're merely opening up possible pockets and I think we should say that and its an exercise in intellectual honesty to say that 262

(1 2 1 1) (1 2 1 2) (2 2 1 1)

+++++

+++ ON-LINE DOCUMENT: T7C

+++ Retrieval for this document: 7 units out of 321, = 2.2%

++ Text units 3-3:

the whole process [of vision creation] is so iterative anyway that we can't set up any one formula that's going to work in 25 years time 3

(1 2 1 1) (2 3 1 1)

++ Text units 21-21:

in the very standard definition of strategy we're only at the very beginning of [the strategy] process 21

(1 2 1 1) (3 4 2 2 2)

++ Text units 25-25:

I don't see [the vision being turned into objectives, goals, priorities, resource allocations and so on], I don't see this being built into the structure that we have for vision 2020 25

(1 2 1 1)

++ Text units 39-39:

you're right, you've just said that [vision creation and planning] is an iterative process 39

(1 2 1 1)

++ Text units 69-69:

this organisation has claimed to have strategic planning down through the years - it breaks the very first rule of the very first page in any book on strategic planning that always says strategic planning is not a one day a year exercise, I've never one that doesn't say that but that's exactly what we do 69

(1 2 1 1) (2 1 2 2)

++ Text units 77-77:

I'm concerned about the emphasis on the production of documents 77

(1 2 1 1) (2 2 1 1)

++ Text units 212-212:

I think the difference about the timing of this exercise is that planned or coincidental or otherwise that this is critical because we will be compelled to change and if we don't become proactive about it well then we'll be dragged kicking and screaming 212

(1 2 1 1) (3 5 3 2 2)

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+++++

+++ Total number of text units retrieved = 110

+++++

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Appendix H: Node 6

(1 2 1 2) /process/present/con1/con1b

present processes associated with the strategic group

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.

Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 12:40 pm, Sept 9, 1997.

(1 2 1 2) /process/present/con1/con1b

*** Definition:

the current processes of the learning environment group, or individual pr

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 11 units out of 418, = 2.63%

++ Text units 8-8:

[The development of an effective vision of the future] can't be achieved
without the full commitment of this team 8

(1 2 1 2) (3 4 2 1 2)

++ Text units 36-36:

V2020 meetings = space and time to create a meaningful vision 36

(1 2 1 2) (2 2 1 2) (3 4 2 1 2)

++ Text units 55-55:

It is worth looking at the views that are different 55

(1 2 1 2)

++ Text units 57-57:

[It is worth looking at the views] that don't necessarily fit into one
person's or one group's framework 57

(1 2 1 2) (3 4 2 1 1)

++ Text units 149-149:

If you decide here and now as I walk out the door to scrap everything

I've just said as far as I'm concerned that's great, that's positive

except for the deliverables 149

(1 2 1 2) (2 3 1 1)

++ Text units 223-223:

The second groupings such as quality and people are themes that everyone

is going to have to address as common, integral themes to what we're

dealing with so I think it's very important to keep in mind 223

(1 2 1 2) (2 3 1 1)

++ Text units 249-249:

I totally agree about talking about effective structures that don't get

in the way 249

(1 2 1 2) (2 2 1 2)

++ Text units 269-269:

We're not talking about details, were not talking about the nuts and

bolts of what 2020 is going to be like 269

(1 2 1 2) (2 2 1 2)

++ Text units 271-271:

We are talking about a philosophy of flexibility for welcoming the future

and for perhaps creating it as well 271

(1 2 1 2) (2 2 1 2)

++ Text units 273-273:

Some of us [in the group] can't look forward and some of us [in the group] can't look back so I would hope that there would be some degree of complementarity between the various styles and approaches 273

(1 2 1 2)

++ Text units 277-277:

Before we [the group] start to filter everyone else's views, just throw it out, I'd really like to see that because that's where all the goodness is and we [the group] should use it 277

(1 2 1 2)

+++++

+++ ON-LINE DOCUMENT: MEET1B

+++ Retrieval for this document: 4 units out of 550, = 0.73%

++ Text units 89-89:

I mean here we are examining our navels 89

(1 2 1 2)

++ Text units 97-97:

All group members are involved in education and this is what we do and it's only us looking at ourselves 97

(1 2 1 2) (3 4 2 1 2)

++ Text units 326-326:

In each of our minds there maybe a little, at least a little cynical compartment em which is probably very healthy because it makes us be able to see both sides and both perspectives 326

(1 2 1 2) (3 4 2 1 2)

++ Text units 395-395:

[We should make sure that]everyone gets information quickly and in as timely a way as possible 395

(1 2 1 2)

+++++

+++ ON-LINE DOCUMENT: REP1

+++ Retrieval for this document: 1 unit out of 265, = 0.38%

++ Text units 12-12:

In our experience, generating scenarios of the long term future, can lead to many creative ideas, but it can also give rise to a myriad of inaccurate predictions. 12

(1 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 18 units out of 548, = 3.3%

++ Text units 50-50:

That really was the purpose today of moving our group from that rather imposing room to this [less formal] one 50

(1 2 1 2)

++ Text units 52-52:

Anybody who has ideas and wants to put them up on the white board or flip chart or bring along overheads and so on, that really we should have a much more free and open discussion 52

(1 2 1 2)

++ Text units 54-54:

While my role is one of chairperson really there's no more talking through the chair 54

(1 2 1 2) (3 4 2 1 2)

++ Text units 61-61:
Most of us buy into the more informal process, certainly at this stage 61
(1 2 1 2) (3 4 2 1 2)

++ Text units 73-73:
Everybody in the group should feel free to consider and contact people
that they feel it might be useful for us to talk to 73
(1 2 1 2)

++ Text units 75-75:
[The option to consider and contact people from outside the group] and is
thrown out to all of us and all of you as an option and something that we
should explore as much as possible 75
(1 2 1 2)

++ Text units 81-81:
When we all agree to get something done we should try to get them in as
soon as possible 81
(1 2 1 2)

++ Text units 88-88:
Ideally it would be much more preferable to get [position papers etc.
from individuals in the group] to me at least three or four days in
advance so that I can try and collate them and pick out the major
themes 88
(1 2 1 2)

++ Text units 92-92:
Thanks everyone who prepared something 92
(1 2 1 2)

++ Text units 96-96:
Has anyone got any objection if , in time [the individually produced
initial documents] are listed and available in the public domain? 96
(1 2 1 2) (3 4 3 1 2)

++ Text units 180-180:
Already my work is easier for me now because there are less people to
sort of compile hard documents for and send them to but I have to do it
for some people anyway 180
(1 2 1 2) (3 4 2 1 2)

++ Text units 182-182:
[Most people]will be able to use the system, so let's give it a try 182
(1 2 1 2)

++ Text units 190-190:
I haven't really had time to collate the stuff [documents prepared by
each member] and to pick out emerging themes coming from us 190
(1 2 1 2)

++ Text units 192-192:
What I propose to do is use the white board and put up the major themes
that people who have submitted documents have referred to and those of
you who have submitted documents to perhaps elaborate on any of the
themes as they go up on the board 192
(1 2 1 2)

++ Text units 194-194:
Let's just see what sort of patterns emerge [in relation to defining the
learning environment] 194
(1 2 1 2) (2 2 1 2)

++ Text units 315-315:
So [the ideas presented] are just some broad strokes
(1 2 1 2)

++ Text units 334-334:

For those of us who aren't immersed all the time in the technological side of the education business, [The ideas presented by PK] clarify a lot for me 334

(1 2 1 2)

++ Text units 395-395:

I've tried to divide these concepts into information acquisition and intellectual application - provided the intellectual will be trumped up with hands on experience whatever that might be for example computer simulation or computer aided design where somebody applies their knowledge 395

(1 2 1 2) (2 3 2 2)

+++++

+++ ON-LINE DOCUMENT: T2B

+++ Retrieval for this document: 1 unit out of 133, = 0.75%

++ Text units 57-57:

Systems Network = a place where indicators and references can be kept to guide people to important material 57

(1 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T3A

+++ Retrieval for this document: 5 units out of 387, = 1.3%

++ Text units 14-14:

Is [the lack of confidence that the ideas generated by vision 2020 will be taken on board by the University] having an impact on our focus and our motivation and people's collective commitment to the process 14

(1 2 1 2)

++ Text units 24-24:

What are the first steps that we could actually take tomorrow, you know, test beds, experiments, and things like that in order to get our whole vision set into motion 24

(1 2 1 2) (2 2 1 2)

++ Text units 28-28:

It's important to bring our vision back to 'first steps' 28

(1 2 1 2)

++ Text units 68-68:

We should be committed to the process as much if not more than the outcome I mean would that not help to rationalise what we're doing 68

(1 2 1 2)

++ Text units 194-194:

I've never had the opportunity to consider things in the way that we're doing now 194

(1 2 1 2) (3 4 1 2 2)

+++++

+++ ON-LINE DOCUMENT: T3B

+++ Retrieval for this document: 12 units out of 385, = 3.1%

++ Text units 51-51:

An awful lot of what we've been saying has got visionary [elements] 51

(1 2 1 2)

++ Text units 59-59:

It's amazing how quickly we're starting to build up a picture of our vision as to what 2020 is going to look like and what we need to do in order to respond to that 59

(1 2 1 2) (2 3 2 2)

++ Text units 61-61:

Let those views have no earthing wire 61

(1 2 1 2)

++ Text units 79-79:

That's a post facto rationalisation [the worst thing that happened to us was when we got University status 79

(1 2 1 2)

++ Text units 131-131:

When we define what excellence is then my definition based on a brief literature search, is complementarity - people doing what they're best at 131

(1 2 1 2) (3 4 2 2 1)

++ Text units 185-185:

If we get back down to principles, we're talking about an environment which facilitates change 185

(1 2 1 2) (3 4 2 2 1)

++ Text units 227-227:

How do we define a degree 227

(1 2 1 2) (3 4 2 2 1)

++ Text units 332-332:

If we felt that we were responsible for developing detailed policy documents that produce the driving force for the University then I think we wouldn't be getting the creativity and momentum that we're beginning to see 332

(1 2 1 2)

++ Text units 341-341:

We're just as committed to the process as to the outcomes 341

(1 2 1 2) (3 4 2 1 2)

++ Text units 343-343:

This process will enhance the outcomes 343

(1 2 1 2)

++ Text units 345-345:

[This process] will foster a culture and climate of future orientation 345

(1 2 1 2) (3 4 3 2 2)

++ Text units 347-347:

I wonder if we extended the metaphor of the central driving force and then see ourselves as providing the fuel which will eventually become the driving force 347

(1 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T3C

+++ Retrieval for this document: 32 units out of 613, = 5.2%

++ Text units 49-49:

We're being asked now to break free of the leash and we're still looking back to see you know is the leash really gone 49

(1 2 1 2)

++ Text units 51-51:

When we talk about planning do we not have to talk about doing the fieldwork and gathering the evidence and sifting the things before we establish our thesis 51

(1 2 1 2)

++ Text units 53-53:

[We are] tilling and harvesting in the hope that we can get something in

like a position paper as a result of it 53

(1 2 1 2)

++ Text units 73-73:

It might be very damaging for us to keep on second guessing the motives of the whole initiative 73

(1 2 1 2)

++ Text units 105-105:

If people say to me individually, you know, why are you involved with this Vision 2020 don't you know it's a waste of time, I think that I could say, I'm learning an awful lot 105

(1 2 1 2) (3 4 2 2 2)

++ Text units 140-140:

We may stray into a discussion of where we are now or what perspective I mean you know I'm terribly conscious of my area you know and let's indulge that a little bit as well 140

(1 2 1 2)

++ Text units 144-144:

We can actually abstract away from all the rest of these committees and everybody else 144

(1 2 1 2)

++ Text units 146-146:

One of the benefits for the process for me is that it does free me up 146

(1 2 1 2)

++ Text units 151-151:

At the moment I'm not thinking about [all the things I have to do] 151

(1 2 1 2)

++ Text units 157-157:

This morning we talked so much about content we were talking about the learning environment 157

(1 2 1 2) (2 2 1 2)

++ Text units 159-159:

This afternoon we went straight into the issue of process 159

(1 2 1 2)

++ Text units 163-163:

[It's good that we are getting] real as well as getting visionary 163

(1 2 1 2)

++ Text units 171-171:

From a personal point of view [vision 2020] is very very rewarding, but it may be a waste of time relative to what we could be doing via other mechanisms 171

(1 2 1 2)

++ Text units 195-195:

I'm just being devil's advocate 195

(1 2 1 2)

++ Text units 245-245:

Our objectives are [now] to get our ideas on paper and start feeding those ideas into the system 245

(1 2 1 2) (2 2 1 2)

++ Text units 247-247:

We have talked about sharing thinking, enlarging understanding, creating a basis for future discussion and putting an input into the strategic plan for the future 247

(1 2 1 2) (2 2 1 2)

++ Text units 249-249:

Do you not think there's a lot of conflicting objectives there in terms of the difference between giving people our ideas and asking for their opinion 249
 (1 2 1 2) (3 4 2 1 1)
 ++ Text units 251-251:
 Are we working independently of the rest of them 251
 (1 2 1 2)
 ++ Text units 259-259:
 Are we working towards keeping everybody within the other groups happy 259
 (1 2 1 2)
 ++ Text units 261-261:
 We should be doing is trying to drag the other groups along with us 261
 (1 2 1 2)
 ++ Text units 263-263:
 We need to try to develop our own ideas early on independently of those groups 263
 (1 2 1 2)
 ++ Text units 265-265:
 Lets get on with this task right but let's be careful what we're doing 265
 (1 2 1 2) (2 2 1 2)
 ++ Text units 269-269:
 I would like to feel that in ten years time I did even the smallest of things to influence the direction of the University 269
 (1 2 1 2) (2 2 1 2)
 ++ Text units 271-271:
 My driving force is that I would like to see this place operates [in future] 271
 (1 2 1 2) (3 4 3 2 2)
 ++ Text units 275-275:
 How about then we agree on John's kind of independent scenario where we say we are just charged with the task of coming up with a visionary picture of the learning environment in 2020 independent of the University of Limerick and feed that into people and say look if you want this to affect the University of Limerick then that's your problem but this is our scenario and this is our vision 275
 (1 2 1 2) (3 4 2 1 2)
 ++ Text units 286-286:
 We have to stop second guessing 286
 (1 2 1 2)
 ++ Text units 288-289:
 We're second guessing everything 288
 (1 2 1 2)
 You can be quite sure that the other groups are second guessing us 289
 (1 2 1 2)
 ++ Text units 293-293:
 This has been a useful discussion but we must move on from it and do something to move our vision forwards 293
 (1 2 1 2)
 ++ Text units 295-295:
 It has been necessary to check our assumptions about the process and set out some of our own ground rules but I think we're also going to have to accept that certainly in relation to time span we are operating under constraints that have been set for us by the steering group 295

(1 2 1 2) (3 4 2 1 2)

++ Text units 297-297:

This discussion has been worthwhile 297

(1 2 1 2)

++ Text units 299-299:

Let's now make sure we do the job in good faith setting as many of our own objectives as we can but working within boundaries that we know we have to stick to anyway 299

(1 2 1 2) (3 4 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T4A

+++ Retrieval for this document: 45 units out of 327, = 14%

++ Text units 7-7:

Part of what we're talking about is that we're going to go outside of that boundedness [of the physical University right 7

(1 2 1 2) (2 3 2 2)

++ Text units 11-11:

We could think of some representation of [going beyond the boundaries] 11

(1 2 1 2)

++ Text units 13-13:

A whole set of things that could be just terms they could be images they could be little concrete objects or something 13

(1 2 1 2)

++ Text units 15-15:

You say something and then you give an exemplar you demonstrate it 15

(1 2 1 2)

++ Text units 17-17:

One thing to talk about is lifelong learning 17

(1 2 1 2) (2 2 1 2)

++ Text units 19-19:

You can imagine a sort of a some image of some evolution of a person from birth to death in a way and that education is going on right 19

(1 2 1 2)

++ Text units 25-25:

I'm just talking about a representation in terms of how something along with these overheads could be used just from the point of view of interest 25

(1 2 1 2)

++ Text units 27-27:

You're really talking about bringing it alive a little bit and giving people something a bit more interesting to look at than the static linear overheads is a great idea 27

(1 2 1 2)

++ Text units 29-29:

I can try and incorporate some of that [interesting overheads] and you know, rather than, maybe even not putting up our overheads, maybe just using the words, or verbally expressing our ideas and putting up pictures, diagrams or images 29

(1 2 1 2)

++ Text units 33-33:

If everybody stands up and presents very general things for the audience or whoever's going to be there it's going to be a very turgid affair 33

(1 2 1 2)

++ Text units 35-35:

I'll do what I can in order to incorporate that suggestion [to make the presentation more dynamic] 35

(1 2 1 2)

++ Text units 37-37:

Given the time constraints [of the convocation] I may not be able to come up with any sophisticated graphics or anything particularly detailed or complex but I'll certainly take that on board if I can 37

(1 2 1 2) (3 4 2 1 1)

++ Text units 40-40:

Whatever the choreography, we need to break out the concepts a little bit 40

(1 2 1 2)

++ Text units 42-42:

Even if you have to go further along the linear mode of presentation that at least under each of those terms you could have perhaps three smaller bullets or something, particularly in relation to what this means for the University of Limerick 42

(1 2 1 2)

++ Text units 44-44:

Are we talking about a major stick shift here in our way of thinking if we go towards this light for example 44

(1 2 1 2)

++ Text units 53-53:

[We should say] that these are the questions that we raised and that these are the questions we have attempted to answer and we're getting away somewhat from the Mom and apple pie syndrome and we have some earthing wires into the culture that we're transfixed with at the moment 53

(1 2 1 2) (2 2 1 2)

++ Text units 58-58:

I would say that should be reversed in the order of priority that the particular boundaries are being lost and the learning environment is becoming more inclusive that it affects the manner in which people learn, everything that affects the manner in which people learn 58

(1 2 1 2)

++ Text units 64-64:

I was writing down each of the subheadings and have tried to put a word under each one e.g. the learning environment includes everything that affects the manner in which people learn - I had put the internal aspects you know the cognitive aspects of how people learn which is different from the external which is the organisational context which, in which they learn - so e I think that's the format we should try to use 64

(1 2 1 2) (2 2 1 2)

++ Text units 66-66:

For the first slide, the suggestion is that we spend a bit of time explaining what we mean by losing its traditional boundaries 66

(1 2 1 2)

++ Text units 76-76:

So [I should] start off with that particular point [about the organisation losing its traditional boundaries] and then to move on to including everything that affects the way people learn 76

(1 2 1 2) (2 2 1 2)

++ Text units 83-83:

Let's say I do use these slides em for each point, we should have a

vision byte as it were or some sort of visual image in order to bring that alive and give it, either a visual image or a very clear example of what we mean em do you want to generate those now? Some suggestions for those now 83

(1 2 1 2)

++ Text units 97-97:

You're absolutely right to resist [the summary mentality] 97

(1 2 1 2)

++ Text units 101-101:

I can go and reintroduce [examples] from our past discussions 101

(1 2 1 2) (2 1 1 2)

++ Text units 103-103:

There is an obvious relationship with the idea of equitable access to education and the university and society group and it would be good to make that link and recognise it 103

(1 2 1 2) (3 4 2 1 1)

++ Text units 107-107:

I think we would need to say under flexible organic management structures again that's the least achievable of all of the objectives 107

(1 2 1 2) (2 2 1 2)

++ Text units 109-109:

Well do you think I should say that [flexible, organic management structures are the least achievable of all of the objectives] 109

(1 2 1 2)

++ Text units 111-111:

What you should say is that the present [management structures] are too rigid 111

(1 2 1 2) (3 4 2 2 2)

++ Text units 113-113:

You might say you don't mean the present structures when you talk about flexible and collaborative 113

(1 2 1 2) (3 4 2 2 2)

++ Text units 116-116:

[We should say] that we're trying to move from a structural view to a process view of learning or is that getting too jargony 116

(1 2 1 2) (1 2 2 2)

++ Text units 147-147:

We're going to flesh out [the idea of the flexible organic collaborative management structures] by saying that the present system we feel is too rigid and that it may be very difficult to achieve the flexible collaborative management structures that we're talking about 147

(1 2 1 2) (1 3 2 2) (3 4 2 2 2)

++ Text units 151-151:

from the philosophical point of view that we've been discussing things - we feel that learning is the primary objective and that all processes management and otherwise should be set up in order to support that goal 151

(1 2 1 2) (1 3 2 2) (2 2 2 1)

++ Text units 164-164:

What would concern me would be that [the rigidities in the system] would be seen or would be interpreted solely from a faculty point of view 164

(1 2 1 2)

++ Text units 174-174:

I think we've been discussing a lot about boundaries 174

(1 2 1 2) (2 2 1 2)

++ Text units 178-178:

We're also talking about losing management structural boundaries this kind of salami slicing of the organisation 178

(1 2 1 2) (1 3 2 2)

++ Text units 211-211:

There seems to be a consensus here that that should be the first point that we make, that traditional boundaries are going and that there is a need to start thinking radically and in a complex way about the future 211

(1 2 1 2) (1 3 2 2)

++ Text units 213-213:

[The disappearance of traditional boundaries] give us a rationale for why we are spending this time generating ideas in relation to [The future of the learning environment] 213

(1 2 1 2) (2 2 1 2)

++ Text units 217-217:

On the diversity of the student cohort, the 18 to 20 year old bracket, perhaps we might just say lifelong learning 217

(1 2 1 2) (3 4 2 2 1)

++ Text units 219-219:

Can I just make one small amendment rather than identifying management structures we should talk about organisational structures - it's not just management we don't want to upset the lads that much 219

(1 2 1 2)

++ Text units 256-256:

I'd like to see [the word technology] there, but I'd like us to make clear that we're not saying 'gee whiz' we're all going to have universal access to information thereby everybody's a learner 256

(1 2 1 2) (2 2 1 2)

++ Text units 267-267:

It might be better just to have a proclaimer and you're going to talk around [technology] and then what you have is a single maybe line underneath like 'plus ca change, plus c'est le meme chose' 267

(1 2 1 2) (2 2 1 2)

++ Text units 282-282:

If we're going to de emphasise the effects of technology, we should emphasise that it bestows more autonomy and more freedom on the students themselves 282

(1 2 1 2) (2 2 1 2)

++ Text units 288-288:

We don't believe that [technology] is going to [drive learning] that's what we're going to say 288

(1 2 1 2) (2 2 1 2) (3 5 3 2 1)

++ Text units 301-301:

Do put the word 'Socratic' in because it means we've been thinking a bit 301

(1 2 1 2) (2 2 1 2)

++ Text units 313-313:

I'll try to reflect these added ideas as much as possible 313

(1 2 1 2) (2 2 1 2)

++ Text units 317-317:

In relation to the fleshing out and substantiating our definition of the learning environment and not just talking about the physical surroundings

or place where people learn which again we've identified is losing it's traditional boundaries 317

(1 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T4B

+++ Retrieval for this document: 50 units out of 368, = 14%

++ Text units 6-6:

The [point] that I have difficulty with or, sorry that I see as being a subheading of the first one is the catering for different learning styles 6

(1 2 1 2) (2 2 1 2)

++ Text units 8-8:

The [point] that I can't remember having arrived at is 'must be based on an inclusive and equitable education policy' - whose policy is it? Is it a government, a University policy, I mean I just can't remember what led up to that particular issue 8

(1 2 1 2) (2 2 1 2)

++ Text units 10-10:

Perhaps we should say philosophy rather than policy 10

(1 2 1 2) (2 2 1 2)

++ Text units 12-12:

[The point about inclusive and equitable education policy] draws from the principle of equitable access 12

(1 2 1 2) (2 2 1 2)

++ Text units 14-14:

[The specific points on the second overhead] are all drawing from those general principles and specifying them in the context of the learning environment 14

(1 2 1 2) (2 2 1 2)

++ Text units 26-26:

If we talk about society we need to look at the boundaries that exist there and that are perhaps possible to break down 26

(1 2 1 2) (3 4 2 2 1)

++ Text units 28-28:

There's a great unity about what we've done although we don't know it 28

(1 2 1 2)

++ Text units 30-30:

[There's] a problem when you discuss and summarise and discuss and summarise, it's a problem because you end up getting more and more generic and in the end you end up with a bland product 30

(1 2 1 2) (2 3 1 2)

++ Text units 33-33:

I really was concerned about the over distillation of the ideas which have been so rich, but I think that it could be seen as a sort of ribbon shaped approach where we're now in the middle of the process and we have summarised it, perhaps overly so and now we have another six months to go where we flesh out those topics in a more informed way 33

(1 2 1 2)

++ Text units 37-37:

We're at the kind of turning point where we're perhaps specifying the different themes that we all have bought into and we all agree on and then specifying perhaps a more structured way in the form of a document 37

(1 2 1 2) (2 3 1 2) (3 4 2 1 2)

++ Text units 42-42:

It's just dawning on us that there is a cohesiveness of thought there that is just striking us at this stage 42

(1 2 1 2) (2 2 1 2)

++ Text units 44-44:

Maybe I'm being over optimistic about it but I feel that very positively at this stage. 44

(1 2 1 2)

++ Text units 57-57:

We need to anchor [what you say] in such a way [as to indicate that], we believe at the moment that these needs are not being catered for 57

(1 2 1 2) (3 4 2 2 2)

++ Text units 59-59:

[We need to let people know that] this is not just some aspirational notion 59

(1 2 1 2) (2 2 1 2)

++ Text units 61-61:

We want to make [our ideas] concrete so that the suggestions or when you say this, you then give an example or a for instance so the point about equitable education must be made, but you should also say that we believe that equity doesn't exist now and that it's going to become a larger problem so we need to address it 61

(1 2 1 2) (2 2 1 2)

++ Text units 63-63:

Another point just on the language - I mean you have used the word 'must' all the way through and I'm just wondering should we change that to 'should' 63

(1 2 1 2) (2 2 1 2)

++ Text units 65-65:

We should say 'will' 65

(1 2 1 2)

++ Text units 69-69:

I'll change the musts to 'will' 69

(1 2 1 2) (2 2 1 2)

++ Text units 82-82:

There's been quite a lot of feedback or discussion from this group that we really don't have the resources, equipment that support the dimensions of learning 82

(1 2 1 2) (3 4 2 2 2)

++ Text units 95-95:

Perhaps we need to put that point about different learning styles as a subheading of the first point 95

(1 2 1 2) (2 2 1 2)

++ Text units 100-100:

We should also add 'expertise' to the line equipment, surroundings and resources which again reinforces the point about catering for different learning styles 100

(1 2 1 2) (2 2 1 2)

++ Text units 110-110:

I'm a bit concerned about the phrasing of that the social aspects of learning I've a feeling again that we should rephrase that because what that's going to mean I mean people will think as soon as they see that 'Oh yeah, the stables [pub]' 110

(1 2 1 2) (3 4 2 1 1) (3 4 3 2 2)

++ Text units 112-112:

I'm not saying that having recreational facilities isn't part of the environment 112

(1 2 1 2) (3 4 2 2 1)

++ Text units 116-116:

[Perhaps we should] add to our definition at the beginning of not only does it include everything that affects the manner in which people learn, but it's also a social process - just to emphasise that point 116

(1 2 1 2) (2 2 1 2) (2 2 2 1)

++ Text units 121-121:

[perhaps we should say that the learning environment]'will facilitate interaction' 121

(1 2 1 2) (2 2 1 2)

++ Text units 123-123:

[perhaps we should say] interactive learning 123

(1 2 1 2) (2 2 1 2)

++ Text units 125-125:

[perhaps we should say] interaction between learners 125

(1 2 1 2) (2 2 1 2)

++ Text units 127-127:

I think we should say losing its traditional boundaries and rigidities 127

(1 2 1 2) (2 2 1 2)

++ Text units 129-129:

then we [should] give examples of all those boundaries we're talking about 129

(1 2 1 2) (2 2 1 2)

++ Text units 145-145:

I'm just wondering if we can go with a document about the learning environment without mentioning [certain key words] 145

(1 2 1 2) (2 2 1 2)

++ Text units 155-155:

[We should mention] the maintaining of relationships with people after they move on 155

(1 2 1 2) (2 3 2 2)

++ Text units 164-164:

Let's not develop this incestuous kind of thing which we're very good at, so that this collaboration and interaction that we're talking about - the social interaction, the collegiate interaction, the institutional interaction that we're talking about - maybe we could take that one out there so that it could be framed in a different way 164

(1 2 1 2)

++ Text units 171-171:

[perhaps we should say] must provide expertise, resources and quality 171

(1 2 1 2) (2 2 1 2)

++ Text units 175-175:

I'm just thinking about the presentation and the questions that people will ask and the manner in which we want to reflect our thinking in such a short space of time that you know we just mention the word quality or something in order to clearly indicate that it has been considered by our group - we might then stimulate somebody to talk about quality 175

(1 2 1 2) (2 2 1 2)

++ Text units 206-206:

If we're going to use the language of customers and products and so on we have to see our learners as the people who are our customers and perhaps

indirectly the department of education is serving those learners as well and that's part of the chain as it were and it does relate very much to the idea of quality and what quality represents for whom in what way

206

(1 2 1 2) (3 4 2 2 2)

++ Text units 210-210:

Quality is certainly something that's worthwhile raising 210

(1 2 1 2) (2 2 1 2)

++ Text units 212-212:

If you're going to put in the term [quality], then also say and by the way the term here that is currently under consideration - is not necessarily the buzz word in the way its been interpreted 212

(1 2 1 2) (2 2 1 2)

++ Text units 217-217:

If we don't look at a commitment to the ethic of the transaction in what we're saying and if we make a presentation on the 13th about the learning environment and we don't stimulate thinking about the ethic of the transaction then we might lose something from the convocation rather than gain 217

(1 2 1 2) (2 2 1 2) (2 3 1 2)

++ Text units 220-220:

When you say the ethic of the transaction you mean the ethics of the learning contract 220

(1 2 1 2) (2 2 1 2)

++ Text units 232-232:

I'm concerned about the use of the word ethics 232

(1 2 1 2) (2 2 1 2)

++ Text units 236-236:

How do we talk about [ethics] 236

(1 2 1 2)

++ Text units 238-238:

I'm worried about presenting [ethics] in a sort of [glib /fleeting manner] 'and of course we have quality and ethics' 238

(1 2 1 2)

++ Text units 267-267:

To paraphrase the president - the old cultural controls are disappearing rapidly - the church and the family and so on 267

(1 2 1 2) (3 5 2 2 1)

++ Text units 290-290:

perhaps it might be worth pointing out that the ethical standards of the University may indeed be something that differentiates [the University] in the future whereas that has not been the case in the past 290

(1 2 1 2) (2 3 2 2)

++ Text units 329-329:

We're starting to undermine the University's mission statement which Colin is so married to 329

(1 2 1 2)

++ Text units 332-332:

Divorce proceedings [from the mission statement] are underway 332

(1 2 1 2)

++ Text units 342-342:

I think the question of relevance I think it's something that should be debated in another context 342

(1 2 1 2) (2 2 1 2)

++ Text units 346-346:

'must recognise and cater for different learning styles' will become a subset of 'physical, psychological and social needs of learners' Em instead of saying must be based on an equitable and inclusive education policy we're putting framework in instead of policy - also not just for the people coming but also those already there. Em we're scrapping this one here [the social needs of learners]. ' Must provide resources , equipment and resources that support a quality learning environment' 346

(1 2 1 2) (2 2 1 2)

++ Text units 348-348:

I'll work on it over the weekend and if I send you all copies on Monday can you make final comments before Tuesday morning 348

(1 2 1 2)

++ Text units 352-352:

I feel an awful lot happier that I'm reflecting your views and I'll be emphasising that they're not just my views 352

(1 2 1 2) (2 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T4C

+++ Retrieval for this document: 8 units out of 318, = 2.5%

++ Text units 15-15:

Is there anything that you want to say or that you want me to say that will allow people to express their views in a different way [than the use of the questionnaire] 15

(1 2 1 1) (1 2 1 2)

++ Text units 43-43:

[We never really had an input into] the date, the time and the format of the convocation was really something that was a foregone conclusion over which I thought we had control, but actually we didn't 43

(1 2 1 1) (1 2 1 2)

++ Text units 45-45:

I never realised [that there is a] tendency to protect your group from the bureaucracies of another level and of different issues 45

(1 2 1 2)

++ Text units 64-64:

We could say 'look we had some discussions and out of that came, here's three or four background papers and here are some readings, which are available' or they could be made available and that would serve the purpose of giving or at least making available more in-depth information about what we've been doing and that's actually something positive and it does have content 64

(1 2 1 2) (2 2 1 2)

++ Text units 118-118:

I think we should keep out of [the issue of the rapporteur] 118

(1 2 1 2)

++ Text units 139-139:

I would like to express my really genuine appreciation for people's participation because I know how busy everyone is and I know how difficult it is to get to meetings on a regular basis which most of you have done admirably 139

(1 1 1 2) (1 2 1 2)

++ Text units 143-143:

You're doing a great job [to the chair] 143

(1 2 1 2)

++ Text units 145-145:

Last minute comments can be registered by Monday afternoon at the very latest 145

(1 2 1 2) (2 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T5A

+++ Retrieval for this document: 9 units out of 240, = 3.8%

++ Text units 38-38:

If I didn't have [my written contribution finished] well then you know I couldn't exactly start rapping people on the knuckles for not having theirs 38

(1 2 1 2) (3 4 2 1 2)

++ Text units 40-40:

I'm going to assume now is that people are working on, are either in the process of generating their documents or have generated them and are just about to send them to me in the post 40

(1 2 1 2) (2 2 1 2)

++ Text units 49-49:

We need to start thinking about how [our document is] going to be edited, how it fits together and how, to what extent, each different viewpoint receives the consensus of the group 49

(1 2 1 2) (2 3 1 2)

++ Text units 55-55:

I will just assume that people are working away on those so that by the time we meet again, everyone will have seen everyone else's product of their work over the summer and over the next few days 55

(1 2 1 2) (2 3 1 2)

++ Text units 121-121:

It's good that we're taking charge of this initiative because we've seen that when it comes from the top, there was little or no real participation 121

(1 2 1 2) (3 4 2 1 1)

++ Text units 135-135:

the important thing is that [the initiative for the open forum seminar] is coming from us 135

(1 2 1 2)

++ Text units 138-138:

[The important thing is that the initiative for the open forum seminar is] not coming from [the president] or the steering committee 138

(1 2 1 2)

++ Text units 140-140:

[The open forum seminar] is coming from us 140

(1 2 1 2)

++ Text units 174-174:

this may not have to be a very long meeting anyway because we're all still working on our documents, people can read what's already been generated in preparation for the next meeting 174

(1 2 1 2) (2 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T6A

+++ Retrieval for this document: 2 units out of 407, = 0.49%

++ Text units 198-198:

It's very encouraging to see echoes of discussions that we've had 198

(1 2 1 2)

++ Text units 354-354:

I thought that it was also arrogant to ask people to postulate what [an ideal learning environment] should be like for other disciplines other than your own discipline 354

(1 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T6B

+++ Retrieval for this document: 3 units out of 355, = 0.85%

++ Text units 36-36:

defining a world class education is virtually impossible 36

(1 2 1 2)

++ Text units 237-237:

the problem is everyone keeps thinking about the constrained resources [which makes it difficult to be visionary] 237

(1 2 1 2) (3 4 2 2 2)

++ Text units 286-286:

John can you give me a copy of [your paper] 286

(1 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T7A

+++ Retrieval for this document: 9 units out of 298, = 3.0%

++ Text units 36-36:

the yellow page that all of you should have is the proposed structure of the document and that's a proposal that I have put together just myself and em have run by Steve and tom but all of your inputs are necessary in order to make sure that we're happy with that structure 36

(1 2 1 2) (2 2 1 2)

++ Text units 243-243:

my job is to tie together a lot of the ideas that are finally coming together in some kind of coherent way 243

(1 2 1 2)

++ Text units 245-245:

[our ideas] are represented by I think a good kind of chaos and a good kind of ambiguity that's going to be inevitable 245

(1 2 1 2) (2 2 1 2)

++ Text units 247-247:

what [KB] has given us this morning has tied together in a very coherent way, many of the ideas that were presented last week as well as adding some more 247

(1 2 1 2) (2 2 1 2)

++ Text units 256-256:

that's the value of people generating their individual documents [that people bring something unique to the process and that homogenisation if ideas does not occur, leading to a bland product] 256

(1 2 1 2)

++ Text units 262-262:

to provide links with what Karen has just shared with us - I see his emphasis on the group or the team orientation reflecting a lot of what Peter said 262

(1 2 1 2) (2 2 1 2)

++ Text units 274-274:

I'm beginning to see that while Karen's brief was deliberately general - it is so encouraging to see that it touches on all the different points that we made and brings together a lot of what we talked about last

week 274

(1 2 1 2) (2 1 1 2)

++ Text units 280-280:

looking at the other papers a lot of things start to make sense 280

(1 2 1 2) (2 2 1 2)

++ Text units 288-288:

I think it's a good discipline and a good excuse to down tools and to think about things 288

(1 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 6 units out of 279, = 2.2%

++ Text units 3-3:

it seems to me that we [the group] are caught in the completion process 3

(1 2 1 2)

++ Text units 13-13:

[inclusiveness as a competitive issue] is a very interesting and a very pragmatic way of looking at something which is essentially an ethical issue 13

(1 2 1 2) (2 2 1 2)

++ Text units 17-17:

I was hoping that Joe would be here so we could get him to discuss these ideas further 17

(1 2 1 2)

++ Text units 23-23:

we have to recognise that there are only three group meetings left after today and in my object oriented way I've concentrated on the iterations of the document 23

(1 2 1 2) (2 2 1 2)

++ Text units 37-37:

without this process [of discussing documents and providing a structure for reaction to the documents] which was in a way you know parachuted, we wouldn't have had these meetings or this discussion 37

(1 2 1 2)

++ Text units 262-262:

lest everybody get the idea that we've sat around here [during the vision 2020 process] for nine mornings and that we decided that we could write definitively on this. We're merely opening up possible pockets and I think we should say that and its an exercise in intellectual honesty to say that 262

(1 2 1 1) (1 2 1 2) (2 2 1 1)

+++++

+++ ON-LINE DOCUMENT: T7C

+++ Retrieval for this document: 6 units out of 321, = 1.9%

++ Text units 192-192:

what we [the group is] trying to do as Peter is saying is to provide legitimate mechanisms whereby a) these views can be voiced but b) obviously where something is done about these views 192

(1 2 1 2) (2 3 2 2)

++ Text units 210-210:

I would go along with Peter and Gillian here in terms of the team approach and the sense of ownership and the sense of belonging and all those other clichés and so on 210

(1 2 1 2)

++ Text units 242-242:

Can I just stop you for one second I just want to keep track 242

(1 2 1 2)

++ Text units 244-244:

we've moved on to a discussion on actionable first steps 244

(1 2 1 2) (2 2 1 2)

++ Text units 286-286:

This [discussion] is so cleansing for the soul 286

(1 2 1 2)

++ Text units 288-288:

It's so difficult to leave the womb of this group and go back out into
the real world 288

(1 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T8A

+++ Retrieval for this document: 1 unit out of 269, = 0.37%

++ Text units 3-3:

if I could just quickly rum through the agenda, the main focus for this
meeting is the report on the open forum seminar 3

(1 2 1 2) (2 2 1 2)

+++++

+++++

+++ Total number of text units retrieved = 223

+++++

+++++

Appendix I: Node 7

(1 2 2 1) /process/present/con2/unigen

present processes associated with the industry

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.
Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 12:42 pm, Sept 9, 1997.

(1 2 2 1) /process/present/con2/unigen

*** Definition:

current processes associated with universities in general

+++++

+++ ON-LINE DOCUMENT: REPI

+++ Retrieval for this document: 15 units out of 265, = 5.7%

++ Text units 86-91:

Learning has been defined in terms of the outcomes to which it gives rise (e.g. a permanent change in behaviour as a result of experience), but we believe that these outcomes can only be achieved through an appropriate process which should be actively facilitated by the environment within which people learn. 86

(1 2 2 1)

While proof of learning may be achieved through observing changes in the behaviour of the learner, it is also possible to define learning as a transformation process, a process through which information is transformed into knowledge, complex ideas are understood, experimentation and trial leads to discovery and effective individual development occurs. 87

(1 2 2 1)

High level learning is also accompanied by a deepening of insight and an enhanced ability to integrate and use elements of information. 88

(1 2 2 1)

Skills associated with learning include the ability to select, compare and combine various information elements in order to gain effective, creative insights. 89

(1 2 2 1)

We also agree that learning is fundamentally a social process. 90

(1 2 2 1)

'We cannot make real progress [in the area of learning] until we recognise that cognitive and social processes are neither separate or separable - that learning is inherently social.' 91

(1 2 2 1)

++ Text units 121-121:

With few exceptions learners come from similar backgrounds and cultures, giving rise to similar approaches in thinking, problem solving, and attitudes. 121

(1 2 2 1) (3 4 2 2 1)

++ Text units 129-129:

Such issues include added value for stakeholders; the move from a

teaching to a learning perspective; use of state of the art learning technologies; faculty leadership in the change process, and consistency of resource application. 129

(1 2 2 1) (3 4 2 2 1)

++ Text units 161-162:

symbol 183 \f "Symbol" \s 10 \h Education should be purely competitive in its focus on learning 161

(1 2 2 1) (3 5 2 2 1)

symbol 183 \f "Symbol" \s 10 \h Examinations are the most suitable form of certification 162

(1 2 2 1) (2 2 2 1) (3 5 2 2 1)

++ Text units 179-179:

symbol 183 \f "Symbol" \s 10 \h Learning should be a lifelong process 179
(1 2 2 1)

++ Text units 185-187:

This perspective emphasises the importance of the everyday social practices of people at work and play that afford opportunities for learning. 185

(1 2 2 1) (3 5 2 2 1)

Also this newer model of learning is part of a broader critique of our understanding of how learning occurs. 186

(1 2 2 1) (2 2 2 1)

This critique discredits older instructional paradigms and argues for the social 'situatedness' of human learning and action. 187

(1 2 2 1) (2 1 2 1)

++ Text units 189-189:

The emerging perspective also questions the separation of 'formal' and 'informal' education, argues for the importance of apprenticeship in learning and includes 'outside - class' activities as an integral part of the social context within which learning occurs. 189

(1 2 2 1) (1 3 2 1) (3 4 2 2 1)

+++++

+++ ON-LINE DOCUMENT: REP2

+++ Retrieval for this document: 3 units out of 215, = 1.4%

++ Text units 42-42:

This is an issue that is often overlooked in the zealous pursuit of technological efficiency in learning processes. 42

(1 2 2 1) (2 2 2 1)

++ Text units 116-116:

A system that monitors quality does not guarantee that quality exists. 116
(1 2 2 1)

++ Text units 191-191:

Such studies also increase human understanding across cultural and political divides - a process directly relevant to such University of Limerick initiatives as the Irish Peace Institute. 191

(1 2 2 1) (2 2 2 1) (2 2 2 2)

+++++

+++ ON-LINE DOCUMENT: REP3

+++ Retrieval for this document: 10 units out of 213, = 4.7%

++ Text units 63-63:

Cognitive theorists argue that people learn more effectively when they are treated with respect; actively involved in the learning process and when the climate is supportive and non threatening. 63

(1 2 2 1)

++ Text units 71-71:	
(a) Activists who learn by doing; revel in short term crises and thrive on the challenge of new experiences.	71
(1 2 2 1)	
++ Text units 73-73:	
(b) Reflectors who prefer to stand back and ponder, collect data and analyse before coming to any conclusions.	73
(1 2 2 1)	
++ Text units 75-75:	
(c) Theorists who are more inclined to be involved in systems thinking using rationality and logic as a guide to learning.	75
(1 2 2 1)	
++ Text units 77-77:	
(d) Pragmatists who learn most fruitfully from ideas that focus on current problems.	77
(1 2 2 1)	
++ Text units 79-79:	
People differ in their inclination to learn and tend to choose different activities or approaches in order to reach their goals.	79
(1 2 2 1) (3 4 2 2 1)	
++ Text units 86-86:	
4.3.3 Learning is a multi dimensional process	86
(1 2 2 1)	
++ Text units 90-90:	
The diversity of experiences that can enhance and indeed give rise to creative learning must be available in the University setting, whatever form that takes. Social, emotional, creative, reflective and action based learning behaviour often occurs in spite of the learning environments that exist today rather than because of them.	90
(1 2 2 1) (3 4 2 2 1)	
++ Text units 95-95:	
Learning is a basic human need so the process of learning occurs in most people throughout much of their life.	95
(1 2 2 1) (3 5 2 2 1)	
++ Text units 107-107:	
Summary: A holistic approach to the learning environment	107
(1 2 2 1)	
+++++	
+++ ON-LINE DOCUMENT: REP4	
+++ Retrieval for this document: 5 units out of 160, = 3.1%	
++ Text units 18-18:	
All occupy their own territory and only seem to interact as do tectonic plates, with constant irritation and occasional earthquakes.	18
(1 2 2 1) (3 4 2 2 1)	
++ Text units 36-36:	
It is obvious that students going through University learn from a variety of resources, human and material, according to their own needs and circumstances.	36
(1 2 2 1) (3 4 2 2 1)	
++ Text units 102-103:	
Our understanding of the processes of learning needs to be enhanced through research, development and training.	102
(1 2 2 1) (2 3 2 2)	
Our learning environment must be one which acknowledges the complexity	

and diversity of the learning process.

103

(1 2 2 1) (3 4 3 2 2)

++ Text units 113-113:

Just because education is becoming more global, does not mean that local issues will disappear.

113

(1 2 2 1) (2 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 6 units out of 548, = 1.1%

++ Text units 268-268:

A long linear document requires you to go through [the material] in a disciplined manner with a lot checking back and checking forward and all the kinds of things you do when you're reading something

268

(1 2 2 1)

++ Text units 270-270:

With hypertext these links [cross referencing] can be built in for you

270

(1 2 2 1)

++ Text units 287-287:

The technology even now has the tools to support the teaching learning process from concept formulation to absorption into a new creative cycle

287

(1 2 2 1) (3 5 2 2 1)

++ Text units 289-289:

You can doodle your ideas, you can write your draft, you can write your final paper and it can be distributed, it can be stored, it can be retrieved and somebody takes that and can use it as part of the process [the technology to do that is] already there you know that's not emerging it's there

289

(1 2 2 1) (3 5 2 2 1)

++ Text units 321-321:

The technology and systems are great but it's all about people essentially

321

(1 2 2 1) (3 4 2 2 1)

++ Text units 330-330:

There's a lot of evidence that the distinction between those jobs [librarians, IT specialists, publishers, broadcasters, information brokers] is now breaking down

330

(1 2 2 1) (3 4 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T2B

+++ Retrieval for this document: 2 units out of 133, = 1.5%

++ Text units 5-5:

The process of developing [technology rich] programmes is [very costly]

5

(1 2 2 1)

++ Text units 9-9:

I'm a great believer in getting 80% of the results for 20% of the effort

9

(1 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T3A

+++ Retrieval for this document: 5 units out of 387, = 1.3%

++ Text units 84-84:

The management of knowledge [is a huge difficulty]

84

(1 2 2 1)
 ++ Text units 106-106: 106
 Can you have meaningful communication with people you've never seen
 (1 2 2 1) (3 5 2 2 1)
 ++ Text units 114-114:
 You naturally finalise [communication] face to face 114
 (1 2 2 1)
 ++ Text units 132-132:
 We don't go for process [in education] 132
 (1 2 2 1) (3 4 2 2 1)
 ++ Text units 170-170:
 [Lifetime membership of the University] - and that's a very interesting
 concept 170
 (1 2 2 1)
 ++++++
 +++ ON-LINE DOCUMENT: T3B
 +++ Retrieval for this document: 14 units out of 385, = 3.6%
 ++ Text units 112-112:
 We still have very much a one campus view of the University and I think
 this needs to change 112
 (1 2 2 1)
 ++ Text units 161-161:
 [learning is] the process that turns information in to knowledge 161
 (1 2 2 1) (3 5 2 2 1)
 ++ Text units 165-165:
 [learning is] a deepening of perception 165
 (1 2 2 1) (3 5 2 2 1)
 ++ Text units 167-167: 167
 (1 2 2 1) (3 5 2 2 1)
 ++ Text units 169-169:
 [Learning is] seeking interrelationships 169
 (1 2 2 1) (3 5 2 2 1)
 ++ Text units 171-171:
 The integration of elements is essentially what [learning] is 171
 (1 2 2 1) (3 5 2 2 1)
 ++ Text units 173-173:
 [Learning is] building your own constructs 173
 (1 2 2 1) (3 5 2 2 1)
 ++ Text units 177-177:
 [learning is] something that exudes openness 177
 (1 2 2 1) (3 5 2 2 1)
 ++ Text units 183-183:
 [learning] always involves change, from one state to another, whether
 it's behavioural, cognitive or whatever 183
 (1 2 2 1)
 ++ Text units 187-187:
 [We're talking about an environment which facilitates] change in
 individuals and positive change rather than negative change 187
 (1 2 2 1)
 ++ Text units 201-201:
 Learning is something which develops in a person the more they get, the
 more they can take 201
 (1 2 2 1) (3 5 2 2 1)
 ++ Text units 213-213:

Well [recognising the dependency culture] is part of growing up 213

(1 2 2 1)

++ Text units 229-229:

A degree is actually teaching someone how to learn themselves because that's the experience I went through 229

(1 2 2 1)

++ Text units 290-290:

You can't define a University in the abstract 290

(1 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T4A

+++ Retrieval for this document: 7 units out of 327, = 2.1%

++ Text units 60-60:

That means that we're moving away from what we would regard traditionally as organised learning, systemised learning 60

(1 2 2 1)

++ Text units 78-78:

[The way that people learn includes] both physical surroundings and psychological surroundings 78

(1 2 2 1) (3 4 2 2 1)

++ Text units 129-129:

There's the management of the institution and the management of the curriculum and there's the tension between both of those and whether that tension rises or inflates to the level of conflict and in some instances it does 129

(1 2 2 1) (3 4 2 2 1)

++ Text units 176-176:

We're losing physical boundaries 176

(1 2 2 1) (3 4 2 2 1)

++ Text units 238-238:

dialogue and interaction becomes vital, perhaps even more than ever before [with the arrival of new technologies] 238

(1 2 2 1)

++ Text units 252-252:

We're so conscious of [technology] now because we're going through the change but I think we're going to come out of that 252

(1 2 2 1)

++ Text units 261-261:

[Technology is] the means to the end 261

(1 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T4B

+++ Retrieval for this document: 6 units out of 368, = 1.6%

++ Text units 114-114:

Learning [is] a social process 114

(1 2 2 1) (2 2 2 1)

++ Text units 204-204:

[Customer] relationships change 204

(1 2 2 1) (3 4 2 2 1)

++ Text units 227-227:

[Are the ethics of the transaction] in relation to what you learn or how you learn 227

(1 2 2 1) (2 2 2 1)

++ Text units 240-240:

If you take for example our concern about the use of the whole access to knowledge the fact that we can fake the system more easily and that we can take something down and say that's ours and put something up and say that's ours 240
 (1 2 2 1) (2 2 1 2)
 ++ Text units 300-300:
 Application [of knowledge] can be distracting 300
 (1 2 2 1)
 ++ Text units 302-302:
 Looking for knowledge is not about looking for applications 302
 (1 2 2 1) (2 2 2 1)
 ++++++
 +++ ON-LINE DOCUMENT: T6A
 +++ Retrieval for this document: 15 units out of 407, = 3.7%
 ++ Text units 47-47:
 The process of learning occurs in most people throughout their life 47
 (1 2 2 1)
 ++ Text units 53-53:
 Social and cultural change is quickening 53
 (1 2 2 1) (3 5 2 2 1)
 ++ Text units 73-73:
 Education in this country is about regurgitation 73
 (1 2 2 1)
 ++ Text units 75-75:
 Education = a game 75
 (1 2 2 1)
 ++ Text units 89-89:
 Teaching young people = very different from teaching older people 89
 (1 2 2 1) (2 2 2 1)
 ++ Text units 136-136:
 University uses information all the time 136
 (1 2 2 1)
 ++ Text units 138-138:
 Assessing information is important 138
 (1 2 2 1)
 ++ Text units 140-140:
 Finding information is important 140
 (1 2 2 1)
 ++ Text units 142-142:
 Training or educating people to distinguish between information and knowledge is important 142
 (1 2 2 1)
 ++ Text units 157-157:
 Standard and reputation of students depends on their ability to acquire, use and deliver information 157
 (1 2 2 1) (2 2 2 1) (3 4 2 2 1)
 ++ Text units 218-218:
 We're walking a tightrope between allowing independence and getting learners to take responsibility for their own learning AND getting them to differentiate between good information and bad information 218
 (1 2 2 1)
 ++ Text units 248-248:
 Getting and transmitting information is getting easier and easier 248
 (1 2 2 1)

++ Text units 250-251:
 The real problem is teaching people how to use information ethically 250
 (1 2 2 1)
 Using information ethically means enquiring and analysing and applying it
 to some problem 251
 (1 2 2 1)
 ++ Text units 265-265:
 How do we go about teaching people 265
 (1 2 2 1)
 ++++++
 +++ ON-LINE DOCUMENT: T6B
 +++ Retrieval for this document: 8 units out of 355, = 2.3%
 ++ Text units 38-38:
 we effectively learn and interact by just using advanced technology 38
 (1 2 2 1)
 ++ Text units 58-58:
 We've seen it in research projects where people use video conferencing
 and it just doesn't work 58
 (1 2 2 1)
 ++ Text units 62-62:
 Video conferencing is fine for just delivering material, but it's not
 fine for brainstorming 62
 (1 2 2 1)
 ++ Text units 64-64:
 you'll find that with a lot of high technology, people are having real
 issues [problems] with becoming personal, [it's very difficult to] crack
 a joke over a video conference 64
 (1 2 2 1)
 ++ Text units 66-66:
 [In video conferencing] you can't see or you can't apologise very
 easily 66
 (1 2 2 1)
 ++ Text units 68-68:
 a lot of board decisions and brainstorming in particular where things are
 sensitive, people are finding, you know [that its' useful and important]
 go to a room where afterwards we can calm down after with a drink or a
 cup of coffee even 68
 (1 2 2 1)
 ++ Text units 118-118:
 learning is something different [different from teaching and research] 118
 (1 2 2 1) (3 4 2 2 1)
 ++ Text units 339-339:
 hearing what people have to say [is important] 339
 (1 2 2 1)
 ++++++
 +++ ON-LINE DOCUMENT: T6C
 +++ Retrieval for this document: 4 units out of 224, = 1.8%
 ++ Text units 65-65:
 the way that people have been recruited in the University of Limerick is
 certainly not done along similar lines in the way that it's done in any
 of the super duper universities 65
 (1 2 2 1) (1 2 2 2)
 ++ Text units 130-130:
 xxx and I and xxxx know that, and you know xxxx that when you do

research you liase with people at your own level 130

(1 2 2 1)

++ Text units 183-183:

Even suggesting I was talking to a number of other good universities you ask heads of department do you ever review processes or look at standards or whatever - they say oh yes every year every member of his department has to stand up and say this is what I did in the last year for this university and this is what I'm going to do next year 183

(1 2 2 1)

++ Text units 185-185:

Not only [do people in other universities have to go through rigorous review processes], but then [they have to] stand up in front of the deans and say this is what I really did for the university what do you think and sometimes on the panel there's external reviewers evaluating that person and saying you know their contribution is worth this much and then they provide them with guidance 185

(1 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T7A

+++ Retrieval for this document: 12 units out of 298, = 4.0%

++ Text units 125-125:

We profess as a community of learner and teachers, academics, so called em that em learning has to continue and learning has to go on 125

(1 2 2 1) (3 4 2 2 1)

++ Text units 141-141:

We still think that it's very good educationally to see young people moving together, going to the stables at night and going to the discos and going to the clubs and we think that's marvellous interaction, social skills are being developed and so on. They're being developed in a very incestuous kind of way 141

(1 2 2 1) (3 4 2 2 1)

++ Text units 143-143:

I don't know what employers would say but I'm sure that when the transition from college to work is being attempted, the amount of learning and unlearning that needs to be done perhaps in covert ways in accordance with an unwritten, a hidden curriculum is very very substantial 143

(1 2 2 1) (3 5 2 2 1)

++ Text units 145-145:

The mix in the undergraduate culture is very very refined across all subject areas and they all come from a very similar scholastic background anyway and Ireland is a very homogenous society, so the kind of cultural encounter which is provided in this kind of situation is less than varied and it leads to a similar kind of approach in our thinking, in our problem solving skills in our attitudes 145

(1 2 2 1) (3 4 2 2 1)

++ Text units 149-149:

we have to acknowledge that teaching 18 or 20 year olds is very very different than teaching 30 year olds and the rate at which a 30 year old learns is very very different from the rate at which a 45 year old learns 149

(1 2 2 1)

++ Text units 159-159:

the current frontiers of teaching and learning and research will also

have to melt away in that we will have a better understanding or there will be the possibility to have a better understanding of learning processes 159

(1 2 2 1) (3 4 2 2 1) (3 4 3 2 1)

++ Text units 161-161:

We teach without really understanding what the learning processes are (1 2 2 1) (2 2 2 1)

++ Text units 163-163:

We hope that by folkloric methods and anecdotes of the past that we are more or less hitting the target in a blanket bombing sort of way [in relation to teaching] 163

(1 2 2 1) (2 2 2 1)

++ Text units 187-187:

paradoxically, there are two features about this first of all given the potential that will be there for learning, the facilities that will be there for learning, we won't have to do the kind of teaching that we have had to do in this transmissive, transferral kind of way 187

(1 2 2 1) (3 4 3 2 1)

++ Text units 227-227:

Some might say that [seeing everything that happens in school as an opportunity for learning] is a chaotic approach and that there's no discipline here but then you remember you're talking about a different culture where people have a very different view about what discipline is 227

(1 2 2 1) (3 4 2 2 1)

++ Text units 235-235:

this process of seeing things differently is very very important 235 (1 2 2 1)

++ Text units 239-239:

completion mania hurries us through the learning process, we don't actually derive value from the process as we go through it 239

(1 2 2 1) (3 4 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 4 units out of 279, = 1.4%

++ Text units 61-61:

if I could continue the parachute analogy of hitting the ground running, we hit the ground dead! 61

(1 2 2 1)

++ Text units 216-216:

[Institutions] are slowed by that process [of extreme competition], they're squeezed by that process 216

(1 2 2 1) (3 5 2 2 1)

++ Text units 248-248:

[in a learning environment that is good] you talk to people 248 (1 2 2 1)

++ Text units 252-252:

[a good learning environment is one in which talking takes place] and I don't mean chatter and gossip, I mean real discussion with good minds, good developed minds with strong quality thought processes - to me that's a very important benchmark 252

(1 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T7C

+++ Retrieval for this document: 1 unit out of 321, = 0.31%

++ Text units 108-108:

[executive bodies are] terribly interested in [strategic planning], they
give guidelines, but they put a structure and a process in place to do it
and then they make decisions from the output of those processes but they
cannot do it themselves they don't have time it's as simple as that 108

(1 2 2 1)

+++++

+++++

+++ Total number of text units retrieved = 117

+++++

+++++

Appendix J: Node 8

(1 2 2 2) /process/present/con2/unispec

present processes associated with the organisation

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.

Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 12:43 pm, Sept 9, 1997.

(1 2 2 2) /process/present/con2/unispec

*** Definition:

specific references to the university of limerick

+++++

+++ ON-LINE DOCUMENT: MEET1B

+++ Retrieval for this document: 1 unit out of 550, = 0.18%

++ Text units 280-280:

It is possible to ask people to look beyond their immediate problems

280

(1 2 1 1) (1 2 2 2)

+++++

+++ ON-LINE DOCUMENT: REP1

+++ Retrieval for this document: 1 unit out of 265, = 0.38%

++ Text units 250-250:

It is interesting to note that the syllabi of many courses have not

changed dramatically over the past 20 years, but the depth of

presentation and the support resources have in terms of material

presentation, equipment and personnel.

250

(1 2 2 2) (2 1 2 2)

+++++

+++ ON-LINE DOCUMENT: REP3

+++ Retrieval for this document: 2 units out of 213, = 0.94%

++ Text units 87-88:

Effective learning occurs as a result of a variety of experiences.

Individuals can no longer be treated as containers for information

transfer.

87

(1 2 2 2)

The learning environment should not be designed as an interlinking set of

processes which transfer information from one place to another.

88

(1 2 2 2) (2 2 2 1)

+++++

+++ ON-LINE DOCUMENT: REP4

+++ Retrieval for this document: 1 unit out of 160, = 0.63%

++ Text units 82-82:

1. Perhaps just as important as a vision of the future is a culture of

flexibility in the present so that change is something that is welcomed

rather than feared and that the challenges of the future are faced with

energy, optimism and determination.

82

(1 2 2 2) (2 2 1 1) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 1 unit out of 548, = 0.18%

++ Text units 360-360:

At some time during their course, most students develop interaction with academics on a small group basis 360

(1 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T3A

+++ Retrieval for this document: 1 unit out of 387, = 0.26%

++ Text units 196-196:

Most of us have become very good and a technical aspect of the overall service and don't ever really get the chance to develop our thoughts and our commitments beyond that 196

(1 2 2 2) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T3B

+++ Retrieval for this document: 8 units out of 385, = 2.1%

++ Text units 24-24:

What we need to be very careful about as we project forward that some areas will become you know [popular] 24

(1 2 2 2) (3 5 3 2 1)

++ Text units 97-97:

We also have to look at the teaching and the process of learning 97

(1 2 2 2)

++ Text units 99-99:

What do we as a faculty understand about the process of learning apart altogether from our subject areas. 99

(1 2 2 2)

++ Text units 101-101:

If you look at the auditing system it's organised around auditing the inputs, not the outputs 101

(1 2 2 2)

++ Text units 249-249:

We're looking for an environment that provides motivation, confidence, self affirmation as well as professional reward 249

(1 2 2 2)

++ Text units 278-278:

We actually run a treadmill here and we consciously do it and we like doing it 278

(1 2 2 2)

++ Text units 304-304:

What generates the most interest and enthusiasm around here [in this organisation]]? 304

(1 2 2 2)

++ Text units 326-326:

Flexibility has been destroyed by this University as we move towards structures which preclude it 326

(1 2 2 2) (2 1 2 2)

+++++

+++ ON-LINE DOCUMENT: T3C

+++ Retrieval for this document: 2 units out of 613, = 0.33%

++ Text units 10-10:

For once I feel [Colin is] being absolutely genuine 10

(1 2 2 2) (2 2 2 2)

++ Text units 14-14:

He doesn't know how to do it [stop being autocratic] 14

(1 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T4A

+++ Retrieval for this document: 6 units out of 327, = 1.8%

++ Text units 116-116:

[We should say] that we're trying to move from a structural view to a process view of learning or is that getting too jargony 116

(1 2 1 2) (1 2 2 2)

++ Text units 133-133:

I think part of our understanding is how we manage the process 133

(1 2 2 2)

++ Text units 135-135:

What we're talking about here is managing the process of education or learning and development rather than getting tied up in boundary disputes and institutional processes 135

(1 2 2 2)

++ Text units 155-155:

People [get]tied up in boundary disputes 155

(1 2 2 2)

++ Text units 157-157:

The institution [is] not able to respond quickly enough to the needs of the learner and the people who are regularly coming on stream 157

(1 2 2 2)

++ Text units 224-224:

We've got to look very carefully at our added value 224

(1 2 2 2) (2 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T4B

+++ Retrieval for this document: 4 units out of 368, = 1.1%

++ Text units 75-75:

To what extent are we facilitating the social aspects of learning 75

(1 2 2 2)

++ Text units 77-77:

Perhaps we are facilitating [the social aspects of learning] it but not actively or deliberately maybe it's just happening by accident 77

(1 2 2 2)

++ Text units 79-79:

Instead of being competitive [we should be] encouraging a collaborative philosophy 79

(1 2 2 2)

++ Text units 153-153:

[We should consider] the manner in which the faculty feel that they can or that they're impeded from creating the environment or the climate 153

(1 2 2 2) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T6A

+++ Retrieval for this document: 4 units out of 407, = 0.98%

++ Text units 323-323:

A major problem is that [this organisation] continues the rigid educational processes 323

(1 2 2 2)

++ Text units 327-327:

We may be creating the problem in that we create a system of rigid thinking ourselves 327

(1 2 2 2)

++ Text units 356-356:

This University makes a major mistake in terms of a the university level bureaucratic decisions that are implemented on all faculty and colleges, courses and all that 356

(1 2 2 2) (2 2 2 2)

++ Text units 364-364:

It's very hard to see or put yourself in the position [of new students] 364

(1 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T6B

+++ Retrieval for this document: 6 units out of 355, = 1.7%

++ Text units 124-124:

the environment that we're in doesn't support [learning] 124

(1 2 2 2) (3 4 2 2 2)

++ Text units 144-144:

we're inclined here to actually give the lecturer full control from the day they start [a particular course] 144

(1 2 2 2) (2 2 2 2)

++ Text units 180-180:

[It is difficult to generate a new model of the learning environment] in an environment where faculty adapt to the existing environment in order to survive 180

(1 2 2 2) (3 4 2 2 2)

++ Text units 182-182:

you're in a situation where you're adapting to the environment from a survival basis, not from the point of view of changing it or improving it 182

(1 2 2 2)

++ Text units 267-267:

How could [the deans at this organisation] possibly then feed things back given that they aren't going to feed things back and cause problems because they're looking for yet another little step up the rung 267

(1 2 2 2) (3 4 2 2 2)

++ Text units 273-273:

[staff at this organisation] become good adapters to the environment that's here whether it's ideal or not 273

(1 2 2 2) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T6C

+++ Retrieval for this document: 11 units out of 224, = 4.9%

++ Text units 63-63:

[in the whole area of standards] we need to look at training and recruitment 63

(1 2 2 2) (2 3 2 2)

++ Text units 65-65:

the way that people have been recruited in the University of Limerick is certainly not done along similar lines in the way that it's done in any of the super duper universities 65

(1 2 2 1) (1 2 2 2)

++ Text units 73-73:

they [the people who come into this organisation's establishment] are not briefed as to how this place works 73

(1 2 2 2)

++ Text units 77-77:

[People don't realise] how the grading system works 77

(1 2 2 2) (3 4 2 2 2)

++ Text units 102-102:

Demonstration of excellence well I often go through the pendex database which covers just engineering and science. You put in Limerick and you get 25, 30 replies for 1994 102

(1 2 2 2)

++ Text units 124-124:

I'm not sure whether we still [forge linkages with other establishments] 124

(1 2 2 2)

++ Text units 126-126:

I'm not sure whether the people who actually make these linkages [with other establishments] attempt to draft up some concrete collaboration between institutes 126

(1 2 2 2)

++ Text units 128-128:

I'm not sure if the people who actually [make linkages with other establishments] are the really senior people 128

(1 2 2 2) (3 4 2 2 2)

++ Text units 138-138:

One of the great spin offs of of the president's trips around America has been that we've had people contact us and say could you send us a student for the summer and we did and the students have got on really well and that linkage has developed 138

(1 2 2 2)

++ Text units 140-140:

There's no good in say one of us [at a lower level in the organisation] wandering into some big multinational in the states and saying [we're from this organisation] - that is actually ridiculous 140

(1 2 2 2)

++ Text units 193-193:

Everybody is busy going around saying how wonderful everything is [in this organisation] 193

(1 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T7A

+++ Retrieval for this document: 2 units out of 298, = 0.67%

++ Text units 233-233:

If we have somebody in our classroom or in our lecture who sees things from many different angles or many different perspectives, we immediately say, I think the answer to that question isn't focused at all because they can see things differently right 233

(1 2 2 2)

++ Text units 284-284:

completion mania does not do justice to the learning process so you know for a body that should be supportive of the learning environment one just is running, running, running and complete, complete complete 284

(1 2 2 2) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 2 units out of 279, = 0.72%

++ Text units 39-39:

I think that [discussions like this] are important to the way we spend our lives in the university and if we don't have that type of structure post 2020 we're going to go off again and we're going to inch our way through the corridors of the university for x number of days weeks months or whatever 39

(1 2 2 2) (1 3 2 2)

++ Text units 200-200:

There are clear examples [of the duplication of courses] but its very difficult to write them down without upsetting somebody somewhere 200

(1 2 2 2) (2 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T7C

+++ Retrieval for this document: 4 units out of 321, = 1.2%

++ Text units 174-174:

if I'm saying you know that there's something lousy in my particular division - if you from a customer perspective are saying exactly the same thing, that helps me, you know it's not a criticism of me, it may be but it's not necessarily a criticism 174

(1 2 2 2) (3 4 2 2 2)

++ Text units 208-208:

it would be very nice to have some kind of a mechanism or a structure where the end result of not solving the problem is not just that somebody almost personally is blamed and their motives are interpreted in the most cynical, low level way possible 208

(1 2 2 2) (3 4 3 2 2)

++ Text units 260-260:

I'm very happy to manage the process and manage the money and organise an efficient way to do it but I shouldn't be sole party to these decisions, other people should and the same applies in other areas 260

(1 2 2 2) (3 4 3 2 2)

++ Text units 268-268:

[the problems in the structure stem from people] who feel threatened, who will not let the power go one way or another and so it doesn't matter, those people are trying to protect themselves so that they are actually bigger than the organisation that's where may many of the problems stem from 268

(1 2 2 2)

+++++

+++++

+++ Total number of text units retrieved = 56

+++++

+++++

Appendix K: Node 9

(1 3 1 1) /process/future/con1/con1a

future processes associated with the overall strategic initiative

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.

Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 12:44 pm, Sept 9, 1997.

(1 3 1 1) /process/future/con1/con1a

*** Definition:

all groups involved in vision 2020

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 38 units out of 418, = 9.09%

++ Text units 92-93:

I will try and interface between this working group and the other working groups to make sure that we're all working together. 92

(1 3 1 1)

Overlap [between what the different groups discuss] is much preferable to large gaps in between the activities 93

(1 3 1 1) (3 4 3 1 1)

++ Text units 127-127:

Before we [the groups] try to build a bridge or this launch platform or whatever, we [the groups] need to define either end of the bridge and this important pillar in the middle of the bridge 127

(1 3 1 1)

++ Text units 135-135:

There will be a danger with all the literature search we're going to do looking at all the models that have been developed across the world that will tend to lose sight of the fact that there may well be factors associated with operating in Ireland that have not been considered elsewhere 135

(1 3 1 1) (3 5 2 2 1)

++ Text units 137-137:

All [the working teams are] going to interlock with one another 137

(1 3 1 1)

++ Text units 153-153:

There may well be issues that we [the groups] need to raise and get opinion upon from the campus as whole 153

(1 3 1 1)

++ Text units 157-157:

We [the steering group] will incorporate [the results of the campus wide questionnaire] into this [final] comprehensive document. 157

(1 3 1 1)

++ Text units 181-181:

You might consider setting up a committee to consider the management of this educational institution in the year 2020

(1 3 1 1)

++ Text units 219-219:

How we [the groups] manage [overlap between committees] is a very important issue 219

(1 3 1 1)

++ Text units 221-221:

The difficulties [associated with overlap of content between committees] of that may not actually come to light for a couple of months 221

(1 3 1 1)

++ Text units 227-227:

We [the groups] may have too many pieces of the jigsaw or we [the groups] may have too few but that will only emerge in time 227

(1 3 1 1) (3 4 2 1 1)

++ Text units 294-294:

Based on suggestions that are developed over the next couple of months ..mechanisms will be put in place ,more formal mechanisms will be put in place just to make sure that we [the groups] do have a coherence of vision development as much as that is possible 294

(1 3 1 1)

++ Text units 320-320:

There is a schedule of steering group meetings whereby the chairs of the various committees will present the results of the discussions and any actions, plans and so on .. not detailed minutes necessarily but certainly a summary of how far we've got . . why were doing it, how were doing it and so on. 320

(1 3 1 1) (3 4 2 1 1)

++ Text units 327-327:

I'd be keen to see what the overall steering group is planning, what kind of thinking they have given to the implementation of our [the groups'] reports in the future 327

(1 3 1 1) (3 4 2 1 1)

++ Text units 333-333:

I plan to raise [the issue of implementation] tomorrow at our [the steering group's] sg meeting again and really to try and tease out what kind of implementation commitment there is 333

(1 3 1 1)

++ Text units 335-335:

We [the group] need to clarify what sort of ways that the sg and the organisation as a whole plan to use documents and ideas and videos and whatever it is that we [the group] produce, how they plan to use it 335

(1 3 1 1)

++ Text units 337-337:

We [the group] need to clarify how committed they [the steering group] will be to being guided by the vision we [the group] create 337

(1 3 1 1)

++ Text units 339-339:

My understanding was that the outcomes from the first groups which is by nature very broad feed into the second grouping which would have to translate our [the group's] vision more specifically into teaching, research, quality, people, physical and finance 339

(1 3 1 1)

++ Text units 341-341:

I'm a little bit puzzled how the second grouping of committees can get working without the inputs of the first group if that's what is intended [outputs of first groups feed into the discussions of second groups], and

I'm not too sure that it is 341

(1 3 1 1)

++ Text units 343-343:

I actually see a problem with these groups running in parallel 343

(1 3 1 1)

++ Text units 345-345:

I think it would be important to continue with the approach that the first three groups go ahead and do their work, bringing in as vast an approach as they possibly can and then the other groups will eventually come in 345

(1 3 1 1)

++ Text units 353-353:

If [all groups have convened due to] purely pragmatic pressure of time, it would be the wrong way to go to respond by getting us [the groups] all to work in parallel 353

(1 3 1 1) (3 4 1 1 1)

++ Text units 355-355:

No-one has a clear idea as to how this whole process will develop 355

(1 3 1 1) (3 4 2 1 1)

++ Text units 357-357:

There is an apprehension on the part of everyone that implementation frameworks it was suggested initially would almost determine thinking 357

(1 3 1 1) (3 4 2 1 1)

++ Text units 359-359:

[There is an apprehension that] people would say well you can't do that because it can't be implemented or this has to be implemented in the following way so you'd better all think in the following way 359

(1 3 1 1) (3 4 2 1 1)

++ Text units 361-361:

The thinking has to take place before implementation structures to do the plumbing can be engineered. It's a kind of a chicken and egg situation for a while 361

(1 3 1 1) (3 4 3 2 2)

++ Text units 363-363:

I suggest that these second groupings might look five years down the road, as their primary objective 363

(1 3 1 1)

++ Text units 368-368:

What they [the second grouping of committees] might to would be to look 5 years down the road and see what they think are the necessities 368

(1 3 1 1)

++ Text units 370-370:

Having committees doing exactly the same thing is likely to destroy the morale 370

(1 3 1 1)

++ Text units 374-374:

One major issue so far is the extent to which our [the group's] ideas and our [the group's] vision is going to be taken on board in the end, in the final analysis, once our [the group's] ideas have been put forward and made coherent 374

(1 3 1 1)

++ Text units 376-376:

A second major issue is the process issue as to how these groups are

going to interact, integrate and what their focuses should be 376

(1 3 1 1) (2 3 1 1)

++ Text units 380-380:

Our [the group's] suggestions as to how we [the group] see it happening is to give the secondary grouping a sort of shorter term time span and give ourselves [the group] a much more visionary, 'start in the future and working back' approach. 380

(1 3 1 1)

++ Text units 386-386:

What we [the group] can do is intervene to perhaps guide what their focus should be versus our [the group's] focus 386

(1 3 1 1) (2 3 1 1)

++ Text units 388-388:

If the concept of a launch pad is useful in order to articulate that then we [the group] should certainly consider proposing it and making our voices heard throughout all the groups 388

(1 3 1 1) (3 4 2 1 1)

++ Text units 396-396:

[The issue of integration and communication between groups is not for this group really. It's for us [the group] to bring it to their [the steering group's] attention 396

(1 3 1 1)

++ Text units 398-398:

[The issue of integration and communication between groups] should be given a lot of attention so that we [the group] are motivated in the future. 398

(1 3 1 1)

++ Text units 408-408:

Process as outlined by the chairperson of the steering group: 'From January 95 to April 95, the teams , it is proposed that the teams pursue their topics from the visionary, developmental point of view, not hindered by various operational constraints (ha ha); April to June, emphasis on working team activities to be more on the broad realities surrounding attainment and achievement of the desired visionary scenarios; June to sept, closer focusing on operational realities and requirements surrounding achievement of the vision with cross working team integration orchestrated by director Vision 2020; Sept to Dec, integrated expression of vision, general mid term realities relating to achievement of the vision, short to medium term immediate requirements to achieve vision expressed as a broad and rolling 5 year plan from 1996 to 2000.' 408

(1 3 1 1)

+++++

+++ ON-LINE DOCUMENT: MEET1B

+++ Retrieval for this document: 37 units out of 550, = 6.7%

++ Text units 10-10:

I do see a problem with how we're going to make sure that our individual concerns are put on the table and how we're going to make sure that they're representative enough of the entire organisation. 10

(1 3 1 1)

++ Text units 53-53:

The plan is that a detailed questionnaire will be issued in about six months time .. 'the director of vision 2020 in the meanwhile will issue a memorandum to all University staff and faculty outlining in summary form,

the progress of vision 2020 to date and appending a set of questions which would elicit the reactions of staff and faculty ideas of what should constitute a visionary scenario for the University of Limerick the director of vision 2020 will consult with the chairpersons and members of the three primary working teams [that includes us], in order to obtain what they would wish to have included in this initial communication', so perhaps also on the paper that we, or on the piece, or discussion paper that we're going to come up with, we might put our ideas down of what we would like to be circulated in the initial communication to everybody in the university, the issues, the attitudes and the opinions that we're going to be trying to elicit from people throughout the organisation 53

(1 3 1 1)

++ Text units 55-55:

We spoke earlier on about the implementation and the em motivation factors and I think that the questionnaire will be very critical to securing the support of colleagues 55

(1 3 1 1)

++ Text units 57-57:

If people cannot build an affinity to the questions that are being asked well then obviously they wont have any motivation at all 57

(1 3 1 1)

++ Text units 59-59:

The questionnaire is a very very key dimension to the whole exercise and I think that it should be given every care and every consideration consistent with the key role which it has to play 59

(1 3 1 1)

++ Text units 64-64:

[The questionnaire] has to be very very professionally done 64

(1 3 1 1)

++ Text units 66-66:

The questionnaire will be the first very clear indication that we have that more of this is being thought about in terms of implementation 66

(1 3 1 1)

++ Text units 68-68:

The questionnaire would be a symbol of commitment to our implementation 68

(1 3 1 1)

++ Text units 70-70:

I would like if that [the importance of the questionnaire] was raised with the overall steering committee and pointed out to them 70

(1 3 1 1)

++ Text units 85-85:

What might be an idea is to try to get some liaison with professional bodies 85

(1 3 1 1)

++ Text units 87-87:

[We should get some liaison with] unemployed groups and a whole range of different people 87

(1 3 1 1)

++ Text units 174-174:

I thought that we should send out the questionnaire as soon as possible 174

(1 3 1 1)

++ Text units 191-191:

If [vision 2020] is going to send out a questionnaire we have to be prepared to hear what comes back and to react to what comes back in some kind of meaningful way 191

(1 3 1 1)

++ Text units 196-196:

There are many other committees and we [this committee] will have the edges knocked off us by the thinking of other groups 196

(1 3 1 1)

++ Text units 198-198:

There will be an enhancing and a complementarity about [interaction with other groups] 198

(1 3 1 1)

++ Text units 209-209:

There should be caution [in relation to the questionnaire] 209

(1 3 1 1)

++ Text units 215-215:

[The initial communication generating broad issues] will be worked into the questionnaire itself 215

(1 3 1 1)

++ Text units 222-222:

If the questionnaire is going to be drafted it should be drafted based on the input from an outside expert 222

(1 3 1 1)

++ Text units 226-226:

The questionnaire should be designed to stimulate people to think differently 226

(1 3 1 1)

++ Text units 228-228:

[Reaction to the questionnaire] have to be more than just a knee jerk reaction to how we think in 1995 about 2020 on our feet 228

(1 3 1 1)

++ Text units 248-248:

Maybe we can still offer in some way participation in some form and we could think about the form but [an initial information item is] a way of including people 248

(1 3 1 1)

++ Text units 252-252:

In one sense what you want to get from that [the planned questionnaire] is to solicit opinions about the development of the groups and if people feel strongly, if they disagree strongly we want to hear that and we want to know why and we want to listen to them right? 252

(1 3 1 1) (2 3 1 1)

++ Text units 264-264:

You're then going to send a questionnaire out saying what do you want this University to be like in 25 years time. They're going to pick it up, they're going to look at it, and they're either going to collapse in a heap, right and I'm quite serious about this because I can virtually name people who will collapse in a heap and say 'isn't this great', this takes us right off the focus of now 264

(1 3 1 1)

++ Text units 266-266:

Unless it [the questionnaire] is done very very carefully, the 2020 vision exercise will become a laughing stock across the whole University 266

(1 3 1 1) (3 4 3 1 1)

++ Text units 274-274:

[People will ask] are they just telling us what's happening trying to get us on board or are they actually really trying to genuinely involve us in the process 274

(1 3 1 1)

++ Text units 276-276:

A more valuable exercise would be to have a sort of a news sheet or something of that nature where the sort of relatively clear ideas of these committees are presented and people are invited to put their ideas in 276

(1 3 1 1) (2 3 1 1)

++ Text units 282-282:

[We should let people know that] we're aware that you have terrible problems now but could you ever give us an hour of your time to answer the questions and look a little further down the road. I think people could react well to that 282

(1 3 1 1)

++ Text units 291-291:

If we're to design the questions, after 6 months, we will be prejudiced, we'll literally be asking people to agree with what we think, however well we try not to 291

(1 3 1 1)

++ Text units 293-293:

If we want reactions let us very openly say, look, we've considered this for six months, here's some of the topics that have emerged, what do you think. Because that's all it will be, if we want to structure a three hour questionnaire I mean that's crazy 293

(1 3 1 1)

++ Text units 303-303:

An evangelical process is required as well 303

(1 3 1 1)

++ Text units 311-311:

The aim is that we communicate with people or tell them where we're at where we've got to and then ask people what they think about this 311

(1 3 1 1) (2 2 1 1)

++ Text units 319-319:

[The planned questionnaire should be] meaningful and, what does emerge from it [should be] integrated and taken on board in as many ways as possible 319

(1 3 1 1)

++ Text units 335-335:

One of our major ideological objectives is to make sure that people do believe in it by making it credible and by coping with the issues like the questionnaire as effectively as possible 335

(1 3 1 1) (2 2 1 1)

++ Text units 354-354:

[We need to let everybody know that their contribution will be listened to] not just by putting ticks in boxes, but by asking to put forward ideas that are visionary in this context 354

(1 3 1 1)

++ Text units 356-356:

[We need to let everybody know that their ideas will] go to the table and be thrown around by a committee and then hopefully contribute to the

University as a whole 356

(1 3 1 1)

++ Text units 360-360:

We're looking so far into the future that it'll probably take a bit longer than [one year] 360

(1 3 1 1)

++ Text units 370-370:

[People] will buy into a shorter term goal, like a platform in place by the end of 2000 370

(1 3 1 1)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 17 units out of 548, = 3.1%

++ Text units 5-5:

Then we had a general discussion, we noted that there were some areas that seemed to be missing and that perhaps they needed to be addressed by key groups, but that this again is probably likely to unfold as the process continues 5

(1 3 1 1) (2 1 1 2)

++ Text units 7-7:

We agreed, and sort of wrangled over the fact that there will be an inevitable overlap in the various groups and that really we cant start addressing these overlaps until they start to emerge obviously and that the learning environment shouldn't feel prohibited, particularly at this stage to discuss anything that comes within our remit, and certainly em I think getting obsessed by saying 'oh no, surely this is the University & Society's role or surely this is for the people group' 7

(1 3 1 1) (2 1 1 2)

++ Text units 11-11:

A particularly important point that was raised at the last meeting [was] that there should be a general confidence that the ideas emerging from vision 2020 will be taken on board by the University as a whole and become the central driving force of the University's strategy and future activities 11

(1 3 1 1) (2 1 1 2)

++ Text units 13-13:

Without this confidence [the confidence that the ideas emerging from v2020 would be taken on board] we agreed that the credibility of this process will be seriously undermined and motivation of key participants will suffer 13

(1 3 1 1) (2 1 1 2)

++ Text units 17-17:

In response to [the concern about implementation of the outputs of vision 2020] we had some quite encouraging comments in terms of the commitment that seems to be there in terms of making sure that what comes out of these groups and the discussions and decisions made by us will be taken on board, they will be incorporated into, if not themselves, policy documents which will serve to guide the future of the University 17

(1 3 1 1) (2 1 1 1)

++ Text units 21-21:

There's a document being prepared by the steering committee, by xxxxxx xxxxxx which will serve I think to clarify [the relationship and timing of the first and second groups] further

++ Text units 111-111:

[The University wide questionnaire] needs to invite real participation from all areas of the organisation and not just be a sort of lip service exercise 111

(1 3 1 1)

++ Text units 113-113:

[The University wide questionnaire] needs to be administered in a highly professional manner 113

(1 3 1 1)

++ Text units 117-117:

A general concern about the timing [of the questionnaire] was also noted 117

(1 3 1 1) (2 1 1 2)

++ Text units 125-125:

Any activities in relation to the questionnaire will be followed by consensus and input from all of us 125

(1 3 1 1)

++ Text units 133-133:

I think that we can be quite confident that [the questionnaire] won't be set underway unless we agree at least in principle with the nature and the content 133

(1 3 1 1) (1 3 1 2)

++ Text units 142-142:

This [the following presentation] all has to do with how we share information 142

(1 3 1 1)

++ Text units 158-158:

The staff directory and that's an area where the vision 2020 co-ordinators have write access to and everyone else has read access, and that means then that if Sarah wanted to make some material available from the learning environment group, she could deposit that material to the staff directory and the staff around the campus could link to that and slash slash mercury and slash slash vision 2020 158

(1 3 1 1) (3 4 2 1 1)

++Text units 166 - 166

There is a limitation as to what you can put on [the directory], if you're going to be loading lots of graphics and stuff like that it could be a problem 166

(1 3 1 1) (3 4 2 1 1)

++ Text units 168-168:

What I'm suggesting is that you put in here in this reference area here which is the area that I think will have a big load is actually indicators as to where the sources of material are rather than the actual material itself, if those materials have lots of graphics etc 168

(1 3 1 1)

++ Text units 172-172:

But then again I suggest that only the co-ordinators have write access to these two areas and that this then is a private area, and we can have other private areas for the different teams 172

(1 3 1 1)

++ Text units 176-176:

I suppose the key thing is as long as everybody is going to be able to use it and feels confident about using it because we don't, I think one of the risks would be that there'll be people who don't feel comfortable with using it, and because it's likely to become the arena for everyone

exchanging information that some people are on the periphery and won't use it 176

(1 3 1 1) (3 4 3 1 1)

++ Text units 184-184:

Steve, you talk to us [ML & PC] first before proposing anything at sg level 184

(1 3 1 1)

+++++

+++ ON-LINE DOCUMENT: T2B

+++ Retrieval for this document: 2 units out of 133, = 1.5%

++ Text units 43-43:

Questionnaire = Something that should invite real participation 43

(1 3 1 1)

++ Text units 47-47:

Questionnaire = something that needs to be administered professionally 47

(1 3 1 1)

+++++

+++ ON-LINE DOCUMENT: T3A

+++ Retrieval for this document: 2 units out of 387, = 0.52%

++ Text units 10-10:

[There should be general confidence that the ideas emerging from V2020] become the central driving force of the University's future strategy and activities 10

(1 3 1 1)

++ Text units 186-186:

What I think the concern is, is that the process will become so bureaucratized that these kinds of discussion won't happen 186

(1 3 1 1)

+++++

+++ ON-LINE DOCUMENT: T3B

+++ Retrieval for this document: 6 units out of 385, = 1.6%

++ Text units 349-349:

If [those three committees at the bottom] start to sit and they play the 2020 planning process - it will play straight into the hands of the cynics 349

(1 3 1 1)

++ Text units 351-351:

[If the three operational groups start to meet] immediately, the cynic will say, what's the point of doing your mission and what's the point in having these committees - at the end of the day you know the resource structures are going to be the same, the deans aren't going to give up their power, the heads of department aren't going to give up their power, the divisions they represent aren't going to give up their power 351

(1 3 1 1)

++ Text units 355-355:

I would ask both Sarah and Steve to argue pretty strongly that those three committees should just look at what the problems are at the moment and I don't think that they should have anything to do with the future for the next two or three months 355

(1 3 1 1)

++ Text units 359-359:

[The three operational groups should not start to think strategically] until we actually have come up with our ideas 359

(1 3 1 1)

++ Text units 361-361:

[If the three operational groups start work at the same time as us] you play straight into the hands of the cynics 361

(1 3 1 1)

++ Text units 367-367:

I don't want to find then that there's going to be a series of senior people on these fixing committees at the bottom which are going to fix everything that we've done 367

(1 3 1 1)

+++++

+++ ON-LINE DOCUMENT: T3C

+++ Retrieval for this document: 9 units out of 613, = 1.5%

++ Text units 26-26:

Somebody has to put a framework on this thing so that we know what we're here for and we know where this thing is going 26

(1 3 1 1)

++ Text units 30-30:

[Confusion about the process] is just going to lead to absolute chaos 30

(1 3 1 1) (3 4 3 1 1)

++ Text units 32-32:

[Vision 2020] could be the most disastrous exercise ever taken by the University administration if it is not managed 32

(1 3 1 1)

++ Text units 39-39:

How much responsibility do we feel that we should take for managing the process and how much responsibility do we have to demand from elsewhere 39

(1 3 1 1) (3 4 3 1 1)

++ Text units 67-67:

We have to see [vision 2020] in terms of implementation 67

(1 2 1 1) (1 3 1 1)

++ Text units 75-75:

There is a potential for the self fulfilling prophecy [i.e. if we think it won't be implemented then it might not] 75

(1 3 1 1)

++ Text units 101-101:

We're going to be learning through this process 101

(1 3 1 1)

++ Text units 235-235:

We have to build up the capacity to deal with our differences and our ambiguities 235

(1 3 1 1) (2 3 2 2)

++ Text units 267-267:

If somebody comes back with some vital information to us that's fine right but I would like us to get on with it and drag those groups along rather than be pushed by them because if that happens then my interest in this exercise goes 267

(1 3 1 1)

+++++

+++ ON-LINE DOCUMENT: T4B

+++ Retrieval for this document: 1 unit out of 368, = 0.27%

++ Text units 304-304:

The whole idea of relevance and excellence [needs to be re examined] 304

(1 3 1 1) (2 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T4C

+++ Retrieval for this document: 2 units out of 318, = 0.63%

++ Text units 72-72:

In September there [should] be a document that people could access 72

(1 3 1 1) (2 3 1 2)

++ Text units 82-82:

If we had a working document in September with all those dimensions that Larry has mentioned and background papers and references that show that guide people to our rationale and our way of thinking - position papers and so on that could be distributed to the University wide

population 82

(1 3 1 1) (2 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T5A

+++ Retrieval for this document: 12 units out of 240, = 5.0%

++ Text units 9-9:

The next cohort of groups will be completing them by the end of December and the final operational plan groups by the beginning of February I think, or somewhere around there 9

(1 3 1 1) (2 3 1 1) (3 4 2 1 1)

++ Text units 20-20:

[It might be great] to know that that's going to be fed into the next group who are going to consider our document which I think was our biggest concern 20

(1 3 1 1) (2 1 1 2)

++ Text units 22-22:

The other groups will have at least some time to consider our general proposals 22

(1 3 1 1) (2 3 1 2)

++ Text units 24-24:

[The other groups will have time to consider] the broad guidelines that we provide and then come up with more concrete plans themselves 24

(1 3 1 1) (2 3 1 1) (2 3 1 2)

++ Text units 26-26:

the normative groups to finish by the end of November 26

(1 3 1 1)

++ Text units 28-28:

And then the programme groups to finish by the end of December 28

(1 3 1 1)

++ Text units 30-30:

Within that month the programme groups will have the opportunity to consider the reports from the normative groups and to complete their own 30

(1 3 1 1) (2 3 1 1)

++ Text units 34-34:

I don't know, I don't know how much considering [the programme groups are] going to be able to do 34

(1 3 1 1)

++ Text units 180-180:

that document [that we produce] has to be incorporated into a more global document, is that correct 180

(1 3 1 1) (2 3 1 1)

++ Text units 186-186:

[Each document] stands alone and there'll be no attempt to edit or shorten them 186

(1 3 1 1) (2 3 1 1)

++ Text units 196-196:

Hopefully it will be an attempt to link common thoughts coming out of the individual reports 196

(1 3 1 1) (2 3 1 1)

++ Text units 208-208:

Perhaps one of the roles of the central document will be to iron out those overlaps 208

(1 3 1 1) (3 4 2 1 1)

+++++

+++ ON-LINE DOCUMENT: T5B

+++ Retrieval for this document: 3 units out of 30, = 10%

++ Text units 5-5:

there will be [a meeting of the steering group] on the 27th that's next week 5

(1 3 1 1)

++ Text units 7-7:

I'll be able to report on the progress [of the steering group] 7

(1 3 1 1)

++ Text units 9-9:

Tom are there any other groups that are holding an open seminar 9

(1 3 1 1)

+++++

+++ ON-LINE DOCUMENT: T6C

+++ Retrieval for this document: 1 unit out of 224, = 0.45%

++ Text units 7-7:

[Developing new organisational structures] is a really radical suggestion that we may need to flesh out a little bit more 7

(1 3 1 1) (2 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T7A

+++ Retrieval for this document: 1 unit out of 298, = 0.34%

++ Text units 32-32:

one of the things I have been getting from [the people who want to attend the open forum seminar] is that you know, they think it's a great idea and that they're welcoming the chance to be involved in a less formal discussion on the whole area of vision 2020 32

(1 3 1 1) (3 4 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 5 units out of 279, = 1.8%

++ Text units 35-35:

[once the vision 2020 documents have been produced] will people come into groups again and discuss reactions to it will there be a structure for those reactions will this vision be mediated across and become part of the culture of the university 35

(1 3 1 1) (3 4 3 1 1)

++ Text units 79-79:

we move on a time scale immediately from the very broad, very important concepts, into you know how do you put infrastructure on this, how do you put people into it, how do you physicalise these things and if we do that with the completion mania with the end goal mania and it stops well then

I'll be extremely disappointed 79

(1 3 1 1)

++ Text units 87-87:

these are things that not only should be reflected in our own document, but also these should be brought to the steering group and expressed in the strongest possible terms - if that's what we believe is going to add value - introducing a culture within which these kinds of processes can take place - we feel that's an important product of this process then I think that needs to be very strongly voiced throughout the university but particularly to those people who are in a position to do something about it 87

(1 3 1 1) (2 2 1 1)

++ Text units 160-160:

Also, don't forget that Cyril's open seminar will take place at 3pm in the Donogh O'Malley this afternoon - we might find it useful to see how it goes 160

(1 3 1 1)

++ Text units 266-266:

I don't want people to come along later on and say well look - that's what it said in vision 2020 - we're not having any more discussion on the subject [I don't want us to be seen to have written the definitive document on the subject of the future of the university or of the learning environment] 266

(1 3 1 1) (2 3 1 1)

+++++

+++ ON-LINE DOCUMENT: T7C

+++ Retrieval for this document: 4 units out of 321, = 1.2%

++ Text units 27-27:

I am always repeating myself, but how do we translate what we have achieved into reality 27

(1 3 1 1) (1 3 2 2)

++ Text units 65-65:

when our document goes on the table the question is what process is that fitting into? 65

(1 3 1 1)

++ Text units 67-67:

[when our document goes on the table the question is] where am I in that process and what is going to make it happen? 67

(1 3 1 1) (3 4 3 1 1)

++ Text units 118-118:

But Pete can I just say that there'll be a phase 1B type attitude to this, just the next phase of the vision 2020 process which to my mind means that eventually you know the whole process will come to an end and I think we're all saying that cannot be 118

(1 3 1 1)

+++++

+++++

+++ Total number of text units retrieved = 140

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Appendix L: Node 10

(1 3 1 2) /process/future/con1/con1b

future processes associated with the strategic group

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.

Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:00 pm, Sept 9, 1997.

(1 3 1 2) /process/future/con1/con1b

*** Definition:

the learning environment group

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 20 units out of 418, = 4.78%

++ Text units 12-12:

We [the group] could get caught up in discussing what the future will be like 12

(1 3 1 2) (2 3 1 2)

++ Text units 17-17:

If we [the group] try to harness our energy for the future we [the group] want then we'll be starting off on a good footing 17

(1 3 1 2)

++ Text units 32-32:

These sessions are an arena for discussion about the future 32

(1 3 1 2) (3 4 2 1 2)

++ Text units 34-34:

We [the group] need to be visionaries 34

(1 3 1 2)

++ Text units 46-46:

What are the processes by which we're going to achieve our [the group's] aims 46

(1 3 1 2)

++ Text units 48-48:

It is going to be important to encourage as much openness, creativity, confrontation 48

(1 3 1 2)

++ Text units 155-155:

I'm also charged with asking you to assist me in putting together a campus wide questionnaire which should go out I suspect round about early summer 155

(1 3 1 2)

++ Text units 169-169:

I suggest that you feed [any topics that fall outside the groups' brief] either directly to me or via your chairperson, and then I will feed them out to the various committees. 169

(1 3 1 2)

++ Text units 209-209:

There will a difficulty for us [the group] in relation to the management in the same way as there will be a difficulty in relation to quality

because there will be a quality dimension to almost all of the considerations 209

(1 3 1 2) (2 3 1 2)

++ Text units 261-261:

In terms of developing an effective vision of the future.. we [the group] need to clarify those before we [the university] attack our mission 261

(1 3 1 2)

++ Text units 279-279:

a list of our [the group's] names and contact numbers which I hope will be used frequently and regularly between all of the members 279

(1 3 1 2) (2 2 1 2)

++ Text units 281-281:

We [the group] shouldn't [confine discussions to] these meetings, we [the group] can continue informal discussions as our [the group's] schedule allows between individuals and groups even sub groups within the committee 281

(1 3 1 2)

++ Text units 298-298:

so I think that we [the group] do have ideas on [the first term of reference] and I think we [the group] will develop those as time goes on and maybe adjust the terms of reference as a result 298

(1 3 1 2) (2 2 1 2)

++ Text units 318-318:

If we [the group] consider as many different ways of presenting our [the group's] ideas as possible that's certainly going to be worthwhile 318

(1 3 1 2)

++ Text units 324-324:

There's no point in any group producing a report unless its actually going to be implemented 324

(1 3 1 2) (3 4 2 1 1)

++ Text units 331-331:

If we [the group] think that this is just going to be a talking shop or a debating society where we [the group] all talk about wonderful ideas that will occur in the future without any commitment from the sg as to how these ideas are going to be implemented and what first steps they are going to be prepared to take, I think that our [the group's] motivation is going to be severely limited 331

(1 3 1 2) (3 4 3 1 2)

++ Text units 400-400:

This group needs to spend a lot of time on making sure that we [the group] all have the same terms of reference in terms of what we [the group] mean by the learning environment, what it is and what it is not what it incorporates and what it does not incorporate 400

(1 3 1 2)

++ Text units 412-412:

I see us revisiting these and adjusting the [processes] as they go on 412

(1 3 1 2)

++ Text units 416-416:

If we are to develop a set of communications including the final document, perhaps the process issues, we really need to look at our own network that we have here 416

(1 3 1 2) (3 4 2 1 2)

++ Text units 418-418:

.Who are we going to draw on, what kind of information, where are we going to get the information from who are we going to be able to tap into, who are we going to talk to and how are we going to make sure that the information that we get is relevant and that we use it and that we integrate it 418

(1 3 1 2) (2 3 1 2) (3 4 2 1 2)

+++++

+++ ON-LINE DOCUMENT: MEET1B

+++ Retrieval for this document: 26 units out of 550, = 4.7%

++ Text units 12-12:

I suggest, given the regularity with which we'll be meeting that we'll have it fairly informal in the sense that people can feel free to interject 12

(1 3 1 2)

++ Text units 14-14:

Having a more formal setting might inhibit people's freedom to participate 14

(1 3 1 2) (3 4 3 1 2)

++ Text units 16-16:

Off campus sessions might provide a less formal setting where the group threw themselves into it and got their teeth into the issues as much as is possible 16

(1 3 1 2) (3 4 3 1 2)

++ Text units 18-18:

In one sense of course we have interests and issues relevant to our own disciplines, but I wouldn't like to think that we were lobbying for particular positions 18

(1 3 1 2) (3 4 2 1 2)

++ Text units 22-22:

I've had experience in other groups trying to come up with definitions and I strongly suggest that we don't spend a lot of meeting time coming up with definitions 22

(1 3 1 2)

++ Text units 24-24:

Coming up with definitions is potentially time wasting 24

(1 3 1 2)

++ Text units 26-26:

My suggestion on that for starters would be that we all wrote a position paper - it might just be a paragraph or two or a page or two where we just put up on the table whatever we want to write on the topic, just, and that those get circulated, passed around before we initiate discussions so we know where people stand on the issue 26

(1 3 1 2)

++ Text units 40-40:

If you want to right a paper that's fine if you want to write a list of headings that's fine, if you want to say what things the learning environment will include that's fine rather than defining it and so on 40

(1 3 1 2)

++ Text units 44-44:

It's also a good idea for us to go away with something to think about so that it's still in our minds and that we're not completely shelving it until the next meeting that we are working on it and towards it 44

(1 3 1 2)

++ Text units 99-99:

If we're going to create a vision, we can't create a vision through one lens or through one type of lens which [a the moment] is the educational one 99

(1 3 1 2)

++ Text units 101-101:

Perhaps there is leeway to invite other members to join us, certainly people who are outside the educational field 101

(1 3 1 2) (3 4 2 1 1)

++ Text units 119-119:

Do we not see that we could go out from time to time and you know tap into you know people who have good information from every section in our society 119

(1 3 1 2)

++ Text units 121-121:

We should be able to invite key individuals to become part of our committee even for a short space of time to get expertise and input from elsewhere 121

(1 3 1 2)

++ Text units 142-142:

[There is an issue] about how we're going to take every other committees views on board 142

(1 3 1 2)

++ Text units 145-145:

We are going to have to decide the mechanisms [for taking other people's views on board] within the restrictions, and constraints that exist [within the group] 145

(1 3 1 2)

++ Text units 149-149:

We are going to have to decide how we cope with information overload 149

(1 3 1 2)

++ Text units 153-153:

[We are going to have to decide] how we are going to make sure that the key and relevant issues are integrated 153

(1 3 1 2)

++ Text units 157-157:

There may be political issues involved that we have to cope with 157

(1 3 1 2) (3 4 2 1 2)

++ Text units 161-161:

[We need to decide], how we are going to deal with that and how are we going to proceed based on something like that happening 161

(1 3 1 2)

++ Text units 220-220:

If we disagree [with the plan to draft and initial communication to the campus as a whole] then we're going to have to voice that tomorrow [via the chairperson at the steering group meeting] 220

(1 3 1 2)

++ Text units 315-315:

If we are to have integrity and feel that what we're doing has purpose and meaning and we know why we're doing it and how we're doing it and what we're doing that that it should be a very professional administrative tool no matter what it is 315

(1 3 1 2) (2 3 1 2) (3 4 3 1 2)

++ Text units 375-375:

Secondly the concern about the extent to which the vision that we create is really going to be taken on board I think needs to be voiced tomorrow [at the steering group meeting] 375

(1 3 1 2) (3 4 2 1 2)

++ Text units 379-379:

We want these processes to be informal, probably a lot less formal than we've even had today with our introduction from the President and from Steve 379

(1 3 1 2)

++ Text units 381-381:

There's no problem turning up [to the group meetings] in a pair of jeans 381

(1 3 1 2)

++ Text units 383-383:

If we're going to take off our hats then maybe we should also take off our shoes, relax and be as creative as we can certainly at the early stages 383

(1 3 1 2)

++ Text units 385-385:

If we're going to unlock creativity, I'd certainly be very supportive of that [creating and informal atmosphere] 385

(1 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 21 units out of 548, = 3.8%

++ Text units 9-9:

We agreed that we wouldn't be constrained by [a concern for overlap between groups] and we should just continue with our focus, broad as it is and then sort out any overlap as things emerge, probably quite a bit later in the process than now 9

(1 3 1 2) (2 1 1 2)

++ Text units 38-38:

We agreed that we'd take [the terms of reference and the objectives] as given at the moment, for the time being, but that they will be subject to adjustment and refinement as our process unfolds 38

(1 3 1 2) (3 4 2 1 1)

++ Text units 42-42:

We need to sort of get our teeth into [the terms of reference] and make them more specific as our process unfolds 42

(1 3 1 2)

++ Text units 44-45:

Our aims and objectives may also change depending on what gets thrown up by us 44

(1 3 1 2) (2 3 1 2)

++ Text units 48-48:

Meetings can include brainstorming sessions which I hope we'll at least initiate today, ad hoc presentations by various members as well as a structured agenda 48

(1 3 1 2)

++ Text units 57-57:

[Talking through the chair] might inhibit discussion rather than anything else 57

(1 3 1 2)

++ Text units 59-59:

If things are getting a little bit chaotic then perhaps we can revert to a more formal session at some stage 59

(1 3 1 2)

++ Text units 63-63:

There should also be scope for off campus meetings from time to time especially in key turning points in the process 63

(1 3 1 2) (3 4 2 2)

++ Text units 65-65:

I think that once [we reach a turning point] and once we feel that there's a key set of ideas coming together and we really need to spend a lot of time [discussing the issues] perhaps we could get the commitment from everybody that we take a day or a half a day off campus and try to thrash them out and finalise a few of those ideas 65

(1 3 1 2)

++ Text units 71-71:

The learning environment group should invite key individuals and representatives from outside the field of education to join the group from time to time in order to provide fresh and different perspectives on the process 71

(1 3 1 2)

++ Text units 100-100:

Perhaps when we collate and make more sense of them and collate a working document based on the input from all of those [we could make them available on the public domain]. 100

(1 3 1 2)

++ Text units 103-103:

I think it would just get very scrappy in fact, if we were just throwing everything [unprocessed ideas from the group] out 103

(1 3 1 2)

++ Text units 105-105:

We need to sort of collate [the individual documents] and make them a bit more coherent together and then give you a document 105

(1 3 1 2)

++ Text units 133-133:

I think that we can be quite confident that [the questionnaire] won't be set underway unless we agree at least in principle with the nature and the content 133

(1 3 1 1) (1 3 1 2)

++ Text units 150-150:

What I'm suggesting is that we could actually structure our documentation 150

(1 3 1 2)

++ Text units 152-152:

We could put the weekly or the monthly or whatever minutes into this minutes sub directory and have them publicly available there directly rather than having to move them around 152

(1 3 1 2) (3 4 3 1 1)

++ Text units 178-178:

To overcome that problem [of people who don't have access to the network], I can act as co-ordinator 178

(1 3 1 2) (3 4 3 1 2)

++ Text units 186-186:

In other words don't liaise through me [on the issue of setting up and using a network of directories] 186

(1 3 1 2)

++ Text units 336-336:

Rather than having technology as a single theme we [should] have a set of themes within which the technological input is outlined very clearly or as clearly as we can 336

(1 3 1 2)

++ Text units 346-346:

[Technology may not be a] discrete category on its own 346

(1 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T2B

+++ Retrieval for this document: 6 units out of 133, = 4.5%

++ Text units 32-32:

terms of reference are guidelines to be revisited throughout the process 32

(1 3 1 2) (2 2 1 2)

++ Text units 36-36:

Ideas are things to be thrashed out 36

(1 3 1 2)

++ Text units 38-38:

Ideas are things to be finalised 38

(1 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T3A

+++ Retrieval for this document: 8 units out of 387, = 2.1%

++ Text units 20-20:

[Group members are unsure as to] whether this [the group's activities] are going to make any difference 20

(1 3 1 2)

++ Text units 26-26:

That's an issue [i.e. whether the group's] ideas will be taken on board and maybe we could go back and discuss that 26

(1 3 1 2) (3 4 2 1 2)

++ Text units 36-36:

In 5 years time we can extrapolate what we have at the moment but how far into the future can we look 36

(1 3 1 2)

++ Text units 46-46:

If we let ourselves believe that this is going to make a difference then we'll have the commitment to being absolutely creative 46

(1 3 1 2)

++ Text units 50-50:

If we harden too much on this policy document which we have to produce for the steering committee and the content differences between the various groups, the amount of autonomy we have will be minimised 50

(1 3 1 2) (3 4 3 1 2)

++ Text units 70-70:

The outcome of our discussion on these issues will be coloured if not determined by the process and about how much we believe in it 70

(1 3 1 2)

++ Text units 72-72:

The more we're committed to the process, the better the outcome 72

(1 3 1 2)

++ Text units 202-202:

.If we're going to vision we can't become tied to the development of a policy document 202

(1 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T3B

+++ Retrieval for this document: 1 unit out of 385, = 0.26%

++ Text units 336-336:

[This group] is setting a visionary context which will have both long term views and and shorter term , lowered hedge thinking which is going to be over the next 5 years or so 336

(1 3 1 2) (2 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T3C

+++ Retrieval for this document: 16 units out of 613, = 2.6%

++ Text units 41-41:

What kind of requests should we be making em e what kind of things should we be drawing other people's attention to based on what we've just talked about now 41

(1 3 1 2)

++ Text units 77-77:

[We should] take it in good faith that we are going to have an influence 77

(1 2 1 1) (1 3 1 2) (3 4 2 1 2)

++ Text units 79-79:

[We should] try as far as we can to manage that influence and to distil and harvest some of the ideas that are getting thrown around 79

(1 3 1 2)

++ Text units 81-81:

It seems to me now that we're getting round the idea that we probably do have a function to fulfil 81

(1 3 1 2) (3 4 2 1 2)

++ Text units 85-85:

We need to bite the bullet and get on with it and do some really good work as we have been doing 85

(1 3 1 2) (2 1 1 2) (2 3 1 2)

++ Text units 87-87:

[We need to] take the lead 87

(1 3 1 2)

++ Text units 89-89:

We're in the fortunate position of having two members of executive board on our committee, not that I would ask them to do anything out of the ordinary but I think that we can seek their advice as to whether we're going the right way you know as the structure stands at the moment 89

(1 3 1 2) (3 4 2 1 2)

++ Text units 91-91:

If we spend too much time deliberating as to whether or not our ideas are going to be taken on board or not we're going to be told what to do by them 91

(1 3 1 2)

++ Text units 93-93:

[I am all for] getting on with our job and doing the very best that we can 93

(1 3 1 2) (2 3 1 2)

++ Text units 95-95:

If we are aware of the implementation issues for example then our contribution can be delivered in a better way so that we give clear views that the existing frameworks aren't as good as we think they should be I think we should say that 95

(1 3 1 2) (2 3 1 2)

++ Text units 124-124:

If we present a future of the context of this University in 2020 we should also make it very very clear by the way we get it across, what the implications are so that that can be adopted by the group who are responsible for it 124

(1 3 1 2) (2 3 1 2)

++ Text units 126-126:

We've got to be very careful about the language that we use I think because it's got to inspire people to see what the implications are for now 126

(1 3 1 2)

++ Text units 138-138:

Obviously people are going to speak from their own experiences 138

(1 3 1 2)

++ Text units 224-224:

There should be some mechanism in place where we bring in experts 224

(1 3 1 2)

++ Text units 255-255:

If we have to wait for feedback from all the rest of the groups then we're getting into the University of Limerick environment and how everybody else thinks their environment should be 255

(1 3 1 2) (2 2 1 2)

++ Text units 282-282:

If we're going to be independent then we need to set our own schedule 282

(1 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T4B

+++ Retrieval for this document: 3 units out of 368, = 0.82%

++ Text units 149-149:

[We should consider] the manner in which the faculty of the University create the climate of the University 149

(1 3 1 2) (3 4 2 2 2)

++ Text units 159-159:

We wouldn't necessarily want to encourage a situation in which people would refuse to leave 159

(1 3 1 2) (1 3 2 2) (3 4 3 2 2)

++ Text units 288-288:

perhaps there is one area that we need to look at and that is the whole area of culture and climate, under which we'll talk about things like ethical considerations, control over the way things are carried out, learning is carried out and teaching is carried out 288

(1 3 1 2) (2 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T4C

+++ Retrieval for this document: 13 units out of 318, = 4.1%

++ Text units 49-49:

I wanted to protect the integrity of the group and was probably over protective in a way because maybe we could have made our voices more

clearly heard and maybe we can do that in the future 49
(1 1 1 2) (1 3 1 2)
++ Text units 70-70:
Over the summer we could work on a document 70
(1 3 1 2) (2 3 1 2)
++ Text units 74-74:
[Our working document could be]organised in that we could have a summary
piece at the front saying some issues and we could have a few statements
or mission statement that we generated from the start 74
(1 3 1 2) (2 3 1 2)
++ Text units 78-78:
If let's say we undertook by September or let's say the end of September
to have a working document 78
(1 3 1 2) (2 3 1 2)
++ Text units 84-84:
Given that you know we're all very busy - we should make [the preparation
of a working document] as low cost an exercise as possible 84
(1 3 1 2) (3 4 2 1 2)
++ Text units 88-88:
I could probably put something like [a working document] together
already 88
(1 3 1 2)
++ Text units 116-116:
It's also been suggested that [the rapporteur] observes some of these
discussions 116
(1 3 1 2)
++ Text units 122-122:
We should benefit from the discussions we've had and whether or not they
end up getting utilised in the larger framework, you know you can only do
a certain amount, but the point is at least we've been true to
ourselves 122
(1 3 1 2) (2 3 1 2)
++ Text units 124-124:
I've always believed that we should continue the process in good faith 124
(1 3 1 2)
++ Text units 126-126:
[We should] keep on developing what we've been working on ourselves 126
(1 3 1 2) (2 3 1 2)
++ Text units 128-128:
Do people have strong views about Tom Dunne's presence in the room when
we're meeting 128
(1 3 1 2)
++ Text units 131-131:
It would be nice if [the rapporteur] actually explained his presence
beforehand 131
(1 3 1 2)
++ Text units 135-135:
If [the rapporteur comes to the next meeting] I should ask him to
introduce himself and tell us what his objectives for participating or
being here [are] so that we can all feel relatively comfortable with that
and continue our independent discussions regardless of the people who are
present or absent 135
(1 3 1 2)
+++++

+++ ON-LINE DOCUMENT: T5A

+++ Retrieval for this document: 33 units out of 240, = 14%

++ Text units 14-14:

Perhaps [the revised schedule gives us] just enough [time] to generate something that we can be proud of and something that we can spend a bit of time integrating at the very end 14

(1 3 1 2) (2 3 1 2)

++ Text units 36-36:

We just have to have our document ready for the end of November and then say, 'look, here you are, that's what we've done' and you know that's all we can do 36

(1 3 1 2) (2 3 1 2)

++ Text units 42-42:

I'm very reluctant to be tough on all of you and start saying please give me your stuff, but at the same time I'm going to start doing that if I don't start getting material by the end of next week 42

(1 3 1 2) (2 3 1 2)

++ Text units 46-46:

[The written documents are] really the stuff that will just start us generating our document 46

(1 3 1 2) (2 2 1 2)

++ Text units 51-51:

What each of us writes may need significant adjustment 51

(1 3 1 2) (2 3 1 2)

++ Text units 53-53:

Certainly, I feel speaking in terms of my own document, I definitely feel that it's been very much a tentative draft which is subject to all sorts of amendments, criticisms and so on, by yourselves 53

(1 3 1 2) (2 2 1 2)

++ Text units 61-61:

How many times do you propose to meet before [the end of November] 61

(1 3 1 2)

++ Text units 63-63:

[I propose that we meet] every two weeks between [November] and now 63

(1 3 1 2)

++ Text units 65-65:

I propose tentatively that Friday mornings for a couple of hours or so every second week em from now until the end of the process 65

(1 3 1 2)

++ Text units 67-67:

We've been meeting last term every three weeks or so but I reckon we need to step up the pace a bit 67

(1 1 1 2) (1 3 1 2)

++ Text units 69-69:

the open seminar is something that we did agree that we would do this term 69

(1 3 1 2) (2 1 1 2)

++ Text units 77-77:

the attendants of that seminar will have access to some of the material that we have produced in some kind of format or other, hopefully in some kind of structured format 77

(1 3 1 2) (2 3 1 2)

++ Text units 81-81:

[I propose that the seminar should include] a short presentation and

circulation if a document

(1 3 1 2) (2 3 1 2)

++ Text units 88-88:

Some document will be circulated before the seminar occurs so that people will have the chance to see what our thoughts are 88

(1 3 1 2) (2 3 1 2)

++ Text units 90-90:

We'll make a short presentation [at the open forum seminar] 90

(1 3 1 2) (2 3 1 2)

++ Text units 94-94:

Maybe we should think about co presenting [at the open forum seminar] and having each person in the group speak for a couple of minutes from a particular perspective 94

(1 3 1 2)

++ Text units 96-96:

Then [it is proposed that] the participants [of the open forum seminar] will be split up into small groups with what I'm calling 'floating facilitation' 96

(1 3 1 2)

++ Text units 100-100:

Each group [at the open forum seminar] it is planned will produce a set of ideas or issues that they want put on the vision 2020 agenda 100

(1 3 1 2) (2 3 1 2)

++ Text units 102-102:

A spokesman or spokesperson from each group will present their ideas, that is the ideas that were generated during that discussion time [at the open forum seminar] 102

(1 3 1 2) (2 3 1 2)

++ Text units 104-104:

Finally we'll have a summary slot [at the open forum seminar] where hopefully we'll be able to capture a lot of that information in some form or another and incorporate that into our document 104

(1 3 1 2) (2 3 1 2)

++ Text units 116-116:

Without doing something like [the open forum seminar], we've just been talking to ourselves 116

(1 1 1 2) (1 3 1 2)

++ Text units 123-123:

[The open forum seminar] also might be good for focusing our minds in terms of you know, what document we want out there 123

(1 3 1 2) (2 3 1 2)

++ Text units 125-125:

[The open forum seminar might help us to think in a more focused way about] how we're going to communicate our thoughts at this stage 125

(1 3 1 2)

++ Text units 131-131:

Maybe I'll work with Valerie and Tom and Steve on just doing a bit of market research as it were, establishing levels of interest [in the open forum seminar] 131

(1 3 1 2) (3 4 2 1 2)

++ Text units 144-144:

Would it be worth sending out an invitation from this group rather than going through the centre ? 144

(1 3 1 2)

++ Text units 152-152:

we'll send out an invitation on our behalf, ourselves 152

(1 3 1 2)

++ Text units 156-156:

[Once we know how many people will attend] then we can make more concrete plans about how the whole thing will operate 156

(1 3 1 2) (2 3 1 2)

++ Text units 162-162:

I would like, depending on numbers to provide sandwiches and coffee and working breaks [at the open forum seminar] just to give participants the feeling that someone is interested in them and perhaps to encourage people to stay 162

(1 3 1 2) (3 4 3 1 2)

++ Text units 172-172:

We're just not going to know [how many people will attend the open forum seminar] until we start throwing out invitations 172

(1 3 1 2) (3 4 3 1 2)

++ Text units 214-214:

we have agreed tentatively that the open seminar will be the 18th of October from 2pm lets say until 5:30 214

(1 3 1 2)

++ Text units 216-216:

Mike and I will talk about sending out invitations and finding out the levels of interest [for the open forum seminar] and all that 216

(1 3 1 2)

++ Text units 220-220:

I'm certainly prepared to do the pulling together and the editing of our document S 220

(1 3 1 2) (3 4 2 1 2)

++ Text units 222-222:

I'm sure em we're going to have to work out as easy a way as possible to get the work done 222

(1 3 1 2) (2 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T6A

+++ Retrieval for this document: 1 unit out of 407, = 0.25%

++ Text units 9-9:

Second iteration of document will be further discussed and developed 9

(1 3 1 2) (2 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T6B

+++ Retrieval for this document: 11 units out of 355, = 3.1%

++ Text units 227-227:

We could actually [get information about what kind of environment people want] in the open seminar 227

(1 3 1 2)

++ Text units 229-229:

We could actually say to people [what kind of environment do you want] 229

(1 3 1 2) (2 3 1 2)

++ Text units 231-231:

people will probably be more switched on by [being asked what they want rather than being asked what they think] than by saying what do you think the learning environment is going to be like in 25 years time 231

(1 3 1 2)

++ Text units 233-233:

[At the open forum seminar] we could say, think about your learning environment now and in your discussion groups come up with as part of the discussion come up with what changes you could make now to the environment now and why 233

(1 3 1 2) (2 3 1 2)

++ Text units 235-235:

[At the open forum seminar we should ask them to come up with their ideal learning environment] given [unlimited] resources 235

(1 3 1 2) (2 3 1 2)

++ Text units 239-239:

one of the dimensions of the open seminar would be to encourage you know unbridled brainstorming 239

(1 3 1 2) (3 4 3 2 2)

++ Text units 241-241:

[at the open forum seminar we should ask] what kind of environment you would like as a teacher as an administrator 241

(1 3 1 2) (2 3 1 2)

++ Text units 243-243:

[we should not] alienate [people] or just concentrate on the academics 243

(1 3 1 2)

++ Text units 245-245:

[asking people what type of environment they would like] might be a way of gathering information and providing an impetus for action for this group 245

(1 3 1 2) (2 3 1 2)

++ Text units 247-247:

If we can say to the steering committee - this is what people are telling us now. I think [that might be a way of adding credibility to what we're doing] 247

(1 3 1 2) (2 3 1 2)

++ Text units 255-255:

an incredibly strong message back [would be] if we're saying to people you know we must decentralise control 255

(1 3 1 2) (2 3 2 2)

+++++

+++ ON-LINE DOCUMENT: T6C

+++ Retrieval for this document: 2 units out of 224, = 0.89%

++ Text units 212-212:

Can you send me your document in word 212

(1 3 1 2)

++ Text units 214-214:

You [chairperson] can edit [your document] whatever way you like 214

(1 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T7A

+++ Retrieval for this document: 4 units out of 298, = 1.3%

++ Text units 24-24:

our approach [to the open forum seminar] is going to have to be as flexible as possible 24

(1 3 1 2)

++ Text units 26-26:

I've adjusted my views [about the open forum seminar] a little bit since the last time talking to you and to Tom on the issue of the first

presentation or the preliminary presentation 26

(1 3 1 2)

++ Text units 28-28:

according to tom and Steve it may be more appropriate to have a very very short presentation you know, really informal so it doesn't kind of replicate the convocation 28

(1 3 1 2)

++ Text units 278-278:

hopefully I'll find more links and more complexities when I revisit the material myself, but again thank you very much Karen - it's really helped to tie together an awful lot of what we talked about last week which I think was really helpful 278

(1 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 16 units out of 279, = 5.7%

++ Text units 5-5:

there's a number of things that I find really quite exciting in terms of actually addressing this whole kind of issue - which I'm sure we could all come together to develop the ideas further and I don't see us doing that 5

(1 3 1 2) (2 2 1 2)

++ Text units 19-19:

there are things appearing in the document which we've really only perhaps mentioned or made fleeting reference to in the course of our discussions and I don't see a way where we're going to be able to thrash them out satisfactorily 19

(1 3 1 2) (2 2 1 2)

++ Text units 21-21:

may be able to discuss [certain issues and ideas further] - we may be able to expand them 21

(1 3 1 2)

++ Text units 25-25:

hopefully within that generation and discussion we'll be able to introduce a little bit more of the richness and ideas that are coming from all of these documents 25

(1 3 1 2)

++ Text units 111-111:

I'm not in a position to predict how many people are going to be [at the open forum seminar] so I think that we really need to just play it by ear 111

(1 3 1 2) (3 4 3 1 2)

++ Text units 113-113:

[We (the group) need] - to just go in [to the open forum seminar] and be prepared to have a chat with people 113

(1 3 1 2)

++ Text units 119-119:

rather than replicating the convocation and having each one of us standing up and giving a little spiel that may look very scripted - I thought that what I could undertake to do would be literally to give a 5 minute introduction to who we are, what we've been doing for the year 119

(1 3 1 2) (2 3 1 2)

++ Text units 121-121:

[I (the chairperson) will present] some of the major themes that have

emerged very very quickly 121

(1 3 1 2) (2 3 1 2)

++ Text units 127-127:

so we [the group] really try to listen to what people are saying [at the open forum seminar] and not give them lip service and not perhaps enforce our own structures on them 127

(1 3 1 2)

++ Text units 133-133:

I would say really that there should be a 5 minute presentation and then we just get straight into group discussion allowing ourselves or whoever can make it and hopefully most of you can, to circulate around the groups to see what's coming out of it and to help them to feed back some kind of worthwhile and accurate form of what they're saying to us 133

(1 3 1 2)

++ Text units 143-143:

the other thing.. is it possible I know there are time constraints, but if [a supporting document for the open forum seminar] could be emailed or sent to people - it just gives people time to think around the areas a little bit before getting involved in a discussion 143

(1 3 1 2) (3 4 2 1 2)

++ Text units 149-149:

what I'm planning to do is to send round a reminder to everyone that we [the group] are available for discussion and along with that then a one pager to give people an idea of what we're at 149

(1 3 1 2) (2 2 1 2)

++ Text units 156-156:

hopefully then we'll have a good session on Tuesday [the open forum seminar] but again we'll have to play it by ear as much as we can 156

(1 3 1 2) (3 4 3 1 2)

++ Text units 158-158:

Everybody should have a copy of the final schedule and focus of the remaining meetings just as a kind of formal reminder of when our last meetings are to take place 158

(1 3 1 2) (2 2 1 2)

++ Text units 162-162:

[we should attend the 'teaching and programmes' group's open forum seminar] so we can undig the potholes 162

(1 3 1 2)

++ Text units 272-272:

[we (the group) need to demonstrate via the document that we produce] that we're not ahistorical or aphiosophical in that sense we know where we came from, we know where the institution came from, we know what the environment is like now, we know what kind of a lift we need to get forward 272

(1 3 1 2) (2 3 1 2) (3 4 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T7C

+++ Retrieval for this document: 4 units out of 321, = 1.2%

++ Text units 294-294:

there's just one practical thing that I'd like to say , would everyone from our group who can make it please turn up [to the open forum] at about a quarter to or ten to three to be there 294

(1 3 1 2)

++ Text units 302-302:

we've made some comments on [the proposed structure of the document]
which I'll be taking on board 302

(1 3 1 2) (2 2 1 2)

++ Text units 304-304:

if anything strikes you [about the proposed structure of the document] in
the meantime please email or write or phone or whatever and I'll make
sure that I reflect that in our document 304

(1 3 1 2) (2 3 1 2)

++ Text units 306-306:

what I'm hoping to have at our next meeting after the open forum is our
next stab at editing the stuff that we have and again it's going to be
very rough and I want to have it distributed to you about 4 or 5 days in
advance so that you have time to read and critique it 306

(1 3 1 2)

+++++

+++++

+++ Total number of text units retrieved = 185

+++++

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Appendix M: Node 11

(1 3 2 1) /process/future/con2/unigen

future processes associated with the industry in general

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.
Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:01 pm, Sept 9, 1997.

(1 3 2 1) /process/future/con2/unigen

*** Definition:

the future processes of universities in general

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 1 unit out of 418, = 0.23%

++ Text units 111-111:

How will on or off campus activities be implemented? 111

(1 3 2 1)

+++++

+++ ON-LINE DOCUMENT: REP1

+++ Retrieval for this document: 17 units out of 265, = 6.4%

++ Text units 107-107:

They demand that we establish new ways of thinking about education. 107

(1 3 2 1)

++ Text units 119-119:

This may be one of the most important and influential developments and must impact on the ways we think and act in the field of education and learning. 119

(1 3 2 1) (3 5 2 2 1)

++ Text units 125-125:

Also, structural boundaries within universities are experiencing pressure as learning communities come to demand organisations that are more flexible, adaptable and responsive to the changing profiles and needs of learners. 125

(1 3 2 1) (3 4 2 2 1)

++ Text units 134-134:

If the university of the future is to provide an effective learning environment and particularly if it is to be involved in research, the barriers between the public and the private sector will need to be more successfully bridged. 134

(1 3 2 1) (2 3 2 1)

++ Text units 153-153:

There will always be a role for the facilitators of learning as long as we recognise that this is the case. 153

(1 3 2 1) (3 5 3 2 1)

++ Text units 174-174:

symbol 183 \f "Symbol" \s 10 \h Education is about students learning and the development of understanding 174

(1 3 2 1)

++ Text units 177-177:

symbol 183 \f "Symbol" \s 10 \h Learning is fundamentally a co-operative
or collaborative endeavour with others 177
(1 3 2 1)

++ Text units 189-189:
The emerging perspective also questions the separation of 'formal' and
'informal' education , argues for the importance of apprenticeship in
learning and includes 'outside - class' activities as an integral part of
the social context within which learning occurs. 189
(1 2 2 1) (1 3 2 1) (3 4 2 2 1)

++ Text units 202-202:
In line with the concept of perpetual learning, students will not
'finish' their education. 202
(1 3 2 1)

++ Text units 207-207:
Students will be pilots of their learning journeys - educators will be
their navigators. 207
(1 3 2 1)

++ Text units 216-216:
symbol 183 \f "Symbol" \s 10 \h arenas for the effective exchange of
ideas 216
(1 3 2 1) (3 4 3 2 1)

++ Text units 224-224:
symbol 183 \f "Symbol" \s 10 \h more active in the setting of their
learning goals 224
(1 3 2 1) (3 4 3 2 1)

++ Text units 226-226:
symbol 183 \f "Symbol" \s 10 \h pilots of their own learning experiences 226
(1 3 2 1)

++ Text units 230-230:
SYMBOL 183 \f "Symbol" \s 10 \h help students to navigate a course
through the complex learning environment of the future 230
(1 3 2 1)

++ Text units 232-232:
SYMBOL 183 \f "Symbol" \s 10 \h be more skilled in facilitating,
empowering, energising and inspiring students 232
(1 3 2 1)

++ Text units 234-234:
SYMBOL 183 \f "Symbol" \s 10 \h operate within a system that allows them
to continue to learn 234
(1 3 2 1) (3 4 3 2 1)

++ Text units 251-251:
A learning environment that enables learners to absorb, analyse and
articulate ideas more easily, is one which needs constant monitoring and
development. 251
(1 3 2 1) (2 3 2 1) (3 4 3 2 1)

+++++

+++ ON-LINE DOCUMENT: REP2
+++ Retrieval for this document: 17 units out of 215, = 7.9%

++ Text units 16-16:
With the increase in remote access learners, the physical campus
surroundings must all the more reinforce and facilitate social
interaction. 16
(1 3 2 1) (3 4 3 2 1)

++ Text units 20-20:

All space available will be designed to satisfy learning goals and processes in ways that are appropriate to the needs of the learners and the teachers or tutors. 20

(1 3 2 1) (2 3 2 1)

++ Text units 67-69:

3.5 Interaction of people and technology in the future 67

(1 3 2 1)

'The information - technology revolution is creating a new form of electronic, interactive education that should blossom into a lifelong learning system that allows almost anyone to learn almost anything from anywhere at any time.' 68

(1 3 2 1)

In electronic format, learning materials may be delivered directly to students irrespective of their location. 69

(1 3 2 1)

++ Text units 73-76:

With these developments will come new possibilities for innovations in teaching, learning and the creation of a satisfying environment for students, faculty, administrators and managers of education. 73

(1 3 2 1) (3 4 3 2 1)

Technology has the potential to unlock much of the currently under utilised talents that exist in university settings. 74

(1 3 2 1) (3 4 2 2 1)

It may free people from mundane or unnecessary tasks as long as they are confident that they can use the technology to enhance their own development. 75

(1 3 2 1) (2 3 2 1)

Lecturers can be released from the role of content generator to that of facilitator and supporter of learning. 76

(1 3 2 1) (2 3 2 1)

++ Text units 86-87:

Along with the potential future benefits, we also recognise that unless managed and integrated effectively, there is a possibility that technology might undermine or prohibit the development of important learning competencies. 86

(1 3 2 1) (2 3 2 1)

Students and teachers will not easily be able to cope with the flood of information that emerging technologies are starting to make possible. 87

(1 3 2 1) (3 4 2 2 1)

++ Text units 89-92:

While the traditional struggle for information access may be more likely to disappear in the future, people will grapple in the same ways as they always have to understand, to apply and to evaluate this information in ways that constitute real learning. 89

(1 1 2 1) (1 3 2 1) (2 3 2 1)

We believe that while technological developments will give rise to many new possibilities and changes, these developments will not (nor should they) dominate, lead or determine people's ability to learn. 90

(1 3 2 1) (3 4 3 2 1)

In quality learning environments, technology will be a facilitator, not a dictator. 91

(1 3 2 1) (3 4 3 2 1)

In learning environments that are effective, technology will be used to help people to enhance their learning experiences and to improve the

environment of the learning community as a whole.	92
(1 3 2 1) (3 4 3 2 1)	
++ Text units 98-98:	
symbol 183 \f "Symbol" \s 10 \h will be a facilitator, not a dictator of learning processes	98
(1 3 2 1)	
++ Text units 101-101:	
symbol 183 \f "Symbol" \s 10 \h will facilitate a return to Socratic learning principles and styles	101
(1 3 2 1) (3 4 3 2 1)	
+++++	
+++ ON-LINE DOCUMENT: REP3	
+++ Retrieval for this document: 12 units out of 213, = 5.6%	
++ Text units 44-44:	
This may highlight the importance of influencing the effectiveness of what can be controlled under these circumstances, specifically the nature of the learning material itself, and the way in which the medium is used.	44
(1 3 2 1) (2 3 2 1)	
++ Text units 56-58:	
Our vision of future learning environments sees a return to much smaller learning groups; to Socratic learning principles, and to environments in which enthusiastic and informed debate becomes the norm .	56
(1 3 2 1)	
It is questionable as to whether such a scenario can be fully or even partially accomplished without at least some face to face interaction with other learners.	57
(1 3 2 1) (2 3 2 1)	
The continued existence of a central location will facilitate this type of interaction.	58
(1 3 2 1) (3 4 3 2 1)	
++ Text units 68-68:	
Environmental stressors may exist but should be manageable, diversity of individual perspectives and tendencies should be catered for and repertoires of learning styles should be broadened by opportunities provided by the surroundings and processes of the learning environment.	68
(1 3 2 1) (3 4 3 2 1)	
++ Text units 102-102:	
Lifelong education must be implemented via a number of strategies reflecting the demands of a rapidly changing industrial and technological society, the human needs of the learners and the demands of the wider society.	102
(1 3 2 1) (2 3 2 1) (3 5 2 2 1)	
++ Text units 113-113:	
symbol 183 \f "Symbol" \s 10 \h Incorporating facilities for effective interaction on and off campus	113
(1 3 2 1) (2 3 2 1)	
++ Text units 121-121:	
symbol 183 \f "Symbol" \s 10 \h Helping learners to manage stress effectively	121
(1 3 2 1) (2 3 2 1)	
++ Text units 127-127:	
4.4 Internal and external collaboration	127
(1 3 2 1)	
++ Text units 139-139:	

We believe that developments in the future, will allow for a return to more Socratic learning environments, where collaboration and interaction will be the norm. 139

(1 3 2 1) (3 4 3 2 1)

++ Text units 145-145:

The key to the success of the traditional course over other mechanisms such as textbooks and multi-media is effective, fulfilling and inspiring interaction with the tutor and other participants. 145

(1 3 2 1)

++ Text units 181-181:

To a great extent the technology will evolve of its own accord. 181

(1 3 2 1)

+++++

+++ ON-LINE DOCUMENT: REP4

+++ Retrieval for this document: 4 units out of 160, = 2.5%

++ Text units 46-46:

'[Schools should] say: You are responsible for your own destiny now - the teacher's here to help, but the teacher doesn't know the answer...I want to deal with open-ended problems because the answers to closed-ended problems are going to be terribly available on your television or your computer screen. It is extraordinarily easy to find those kind of answers'. 46

(1 3 2 1) (2 3 2 1) (3 5 3 2 1)

++ Text units 72-72:

SYMBOL 183 \f "Symbol" \s 10 \h The technology of the future will facilitate immediate access to information whether students are at a central location or working from home. It will also enable on-campus activity to return to smaller learning groups and to Socratic principles of education 72

(1 3 2 1) (3 5 3 2 1)

++ Text units 98-98:

These opportunities may also be accompanied by painful and difficult change, but if managed effectively they may indeed give rise to better, more relevant, dynamic, active, interactive, supportive, participative learning environments. 98

(1 3 2 1) (3 4 3 2 1)

++ Text units 100-100:

Collaboration and co-operation, and the development of effective strategic alliances among groups or organisations, is the approach which we feel will build those bridges and allow us to survive and to play a role as an effective and productive learning environment 25 years from now. 100

(1 3 2 1) (2 3 2 2)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 9 units out of 548, = 1.6%

++ Text units 239-239:

If you [use emerging technologies], you can't have random access to information or resources 239

(1 3 2 1)

++ Text units 241-241:

Somebody has to structure the learning experience 241

(1 3 2 1)

++ Text units 243-243:

Who should structure the learning experience 243
 (1 3 2 1) (3 5 3 2 1)
 ++ Text units 313-313:
 [We move from] information as a static given in that it's written down
 somewhere and so you believe it as something you've got to learn to it
 becoming an interactive experience 313
 (1 3 2 1)
 ++ Text units 317-317:
 Technology really would allow a return to what you might call the
 Socratic form of teaching 317
 (1 3 2 1) (3 5 3 2 1)
 ++ Text units 320-320:
 [The Socratic form of teaching is where] you learn by discussion and
 conversation and chat and backchat 320
 (1 3 2 1)
 ++ Text units 323-323:
 Will the teaching learning be essentially a bilateral process 323
 (1 3 2 1)
 ++ Text units 327-327:
 [Will teaching / learning be managed] perhaps as part of a team of people
 the kind of people we know call librarians, IT specialists, publishers,
 broadcasters, information brokers 327
 (1 3 2 1)
 ++ Text units 342-342:
 [Technology is] going to be the way we live and breathe and interact 342
 (1 3 2 1)
 ++++++
 +++ ON-LINE DOCUMENT: T3A
 +++ Retrieval for this document: 3 units out of 387, = 0.78%
 ++ Text units 60-60:
 Technology is important as a tool but how to use that tool is the real
 key 60
 (1 3 2 1)
 ++ Text units 78-78:
 If people don't acknowledge change, they'll be brushed aside 78
 (1 3 2 1)
 ++ Text units 82-82:
 There's a huge difficulty in going over to a knowledge based economy 82
 (1 3 2 1)
 ++++++
 +++ ON-LINE DOCUMENT: T3B
 +++ Retrieval for this document: 1 unit out of 385, = 0.26%
 ++ Text units 208-208:
 Not all people can be leaders - some people don't want to be and that's
 fine 208
 (1 3 2 1) (3 5 2 2 1)
 ++++++
 +++ ON-LINE DOCUMENT: T4A
 +++ Retrieval for this document: 9 units out of 327, = 2.8%
 ++ Text units 23-23:
 a University structure is going to open out in an expansive way 23
 (1 3 2 1)
 ++ Text units 232-232:
 The main point [about the implications of emerging technologies] which we

talked a lot about at the start is yes, there will be changes in styles of learning and processes of learning for the purposes of education 232

(1 3 2 1)

++ Text units 236-236:

The whole idea of comprehension and understanding and a complex understanding of information becomes more, not less important as the implications of emerging technologies become more obvious 236

(1 3 2 1)

++ Text units 248-248:

Technology will make a difference 248

(1 3 2 1)

++ Text units 270-270:

The most dramatic change brought about by emerging technology will not be in the learning process but in letting the student take responsibility over their own education 270

(1 3 2 1) (3 4 3 2 1)

++ Text units 274-274:

I don't think that [technology and information access] will actually add value to the learning process itself 274

(1 3 2 1) (2 3 2 1)

++ Text units 293-293:

People won't have to remember information as much and the whole area of managing information will become more and more important, will take on a new role 293

(1 3 2 1) (3 5 3 2 1)

++ Text units 295-295:

[The management of information and the fact that people won't have to remember information as much as they do now] may have the effect of changing the learning environment back to the Socratic environment of learning in that reflective sense as opposed to the unreflective consumerism that we're afraid of because we can't manage it 295

(1 3 2 1)

++ Text units 303-303:

The role of the teacher will be less and less as a keeper or conveyor of information - instead the teacher will be there to guide you through the maze 303

(1 3 2 1) (3 4 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T4B

+++ Retrieval for this document: 7 units out of 368, = 1.9%

++ Text units 135-135:

A lot of learning will now be kind of managing these huge masses of information somewhere out there 135

(1 3 2 1)

++ Text units 137-137:

The roles of people like Gillian and I will change enormously 137

(1 3 2 1) (3 4 3 2 1) (3 4 3 2 2)

++ Text units 244-244:

[the old ways of authenticating and adjudicating] will come back 244

(1 3 2 1)

++ Text units 248-248:

[We need to deal with] how we for example in the whole area of research and of intellectual property the whole area of editorial rights that

whole Gaza strip of copyright, plagiarism and all this kind of
 thing 248
 (1 3 2 1)
 ++ Text units 257-257:
 [Ethical] control [might exist] through a sort of a peer participation 257
 (1 3 2 1) (3 4 3 2 1)
 ++ Text units 259-259:
 How do you maintain [ethical control through peer participation] in a
 highly competitive environment 259
 (1 3 2 1) (3 5 3 2 1)
 ++ Text units 314-314:
 [The fear is that] hyper relevant data searches [will sterilise the
 search for new discoveries by eliminating potentially important
 connections] 314
 (1 3 2 1)
 ++++++
 +++ ON-LINE DOCUMENT: T6A
 +++ Retrieval for this document: 15 units out of 407, = 3.7%
 ++ Text units 33-33:
 Future communication environments bring up the challenging question of
 how you actually educate people 33
 (1 3 2 1) (3 4 3 2 1)
 ++ Text units 43-43:
 Implications that we may draw people's attention to or which may filter
 down almost automatically 43
 (1 3 2 1) (2 3 2 1)
 ++ Text units 66-66:
 Lifelong learning = a strategy that can be implemented in a variety of
 ways 66
 (1 3 2 1)
 ++ Text units 77-77:
 Creating a learning society = something that requires a great deal of
 work 77
 (1 3 2 1) (2 3 2 1)
 ++ Text units 97-97:
 New educational technologies = something that needs to be harnessed in
 support of the learner 97
 (1 3 2 1) (2 3 2 1)
 ++ Text units 105-105:
 Technology will allow us to teach people in different ways 105
 (1 3 2 1) (3 5 3 2 1)
 ++ Text units 109-109:
 Teachers will be mentors, guides or counsellors 109
 (1 3 2 1)
 ++ Text units 153-153:
 New courseware has implications for the delivery of information 153
 (1 3 2 1) (3 5 3 2 1)
 ++ Text units 161-161:
 Blurred boundary between face to face and distance education might open
 the door for more collaborative flexible resource based learning 161
 (1 3 2 1) (3 4 3 2 1)
 ++ Text units 190-190:
 Access to information will speed up the research process 190
 (1 3 2 1) (3 5 3 2 1)

++ Text units 216-216:
We need to allow people to be creative and independent (on one hand) 216
(1 3 2 1)

++ Text units 243-243:
Courses should be developed by teams 243
(1 3 2 1)

++ Text units 246-246:
There's no problem with getting and transmitting information 246
(1 3 2 1)

++ Text units 294-294:
Changing the way that people are taught (before they enter 3rd level
education) will hopefully have a positive result 294
(1 3 2 1) (3 5 3 2 1)

++ Text units 296-296:
Creating a learning society requires changing the ways that people are
taught 296
(1 3 2 1) (2 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T6B
+++ Retrieval for this document: 3 units out of 355, = 0.85%

++ Text units 60-60:
We have to change the whole way people think [in order for video
conferencing to work] 60
(1 3 2 1)

++ Text units 70-70:
We may have to change the way people think before we can use the
technology or we have to change the technology and I'm not sure which is
easier 70
(1 3 2 1)

++ Text units 90-90:
to support interaction there must be well planned resources to allow
students to interact on an individual / small group basis 90
(1 3 2 1) (3 4 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T6C
+++ Retrieval for this document: 5 units out of 224, = 2.2%

++ Text units 3-3:
Information systems can be designed where students find facts themselves
- this would free teachers up for the more creative pursuits and in
interacting with students 3
(1 3 2 1) (3 4 3 2 1)

++ Text units 5-5:
The design of new courses should be organised by teams to be put together
made up of academics, information specialists, technicians, computer
specialists, buildings officers, administrators and structure courses
around that 5
(1 3 2 1) (3 4 3 2 1)

++ Text units 12-12:
[organisational structures should be] organised by goal and not by
function 12
(1 3 2 1) (1 3 2 2) (2 3 2 1)

++ Text units 14-14:
[Schools should] say: You are responsible for your own destiny now - the
teacher's here to help, but the teacher doesn't know the answer...I want

to deal with open-ended problems because the answers to closed-ended problems are going to be terribly available on your television or your computer screen. It is extraordinarily easy to find those kind of answers' 14

(1 3 2 1)

++ Text units 112-112:

[facilitating good research] means actually coming up with structures which are flexible and structures that you can see 112

(1 3 2 1) (3 4 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T7A

+++ Retrieval for this document: 14 units out of 298, = 4.7%

++ Text units 52-52:

How will funding [for education] be derived ? 52

(1 3 2 1)

++ Text units 54-54:

How will the learning take place ? 54

(1 3 2 1)

++ Text units 61-61:

the difference am about [the] certainty [of change] is not just in terms of the rate or the pace of the change but the fact that the change and the rate or the pace of change are all transmitted almost instantly because of the new technologies 61

(1 3 2 1) (3 4 3 2 1)

++ Text units 109-109:

[Modern society] takes a different understanding of the role of the university which is demanding of participation and of input from the university 109

(1 3 2 1) (3 4 2 2 1)

++ Text units 113-113:

We have to allow for a greater degree of participation at all levels [in universities] 113

(1 3 2 1) (3 4 3 2 1)

++ Text units 117-117:

[The future university will have to achieve] a balance between a variety of participation 117

(1 3 2 1) (2 3 2 1)

++ Text units 133-133:

Adult and continuing education is obviously redolent of a past when education was broken or education was received in formal steps, whereas the lifelong learning is emphasising a process 133

(1 3 2 1) (3 4 1 2 1)

++ Text units 157-157:

I think that in preparation for 2020 we'll have to think in terms of teaching stroke learning 157

(1 3 2 1) (2 3 2 1)

++ Text units 165-165:

I think we have to be far more circumspect and we have to be far more professional in relation to that kind of role [teaching] and in relation to that kind of exercise [research into teaching] for the future 165

(1 3 2 1)

++ Text units 189-189:

There may be a possibility [in future] to return to the former Socratic method of teaching, dialectical approach to teaching 189

(1 1 2 1) (1 3 2 1)

++ Text units 191-191:

[In future] we [may not] have to spend all our days transmitting notes to people 191

(1 3 2 1)

++ Text units 193-193:

[In future we may not] have to spend our day queuing up at the print room to collect handouts 193

(1 3 2 1)

++ Text units 201-201:

[In future] the university will be able to return to the real culture of the discussion the debate, the didactic and the dialectic of former years which is the enduring currency 201

(1 1 2 1) (1 3 2 1) (3 4 1 2 1) (3 4 3 2 1)

++ Text units 209-209:

the approach has to be on the team rather than the individual 209

(1 3 2 1) (2 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 2 units out of 279, = 0.72%

++ Text units 222-222:

[the approach universities adopt]has to be the co operative approach really 222

(1 3 2 1) (2 3 2 1)

++ Text units 238-238:

there's this kind of balancing situation that has to be achieved [in current and future competitive environments] 238

(1 3 2 1)

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+++ Total number of text units retrieved = 119

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Appendix N: Node 12

(1 3 2 2) /process/future/con2/unispec

future processes associated with the organisation

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.
Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:03 pm, Sept 9, 1997.

(1 3 2 2) /process/future/con2/unispec

*** Definition:

specific references to the university of limerick

+++++

+++ ON-LINE DOCUMENT: REP1

+++ Retrieval for this document: 7 units out of 265, = 2.6%

++ Text units 19-19:

Secondly however, this reservation does not undermine what we see as the main purpose of this exercise which is to begin a process of reflection, discussion and deliberation that equips the University of Limerick with a sounder ability to face the future with confidence and vision. 19

(1 3 2 2) (3 4 2 1 2)

++ Text units 21-22:

Developing a strategy for the future is an emergent process which will benefit from visionary activities, but not from a pedantic application of minute decisions made 25 years before they are implemented. 21

(1 3 2 2)

Fourthly, we believe that the facilitation of a longer time frame and ongoing facilities for communication among all members of the University of Limerick would yield extremely important benefits in terms of our ability to create a shared vision of the future. 22

(1 3 2 2)

++ Text units 80-80:

Section 5 contains the main conclusions we drew from our discussions and proposes broad recommendations about how we can enhance our approach to and management of the learning environment. 80

(1 3 2 2) (2 2 1 2)

++ Text units 144-144:

We need to become the initiators and drivers of a process of transformation as we move from the industrial age to the information age. 144

(1 3 2 2) (3 5 3 2 1)

++ Text units 148-148:

We need to start thinking about the University as more than a 'place' where people come to learn. 148

(1 3 2 2) (3 4 3 2 2)

++ Text units 150-150:

We must think of all students as perpetual learners. 150

(1 3 2 2) (3 5 3 2 2)

+++++

+++ ON-LINE DOCUMENT: REP2

+++ Retrieval for this document: 6 units out of 215, = 2.8%

++ Text units 106-107:

The University of Limerick will need to adopt a strategic approach to the quality of the learning environment by ensuring that what we do is appropriate for the future customers of the University and that how we do it is imbued with high levels of quality and excellence. 106

(1 3 2 2) (2 3 2 2)

We must recognise that not only are students the customers of the university, but that internal faculty, staff and managers are customers of each other, and must interact effectively to create the most appropriate learning environment possible. 107

(1 3 2 2) (3 4 2 2 2)

++ Text units 115-115:

Also we must recognise that monitoring systems need to be carefully introduced. 115

(1 3 2 2)

++ Text units 125-125:

Existing courses and newly developed ones must be offered because they provide learners with knowledge, and with the skills that they want, but they must also be designed and delivered in ways that ensure maximum quality programmes. 125

(1 3 2 2) (2 3 2 2)

++ Text units 129-129:

Such a development would help to reorganise and restructure the ever widening range of courses the University of Limerick now offers. 129

(1 3 2 2) (2 2 2 2)

++ Text units 179-179:

Addressing the margins of society is suggested as a practical and challenging means of helping the university through a maturation process. 179

(1 3 2 2) (2 3 2 2)

+++++

+++ ON-LINE DOCUMENT: REP3

+++ Retrieval for this document: 5 units out of 213, = 2.3%

++ Text units 11-11:

symbol 183 \f "Symbol" \s 10 \h Being innovative in our approach to what we do as well as how we do it 11

(1 3 2 2) (2 3 2 2)

++ Text units 20-20:

The ways in which programmes are designed, the structure and layout of the campus, the climate and culture that is developed, the allocation of various responsibilities, the exercise of authority and the distribution of power are all issues that need to be considered. 20

(1 3 2 2) (2 3 2 2) (3 4 3 2 2)

++ Text units 65-65:

Processes in the University, such as student selection, programme design, course delivery, information dissemination, administration and evaluation must be rigorously evaluated against the the psychological needs of learners, so that the basic conditions of respect, involvement and support exist for all people in the future learning community. 65

(1 3 2 2)

++ Text units 143-143:

Resources must be well planned to allow students to interact on individual/small group basis both during tele-learning and while visiting the campus. 143

(1 3 2 2) (2 3 2 2) (3 4 3 2 2)

++ Text units 148-148:

We must choose technologies which facilitate the use of more innovative and effective learning processes such as: collaborative learning, active learning, and resource based learning. 148

(1 3 2 2) (2 3 2 2)

+++++

+++ ON-LINE DOCUMENT: REP4

+++ Retrieval for this document: 15 units out of 160, = 9.4%

++ Text units 41-41:

We should will not have to waste the inspirational, analytical and integrating skills of the academic by using her/him as a conduit for known facts in the form of lectures. 41

(1 3 2 2)

++ Text units 51-52:

We suggest that to do this, a team orientation needs to be adopted and applied. 51

(1 3 2 2)

There should be mechanisms within the learning environment which allow for better mixing with colleagues from other areas. 52

(1 3 2 2) (3 4 3 2 2)

++ Text units 85-85:

These features include adaptability, so that physical space can be used for a variety of purposes, accessibility, so that all learners, (including those with disabilities) can avail of all facilities, collaborative capacity, so that spaces are designed to facilitate as much interaction as possible. 85

(1 3 2 2) (3 4 3 2 2)

++ Text units 95-95:

The university should be committed to the ongoing design and development of rigorous internal monitoring systems which include new criteria for excellence such as facilitation skills among faculty members and efforts towards collaboration across disciplines. 95

(1 3 2 2) (2 3 2 2)

++ Text units 101-101:

7. We need to introduce greater pluralism and professionalism in our approach to and understanding of the learning process. 101

(1 3 2 2)

++ Text units 105-106:

Group work, collaboration, and team based activity should be important dimensions of learning processes and assessment 105

(1 3 2 2) (2 3 2 2)

Training and development initiatives should stress that the facilitation of learning must be accompanied by values which treat the learner with respect, allow the learner to participate fully at all stages of the learning process and create a supportive, non threatening environment. 106

(1 3 2 2) (2 3 2 2) (3 4 3 2 2)

++ Text units 115-116:

10. We need to create an environment which encourages and facilitates collaboration and teamwork between all members of the learning community 115

(1 3 2 2) (2 3 2 2)

We should ensure that multi level, inter disciplinary teams like those set up for the Vision 2020 initiative become a permanent part of the University's strategic and operational development. 116

(1 3 2 2)

++ Text units 122-123:
 We should encourage discussion and feedback on existing environment. 122
 (1 3 2 2) (3 4 2 2 2)
 Faculty should be encouraged to give feedback on the current environment
 that will be listened to and acted upon by executive management. 123
 (1 3 2 2) (2 3 2 2)
 ++ Text units 125-125:
 This suggests the use of quality groups backed by executive power. It
 requires that buildings, student services and many others are involved in
 course preparation 125
 (1 3 2 2) (3 4 3 2 2)
 ++ Text units 129-129:
 Understanding, learning, absorption, discussion, criticism and
 evaluation will become more important than ever as information becomes
 more accessible. 129
 (1 3 2 2)
 ++ Text units 143-143:
 We need to investigate how to integrate and manage off campus learning
 and analyse the changing role of the campus. 143
 (1 3 2 2) (2 3 2 2)
 ++++++
 +++ ON-LINE DOCUMENT: T2
 +++ Retrieval for this document: 1 unit out of 548, = 0.18%
 ++ Text units 374-374:
 I think it's very important that we get back to that sort of
 interdisciplinary outlook [ie. the outlook this organisation had in its earlier
 years] 374
 (1 3 2 2) (2 3 2 2)
 ++++++
 +++ ON-LINE DOCUMENT: T3A
 +++ Retrieval for this document: 2 units out of 387, = 0.52%
 ++ Text units 160-160:
 It may be that we have to move away from the conventional pillars of the
 way we educate now like lectures 160
 (1 3 2 2) (2 3 2 2)
 ++ Text units 206-206:
 The information will be freely available, how you get people to actually
 tune into that and use it in an intellectual manner is where the work of
 faculty comes in 206
 (1 3 2 2) (3 4 3 2 1)
 ++++++
 +++ ON-LINE DOCUMENT: T3B
 +++ Retrieval for this document: 8 units out of 385, = 2.1%
 ++ Text units 34-34:
 We need to think in terms of 2005 or 2010 or 2020 apart altogether from
 the University of Limerick 34
 (1 3 2 2)
 ++ Text units 36-36:
 Once we feel secure about [a general scenario for the future], then we
 start to figure how we get from here to there 36
 (1 3 2 2)
 ++ Text units 95-95:
 We do have to look at the way we teach our content 95
 (1 3 2 2)

++ Text units 144-144:
 We should be excellent at managing the learning process 144
 (1 3 2 2)
 ++ Text units 206-206:
 Basically [we should say] my friends, my students, you're on your own and
 if you don't want to be on your own, you have to become part of a
 dependency culture 206
 (1 3 2 2)
 ++ Text units 210-210:
 Do we have to acknowledge that that culture will always be with us, that
 dependency culture? 210
 (1 3 2 2)
 ++ Text units 247-247:
 We should be providing an environment so that people will want to
 continue to learn 247
 (1 3 2 2) (3 4 3 2 2)
 ++ Text units 253-253:
 If we don't talk in an aspirational sense now, these [philosophical]
 issues will never be confronted 253
 (1 2 1 1) (1 3 2 2)
 ++++++
 +++ ON-LINE DOCUMENT: T4A
 +++ Retrieval for this document: 15 units out of 327, = 4.6%
 ++ Text units 48-48:
 Do we go over from that kind of culture [competitive] to a more
 collaborative kind of culture 48
 (1 3 2 2) (3 4 3 2 2)
 ++ Text units 141-141:
 We're saying that learning is the primary objective and that all of the
 processes need to be totally focused in that direction 141
 (1 3 2 2) (2 2 2 1)
 ++ Text units 143-143:
 Arguments over political boundaries and over this thing and that thing
 should [not be allowed to interfere with the primary goal of
 learning] 143
 (1 3 2 2)
 ++ Text units 145-145:
 The organisation should be set up to meet the learning goal 145
 (1 3 2 2)
 ++ Text units 147-147:
 We're going to flesh out [the idea of the flexible organic collaborative
 management structures] by saying that the present system we feel is too
 rigid and that it may be very difficult to achieve the flexible
 collaborative management structures that we're talking about 147
 (1 2 1 2) (1 3 2 2) (3 4 2 2 2)
 ++ Text units 151-151:
 from the philosophical point of view that we've been discussing things -
 we feel that learning is the primary objective and that all processes
 management and otherwise should be set up in order to support that
 goal 151
 (1 2 1 2) (1 3 2 2) (2 2 2 1)
 ++ Text units 161-161:
 [We should] try to introduce change in the rigidities of the processes
 that are there at the moment which actually do not serve the learning

process and that applies to undergraduates and graduates 161

(1 3 2 2)

++ Text units 178-178:

We're also talking about losing management structural boundaries this kind of salami slicing of the 178

(1 2 1 2) (1 3 2 2)

++ Text units 203-203:

If we lose that boundary [of the foundation process] then we actually throw people straight into the professional part of their programme from day one instead of equalising from a very broad leaving cert. to something more specialised 203

(1 3 2 2) (2 3 2 2)

++ Text units 211-211:

There seems to be a consensus here that that should be the first point that we make, that traditional boundaries are going and that there is a need to start thinking radically and in a complex way about the future 211

(1 2 1 2) (1 3 2 2)

++ Text units 234-234:

We want to make sure that the focus is on the learning process rather than the idea of getting into the 'gee whizz' mentality 234

(1 3 2 2)

++ Text units 297-297:

Perhaps we won't be able to do the kind of teaching that we do because we'll have to manage the curriculum in different ways 297

(1 3 2 2) (2 2 2 2)

++ Text units 307-307:

And so we have a vision of small groups of people involved in complex discussions on information that they've already acquired and can acquire easily themselves 307

(1 3 2 2) (2 2 1 2)

++ Text units 309-309:

We're developing a vision of , not of these great seas of students with one person transferring information it's now they come to the class with the information and then it becomes explored in a deeper, more facilitative way 309

(1 3 2 2) (2 2 1 2)

++ Text units 311-311:

The action [of learning] will return to the Cafe Allegro 311

(1 3 2 2) (2 3 2 2) (3 4 3 2 2)

+++++

+++ ON-LINE DOCUMENT: T4B

+++ Retrieval for this document: 1 unit out of 368, = 0.27%

++ Text units 159-159:

We wouldn't necessarily want to encourage a situation in which people would refuse to leave 159

(1 3 1 2) (1 3 2 2) (3 4 3 2 2)

+++++

+++ ON-LINE DOCUMENT: T6A

+++ Retrieval for this document: 12 units out of 407, = 2.9%

++ Text units 79-79:

University has a leading role in bringing about change 79

(1 3 2 2) (3 4 3 2 2)

++ Text units 101-101:

We can't harness new technologies on our own 101

(1 3 2 2) (2 3 2 2)

++ Text units 155-155:

[This organisation's] effectiveness and competitiveness might depend on its ability to acquire, use and deliver information 155

(1 3 2 2) (3 4 3 2 2)

++ Text units 170-170:

Technology gives us the opportunities to collaborate with other organisations 170

(1 3 2 2) (3 5 3 2 2)

++ Text units 172-172:

Technology gives us opportunities to collaborate if we want to avail of them 172

(1 3 2 2) (3 5 3 2 2)

++ Text units 174-174:

Technology allows is to use other institutions' expertise 174

(1 3 2 2) (3 5 3 2 2)

++ Text units 176-176:

Technology allows us to broker our own expertise on to other institutions 176

(1 3 2 2) (2 3 2 2) (3 5 3 2 2)

++ Text units 178-178:

Bringing experts together through networks = an advantage 178

(1 3 2 2)

++ Text units 192-192:

Technology can be used to strengthen our links with targeted people in our local, national and international community 192

(1 3 2 2) (3 4 3 2 2)

++ Text units 194-194:

Strengthening links [in local, national and international communities] will facilitate a carving out of a niche or role within those various communities 194

(1 3 2 2) (2 3 2 2)

++ Text units 273-273:

We have a role to play in changing the way that children learn 273

(1 3 2 2) (3 4 3 2 2)

++ Text units 292-292:

We can play a role in attempting to change the ways that people are taught 292

(1 3 2 2) (2 3 2 2)

+++++

+++ ON-LINE DOCUMENT: T6B

+++ Retrieval for this document: 8 units out of 355, = 2.3%

++ Text units 156-156:

we need to encourage discussion and feedback about the existing environment 156

(1 3 2 2)

++ Text units 176-176:

the University must put forward a model that can be analysed and discussed and so we must actually say what [the learning environment] should be in terms of very high level 176

(1 3 2 2) (2 3 2 2)

++ Text units 186-186:

we have to be realistic 186

(1 3 2 2)

++ Text units 206-206:

universities should set up structures that allow the university to adapt to current best practices, what we perceive as current best practices 206

(1 3 2 2) (3 4 3 2 2)

++ Text units 330-330:

Centring people around goals rather than function [is what this organisation should aim to do] 330

(1 3 2 2)

++ Text units 332-332:

[for every course on offer in this organisation we should] collect all those people around that course - the administrators, the lecturers, the technology people, the computer experts, the librarians and have a team of people who say this is how the , this course should be delivered rather than doing it in the fragmented departmentalised way that it's done now 332

(1 3 2 2)

++ Text units 334-334:

[It is possible to] tap into the advantages that can be derived from working in collaborative teams as opposed to divisions 334

(1 3 2 2)

++ Text units 341-341:

[we should] hear what [people's] needs are in terms of learning environment requirements and so on 341

(1 3 2 2) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T6C

+++ Retrieval for this document: 14 units out of 224, = 6.3%

++ Text units 9-9:

The [organisational] structures essentially should be designed so as to enable people to learn 9

(1 3 2 2) (3 4 3 2 2)

++ Text units 12-12:

[organisational structures should be] organised by goal and not by function 12

(1 3 2 1) (1 3 2 2) (2 3 2 1)

++ Text units 57-57:

One of the things that needs to be addressed under courses is that we will need a significant degree of liaison with the corporate establishments 57

(1 3 2 2) (2 3 2 2)

++ Text units 87-87:

[We should be able to have ways of asking] is this academic any good or is this head of department any good or is this Dean any good 87

(1 3 2 2)

++ Text units 110-110:

We've got to have a massive look at what the University needs to have and a massive look at how its going to facilitate or put its weight behind a university approach to providing funding that means facilitating researchers, not put blocks in the way 110

(1 3 2 2) (3 4 3 2 2)

++ Text units 116-116:

We need a huge percentage of those types of interaction [where there is an agreement between corporate bodies and this organisation to provide skills and courses leading to an accredited degree as well as training people for a

specific post] from the university 116

(1 3 2 2) (2 3 2 2) (3 5 3 2 2)

++ Text units 132-132:

If there are to be really strong linkages between [this organisation] and other Universities, [linkages] these need to be forged from the top and that's something we should look at 132

(1 3 2 2) (3 4 3 2 2)

++ Text units 134-134:

there has to be a major facilitation of networks, whether they be with other universities in terms of R&D or industry in terms of R & D and industrial liaison 134

(1 3 2 2) (3 4 3 2 2)

++ Text units 136-136:

there need to be very strong linkages forged at the top 136

(1 3 2 2) (3 4 3 2 2)

++ Text units 150-150:

I wonder if the University should not be splitting into two in 2020 - one into the area of foundation studies and continuing education and the other one into research basically just a research area which services, I hate to use that word, which supports these degree processes and will look after the masters process 150

(1 3 2 2) (2 3 2 2)

++ Text units 156-156:

If [this organisation] wants to do all the other things - -if it wants to be all things to all men then its going to have to offer that type of education on a continuing education basis 156

(1 3 2 2) (2 3 2 2)

++ Text units 179-179:

But there's a real problem here [in this organisation] - because before we change anything, we have to get real , our middle management must have enough confidence to look at the real picture 179

(1 3 2 2) (2 3 2 2)

++ Text units 191-191:

We [need to] start identifying where the problems are and getting together to try to solve them 191

(1 3 2 2) (2 3 2 2)

++ Text units 206-206:

[we need to] have a lot of realism to get in line. And we can do that by actually telling people that you know, there is a genuine desire from a lot of people here to actually become realistic 206

(1 3 2 2) (2 3 2 2)

+++++

+++ ON-LINE DOCUMENT: T7A

+++ Retrieval for this document: 1 unit out of 298, = 0.34%

++ Text units 268-268:

the future of the university's survival depends as Karen mentioned on lifelong learning processes [and this] reflects a lot of what Fiona talked about last week on the whole lifelong learning issue 268

(1 3 2 2) (2 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 8 units out of 279, = 2.9%

++ Text units 39-39:

I think that [discussions like this] are important to the way we spend

our lives in the university and if we don't have that type of structure post 2020 we're going to go off again and we're going to inch our way through the corridors of the university for x number of days weeks months or whatever 39

(1 2 2 2) (1 3 2 2)

++ Text units 43-43:

I think in terms of ourselves to give us that little bit of value added so that we do have a chance to get away from the helter skelter and the chase of trying to meet administrative deadlines and say that the first instance we came into this institution with some kind of academic culture 43

(1 3 2 2) (3 4 2 2 2)

++ Text units 45-45:

perhaps we should continue to nourish that [academic] culture even though it's very difficult to do it 45

(1 3 2 2)

++ Text units 47-47:

we should cut some slack of time to accommodate our own personal and professional development 47

(1 3 2 2)

++ Text units 53-53:

[vision 2020] has been a demand on our time and this has been, it hasn't been built in to our schedule, and that's one of the things that I think we should also recommend in our document, that you know there is time for stepping out of the helter skelter, allowing ourselves to reflect and to discuss and to argue in a way that few academic institutions have traditionally created 53

(1 3 2 2) (3 4 1 1 1) (3 4 1 2 1)

++ Text units 65-65:

We've learned a lot about ourselves and the fact that we need these sorts of processes, and there needs to be something [to keep these discussions going] 65

(1 3 2 2) (2 2 1 1)

++ Text units 85-85:

we can't all go around talking to each other all the time, work has to be done, but I really do think that somebody has to be thinking - is there somebody actually looking at this process and saying you know we've done it, it was good bad or indifferent but let's not just stop it there 85

(1 3 2 2) (3 4 2 2 2)

++ Text units 220-220:

you recommend the co operative approach 220

(1 3 2 2) (2 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T7C

+++ Retrieval for this document: 16 units out of 321, = 5.0%

++ Text units 27-27:

I am always repeating myself, but how do we translate what we have achieved into reality 27

(1 3 1 1) (1 3 2 2)

++ Text units 35-35:

I see no evidence in the structure that we have for any one to be able to realise this vision 35

(1 3 2 2) (2 2 1 1) (3 4 2 2 2)

++ Text units 37-37:

I think any conclusion or any recommendation should be saying look this is only the beginning now there is a well known methodology to take all this into the future, will we please stop kidding ourselves that this is anything other than a rather enjoyable sojourn if we are not going to put the processes into place to take it on into the future 37

(1 3 2 2) (2 3 1 1)

++ Text units 55-55:

The point needs to be made that if nothing is done about the initial proposals and vision that no-one will ever get involved in an exercise like this again 55

(1 3 2 2) (2 3 1 1)

++ Text units 63-63:

Now if you put [vision documents] on the table in front of me and say make an executive decision on that one, what am I supposed to do? 63

(1 3 2 2) (2 3 1 1) (2 3 2 2)

++ Text units 71-71:

What must come out [of vision 2020] is a process, I mean a strategic planning process 71

(1 3 2 2) (2 3 1 1)

++ Text units 88-88:

the most important thing [of vision 2020] is to see that something is being done in response to this that the results of this has been some action 88

(1 3 2 2) (2 2 1 1) (2 3 2 2)

++ Text units 90-90:

The action itself [in response to vision 2020] should be that a strategic stepped plan should be devised to deliver on this vision in a realistic kind of way 90

(1 3 2 2) (2 3 1 1)

++ Text units 102-102:

The point I am making is that somebody has to keep the business running 102

(1 3 2 2)

++ Text units 114-114:

We need a process within this organisation that takes the output from this stage of this operation [vision 2020] and starts examining it, consults about it but starts putting concretes on it in some kind of a 3-5 year timescale 114

(1 3 2 2) (2 2 1 1) (2 3 2 2)

++ Text units 142-142:

[with the idea of a resource audit] you're talking about stage 3 of the strategic planning process - you look at your assets, you look at your people, you look at their deficiencies, you look at their strengths, if the market is driving you in a particular direction and you don't have the assets to follow that well then you try to change the asset base if you can 142

(1 3 2 2) (2 3 2 2)

++ Text units 194-194:

a lot of the problems we've been talking about can't be solved by any one person or any one department and people need to come together 194

(1 3 2 2) (3 4 2 2 2)

++ Text units 218-218:

we've got to develop mechanisms to cope with it and to be honest and to be open and to be able to say look I'm nervous about this, I don't think we're approaching this in the right way or whatever, without you know

undermining us personally in any way or undermining the perception of us
in any way 218

(1 3 2 2)

++ Text units 262-262:

I want to influence decisions that are made in other areas and I'm
prepared to accept other people having an influence over mine 262

(1 3 2 2)

++ Text units 264-264:

I want a coherent structure in which [me having an influence over other
people's areas and others having an influence over mine] happens that it
is not power plays that it is not people playing with power 264

(1 3 2 2) (3 4 3 2 2)

++ Text units 270-270:

[in this organisation we need]some sort of collegiate base so people can say this is
wrong, this shouldn't be happening this is actually to the detriment of
the university rather than for its betterment

(1 3 2 2) (3 4 3 2 2)

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+++++

+++ Total number of text units retrieved = 119

+++++

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Appendix O: Node 13

(2 1 1 1) /content/past/con1/con1a

past content issues associated with the overall strategic initiative

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.
Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:04 pm, Sept 9, 1997.

(2 1 1 1) /content/past/con1/con1a

*** Definition:

all groups involved in vision 2020

+++++

+++ ON-LINE DOCUMENT: MEET1B

+++ Retrieval for this document: 2 units out of 550, = 0.36%

++ Text units 233-233:

The questionnaire should have been item one before the formation of any of these particular committees we're sitting at 233

(2 1 1 1)

++ Text units 239-239:

Out of [inputs from a questionnaire] should have come the various groups [V2020 committees] 239

(2 1 1 1)

+++++

+++ ON-LINE DOCUMENT: REPI

+++ Retrieval for this document: 1 unit out of 265, = 0.38%

++ Text units 71-71:

Original plans to distribute a University wide questionnaire (as mentioned in the initial terms of reference) did not materialise. 71

(2 1 1 1)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 7 units out of 548, = 1.3%

++ Text units 15-15:

[The importance of implementation was raised by] quite a few of the chairs 15

(1 2 1 1) (2 1 1 1)

++ Text units 17-17:

In response to [the concern about implementation of the outputs of vision 2020] we had some quite encouraging comments in terms of the commitment that seems to be there in terms of making sure that what comes out of these groups and the discussions and decisions made by us will be taken on board, they will be incorporated into, if not themselves, policy documents which will serve to guide the future of the University 17

(1 3 1 1) (2 1 1 1)

++ Text units 121-121:

[The questionnaire] is something I raised at the meeting the steering group meeting as agreed the following day 121

(2 1 1 1)

++ Text units 123-123:

I voiced our concerns [about the questionnaire at the steering group meeting] and certainly we're not alone in being concerned about it and I think that that's been noted and taken on board 123

(2 1 1 1) (3 4 2 1 1)

++ Text units 135-135:

I raised those concerns at the [steering group] meeting 135

(2 1 1 1)

++ Text units 338-338:

[Technology was] one of the things that went down as a single item [in the original list of themes suggested by the steering group] 338

(2 1 1 1)

+++++

+++ ON-LINE DOCUMENT: T3C

+++ Retrieval for this document: 1 unit out of 613, = 0.16%

++ Text units 177-177:

Have we analysed what we've actually done and the risks involved with taking people away from their work and doing however many hours of work devoted to the far away future 177

(2 1 1 1)

+++++

+++ ON-LINE DOCUMENT: T4C

+++ Retrieval for this document: 1 unit out of 318, = 0.31%

++ Text units 9-9:

I presume [Steve and Nicholas] put [the questionnaire] together because they were told they had to 9

(1 1 1 1) (2 1 1 1)

+++++

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+++ Total number of text units retrieved = 12

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Appendix P: Node 14

(2 1 1 2) /content/past/con1/con1b

past content issues associated with the strategic group

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.
Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:05 pm, Sept 9, 1997.

(2 1 1 2) /content/past/con1/con1b

*** Definition:

the learning environment group

+++++

+++ ON-LINE DOCUMENT: REP1

+++ Retrieval for this document: 30 units out of 265, = 11%

++ Text units 4-8:

1. To evaluate and consider the learning environment in the context of
the year 2020 4

(2 1 1 2)

2. To present a scenario of the learning environment from the present to
the year 2020 5

(2 1 1 2)

3. To undertake such analyses and to generate such information and
discussion as will inform adequately the process in (1) and (2). 6

(2 1 1 2)

4. To take into account any relevant views and observations expressed in
the University wide questionnaire to be issued in connection with the
vision 2020 project 7

(2 1 1 2)

5. To report to the steering committee in accordance with an agreed
schedule 8

(2 1 1 2)

++ Text units 11-11:

Firstly, data that we gathered on the subject of the learning
environment, seemed overwhelmingly to agree that predicting the future is
a difficult activity. 11

(2 1 1 2) (3 4 2 1 1)

++ Text units 42-42:

A different key focus was adopted for each meeting and outlined in each
of the agendas. 42

(1 1 1 2) (2 1 1 2)

++ Text units 44-59:

1. Clarification of the goals and aims of the working group 44

(2 1 1 2)

2. Defining the learning environment 45

(2 1 1 2)

3. Initiation and generation of inputs for future predictions and
establishment of major themes 46

(1 1 1 2) (2 1 1 2)

4. Development of interim document for presentation at Convocation 47

(1 1 1 2)	(2 1 1 2)	
5.	Discussion and refinement of interim document	48
(1 1 1 2)	(2 1 1 2)	
6.	Final preparation for Convocation	49
(1 1 1 2)	(2 1 1 2)	
7.	Post Convocation discussion	50
(1 1 1 2)	(2 1 1 2)	
8.	Interim evaluation of the vision 2020 process	51
(1 1 1 2)	(2 1 1 2)	
9.	Allocation of document write-up tasks	52
(1 1 1 2)	(2 1 1 2)	
10.	Discussion of individual task developments	53
(1 1 1 2)	(2 1 1 2)	
11.	Presentation of individual papers	54
(1 1 1 2)	(2 1 1 2)	
12.	Final preparation for open forum seminar	55
(1 1 1 2)	(2 1 1 2)	
13.	Agreeing on outline structure for final document	56
(1 1 1 2)	(2 1 1 2)	
14.	Discussion of first version of document with amendments	57
(1 1 1 2)	(2 1 1 2)	
15.	Discussion of second version of document with amendments	58
(1 1 1 2)	(2 1 1 2)	
16.	Agreement on final document for submission to steering group	59
(1 1 1 2)	(2 1 1 2)	

++ Text units 63-63:

As can be seen from the sequence of meetings, a logical flow of activities emerged, with some meetings concentrating on brainstorming and the ad hoc generation of ideas while others focused on pulling together these ideas into a coherent structure for communication to a wider audience.

63

(1 1 1 2) (2 1 1 2)

++ Text units 65-66:

However, given the restrictions of the agreed time frame we felt that worthwhile, in-depth and insightful discussions did take place which were often reinforced or validated by reference to other primary and secondary data.

65

(1 1 1 2) (2 1 1 2) (3 4 1 1 1)

1.4 Data used and information gathered: 66

(2 1 1 2)

++ Text units 68-70:

Literature relating to the field was reviewed, and all work that receives direct reference is footnoted in this document.

68

(1 1 1 2) (2 1 1 2) (2 2 1 2)

However, our own experiences, attitudes, and ideas provided the material which was central to our deliberations - giving us ownership of and identification with the major issues we have raised.

69

(1 1 1 2) (2 1 1 2)

Most of the major themes are also reinforced by current literature in the field.

70

(2 1 1 2) (2 2 1 2)

++ Text units 85-85:

Our discussions emphasised that learning was as much a process as an outcome.

85

(2 1 1 2)

+++++

+++ ON-LINE DOCUMENT: REP4

+++ Retrieval for this document: 1 unit out of 160, = 0.63%

++ Text units 89-89:

Several times in our discussion we recognised that the existing campus has exceptional qualities which we would like to see retained in the future.

89

(2 1 1 2) (3 4 2 2 2) (3 4 3 2 2)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 13 units out of 548, = 2.4%

++ Text units 3-3:

Steve then presented the vision 2020 ideas from his perspective, outlining what his role was as one of facilitator and co-ordinator, he outlined some of the objectives which again he talked about and also really focused on the deliverables and that is the comprehensive document which will be produced at the end of our activities and the activities of the other groups 3

(2 1 1 2)

++ Text units 5-5:

Then we had a general discussion, we noted that there were some areas that seemed to be missing and that perhaps they needed to be addressed by key groups, but that this again is probably likely to unfold as the process continues

5

(1 3 1 1) (2 1 1 2)

++ Text units 7-7:

We agreed, and sort of wrangled over the fact that there will be an inevitable overlap in the various groups and that really we cant start addressing these overlaps until they start to emerge obviously and that the learning environment shouldn't feel prohibited, particularly at this stage to discuss anything that comes within our remit, and certainly em I think getting obsessed by saying 'oh no, surely this is the University & Society's role or surely this is for the people group'

7

(1 3 1 1) (2 1 1 2)

++ Text units 9-9:

We agreed that we wouldn't be constrained by [a concern for overlap between groups] and we should just continue with our focus, broad as it is and then sort out any overlap as things emerge, probably quite a bit later in the process than now

9

(1 3 1 2) (2 1 1 2)

++ Text units 11-11:

A particularly important point that was raised at the last meeting [was] that there should be a general confidence that the ideas emerging from vision 2020 will be taken on board by the University as a whole and become the central driving force of the University's strategy and future activities

11

(1 3 1 1) (2 1 1 2)

++ Text units 13-13:

Without this confidence [the confidence that the ideas emerging from v2020 would be taken on board] we agreed that the credibility of this process will be seriously undermined and motivation of key participants will suffer

13

(1 3 1 1) (2 1 1 2)

++ Text units 77-77:

We also agreed that at the next meeting a notional schedule of meetings would be agreed so that's on our agenda for this meeting 77

(2 1 1 2) (2 2 1 2)

++ Text units 79-79:

[We agreed] that each member would produce a short paper in their own preferred format outlining their individual views as to what defines the learning environment 79

(2 1 1 2) (2 2 1 2)

++ Text units 109-109:

We noted that alternatives [to the proposed campus wide questionnaire] should be considered, for example using regular news sheets etc. 109

(2 1 1 2) (2 3 1 1)

++ Text units 117-117:

A general concern about the timing [of the questionnaire] was also noted 117

(1 3 1 1) (2 1 1 2)

++ Text units 119-119:

We actually occupied a lot of the last session talking about the questionnaire, maybe too much time, because it isn't a finalised issue yet 119

(2 1 1 2)

++ Text units 137-137:

Were there any key issues from the last meeting that you feel that I haven't summarised there? 137

(2 1 1 2)

++ Text units 197-197:

People weren't tied just to coming up with a definition 197

(1 1 1 2) (2 1 1 2)

+++++

+++ ON-LINE DOCUMENT: T3A

+++ Retrieval for this document: 2 units out of 387, = 0.52%

++ Text units 8-8:

Issues raised at steering group meeting on behalf of the learning environment team - That there should be general confidence that the ideas emerging from Vision 2020 will be taken on board by the University as a whole 8

(2 1 1 2) (3 4 3 1 1)

++ Text units 255-255:

In the last meeting was the fact that we looked at why should somebody want to come to the University of Limerick 255

(2 1 1 2) (3 5 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T3C

+++ Retrieval for this document: 1 unit out of 613, = 0.16%

++ Text units 85-85:

We need to bite the bullet and get on with it and do some really good work as we have been doing 85

(1 3 1 2) (2 1 1 2) (2 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T4A

+++ Retrieval for this document: 2 units out of 327, = 0.61%

++ Text units 99-99:

I can spend a little bit of time going back through the notes and

bringing back some of those rich examples that we've generated and used 99

(1 1 1 2) (2 1 1 2)

++ Text units 101-101:

I can go and reintroduce [examples] from our past discussions 101

(1 2 1 2) (2 1 1 2)

+++++

+++ ON-LINE DOCUMENT: T4B

+++ Retrieval for this document: 4 units out of 368, = 1.1%

++ Text units 16-16:

[The principle of inclusiveness and equity] wasn't just Joe's point, there was quite a lot of discussion on that point 16

(1 1 1 2) (2 1 1 2)

++ Text units 35-35:

Our discussion had been fluid and has explored lots of different things 35

(1 1 1 2) (2 1 1 2)

++ Text units 173-173:

The document that I sent round to everyone actually said must provide resources etc. to provide a world class education which is along the lines of the quality principle, but maybe that should be em a general point on its own 173

(2 1 1 2)

++ Text units 275-275:

[A couple of years ago] was the first time that I was at a conference that that concept [of ethics] had been promoted as a commercial concept that ethics would pay 275

(2 1 1 2)

+++++

+++ ON-LINE DOCUMENT: T4C

+++ Retrieval for this document: 5 units out of 318, = 1.6%

++ Text units 23-23:

We've made this point [about the importance of preparing a professional questionnaire and not the type of quick fire response sheet that actually has been prepared] the very first meeting, do you remember 23

(2 1 1 2)

++ Text units 25-25:

We've been making this point [that the questionnaire needs to be carefully prepared] from the very start 25

(2 1 1 2)

++ Text units 27-27:

[We have argued] not to have a simplistic document or a lip service type document 27

(2 1 1 2)

++ Text units 30-30:

If [a questionnaire] is going to be done, it needs to be done professionally and we've made this point I'd say every single time and I've reflected that point at the steering group meetings 30

(1 2 1 1) (2 1 1 2)

++ Text units 41-41:

It was my impression that there were a number of potential issues that we thought we had an input into that we never really had an input into 41

(2 1 1 2) (3 4 2 1 1)

+++++

+++ ON-LINE DOCUMENT: T5A

+++ Retrieval for this document: 2 units out of 240, = 0.83%

++ Text units 20-20:

[It might be great] to know that that's going to be fed into the next group who are going to consider our document which I think was our biggest concern 20

(1 3 1 1) (2 1 1 2)

++ Text units 69-69:

the open seminar is something that we did agree that we would do this term 69

(1 3 1 2) (2 1 1 2)

+++++

+++ ON-LINE DOCUMENT: T6A

+++ Retrieval for this document: 1 unit out of 407, = 0.25%

++ Text units 10-10:

What you're supposed to be doing is what you've done 10

(2 1 1 2) (2 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T6B

+++ Retrieval for this document: 1 unit out of 355, = 0.28%

++ Text units 318-318:

Peter was talking about, again flexible, organic organisational structures 318

(2 1 1 2) (3 4 3 2 2)

+++++

+++ ON-LINE DOCUMENT: T6C

+++ Retrieval for this document: 2 units out of 224, = 0.89%

++ Text units 41-41:

It's taken me about three weeks to come up with something on paper and I don't think I've changed my views considerably since I wrote my initial stance document right at the beginning of this [vision 2020] exercise 41

(2 1 1 2) (2 2 1 2)

++ Text units 199-199:

the issue about the climate and culture of the university is something that has appeared in a number of the individual discussions 199

(2 1 1 2) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T7A

+++ Retrieval for this document: 6 units out of 298, = 2.0%

++ Text units 5-5:

I promised you that today I'd have a first iteration of our final document and I'm now breaking that promise or letting you know that I have broken that promise and I don't have that 5

(2 1 1 2)

++ Text units 40-40:

I took the whole business of the melting frontiers and the kind of new integrations that will be necessary by 2020 40

(2 1 1 2) (3 4 3 2 1)

++ Text units 264-264:

he mentioned that we teach without really understanding the learning process echoes John's idea about developing a model of learning and of making sure that we test that model and are happy with it and constantly monitor and revisit it 264

(2 1 1 2) (2 2 1 2) (2 3 2 2)

++ Text units 266-266:

John talked about a lot about the idea of allowing chaos reign, but not as a dictator, rather as a facilitator of learning 266

(2 1 1 2) (3 4 3 2 2)

++ Text units 270-270:

the immediate access to information and the implications of that were also picked up by Gillian and by Martin most particularly 270

(2 1 1 2) (2 2 1 2)

++ Text units 274-274:

I'm beginning to see that while Karen's brief was deliberately general - it is so encouraging to see that it touches on all the different points that we made and brings together a lot of what we talked about last week 274

(1 2 1 2) (2 1 1 2)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 4 units out of 279, = 1.4%

++ Text units 15-15:

Joe's concentration of anthropology and on tying together some of the unresolved problems in society by being proactive as a university was just wonderful and if you haven't already read Joe's paper I think you should do it because there are some really good ideas in there 15

(2 1 1 2)

++ Text units 93-93:

I had told em the chairman over the summer that I would produce something - not quite in terms of the specifications she gave, but as you know I did give a presentation and I did give material that I think is very relevant to the discussions we've been having 93

(2 1 1 2)

++ Text units 107-107:

I'd hate to think that I made people feel that they had to apologise for not providing material - I think everyone here has participated way beyond the call of duty so, but again, a document would be great 107

(2 1 1 2)

++ Text units 141-141:

most people [in the group] have submitted documents so to give references just for people to look at 141

(2 1 1 2)

+++++

+++ ON-LINE DOCUMENT: T7C

+++ Retrieval for this document: 5 units out of 321, = 1.6%

++ Text units 7-7:

We [the group] are saying that we've opened up possible pathways 7

(2 1 1 2)

++ Text units 152-152:

Just to back up what you're saying - last week remember Gillian, yourself and John were saying that we have a culture here that that says you know its a crime to say that something is going wrong, there's a culture of patting each other on the back and saying yes isn't this great and aren't we wonderful and isn't this building beautiful and isn't it great 152

(2 1 1 2) (3 4 2 2 2)

++ Text units 186-186:

I think even worse are some of the stories that people have told us in this room, like being told that this is not a good idea for your career

to raise this point or to, you know I would advise you in a friendly way
not to say anything about this because it might damage you 186

(2 1 1 2) (3 4 2 2 2)

++ Text units 290-290:

I think we've got through the agenda 290

(2 1 1 2)

++ Text units 292-292:

we've talked about the open forum 292

(2 1 1 2)

+++++

+++++

+++ Total number of text units retrieved = 79

+++++

+++++

Appendix Q: Node 15

(2 1 2 1) /content/past/con2/unigen

past content issues associated with the industry

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.
Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:06 pm, Sept 9, 1997.

(2 1 2 1) /content/past/con2/unigen

*** Definition:

general references to universities

+++++

+++ ON-LINE DOCUMENT: REP1

+++ Retrieval for this document: 3 units out of 265, = 1.1%

++ Text units 110-111:

In Ireland, it has been argued that the past sacrifices that were made, in order to maintain the status and position of autonomy, usually meant poor remuneration and little direct influence in the community. 110

(2 1 2 1) (3 4 1 2 1)

The traditional status and elitism of the university maintained an isolation between it and the community of the hinterland. 111

(2 1 2 1) (3 5 1 2 1)

++ Text units 187-187:

This critique discredits older instructional paradigms and argues for the social 'situatedness' of human learning and action. 187

(1 2 2 1) (2 1 2 1)

+++++

+++ ON-LINE DOCUMENT: REP3

+++ Retrieval for this document: 4 units out of 213, = 1.9%

++ Text units 69-70:

While it is impossible to underestimate the uniqueness and complexity of ways in which people learn, several theorists have attempted to categorise typologies of learning styles which they also argue are not recognised in most learning contexts, particularly formal ones. 69

(2 1 2 1)

One categorisation suggests four major learning styles: 70

(2 1 2 1)

++ Text units 104-105:

The main finding of the First Global Conference on lifelong learning held in December, 1994 and attended by informed learners from over 50 countries is that our traditional and inherited systems of education and training have failed to create "learning societies" in which everyone is motivated and enabled to practice lifelong learning. 104

(2 1 2 1)

The Recommendations contained in an "Action Agenda for Lifelong Learning for the 21st Century" were approved at the Conference by leaders in the major sectors of education, industry and society. 105

(2 1 2 1)

+++++

+++ ON-LINE DOCUMENT: T3A
+++ Retrieval for this document: 2 units out of 387, = 0.52%
++ Text units 267-267:
The traditional University system was really centred around scholars 267
(2 1 2 1)

++ Text units 269-269:
[In the traditional University system] the students came to the scholars
and materials were aggregated around the scholars 269
(2 1 2 1)

+++++
+++ ON-LINE DOCUMENT: T3B
+++ Retrieval for this document: 1 unit out of 385, = 0.26%
++ Text units 245-245:
In fact we've done a lot of damage in terms of student motivation 245
(2 1 2 1)

+++++
+++ ON-LINE DOCUMENT: T4B
+++ Retrieval for this document: 1 unit out of 368, = 0.27%
++ Text units 312-312:
[people have] made and invented something marvellous or created something
wonderful [by combining seemingly irrelevant pieces of information] 312
(2 1 2 1)

+++++
+++ ON-LINE DOCUMENT: T6A
+++ Retrieval for this document: 1 unit out of 407, = 0.25%
++ Text units 302-302:
Tinkering with second level education has been devastating (other
societies have found) 302
(2 1 2 1)

+++++
+++ ON-LINE DOCUMENT: T6C
+++ Retrieval for this document: 1 unit out of 224, = 0.45%
++ Text units 201-201:
When it gets to the stage where someone tells you not to do something
because it may have long term effects on your career, like as a threat -
I think that's dreadful 201
(2 1 2 1)

+++++
+++ ON-LINE DOCUMENT: T7A
+++ Retrieval for this document: 5 units out of 298, = 1.7%
++ Text units 69-69:
traditionally sacrifices that were made in order to maintain the status
[of autonomy, neutrality and objectivity] 69
(2 1 2 1)

++ Text units 73-73:
[The university system] didn't seek to impact in any central; way on any
policy or planning nationally or indeed internationally 73
(2 1 2 1)

++ Text units 77-77:
certainly universities always responded or reacted to statements from
employers or trade unions or governments 77
(2 1 2 1)

++ Text units 79-79:
[Universities in this country] never led policy, they never sought to

lead policy and of course now they're paying the price for that and I think that by 2020 the lesson will have been learned in that they will try to be ahead in that particular role 79

(2 1 2 1)

++ Text units 175-175:

The Queen's colleges were designed to provide a university education for the middle classes on a basis that was non residential and in accordance with a curriculum that was modern and contemporary and forward looking 175

(2 1 2 1) (3 4 1 2 1)

+++++

+++ Total number of text units retrieved = 18

+++++

Appendix R: Node 16

(2 1 2 2) /content/past/con2/unispec

past content issues associated with the organisation

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.

Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:07 pm, Sept 9, 1997.

(2 1 2 2) /content/past/con2/unispec

*** Definition:

specific references to the university of limerick

+++++

+++ ON-LINE DOCUMENT: REP1

+++ Retrieval for this document: 1 unit out of 265, = 0.38%

++ Text units 250-250:

It is interesting to note that the syllabi of many courses have not changed dramatically over the past 20 years, but the depth of presentation and the support resources have in terms of material presentation, equipment and personnel. 250

(1 2 2 2) (2 1 2 2)

+++++

+++ ON-LINE DOCUMENT: REP2

+++ Retrieval for this document: 7 units out of 215, = 3.3%

++ Text units 119-119:

With the focus on quality and quality assurance, we will be able to avoid some of the pitfalls of the past. 119

(2 1 2 2) (2 3 2 2)

++ Text units 121-121:

The University has, in the last few years, provided courses in areas which are either deficient in support resources or require more expertise than the University has been able to provide. 121

(2 1 2 2) (3 4 1 2 2)

++ Text units 131-132:

The co-operative educational dimension of our programmes has been important in the maintenance of a competitive and relevant learning environment. 131

(2 1 2 2) (3 4 2 2 2)

It has also been an important indicator of the diminishment of the barriers between education and work. 132

(2 1 2 2) (3 5 2 2 1)

++ Text units 173-173:

It has already achieved more than it could have dreamt of in its first 25 years in addressing the directional needs of the marketplace, and in its encouragement of scientific exploration. 173

(2 1 2 2)

++ Text units 181-181:

Advance in science is the base from which the University has come, and there is no reason to believe that this vision will be lost in the next 25 years of its development. 181

(2 1 2 2) (2 3 2 2)
 ++ Text units 187-187:
 This globalisation is a process which our University has recognised in
 some of its development documents. 187
 (2 1 2 2)
 +++++
 +++ ON-LINE DOCUMENT: REP3
 +++ Retrieval for this document: 1 unit out of 213, = 0.47%
 ++ Text units 137-137:
 While this has happened in an informal way previously, it is imperative
 that academics at many levels are given access to such enabling
 facilities and that such activities are given the highest priority. 137
 (2 1 2 2) (2 3 2 2) (3 4 3 2 2)
 +++++
 +++ ON-LINE DOCUMENT: T2
 +++ Retrieval for this document: 1 unit out of 548, = 0.18%
 ++ Text units 372-372:
 We've gone away from the strategic approach that the university of
 limerick traditionally decided upon [i.e. interdisciplinary] 372
 (2 1 2 2)
 +++++
 +++ ON-LINE DOCUMENT: T3A
 +++ Retrieval for this document: 7 units out of 387, = 1.8%
 ++ Text units 242-242:
 In the market economy we have lost [our transcendence and our
 intellectual inheritance] somewhat 242
 (2 1 2 2) (3 5 2 2 2)
 ++ Text units 331-331:
 The University of Limerick's problem has been that it's tried to be all
 things 331
 (2 1 2 2)
 ++ Text units 343-343:
 We've [quoted fro specific courses] in my own department 343
 (2 1 2 2)
 ++ Text units 351-351:
 We looked at a course and suggested extra stuff that would go in there
 and in a very short time we put together a package which was definitely
 worthy of a masters degree 351
 (2 1 2 2)
 ++ Text units 355-355:
 That [videoing lectures for a specific course] worked 355
 (2 1 2 2)
 ++ Text units 357-357:
 One of the things that the University of Limerick has never done, is to
 make sufficient money to plough back into its reputation 357
 (2 1 2 2)
 ++ Text units 359-359:
 [The University of Limerick] has ploughed a lot of money into things
 which we don't know about 359
 (2 1 2 2)
 +++++
 +++ ON-LINE DOCUMENT: T3B
 +++ Retrieval for this document: 12 units out of 385, = 3.1%
 ++ Text units 30-30:

The University has had reasonable strategic aims 30

(2 1 2 2)

++ Text units 32-32:

In fulfilling [their strategic aims] the University has actually gone overboard and not been able to actually deliver 32

(2 1 2 2)

++ Text units 40-40:

We have a very close example of [a University having a monopoly of nothing] in the University of Sheffield on campus. The University of Sheffield offering degrees that were being taken on campus here and I actually don't have any great difficulty with that some people had a difficulty with regard to academic integrity, you know. But I didn't have a difficulty with meeting the people and talking to them and being civilised to them. And people said you know, we could all do that except they will allow anybody into their courses and I said - do they allow anybody out of them and what happens in the meantime 40

(2 1 2 2) (3 4 1 2 2)

++ Text units 47-47:

We had an ambition to have a University in some other part of the world - we thought it was a great idea 47

(2 1 2 2) (3 4 1 2 2)

++ Text units 74-74:

If we go back to our own experience here, at the time when Limerick was struggling to become a University by name, you know it would have done anything to achieve that 74

(2 1 2 2)

++ Text units 83-83:

Was it as if this was the ultimate goal and everyone just gave up after that 83

(2 1 2 2)

++ Text units 85-85:

I think that people invested so much effort in [attaining University status] that when we actually got there [momentum stopped] 85

(2 1 2 2)

++ Text units 87-87:

[Momentum] didn't exactly stop there in the sense that other developments did come on stream fairly quickly after that 87

(2 1 2 2)

++ Text units 115-115:

We actually missed out on a wonderful opportunity during all the integration, to actually establish some excellence in undergraduate teaching and also to establish areas which are excellent research 115

(2 1 2 2)

++ Text units 257-257:

If we are [continue to provide only work tickets] we'll just be a technical University and we've spent 25 years trying to prove we're not just a technical college 257

(2 1 2 2) (2 3 2 2)

++ Text units 326-326:

Flexibility has been destroyed by this University as we move towards structures which preclude it 326

(1 2 2 2) (2 1 2 2)

++ Text units 328-328:

[We] have big colleges now because we've taken big numbers 328

(2 1 2 2) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T3C

+++ Retrieval for this document: 2 units out of 613, = 0.33%

++ Text units 2-2:

[Colin]had to [operate in authoritarian mode] because that's what got him where he is 2

(2 1 2 2)

++ Text units 4-4:

More power to [Colin] because this place would not be here if he had not operated in that manner [authoritatively] 4

(2 1 2 2) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T4B

+++ Retrieval for this document: 1 unit out of 368, = 0.27%

++ Text units 336-336:

The University of Limerick has actually used that mission statement [of relevance and excellence] but then put on courses which are almost identical to all the other Universities which by definition their mission must be the pursuit of knowledge and not excellence and relevance 336

(2 1 2 2)

+++++

+++ ON-LINE DOCUMENT: T6A

+++ Retrieval for this document: 1 unit out of 407, = 0.25%

++ Text units 45-45:

Lifelong learning has not been a central part of the universities mission to date 45

(2 1 2 2)

+++++

+++ ON-LINE DOCUMENT: T6B

+++ Retrieval for this document: 1 unit out of 355, = 0.28%

++ Text units 154-154:

The only thing that was [important was the syllabus and the notes] 154

(2 1 2 2) (3 4 1 2 2)

+++++

+++ ON-LINE DOCUMENT: T6C

+++ Retrieval for this document: 4 units out of 224, = 1.8%

++ Text units 53-53:

I've been here for 16 years - ten years striving to get University status and six years watching an organisation chase space and let the standards drop 53

(2 1 2 2)

++ Text units 91-91:

Quality assurance is something the [this organisation] has actually never bothered 91

(2 1 2 2)

++ Text units 202-202:

I was told as a piece of friendly advice in terms of your career, you're better off not bringing that [unidentified subject] up 202

(2 1 2 2)

++ Text units 204-204:

I thought you know, do I really want to stay in this environment [in the light of the fact that I was advised against bringing up a topic because

it might have adverse effects on my career] 204

(2 1 2 2) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 5 units out of 279, = 1.8%

++ Text units 55-55:

there's been very little [planning] since 1970 the planning committee -
the actual investment in subject areas like the university has never
occurred 55

(2 1 2 2)

++ Text units 57-57:

they [the initiators of vision 2020] didn't bother to resource an
exercise like this 57

(2 1 2 2)

++ Text units 196-196:

When we [this organisation] were an NIHE we competed 196

(2 1 2 2)

++ Text units 198-198:

when we [this organisation] got University status we started to run courses that other
universities were running 198

(2 1 2 2)

++ Text units 206-206:

We [this organisation] didn't use to have a competitive problem because a lot of our
stuff was unique 206

(2 1 2 2) (3 4 1 2 2)

+++++

+++ ON-LINE DOCUMENT: T7C

+++ Retrieval for this document: 5 units out of 321, = 1.6%

++ Text units 69-69:

this organisation has claimed to have strategic planning down through the
years - it breaks the very first rule of the very first page in any book
on strategic planning that always says strategic planning is not a one
day a year exercise, I've never one that doesn't say that but that's
exactly what we do 69

(1 2 1 1) (2 1 2 2)

++ Text units 162-162:

I've got a very interesting one that happened last week - we sat down and
were planning resources here at peer level, we had group discussions and
it was totally subdued- you go to consult people and you get nothing 162

(2 1 2 2) (3 4 2 2 2)

++ Text units 180-180:

[since] I came here and I've done a lot of complaining and writing to
various people and so on, but the point is it's not just to complain, I
mean there's also an attempt to say look this is a problem, how can we
fix it I'm willing to help 180

(2 1 2 2)

++ Text units 182-182:

on a couple of occasions to be fair there has been a response [when I
have identified a problem], but the general attitude is well yes thank
you for your input, we'll get back to you and on about I think 5 or 6 of
these cases, nothing has happened, nothing direct has happened, there's
been no action at all 182

(2 1 2 2) (3 4 2 2 2)

++ Text units 230-230:

[this organisation is like] a vehicle that went round the corner too fast and you
obviously have bumpers smashed and scraped and so on 230

(2 1 2 2) (3 4 2 2 2)

+++++

+++++

+++ Total number of text units retrieved = 48

+++++

+++++

Appendix S : Node 17

(2 2 1 1) /content/present/con1/con1a

present content issues associated with the overall initiative

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.

Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:08 pm, Sept 9, 1997.

(2 2 1 1) /content/present/con1/con1a

*** Definition:

all groups involved in vision 2020

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 14 units out of 418, = 3.35%

++ Text units 6-6:

The development of an effective vision of the future is a very
challenging task 6

(2 2 1 1) (3 4 2 1 1)

++ Text units 67-67:

[This introduction is] an overview 67

(2 2 1 1)

++ Text units 69-69:

[What I say in this introduction is]only suggestions 69

(2 2 1 1)

++ Text units 107-107:

What are the metrics associated with the 2020 operation. 107

(2 2 1 1)

++ Text units 117-117:

We [the groups] need to look at our role models..in the year 1995 117

(2 2 1 1)

++ Text units 119-119:

We [the groups] need to know what the thinking [of our role models]
is 119

(2 2 1 1)

++ Text units 141-141:

Where do we [the groups] start? 141

(2 2 1 1)

++ Text units 147-147:

What were trying to do is to define the targets that have to be
achieved 147

(2 2 1 1)

++ Text units 163-163:

All the committees need to ask themselves.. are we [the groups] covering
all aspects of operating into the next century? 163

(2 2 1 1)

++ Text units 165-165:

Have we [the groups] got all bets covered? 165

(2 2 1 1)

++ Text units 173-173:

Management (and the management of education and of education institutes)
is a fundamental area that is missing [among the working groups] 173
(2 2 1 1)
++ Text units 183-183:
I would tend to give [management] very high priority 183
(2 2 1 1)
++ Text units 247-247:
This idea of something to aim at that in the near future is quite an
interesting one 247
(2 2 1 1)
++ Text units 390-390:
If they [the other groups] are already underway, then maybe we [the
group] should know what they're doing 390
(2 2 1 1) (3 4 2 1 1)
++++
+++ ON-LINE DOCUMENT: MEET1B
+++ Retrieval for this document: 13 units out of 550, = 2.4%
++ Text units 5-5:
There are plans and the models that are being adopted across the world 5
(2 2 1 1) (3 5 2 1 1)
++ Text units 72-72:
[the questionnaire] is a very important and I'll raise it tomorrow at the
steering group meeting 72
(2 2 1 1)
++ Text units 211-211:
The plan is that there's going to be an initial communication to
everybody in the organisation which is not the questionnaire 211
(2 2 1 1)
++ Text units 230-230:
If we look at what it says in the document, there's really two
questionnaires, there's an initial set of questions that's apparently
going out soon and then there's this quote 'questionnaire' 230
(2 2 1 1)
++ Text units 243-243:
The first thing [we can do ,given that the committees are already set up]
is [provide] an information item now explaining a bit about what's going
on 243
(2 2 1 1)
++ Text units 245-245:
[An information item to be sent out to everyone in the University] I
think is a good idea 245
(2 2 1 1)
++ Text units 250-250:
[The planned questionnaire for 6 months time] is two things, one is it's
trying to give them [everyone in the organisation] information about
what's going on where are we going, what are we thinking about LB 250
(2 2 1 1)
++ Text units 254-254:
That [the planned questionnaire] seems to be very different to me than
what a questionnaire is 254
(2 2 1 1)
++ Text units 305-305:
One of the problems here which should be clarified and it's a problem
with the questionnaire, that's what is it's purpose? 305

(2 2 1 1)

++ Text units 307-307:

What is the purpose of the questionnaire what it's goal is and then let's see is there a variety of different ways of reaching that goal 307

(1 2 1 1) (2 2 1 1)

++ Text units 311-311:

The aim is that we communicate with people or tell them where we're at where we've got to and then ask people what they think about this 311

(1 3 1 1) (2 2 1 1)

++ Text units 335-335:

One of our major ideological objectives is to make sure that people do believe in it by making it credible and by coping with the issues like the questionnaire as effectively as possible 335

(1 3 1 1) (2 2 1 1)

++ Text units 340-340:

You're asking for trouble [with the questionnaire] 340

(2 2 1 1)

+++++

+++ ON-LINE DOCUMENT: REP2

+++ Retrieval for this document: 1 unit out of 215, = 0.47%

++ Text units 81-81:

In attempting to foresee the future, it may not be particularly useful to try to predict specific applications that will exist. 81

(2 2 1 1) (2 3 2 1)

+++++

+++ ON-LINE DOCUMENT: REP4

+++ Retrieval for this document: 1 unit out of 160, = 0.63%

++ Text units 82-82:

1. Perhaps just as important as a vision of the future is a culture of flexibility in the present so that change is something that is welcomed rather than feared and that the challenges of the future are faced with energy, optimism and determination. 82

(1 2 2 2) (2 2 1 1) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 2 units out of 548, = 0.36%

++ Text units 21-21:

There's a document being prepared by the steering committee, by Nick which will serve I think to clarify [the relationship and timing of the first and second groups] further 21

(1 3 1 1) (2 2 1 1)

++ Text units 34-34:

[The chairperson of the steering group] has said that he will prepare a document to try and clarify those issues [of the relationship between the groups] further 34

(2 2 1 1)

+++++

+++ ON-LINE DOCUMENT: T2B

+++ Retrieval for this document: 1 unit out of 133, = 0.75%

++ Text units 51-51:

Information = something to be shared 51

(1 2 1 1) (2 2 1 1)

+++++

+++ ON-LINE DOCUMENT: T3B

++ Text units 240-240:
What do teaching and programmes have to say about this [what we want our
degree to represent] 240
(1 2 1 1) (2 2 1 1)

++++
+++ ON-LINE DOCUMENT: T3C
+++ Retrieval for this document: 3 units out of 613, = 0.49%
++ Text units 55-55:

The overall objective to use that word instead of planning is to try to
nudge the Institution nearer to something like it should be operating
given what we anticipate for 2020 55
(2 2 1 1)

++ Text units 65-65:
[Vision 2020] is and such a contrast to what we do every other day 65
(2 2 1 1)

++ Text units 190-190:
I don't know how we could start to measure or evaluate the risk
associated with doing this 190
(2 2 1 1) (3 4 2 1 1)

++++
+++ ON-LINE DOCUMENT: T4A
+++ Retrieval for this document: 1 unit out of 327, = 0.31%
++ Text units 226-226:

There are two very specific links in the general issues with the
University and Society group in relation to the topic of or to the issue
of equitable access to education and educating the whole person e
presumably expands on our general issue of the holistic principles of
learning 226
(2 2 1 1) (3 4 2 1 1)

++++
+++ ON-LINE DOCUMENT: T4B
+++ Retrieval for this document: 1 unit out of 368, = 0.27%
++ Text units 52-52:

People will see a product on Tuesday which is a distillation of a
distillation which sounds, through no fault I mean I think it's
inevitable in this process that it becomes somewhat diluted 52
(1 2 1 1) (2 2 1 1)

++++
+++ ON-LINE DOCUMENT: T4C
+++ Retrieval for this document: 4 units out of 318, = 1.3%
++ Text units 1-1:

[This questionnaire to be distributed at convocation] seems
to be a fait accompli, but this is what is being distributed at the
convocation 1
(2 2 1 1)

++ Text units 5-5:
This [questionnaire] is dreadful! I mean who put this together 5
(2 2 1 1) (3 4 1 1 1)

++ Text units 51-51:
I know that every chair has had the same difficulty and I've talked to
the others and it's been very difficult to control concrete, tangible
things like this that get communicated and communications that get sent
University - wide 51

(1 2 1 1) (2 2 1 1)

++ Text units 53-53:

This type of questionnaire would effectively wrap all the work that we've done up into six small lines, five small lines and they'll say this is what these people have come up with 53

(1 2 1 1) (2 2 1 1)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 8 units out of 279, = 2.9%

++ Text units 63-63:

I think you said at some stage in the discussions in relation to your impressions of the whole exercise that the process was almost as important as the product 63

(1 2 1 1) (2 2 1 1)

++ Text units 65-65:

We've learned a lot about ourselves and the fact that we need these sorts of processes, and there needs to be something [to keep these discussions going] 65

(1 3 2 2) (2 2 1 1)

++ Text units 75-75:

the outcomes [of this exercise - vision 2020] are committee led and there is no gap at all for reflection 75

(1 2 1 1) (2 2 1 1) (3 4 2 1 1)

++ Text units 87-87:

these are things that not only should be reflected in our own document, but also these should be brought to the steering group and expressed in the strongest possible terms - if that's what we believe is going to add value - introducing a culture within which these kinds of processes can take place - we feel that's an important product of this process then I think that needs to be very strongly voiced throughout the university but particularly to those people who are in a position to do something about it 87

(1 3 1 1) (2 2 1 1)

++ Text units 105-105:

There's a lot to be taken out of [vision 2020] that could have a major impact 105

(2 2 1 1) (2 3 2 2)

++ Text units 260-260:

The other point that I would like to make is that I suppose we should say that what we're attempting [in the vision 2020 process] is like the opening chapter of a very very big research project or a very very elaborate project 260

(2 2 1 1)

++ Text units 262-262:

lest everybody get the idea that we've sat around here [during the vision 2020 process] for nine mornings and that we decided that we could write definitively on this. We're merely opening up possible pockets and I think we should say that and its an exercise in intellectual honesty to say that 262

(1 2 1 1) (1 2 1 2) (2 2 1 1)

++ Text units 268-268:

We [the group] have established the bible 268

(2 2 1 1)

+++++

+++ ON-LINE DOCUMENT: T7C

+++ Retrieval for this document: 12 units out of 321, = 3.7%

++ Text units 19-19:

[vision 2020] could be seen as a strategy strategic planning exercise for the university 19

(2 2 1 1)

++ Text units 23-23:

we're talking about vision and we're talking about mission and all of that and essentially that's just hot air unless this is turned into objectives, goals, priorities, resource allocations and so on 23

(2 2 1 1) (2 3 1 1)

++ Text units 35-35:

I see no evidence in the structure that we have for any one to be able to realise this vision 35

(1 3 2 2) (2 2 1 1) (3 4 2 2 2)

++ Text units 59-59:

There is no basis for executive decisions to [respond to vision type exercises] 59

(2 2 1 1)

++ Text units 77-77:

I'm concerned about the emphasis on the production of documents 77

(1 2 1 1) (2 2 1 1)

++ Text units 79-79:

[I'm concerned about] that kind of output [documents] in that form of a product 79

(2 2 1 1)

++ Text units 81-81:

we [the groups] produce reports which then get summarised into summaries of reports and I think this emphasis is wrong 81

(2 2 1 1)

++ Text units 83-83:

as Peter said they [the documents and their summaries] may be nice and interesting reading but really we should say that we don't care too much about any document 83

(2 2 1 1)

++ Text units 85-86:

the real result of [vision 2020] should be some strategy for change LB 85

(2 2 1 1)

the documents can be nice on your coffee table or whatever but that's not the most important part of [vision 2020] 86

(2 2 1 1)

++ Text units 88-88:

the most important thing [of vision 2020] is to see that something is being done in response to this that the results of this has been some action 88

(1 3 2 2) (2 2 1 1) (2 3 2 2)

++ Text units 114-114:

We need a process within this organisation that takes the output from this stage of this operation [vision 2020] and starts examining it, consults about it but starts putting concretes on it in some kind of a 3-5 year time scale 114

(1 3 2 2) (2 2 1 1) (2 3 2 2)

+++++

+++ Total number of text units retrieved = 61

+++++

Appendix T: Node 18

(2 2 1 2) /content/present/con1/con1b

present content issues associated with the strategic group

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.
Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:09 pm, Sept 9, 1997.

(2 2 1 2) /content/present/con1/con1b

*** Definition:

the current activities of the learning environment group

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 16 units out of 418, = 3.83%

++ Text units 36-36:

V2020 meetings = space and time to create a meaningful vision 36

(1 2 1 2) (2 2 1 2) (3 4 2 1 2)

++ Text units 40-40:

What are the issues that we're looking at 40

(2 2 1 2)

++ Text units 59-59:

We [the group] need to identify what our roles and remits are 59

(2 2 1 2) (3 4 2 1 2)

++ Text units 61-61:

We [the group] need to identify where we [the group] fit in to the V2020
structure 61

(2 2 1 2) (3 4 2 1 2)

++ Text units 225-225:

I don't think through the chair that we [the groups] can project
obviously the vision with any precise accuracy 225

(2 2 1 2)

++ Text units 249-249:

I totally agree about talking about effective structures that don't get
in the way 249

(1 2 1 2) (2 2 1 2)

++ Text units 263-263:

Our [the group's] mission should be to have a vision 263

(2 2 1 2)

++ Text units 269-269:

We're not talking about details, were not talking about the nuts and
bolts of what 2020 is going to be like 269

(1 2 1 2) (2 2 1 2)

++ Text units 271-271:

We are talking about a philosophy of flexibility for welcoming the future
and for perhaps creating it as well 271

(1 2 1 2) (2 2 1 2)

++ Text units 275-275:

As a starting point I'd be keen to hear people's sort of raw, unprocessed
thoughts of the things that they have in their minds 275

(2 2 1 2)

++ Text units 279-279:

a list of our [the group's] names and contact numbers which I hope will be used frequently and regularly between all of the members 279

(1 3 1 2) (2 2 1 2)

++ Text units 285-285:

I suggest that we [the group] spend a little bit of time reviewing the terms of reference that have been provided to us [the group] by the steering committee 285

(2 2 1 2)

++ Text units 298-298:

so I think that we [the group] do have ideas on [the first term of reference] and I think we [the group] will develop those as time goes on and maybe adjust the terms of reference as a result 298

(1 3 1 2) (2 2 1 2)

++ Text units 322-322:

Obviously our [the group's] terms of reference have to do with producing a report 322

(2 2 1 2)

++ Text units 406-406:

We [the group] can't have objectives until we [the group] have a definition [of the learning environment] 406

(2 2 1 2)

++ Text units 410-410:

The group should accept [the process as outlined by the chairperson of the steering group] as it stands today and then review it when were a little bit further into the exercise and decide whether we are comfortable with the exercise 410

(2 2 1 2)

+++++

+++ ON-LINE DOCUMENT: MEET1B

+++ Retrieval for this document: 4 units out of 550, = 0.73%

++ Text units 32-32:

When I look at the list provided there are things missing in my view and I feel we should get everything down on the table 32

(2 2 1 2)

++ Text units 77-77:

The group is considering the learning environment in the year 2020 77

(2 2 1 2)

++ Text units 93-93:

The first thing that we have to address is what is the environment in 2020 93

(2 2 1 2) (3 5 3 2 1)

++ Text units 241-241:

Given that this [the setting up of the V2020 committees] has already happened, what can we do now 241

(2 2 1 2)

+++++

+++ ON-LINE DOCUMENT: REP1

+++ Retrieval for this document: 22 units out of 265, = 8.3%

++ Text units 10-10:

In relation to these terms of reference, a number of points need to be made. 10

(2 2 1 2)

++ Text units 13-16:

It is of course possible to examine trends, to explore the implications of current developments, and to develop an orientation towards the future, and this is what we have attempted to do. 13

(2 2 1 2)

We know that the next 25 years may give rise to developments beyond any of those that we have outlined in this document. 14

(2 2 1 2) (3 5 3 2 1)

Similarly any changes that we do predict or expect may be accompanied by implications that we have not identified. 15

(2 2 1 2) (3 5 3 2 1)

We also recognise that perhaps some of our predictions herald changes that may not occur, or may occur in different ways than we expect. 16

(2 2 1 2) (3 5 3 2 1)

++ Text units 20-20:

Thirdly, while we do present an outline of the learning environment of the future, providing certain specific details about what we should expect and prepare for, we focus more strongly on the ethos and climate that we should expect rather than quantifying specifications which we believe will only become clear as the year 2020 gets closer. 20

(2 2 1 2)

++ Text units 24-24:

The reasons for this change are multifarious and many of them have been outlined in the main body of this document. 24

(2 2 1 2)

++ Text units 43-43:

These foci are summarised as follows: 43

(2 2 1 2)

++ Text units 62-62:

Diversity of thinking was in strong evidence and is also reflected in the main body of this report. 62

(1 1 1 2) (2 2 1 2)

++ Text units 68-68:

Literature relating to the field was reviewed, and all work that receives direct reference is footnoted in this document. 68

(1 1 1 2) (2 1 1 2) (2 2 1 2)

++ Text units 70-70:

Most of the major themes are also reinforced by current literature in the field. 70

(2 1 1 2) (2 2 1 2)

++ Text units 75-77:

Our report hopefully reflects the views of those who were able to contribute within somewhat restricted opportunities for participation. 75

(2 2 1 2)

1.5 Brief outline of remaining sections 76

(2 2 1 2)

The next section (Section 2) outlines some of the changes in the learning environment that we should expect to see in the coming twenty five years. 77

(2 2 1 2) (3 5 3 2 1)

++ Text units 80-81:

Section 5 contains the main conclusions we drew from our discussions and proposes broad recommendations about how we can enhance our approach to and management of the learning environment. 80

(1 3 2 2) (2 2 1 2)

The appendices and footnotes provide additional information and key references which helped to guide and inform our deliberations.	81
(1 1 1 2) (2 2 1 2)	
++ Text units 83-84:	
2.1 Definition of Learning	83
(2 2 1 2)	
Before defining the learning environment, a definition of learning is necessary.	84
(2 2 1 2)	
++ Text units 92-92:	
2.2 Definition of the Learning Environment	92
(2 2 1 2)	
++ Text units 168-170:	
Each of the above statements is flawed.	168
(2 2 1 2)	
A competing set of assumptions is proposed as an alternative model of what learning should be about.	169
(2 2 1 2)	
The following list we believe to be much more appropriate, particularly in the light of the future predictions and changes that we discuss in this document.	170
(2 2 1 2)	
+++++	
+++ ON-LINE DOCUMENT: REP2	
+++ Retrieval for this document: 4 units out of 215, = 1.9%	
++ Text units 70-71:	
A preliminary review of the literature focusing on the term 'learning environment' reveals a preoccupation with technological implications for the future.	70
(2 2 1 2) (3 4 3 2 1)	
Indeed, the Learning Environment working team recognises that the changes in technology are of central importance in the light of future educational scenarios.	71
(2 2 1 2) (3 4 3 2 1)	
++ Text units 79-79:	
Appendix 2 outlines some of the key technological developments that we can expect over the next few years.	79
(2 2 1 2)	
++ Text units 83-83:	
An examination of the literature suggests that we should be cautious about assuming that technology will change everything for the better.	83
(2 2 1 2) (3 5 3 2 1)	
+++++	
+++ ON-LINE DOCUMENT: REP4	
+++ Retrieval for this document: 3 units out of 160, = 1.9%	
++ Text units 68-68:	
 Section 5 Main Conclusions and Recommendations	 68
(2 2 1 2)	
++ Text units 81-81:	
5.3 Key conclusions	81
(2 2 1 2)	
++ Text units 86-86:	
3. However, while the 'learning environment' might suggest an emphasis on	

the physical surroundings within which people learn , we believe that this should not represent the most important aspect of our discussions. 86

(2 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 10 units out of 548, = 1.8%

++ Text units 77-77:

We also agreed that at the next meeting a notional schedule of meetings would be agreed so that's on our agenda for this meeting 77

(2 1 1 2) (2 2 1 2)

++ Text units 79-79:

[We agreed] that each member would produce a short paper in their own preferred format outlining their individual views as to what defines the learning environment 79

(2 1 1 2) (2 2 1 2)

++ Text units 140-140:

Does that [the summary] seem to capture it? 140

(2 2 1 2)

++ Text units 188-188:

Next item on the agenda is defining the learning environment 188

(2 2 1 2)

++ Text units 194-194:

Let's just see what sort of patterns emerge [in relation to defining the learning environment] 194

(1 2 1 2) (2 2 1 2)

++ Text units 199-199:

Some of you submitted documents where they really attempted to define what they saw as the learning environment 199

(1 1 1 2) (2 2 1 2)

++ Text units 201-201:

Other people put down their ideas of the learning environment now versus the learning environment in the future, specifically Mike gave us an interesting document where he gives a few bullet points now versus a few for the future 201

(1 1 1 2) (2 2 1 2)

++ Text units 203-203:

[my document] is just a stream of consciousness, semi consciousness! 203

(2 2 1 2)

++ Text units 385-385:

I think we need to look at the job seeking learners and the leisure learners if you can define them as such 385

(2 2 1 2)

++ Text units 397-397:

This [intellectual application of information and hands on experience] is something that we need to be very careful about 397

(2 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T2B

+++ Retrieval for this document: 3 units out of 133, = 2.3%

++ Text units 32-32:

terms of reference are guidelines to be revisited throughout the process 32

(1 3 1 2) (2 2 1 2)

++ Text units 53-53:

Documentation is structurable material 53

(2 2 1 2)

++ Text units 55-55:

Public accessibility of V2020 information is 'The best wine' 55

(2 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T3A

+++ Retrieval for this document: 3 units out of 387, = 0.78%

++ Text units 22-22:

We could talk about actionable first steps 22

(2 2 1 2)

++ Text units 24-24:

What are the first steps that we could actually take tomorrow, you know, test beds, experiments, and things like that in order to get our whole vision set into motion 24

(1 2 1 2) (2 2 1 2)

++ Text units 178-178:

We're talking about people and how they learn, their needs and their emotions which we can only presume will be the same in the future 178

(2 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T3B

+++ Retrieval for this document: 7 units out of 385, = 1.8%

++ Text units 53-53:

We have very strong visions 53

(2 2 1 2)

++ Text units 55-55:

We have a kind of you know the gloomy possibility, the frightening possibility of rich cities with electric fences and the medieval camps outside trying to get in but desperately being kept out that's one vision that's got so many societal implications 55

(2 2 1 2) (3 5 3 2 1)

++ Text units 57-57:

We've got a vision of huge dispersion of accessible information which has another huge set of implications for us 57

(2 2 1 2) (3 5 3 2 1)

++ Text units 117-117:

We have to get a vision as to what will be excellent in 2020 117

(2 2 1 2)

++ Text units 223-223:

We have a definition of learning its rough but we have it 223

(2 2 1 2)

++ Text units 334-334:

We've said that [this group is] setting a context in which the activities of the University will occur 334

(2 2 1 2)

++ Text units 336-336:

[This group] is setting a visionary context which will have both long term views and and shorter term , lowered hedge thinking which is going to be over the next 5 years or so 336

(1 3 1 2) (2 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T3C

+++ Retrieval for this document: 10 units out of 613, = 1.6%

++ Text units 134-134:

We're now looking at what a learning environment not in Ireland, not any specific Institution but what the learning environment should be like for the future 134

(2 2 1 2)

++ Text units 148-148:

I'm going to go back to my desk this evening and will start thinking about my classes for next week and of all the things I'm supposed to have done today and all that kind of stuff 148

(2 2 1 2)

++ Text units 157-157:

This morning we talked so much about content we were talking about the learning environment 157

(1 2 1 2) (2 2 1 2)

++ Text units 245-245:

Our objectives are [now] to get our ideas on paper and start feeding those ideas into the system 245

(1 2 1 2) (2 2 1 2)

++ Text units 247-247:

We have talked about sharing thinking, enlarging understanding, creating a basis for future discussion and putting an input into the strategic plan for the future 247

(1 2 1 2) (2 2 1 2)

++ Text units 253-253:

The objectives then are that [we produce] our idea of the learning environment as we see it - not as everybody else sees it, not as anyone else gives us feedback

++ Text units 255-255:

If we have to wait for feedback from all the rest of the groups then we're getting into the University of Limerick environment and how everybody else thinks their environment should be 255

(1 3 1 2) (2 2 1 2)

++ Text units 265-265:

Lets get on with this task right but let's be careful what we're doing 265

(1 2 1 2) (2 2 1 2)

++ Text units 269-269:

I would like to feel that in ten years time I did even the smallest of things to influence the direction of the University 269

(1 2 1 2) (2 2 1 2)

++ Text units 291-291:

Let's get on with our job 291

(2 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T4A

+++ Retrieval for this document: 31 units out of 327, = 9.5%

++ Text units 9-9:

We have an image of something that is outside, beyond the notion of a small centralised space - some notion of going beyond the boundaries 9

(2 2 1 2)

++ Text units 17-17:

One thing to talk about is lifelong learning 17

(1 2 1 2) (2 2 1 2)

++ Text units 21-21:

We're talking about the learning environment, we have an inclusive view

of that 21

(2 2 1 2)

++ Text units 53-53:

[We should say] that these are the questions that we raised and that these are the questions we have attempted to answer and we're getting away somewhat from the Mom and apple pie syndrome and we have some earthing wires into the culture that we're transfixed with at the moment 53

(1 2 1 2) (2 2 1 2)

++ Text units 56-56:

In the learning environment, the first two points you have, we have there everything that affects the manner in which people learn is losing its traditional boundaries 56

(2 2 1 2)

++ Text units 62-62:

[Are we talking about] casual learning, casual interaction as opposed to planned systematic learning and perhaps you you're involved with both of them perhaps we're talking about an interaction there. 62

(2 2 1 2)

++ Text units 64-64:

I was writing down each of the subheadings and have tried to put a word under each one e.g. the learning environment includes everything that affects the manner in which people learn - I had put the internal aspects you know the cognitive aspects of how people learn which is different from the external which is the organisational context which, in which they learn - so e I think that's the format we should try to use 64

(1 2 1 2) (2 2 1 2)

++ Text units 68-68:

[We should be] identifying what the traditional boundaries are in terms of the physical building, in terms of how controlled those boundaries have been in the past and saying that it's really opening out 68

(2 2 1 2)

++ Text units 72-72:

[We are] recognising that context is becoming a much more fluid concept 72

(2 2 1 2) (3 4 2 2 1)

++ Text units 76-76:

So [I should] start off with that particular point [about the organisation losing its traditional boundaries] and then to move on to including everything that affects the way people learn 76

(1 2 1 2) (2 2 1 2)

++ Text units 105-105:

The holistic principles again I would link that very well into educating the whole person and I think it would be good that we drew people's attention to those links 105

(1 2 1 1) (2 2 1 2)

++ Text units 107-107:

I think we would need to say under flexible organic management structures again that's the least achievable of all of the objectives 107

(1 2 1 2) (2 2 1 2)

++ Text units 149-149:

[flexible collaborative management structures] sound lovely 149

(2 2 1 2)

++ Text units 174-174:

I think we've been discussing a lot about boundaries 174

(1 2 1 2) (2 2 1 2)

- ++ Text units 209-209:
All of those [items arising in the preceding discussion] then are issues that relate to the traditional boundaries 209
(2 2 1 2)
- ++ Text units 213-213:
[The disappearance of traditional boundaries] give us a rationale for why we are spending this time generating ideas in relation to [The future of the learning environment] 213
(1 2 1 2) (2 2 1 2)
- ++ Text units 240-240:
Would you consider adding information acquisition [to the implications of emerging technologies] 240
(2 2 1 2)
- ++ Text units 246-246:
Maybe we should take the word technology out and just put in information access 246
(2 2 1 2)
- ++ Text units 256-256:
I'd like to see [the word technology] there, but I'd like us to make clear that we're not saying 'gee whiz' we're all going to have universal access to information thereby everybody's a learner 256
(1 2 1 2) (2 2 1 2)
- ++ Text units 263-263:
[We should have] a little addition to that [the phrase 'implications of emerging technologies'] by adding information access 263
(2 2 1 2)
- ++ Text units 265-265:
[We should] increase the importance of [technology's] use as a tool rather than anything 265
(2 2 1 2)
- ++ Text units 267-267:
It might be better just to have a proclaimer and you're going to talk around [technology] and then what you have is a single maybe line underneath like 'plus ca change, plus c'est le meme chose' 267
(1 2 1 2) (2 2 1 2)
- ++ Text units 282-282:
If we're going to de emphasise the effects of technology, we should emphasise that it bestows more autonomy and more freedom on the students themselves 282
(1 2 1 2) (2 2 1 2)
- ++ Text units 284-284:
It was agreed the last time that the idea of emerging technologies should really go into the general principles and not the specific aspects of the learning environment 284
(2 2 1 2)
- ++ Text units 288-288:
We don't believe that [technology] is going to [drive learning] that's what we're going to say 288
(1 2 1 2) (2 2 1 2) (3 5 3 2 1)
- ++ Text units 301-301:
Do put the word 'Socratic' in because it means we've been thinking a bit 301
(1 2 1 2) (2 2 1 2)
- ++ Text units 307-307:

And so we have a vision of small groups of people involved in complex discussions on information that they've already acquired and can acquire easily themselves 307

(1 3 2 2) (2 2 1 2)

++ Text units 309-309:

We're developing a vision of , not of these great seas of students with one person transferring information it's now they come to the class with the information and then it becomes explored in a deeper, more facilitative way 309

(1 3 2 2) (2 2 1 2)

++ Text units 313-313:

I'll try to reflect these added ideas as much as possible 313

(1 2 1 2) (2 2 1 2)

++ Text units 315-315:

I forget what we mean by the physical and psychological environments 315
(2 2 1 2)

++ Text units 321-321:

I saw the first [point on the overhead for presentation] there very much as the human - individual centred recognising the totality 321
(2 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T4B

+++ Retrieval for this document: 47 units out of 368, = 13%

++ Text units 2-2:

The third [point on the overhead for presentation] there is the social aspect of the individual 2
(2 2 1 2)

++ Text units 4-4:

The last [point on the overhead for presentation] there is very much the physical environment in which they're operating 4
(2 2 1 2)

++ Text units 6-6:

The [point] that I have difficulty with or, sorry that I see as being a subheading of the first one is the catering for different learning styles 6
(1 2 1 2) (2 2 1 2)

++ Text units 8-8:

The [point] that I can't remember having arrived at is 'must be based on an inclusive and equitable education policy' - whose policy is it? Is it a government, a University policy, I mean I just can't remember what led up to that particular issue 8
(1 2 1 2) (2 2 1 2)

++ Text units 10-10:

Perhaps we should say philosophy rather than policy 10
(1 2 1 2) (2 2 1 2)

++ Text units 12-12:

[The point about inclusive and equitable education policy] draws from the principle of equitable access 12
(1 2 1 2) (2 2 1 2)

++ Text units 14-14:

[The specific points on the second overhead] are all drawing from those general principles and specifying them in the context of the learning environment 14
(1 2 1 2) (2 2 1 2)

++ Text units 20-20:
 [the principles of equity and access] go back to the boundary thing 20
 (2 2 1 2)

++ Text units 42-42:
 It's just dawning on us that there is a cohesiveness of thought there
 that is just striking us at this stage 42
 (1 2 1 2) (2 2 1 2)

++ Text units 59-59:
 [We need to let people know that] this is not just some aspirational
 notion 59
 (1 2 1 2) (2 2 1 2)

++ Text units 61-61:
 We want to make [our ideas] concrete so that the suggestions or when you
 say this, you then give an example or a for instance so the point about
 equitable education must be made, but you should also say that we believe
 that equity doesn't exist now and that it's going to become a larger
 problem so we need to address it 61
 (1 2 1 2) (2 2 1 2)

++ Text units 63-63:
 Another point just on the language - I mean you have used the word 'must'
 all the way through and I'm just wondering should we change that to
 'should' 63
 (1 2 1 2) (2 2 1 2)

++ Text units 67-67:
 If we're creating a scenario then we are talking about what will be the
 case and I think [saying will] is a very positive way of putting
 that 67
 (2 2 1 2)

++ Text units 69-69:
 I'll change the musts to 'will' 69
 (1 2 1 2) (2 2 1 2)

++ Text units 95-95:
 Perhaps we need to put that point about different learning styles as a
 subheading of the first point 95
 (1 2 1 2) (2 2 1 2)

++ Text units 100-100:
 We should also add 'expertise' to the line equipment, surroundings and
 resources which again reinforces the point about catering for different
 learning styles 100
 (1 2 1 2) (2 2 1 2)

++ Text units 116-116:
 [Perhaps we should] add to our definition at the beginning of not only
 does it include everything that affects the manner in which people learn,
 but it's also a social process - just to emphasise that point 116
 (1 2 1 2) (2 2 1 2) (2 2 2 1)

++ Text units 121-121:
 [perhaps we should say that the learning environment]'will facilitate
 interaction' 121
 (1 2 1 2) (2 2 1 2)

++ Text units 123-123:
 [perhaps we should say] interactive learning 123
 (1 2 1 2) (2 2 1 2)

++ Text units 125-125:
 [perhaps we should say] interaction between learners 125

(1 2 1 2) (2 2 1 2)
 ++ Text units 127-127:
 I think we should say losing its traditional boundaries and rigidities 127
 (1 2 1 2) (2 2 1 2)
 ++ Text units 129-129:
 then we [should] give examples of all those boundaries we're talking
 about 129
 (1 2 1 2) (2 2 1 2)
 ++ Text units 143-143:
 There are a number of key, key words or key concepts which we may not
 have crossed by implication of what we've said 143
 (2 2 1 2)
 ++ Text units 145-145:
 I'm just wondering if we can go with a document about the learning
 environment without mentioning [certain key words] 145
 (1 2 1 2) (2 2 1 2)
 ++ Text units 147-147:
 [Important key words that I think we should mention] include teacher,
 student, research, autonomous learner 147
 (2 2 1 2)
 ++ Text units 157-157:
 [maintaining relationships with people after they move on] would nearly
 come in under lifelong learning 157
 (2 2 1 2)
 ++ Text units 166-166:
 We haven't mentioned the word - its a buzz word but maybe not unimportant
 nonetheless, quality 166
 (2 2 1 2)
 ++ Text units 171-171:
 [perhaps we should say] must provide expertise, resources and quality 171
 (1 2 1 2) (2 2 1 2)
 ++ Text units 175-175:
 I'm just thinking about the presentation and the questions that people
 will ask and the manner in which we want to reflect our thinking in such
 a short space of time that you know we just mention the word quality or
 something in order to clearly indicate that it has been considered by our
 group - we might then stimulate somebody to talk about quality 175
 (1 2 1 2) (2 2 1 2)
 ++ Text units 177-177:
 It almost doesn't matter where we put [the word quality] as long as we
 put it somewhere 177
 (2 2 1 2)
 ++ Text units 179-179:
 definitions of quality will by that definition include [everything that
 affects the manner in which people learn] 179
 (2 2 1 2)
 ++ Text units 198-198:
 The student in this instance is not the customer so we have to then talk
 about the stakeholders like the state, the society 198
 (2 2 1 2) (3 4 2 2 1)
 ++ Text units 210-210:
 Quality is certainly something that's worthwhile raising 210
 (1 2 1 2) (2 2 1 2)
 ++ Text units 212-212:

If you're going to put in the term [quality], then also say and by the way the term here that is currently under consideration - is not necessarily the buzz word in the way its been interpreted 212

(1 2 1 2) (2 2 1 2)

++ Text units 215-215:

Just one other key word [is important to mention in the presentation at convocation] ethics - the ethic of the transaction 215

(2 2 1 2)

++ Text units 217-217:

If we don't look at a commitment to the ethic of the transaction in what we're saying and if we make a presentation on the 13th about the learning environment and we don't stimulate thinking about the ethic of the transaction then we might lose something from the convocation rather than gain 217

(1 2 1 2) (2 2 1 2) (2 3 1 2)

++ Text units 220-220:

When you say the ethic of the transaction you mean the ethics of the learning contract 220

(1 2 1 2) (2 2 1 2)

++ Text units 223-223:

What does [the ethics of the learning contract] mean 223

(2 2 1 2)

++ Text units 232-232:

I'm concerned about the use of the word ethics 232

(1 2 1 2) (2 2 1 2)

++ Text units 240-240:

If you take for example our concern about the use of the whole access to knowledge the fact that we can fake the system more easily and that we can take something down and say that's ours and put something up and say that's ours 240

(1 2 2 1) (2 2 1 2)

++ Text units 284-284:

I'm talking about the culture of the business school 284

(2 2 1 2) (3 4 2 2 2)

++ Text units 288-288:

perhaps there is one area that we need to look at and that is the whole area of culture and climate, under which we'll talk about things like ethical considerations, control over the way things are carried out, learning is carried out and teaching is carried out 288

(1 3 1 2) (2 2 1 2)

++ Text units 316-316:

Perhaps we need to challenge the mission of the University 316

(2 2 1 2)

++ Text units 342-342:

I think the question of relevance I think it's something that should be debated in another context 342

(1 2 1 2) (2 2 1 2)

++ Text units 346-346:

'must recognise and cater for different learning styles' will become a subset of 'physical, psychological and social needs of learners' Em instead of saying must be based on an equitable and inclusive education policy we're putting framework in instead of policy - also not just for the people coming but also those already there. Em we're scrapping this one here [the social needs of learners]. ' Must provide resources ,

equipment and resources that support a quality learning environment' 346
 (1 2 1 2) (2 2 1 2)
 ++ Text units 350-350:
 [these comments have] been really helpful 350
 (2 2 1 2)
 ++ Text units 352-352:
 I feel an awful lot happier that I'm reflecting your views and I'll be emphasising that they're not just my views 352
 (1 2 1 2) (2 2 1 2)
 ++++++

+++ ON-LINE DOCUMENT: T4C
 +++ Retrieval for this document: 7 units out of 318, = 2.2%
 ++ Text units 13-13:
 Is there anything that we want to do in order to preempt [the distribution of] this [questionnaire] 13
 (1 2 1 1) (2 2 1 2)
 ++ Text units 17-17:
 We have your presentation which is very important 17
 (2 2 1 2)
 ++ Text units 21-21:
 We're dealing with a very complex set of issues and this is trying to reduce these complex issues to a one line response from anyone who's enthusiastic enough to want to respond 21
 (1 2 1 1) (2 2 1 2)
 ++ Text units 60-60:
 We can't do anything about [the distribution of the questionnaire] now 60
 (2 2 1 2)
 ++ Text units 62-62:
 The important thing is that we don't feel that the output of the group is just one line 62
 (2 2 1 2)
 ++ Text units 64-64:
 We could say 'look we had some discussions and out of that came, here's three or four background papers and here are some readings, which are available' or they could be made available and that would serve the purpose of giving or at least making available more in-depth information about what we've been doing and that's actually something positive and it does have content 64
 (1 2 1 2) (2 2 1 2)
 ++ Text units 145-145:
 Last minute comments can be registered by Monday afternoon at the very latest 145
 (1 2 1 2) (2 2 1 2)
 ++++++

+++ ON-LINE DOCUMENT: T5A
 +++ Retrieval for this document: 10 units out of 240, = 4.2%
 ++ Text units 3-3:
 The main focus for this meeting is the developments in generating our final document and preparations for open seminar in October 3
 (2 2 1 2)
 ++ Text units 5-5:
 The full schedule for the remainder of vision 2020 is also in front of you 5

(2 2 1 2)
 ++ Text units 40-40:
 I'm going to assume now is that people are working on, are either in the
 process of generating their documents or have generated them and are just
 about to send them to me in the post 40
 (1 2 1 2) (2 2 1 2)
 ++ Text units 44-44:
 [The written documents are] really our fodder 44
 (2 2 1 2) (3 4 2 1 2)
 ++ Text units 46-46:
 [The written documents are] really the stuff that will just start us
 generating our document 46
 (1 3 1 2) (2 2 1 2)
 ++ Text units 53-53:
 Certainly, I feel speaking in terms of my own document, I definitely feel
 that it's been very much a tentative draft which is subject to all sorts
 of amendments, criticisms and so on, by yourselves 53
 (1 3 1 2) (2 2 1 2)
 ++ Text units 142-142:
 [The open forum seminar] is an appeal from our group for input that's
 going to be taken seriously and that's going to occur in a much more
 interactive environment 142
 (2 2 1 2) (3 4 3 1 2)
 ++ Text units 174-174:
 this may not have to be a very long meeting anyway because we're all
 still working on our documents, people can read what's already been
 generated in preparation for the next meeting 174
 (1 2 1 2) (2 2 1 2)
 ++ Text units 204-204:
 even the material that I've generated in the short document that I wrote,
 could just as easily go into 'educating the whole person' or even 'the
 university and society' 204
 (2 2 1 2)
 ++ Text units 210-210:
 .there [are] a number of action items that we should leave this meeting
 with 210
 (2 2 1 2)
 ++++++
 +++ ON-LINE DOCUMENT: T6A
 +++ Retrieval for this document: 4 units out of 407, = 0.98%
 ++ Text units 10-10:
 What you're supposed to be doing is what you've done 10
 (2 1 1 2) (2 2 1 2)
 ++ Text units 200-200:
 I'm beginning to see some kind of structure and coherence in our
 discussions 200
 (2 2 1 2)
 ++ Text units 202-202:
 Structure and coherence is still a bit fuzzy 202
 (2 2 1 2)
 ++ Text units 366-366:
 I looked at the interactive learning environment and I thought the first
 thing to do was to look at what the profile of the future student 366
 (1 1 1 2) (2 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T6B

+++ Retrieval for this document: 6 units out of 355, = 1.7%

++ Text units 213-213:

I had looked at the whole idea of like what collaboration should be in high technology you know like but I don't have any ideas 213

(2 2 1 2)

++ Text units 215-215:

I just don't know where technology is at the moment 215

(2 2 1 2)

++ Text units 217-217:

we cannot predict particularly being in Ireland where technology and the network and infrastructure is extremely poor 217

(2 2 1 2) (3 5 2 2 1)

++ Text units 225-225:

Something has just struck me particularly on the recommendations you were making about monitoring and getting information about what kind of environment people want 225

(2 2 1 2)

++ Text units 249-249:

I couldn't identify what all groups should have as a learning environment 249

(2 2 1 2)

++ Text units 282-282:

That's [including a section called the learning environment for this course] a very concrete recommendation that we can include 282

(2 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T6C

+++ Retrieval for this document: 3 units out of 224, = 1.3%

++ Text units 7-7:

[Developing new organisational structures] is a really radical suggestion that we may need to flesh out a little bit more 7

(1 3 1 1) (2 2 1 2)

++ Text units 41-41:

It's taken me about three weeks to come up with something on paper and I don't think I've changed my views considerably since I wrote my initial stance document right at the beginning of this [vision 2020] exercise 41

(2 1 1 2) (2 2 1 2)

++ Text units 45-45:

The first thing I have [discussed] is standards 45

(2 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T7A

+++ Retrieval for this document: 18 units out of 298, = 6.0%

++ Text units 3-3:

The first [distributed handout at this meeting] is our agenda, the second our schedule of meetings just to formalise that and the third is a suggested structure for our final document 3

(2 2 1 2)

++ Text units 7-7:

What I do have is on the yellow pages there is a proposed structure outline structure which I hope will be looked at by everybody 7

(2 2 1 2)

++ Text units 9-9:

But let's look at the agenda. Right, first of all - developments on the open forum, format attendance and so on 9

(2 2 1 2)

++ Text units 11-11:

we need to discuss [the developments on the open forum seminar] a little bit 11

(2 2 1 2)

++ Text units 34-34:

I've distributed a finalised schedule for our last few meetings - the 24th of October that's the open forum, em the 3rd of November the 17th of November and the 24th of November are for the first, second and final iterations of our document respectively 34

(2 2 1 2)

++ Text units 36-36:

the yellow page that all of you should have is the proposed structure of the document and that's a proposal that I have put together just myself and em have run by Steve and tom but all of your inputs are necessary in order to make sure that we're happy with that structure 36

(1 2 1 2) (2 2 1 2)

++ Text units 38-38:

my apologies for not having [my presentation] ready for distribution but I will have it ready for distribution after the meeting 38

(2 2 1 2)

++ Text units 245-245:

[our ideas] are represented by I think a good kind of chaos and a good kind of ambiguity that's going to be inevitable 245

(1 2 1 2) (2 2 1 2)

++ Text units 247-247:

what [KB] has given us this morning has tied together in a very coherent way, many of the ideas that were presented last week as well as adding some more 247

(1 2 1 2) (2 2 1 2)

++ Text units 249-249:

while there's a huge amount of overlap and while there's lots of really good ideas that have been reiterated by people - everyone has brought something unique to the process 249

(1 1 1 2) (2 2 1 2)

++ Text units 253-253:

In terms of providing us with a metaphor that makes us understand something a little bit better or in terms of giving me a perspective that we may not have thought about before 253

(1 1 1 2) (2 2 1 2)

++ Text units 260-260:

while I've identified overlaps, everybody brought something different, and I wanted to say that because it's very important 260

(2 2 1 2)

++ Text units 262-262:

to provide links with what Karen has just shared with us - I see her emphasis on the group or the team orientation reflecting a lot of what Peter said 262

(1 2 1 2) (2 2 1 2)

++ Text units 264-264:

he mentioned that we teach without really understanding the learning

process echoes John's idea about developing a model of learning and of making sure that we test that model and are happy with it and constantly monitor and revisit it 264

(2 1 1 2) (2 2 1 2) (2 3 2 2)

++ Text units 268-268:

the future of the university's survival depends as Karen mentioned on lifelong learning processes [and this] reflects a lot of what Fiona talked about last week on the whole lifelong learning issue 268

(1 3 2 2) (2 2 1 2)

++ Text units 270-270:

the immediate access to information and the implications of that were also picked up by Gillian and by Martin most particularly 270

(2 1 1 2) (2 2 1 2)

++ Text units 272-272:

The concept of competitiveness that you brought up this morning is also explained from a very definite pragmatic point of view, by Mike in his paper 272

(2 2 1 2)

++ Text units 280-280:

looking at the other papers a lot of things start to make sense 280

(1 2 1 2) (2 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 18 units out of 279, = 6.5%

++ Text units 5-5:

there's a number of things that I find really quite exciting in terms of actually addressing this whole kind of issue - which I'm sure we could all come together to develop the ideas further and I don't see us doing that 5

(1 3 1 2) (2 2 1 2)

++ Text units 7-7:

one of the things that I particularly noticed was Joe's input - while he hasn't been able to be here much in person, his contribution is I think very interesting 7

(2 2 1 2)

++ Text units 9-9:

[Joe's input] is one of the ones I was talking about 9

(2 2 1 2)

++ Text units 13-13:

[inclusiveness as a competitive issue] is a very interesting and a very pragmatic way of looking at something which is essentially an ethical issue 13

(1 2 1 2) (2 2 1 2)

++ Text units 19-19:

there are things appearing in the document which we've really only perhaps mentioned or made fleeting reference to in the course of our discussions and I don't see a way where we're going to be able to thrash them out satisfactorily 19

(1 3 1 2) (2 2 1 2)

++ Text units 23-23:

we have to recognise that there are only three group meetings left after today and in my object oriented way I've concentrated on the iterations of the document 23

(1 2 1 2) (2 2 1 2)

++ Text units 77-77:

the kinds of discussion we're having - I mean we're talking about things that if they were to attempt to be implemented would profoundly change the nature of the University 77

(2 2 1 2) (3 4 3 2 2)

++ Text units 83-83:

I've learnt so much just sitting around this table listening to people who I've known for years and I've never sat down and had these kinds of discussion and if that was happening you know throughout the organisation you know it would be terrific 83

(1 1 1 2) (2 2 1 2)

++ Text units 91-91:

My apologies for not having a written contribution at this stage 91

(2 2 1 2)

++ Text units 95-95:

I think [my ideas have] been echoed a lot by what Karen was saying this morning, I'm very much in sympathy with many of the things she said 95

(2 2 1 2)

++ Text units 103-103:

if any of the things that Karen is saying are to be taken seriously that has major repercussions for the strategic direction of the University and there's a lot of things that need to be done in the short term to show that even though we can't change things overnight there are things that can be done to start resources being allocated to these types of exercise 103

(2 2 1 2) (2 3 2 2)

++ Text units 147-147:

I think [the distribution of a briefing document before the open forum seminar] is a very good suggestion 147

(2 2 1 2)

++ Text units 149-149:

what I'm planning to do is to send round a reminder to everyone that we [the group] are available for discussion and along with that then a one pager to give people an idea of what we're at 149

(1 3 1 2) (2 2 1 2)

++ Text units 158-158:

Everybody should have a copy of the final schedule and focus of the remaining meetings just as a kind of formal reminder of when our last meetings are to take place 158

(1 3 1 2) (2 2 1 2)

++ Text units 172-172:

Can I just turn to item 3 the proposed structure of our document (see structure) 172

(2 2 1 2)

++ Text units 176-176:

what do we mean by competing? 176

(2 2 1 2)

++ Text units 220-220:

you recommend the co operative approach 220

(1 3 2 2) (2 2 1 2)

++ Text units 264-264:

[saying that we (the group) are not experts on the future of the learning environment] does safeguard us from ridicule 264

(2 2 1 2) (3 4 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T7C

+++ Retrieval for this document: 7 units out of 321, = 2.2%

++ Text units 17-17:

you just mentioned there about strategy and strategic planning 17
(2 2 1 2)

++ Text units 200-200:

[the fact that most problems cannot be solved by one person] legitimises
Peter's proposed team based structure 200
(2 2 1 2) (3 4 2 2 1)

++ Text units 244-244:

we've moved on to a discussion on actionable first steps 244
(1 2 1 2) (2 2 1 2)

++ Text units 246-246:

what I see coming out which should probably be somewhat more of a
operational level issue, but that is a resource audit and skill audit
that need to be explored 246
(2 2 1 2) (2 3 2 2)

++ Text units 298-298:

you know about the remaining meetings 298
(2 2 1 2)

++ Text units 300-300:

we've looked at the proposed structure of the document 300
(2 2 1 2)

++ Text units 302-302:

we've made some comments on [the proposed structure of the document]
which I'll be taking on board 302
(1 3 1 2) (2 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T8A

+++ Retrieval for this document: 3 units out of 269, = 1.1%

++ Text units 3-3:

if I could just quickly run through the agenda, the main focus for this
meeting is the report on the open forum seminar 3
(1 2 1 2) (2 2 1 2)

++ Text units 5-5:

some of you attended [the open forum seminar] but others of you weren't
able to make it so I thought it would be quite timely to have a summary
of that and look at how some of the points might be integrated 5
(2 2 1 2) (3 4 1 1 2)

++ Text units 7-7:

.xxxx is going to be half an hour late but he does have a document
for us so he'll present that so that will be under additional inputs from
all members 7
(2 2 1 2)

+++++

+++++

+++ Total number of text units retrieved = 236

+++++

+++++

Appendix U: Node 19

(2 2 2 1) /content/present/con2/unigen

present content issues associated with the industry

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.
Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:11 pm, Sept 9, 1997.

(2 2 2 1) /content/present/con2/unigen

*** Definition:

general references to universities

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 1 unit out of 418, = 0.23%

++ Text units 207-207:

Organisational structures are a very important issue 207

(2 2 2 1)

+++++

+++ ON-LINE DOCUMENT: REP1

+++ Retrieval for this document: 14 units out of 265, = 5.3%

++ Text units 103-103:

2.3 Changing Boundaries - The Rationale for Change 103

(2 2 2 1) (3 4 2 2 1)

++ Text units 112-112:

Universities are now seeking a reversal of this marginal role and will establish strategies by which a contribution can be made towards urban community renewal and social regeneration. 112

(2 2 2 1) (2 3 2 1)

++ Text units 115-115:

Currently, systems of higher education attempt to satisfy its customer (i.e. the student) for all time in one singular transaction that takes place from the ages of 18 to 22. 115

(2 2 2 1)

++ Text units 128-128:

Many of the issues that are increasingly being addressed in the development of new curricula relate to the effectiveness of the learning environment. 128

(2 2 2 1) (3 4 2 2 1)

++ Text units 141-141:

The rationale for change and for developing a vision of the future is perhaps stronger than it has ever been. 141

(2 2 2 1) (3 4 2 2 1)

++ Text units 157-157:

symbol 183 \f "Symbol" \s 10 \h Education is primarily concerned with teaching and the transfer of knowledge 157

(2 2 2 1) (3 5 2 2 1)

++ Text units 159-159:

symbol 183 \f "Symbol" \s 10 \h People should learn abstract principles that later will be applied appropriately 159

(2 2 2 1) (3 5 2 2 1)
++ Text units 162-162:
symbol 183 \f "Symbol" \s 10 \h Examinations are the most suitable form
of certification 162
(1 2 2 1) (2 2 2 1) (3 5 2 2 1)
++ Text units 164-165:
symbol 183 \f "Symbol" \s 10 \h Education is about getting credentials 164
(2 2 2 1)
symbol 183 \f "Symbol" \s 10 \h Education involves 'computer literacy' 165
(2 2 2 1)
++ Text units 172-172:
An alternative set of assumptions about learning 172
(2 2 2 1)
++ Text units 178-178:
symbol 183 \f "Symbol" \s 10 \h Project based work and team work is often
more appropriate than examinations 178
(2 2 2 1)
++ Text units 182-182:
symbol 183 \f "Symbol" \s 10 \h Educational policy should be inclusive
not exclusive 182
(2 2 2 1)
++ Text units 186-186:
Also this newer model of learning is part of a broader critique of our
understanding of how learning occurs. 186
(1 2 2 1) (2 2 2 1)
++++
+++ ON-LINE DOCUMENT: REP2
+++ Retrieval for this document: 6 units out of 215, = 2.8%
++ Text units 42-42:
This is an issue that is often overlooked in the zealous pursuit of
technological efficiency in learning processes. 42
(1 2 2 1) (2 2 2 1)
++ Text units 118-118:
4.1.2. Programme development and the learning environment 118
(2 2 2 1)
++ Text units 128-128:
Recognising that generalised education and specialist courses require
different skills in delivery and different perspectives on course content
and substance is important. 128
(2 2 2 1) (3 4 2 2 1)
++ Text units 175-175:
That which is peripheral is not infrequently prophetic. 175
(2 2 2 1)
++ Text units 186-186:
The cross cultural vision which is at the heart of Anthropology is
directly in line with the rapid globalisation which the world is
experiencing. 186
(2 2 2 1)
++ Text units 191-191:
Such studies also increase human understanding across cultural and
political divides - a process directly relevant to such University of
Limerick initiatives as the Irish Peace Institute. 191
(1 2 2 1) (2 2 2 1) (2 2 2 2)
++++

+++ ON-LINE DOCUMENT: REP3

+++ Retrieval for this document: 4 units out of 213, = 1.9%

++ Text units 15-15:

Providing an environment that recognises the range of physical, psychological and social needs of learners is a difficult task. 15

(2 2 2 1)

++ Text units 88-89:

The learning environment should not be designed as an interlinking set of processes which transfer information from one place to another. 88

(1 2 2 2) (2 2 2 1)

If it is, it undermines the complexity and potential of human learning and leaves learners frustrated and unfulfilled. 89

(2 2 2 1)

++ Text units 91-91:

These behaviours are often the preconditions of learning as well as its outcomes and must be recognised as such, particularly when learning environments are being designed and developed. 91

(2 2 2 1) (3 4 2 2 1)

+++++

+++ ON-LINE DOCUMENT: REP4

+++ Retrieval for this document: 1 unit out of 160, = 0.63%

++ Text units 20-20:

All of this in an organisation supposedly dedicated to a shared objective - the pursuit of knowledge. 20

(2 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 9 units out of 548, = 1.6%

++ Text units 221-221:

[Formal learning involves] bringing people into buildings in front of teachers 221

(2 2 2 1) (3 5 2 2 1)

++ Text units 255-255:

[The development of the sound byte culture has led to an undermining of] the discipline to sit down and read five hundred pages of difficult intellectual stuff 255

(2 2 2 1) (3 5 2 2 1)

++ Text units 257-257:

Reading 500 pages is one hell of a discipline 257

(2 2 2 1)

++ Text units 299-299:

There will be a move from something you can hold in your hand to something that is out there somewhere, but you never hold it in your hand, its residing out there in some space or other, I refuse to use the word cyberspace 299

(2 2 2 1) (2 3 2 1)

++ Text units 301-301:

[There will be a move from] the alphanumeric to the iconographic 301

(2 2 2 1) (2 3 2 1)

++ Text units 303-303:

I think this is happening now [the move from the alpha numeric to the iconographic 303

(2 2 2 1)

++ Text units 305-305:

It's quite interesting the number of adults literate adults who now read comic books in the sense that we read pictures rather than words 305
(2 2 2 1)

++ Text units 307-307:

We move from the discrete that is something that is here and now to [something that is] distributed out on the world wide web [information is] literally everywhere 307

(2 2 2 1) (2 3 2 1)

++ Text units 309-309:

[There will be a move from] a simple artefact to a complex artefact 309

(2 2 2 1) (2 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T2B

+++ Retrieval for this document: 5 units out of 133, = 3.8%

++ Text units 73-73:

Formal learning as large elements of human mediation 73

(2 2 2 1)

++ Text units 85-85:

Learning as an experience that needs to be structured 85

(2 2 2 1)

++ Text units 91-91:

Traditional text = an historical store of knowledge 91

(2 2 2 1) (3 5 1 2 1)

++ Text units 93-93:

Non traditional hypertext = an emerging knowledge store 93

(2 2 2 1) (3 5 2 2 1)

++ Text units 95-95:

Hypertext as knowledge with built in linking mechanisms 95

(2 2 2 1) (3 5 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T3A

+++ Retrieval for this document: 10 units out of 387, = 2.6%

++ Text units 52-52:

Technology is a red herring 52

(2 2 2 1)

++ Text units 54-54:

It's what the people are doing with the technology that really matters 54

(2 2 2 1)

++ Text units 95-95:

Real knowledge can't be imprisoned or only doled out at the whim of lecturers 95

(2 2 2 1) (3 4 2 2 1)

++ Text units 130-130:

The current obsession in all education is with product 130

(2 2 2 1) (3 4 2 2 1)

++ Text units 134-134:

There are teachers who enhance the learning environment in different ways 134

(2 2 2 1) (3 4 2 2 1)

++ Text units 136-136:

For example people may feel 'OK the guy was a great lecturer, but also he had a great sense of decency' may very well make the difference between learning and not learning 136

(2 2 2 1) (3 4 2 2 1)

++ Text units 143-143:
 [It's important that teachers] go in and perform to a level which stimulates people to go away and actually read about the subject 143
 (2 2 2 1)

++ Text units 147-147:
 Why do people not want to find out more about a certain area it it because they're not stimulated to actually want to pursue more information 147
 (2 2 2 1) (3 4 2 2 1)

++ Text units 153-153:
 [Students will do] the minimum to get a piece of paper [certification] 153
 (2 2 2 1)

++ Text units 291-291:
 A University should be, a centre of independent, creative activity 291
 (2 2 2 1) (3 4 2 2 1)

++++ ON-LINE DOCUMENT: T3B
 +++ Retrieval for this document: 8 units out of 385, = 2.1%

++ Text units 18-18:
 The other end [intellectual transcendence] is what the University should be about and here I'm speaking heresy as an engineer 18
 (2 2 2 1)

++ Text units 93-93:
 I'm not saying now that education is teaching 93
 (2 2 2 1) (3 4 2 2 1)

++ Text units 135-135:
 The University brings things together 135
 (2 2 2 1)

++ Text units 189-189:
 Learning is [can be] of negative learning like learned helplessness which a University teaches in lots of ways 189
 (2 2 2 1) (3 5 2 2 1)

++ Text units 191-191:
 [A University teaches], learned fear 191
 (2 2 2 1)

++ Text units 193-193:
 [A University teaches] self doubt 193
 (2 2 2 1)

++ Text units 195-195:
 [A University teaches] learning to switch off other people's lights in order for our own to shine 195
 (2 2 2 1)

++ Text units 318-318:
 Universities and perhaps political organisations don't liaise 318
 (2 2 2 1)

++++ ON-LINE DOCUMENT: T4A
 +++ Retrieval for this document: 4 units out of 327, = 1.2%

++ Text units 141-141:
 We're saying that learning is the primary objective and that all of the processes need to be totally focused in that direction 141
 (1 3 2 2) (2 2 2 1)

++ Text units 151-151:
 from the philosophical point of view that we've been discussing things -

we feel that learning is the primary objective and that all processes management and otherwise should be set up in order to support that goal 151

(1 2 1 2) (1 3 2 2) (2 2 2 1)

++ Text units 153-153:

In what way is the present system too inflexible to accommodate that goal 153

(2 2 2 1) (3 4 2 2 2)

++ Text units 184-184:

There's a sort of knowledge frontier issue there isn't there 184
(2 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T4B

+++ Retrieval for this document: 10 units out of 368, = 2.7%

++ Text units 114-114:

Learning [is] a social process 114

(1 2 2 1) (2 2 2 1)

++ Text units 116-116:

[Perhaps we should] add to our definition at the beginning of not only does it include everything that affects the manner in which people learn, but it's also a social process - just to emphasise that point 116

(1 2 1 2) (2 2 1 2) (2 2 2 1)

++ Text units 119-119:

learning happens with other people, not in isolation 119

(2 2 2 1) (3 4 2 2 1)

++ Text units 227-227:

[Are the ethics of the transaction] in relation to what you learn or how you learn 227

(1 2 2 1) (2 2 2 1)

++ Text units 229-229:

[The ethics of the learning transaction are in relation to] both [what you learn and how you learn] 229

(2 2 2 1)

++ Text units 279-279:

[Ethics is] now becoming an issue for education 279

(2 2 2 1)

++ Text units 286-286:

at the moment you could say that universities in general are becoming so rapacious in terms of the way they deal with contracts, students etc. that ethics are now very important 286

(2 2 2 1) (3 4 2 2 1)

++ Text units 298-298:

The great truth about a University is that it is the pursuit of knowledge for knowledge's sake 298

(2 2 2 1)

++ Text units 302-302:

Looking for knowledge is not about looking for applications 302

(1 2 2 1) (2 2 2 1)

++ Text units 324-324:

Things that are relevant today may be irrelevant tomorrow 324

(2 2 2 1) (2 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T6A

+++ Retrieval for this document: 12 units out of 407, = 2.9%

++ Text units 17-17:
 Application of technology has a very positive effect on the learning environment 17
 (2 2 2 1)

++ Text units 71-71:
 Our systems of education have failed to create learning societies 71
 (2 2 2 1) (3 4 1 2 1)

++ Text units 87-87:
 Future teaching = very different from present teaching 87
 (2 2 2 1) (2 3 2 1)

++ Text units 89-89:
 Teaching young people = very different from teaching older people 89
 (1 2 2 1) (2 2 2 1)

++ Text units 95-95:
 Experiential learning has a value and this needs to be recognised 95
 (2 2 2 1)

++ Text units 157-157:
 Standard and reputation of students depends on their ability to acquire,
 use and deliver information 157
 (1 2 2 1) (2 2 2 1) (3 4 2 2 1)

++ Text units 241-241:
 The more specialist people become, the less inclined they are to study
 educational techniques 241
 (2 2 2 1)

++ Text units 263-263:
 Computers cannot teach skills 263
 (2 2 2 1)

++ Text units 308-308:
 One of the problems is that we're trying to force younger people to take
 responsibility at a very early age 308
 (2 2 2 1)

++ Text units 314-314:
 First job with new students is getting them to unlearn some of the bad
 habits 314
 (2 2 2 1)

++ Text units 319-319:
 The problem for us is that students have been pre filtered using metrics
 that we don't necessarily think are right 319
 (2 2 2 1) (3 5 2 2 1)

++ Text units 321-321:
 Metrics that are used (for admission of students to college) are the
 easiest for people to apply 321
 (2 2 2 1)

++++++

+++ ON-LINE DOCUMENT: T6B
 +++ Retrieval for this document: 4 units out of 355, = 1.1%

++ Text units 304-304:
 [Irish people] don't play to that strength [ability to creative problem
 solve] 304
 (2 2 2 1)

++ Text units 306-306:
 I suppose [the reason why Irish people are creative problem solvers] is
 because that people have to struggle under so many constraints that they
 actually become really creative in developing [solutions] 306
 (2 2 2 1) (3 5 2 2 1)

++ Text units 310-310:
we have nobody who can think up games electronic games 310
(2 2 2 1) (3 5 2 2 1)

++ Text units 323-323:
the goal [of the University] is the pursuit of knowledge 323
(2 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T6C

+++ Retrieval for this document: 2 units out of 224, = 0.89%

++ Text units 67-67:

You go for a job in other institutions and you have to stand up and give
a lecture as part of your recruitment process 67

(2 2 2 1) (3 5 2 2 1)

++ Text units 69-69:

If you go for a job in the Regional Technical College in Tallaght, you
have to do exactly the same thing 69

(2 2 2 1) (3 5 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T7A

+++ Retrieval for this document: 10 units out of 298, = 3.4%

++ Text units 42-42:

a frame of central questions must be asked if we are to confront the
future 42

(2 2 2 1) (2 3 2 1)

++ Text units 67-67:

we still find [the earlier role of the university as a rarefied
environment semi detached from reality] in statements made by presidents
today : the university attempting to establish or maintain autonomy, the
university attempting to establish or maintain neutrality or
objectivity 67

(2 2 2 1)

++ Text units 119-119:

Education is very very singular and very very particular in its attempt
to satisfy the customer for all time in one transaction and that
transaction takes place form the ages of 18 to 22 119

(2 2 2 1)

++ Text units 127-127:

We don't provide the framework for [continuous learning even though we
profess that learning is a continuous process] 127

(2 2 2 1) (3 4 2 2 1)

++ Text units 139-139:

the fact is that we are trying to educate for life in 4 years still in a
very very rarefied environment 18 year olds to 22 or 23 year olds and
they have no interaction with anybody else, with any other kind of wisdom
life experience, perspective, perception, culture other than their own
[and this is not wise, regardless of whether demographic changes will
force us to change or not] 139

(2 2 2 1) (3 4 2 2 1)

++ Text units 153-153:

The current debate at the moment it seems is characterised by a certain
tension between the teaching role of the university and the research role
of the university 153

(2 2 2 1) (3 4 2 2 1)

++ Text units 161-161:

We teach without really understanding what the learning processes are 161
(1 2 2 1) (2 2 2 1)

++ Text units 163-163:

We hope that by folkloric methods and anecdotes of the past that we are more or less hitting the target in a blanket bombing sort of way [in relation to teaching] 163

(1 2 2 1) (2 2 2 1)

++ Text units 183-183:

the kinds of things that we teach are well established these need to be reviewed 183

(2 2 2 1) (2 3 2 1)

++ Text units 197-197:

[Now] we have examinations that are totally information based 197
(2 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 2 units out of 279, = 0.72%

++ Text units 184-184:

And then in competitiveness you have the whole idea of protectionism and this is starting to happen in a lot of the American universities where when funding starts drying up people realise that they have to protect what they have and what their advantages are 184

(2 2 2 1)

++ Text units 186-186:

[emerging protectionism among universities] is now moving away from the open learning environment to a really closed protected type of context, protecting everything you do and competing with the very people you should be collaborating with 186

(2 2 2 1) (3 4 2 2 1) (3 5 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T7C

+++ Retrieval for this document: 3 units out of 321, = 0.93%

++ Text units 106-106:

No executive body that I know actually does strategic planning, they give it to somebody else to do 106

(2 2 2 1)

++ Text units 116-116:

you can't turn around the budget in a year. You can't turn around our budget in a year. Maybe you can turn it around in 3 years 116

(2 2 2 1)

++ Text units 224-224:

[In a university], we're dealing with people and we're dealing with knowledge 224

(2 2 2 1)

+++++

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+++ Total number of text units retrieved = 105

+++++

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Appendix V: Node 20

(2 2 2 2) /content/present/con2/unispec

present content issues associated with the organisation

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.

Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:12 pm, Sept 9, 1997.

(2 2 2 2) /content/present/con2/unispec

*** Definition:

specific references to the current activities or current recommended action

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 2 units out of 418, = 0.48%

++ Text units 123-123:

What can we [the university] start right now? 123

(2 2 2 2)

++ Text units 129-129:

But how far behind the top 6 are we [the university] at present? And, based on what metrics? 129

(2 2 2 2) (3 5 2 2 2)

+++++

+++ ON-LINE DOCUMENT: REP2

+++ Retrieval for this document: 5 units out of 215, = 2.3%

++ Text units 129-129:

Such a development would help to reorganise and restructure the ever widening range of courses the University of Limerick now offers. 129

(1 3 2 2) (2 2 2 2)

++ Text units 172-172:

The University of Limerick prides itself on its policy of relevance to the world outside its walls. 172

(2 2 2 2) (3 4 2 2 2)

++ Text units 182-182:

Cultural studies are currently being addressed through the rapid growth of Humanities in general, and through the growing voice and gesture of Music and Dance. 182

(2 2 2 2)

++ Text units 185-185:

The concern which the University of Limerick has with 'relevance' within its own stated mission would be academically grounded by Anthropology. 185

(2 2 2 2) (2 3 2 2)

++ Text units 191-191:

Such studies also increase human understanding across cultural and political divides - a process directly relevant to such University of Limerick initiatives as the Irish Peace Institute. 191

(1 2 2 1) (2 2 2 1) (2 2 2 2)

+++++

+++ ON-LINE DOCUMENT: REP3

+++ Retrieval for this document: 2 units out of 213, = 0.94%

++ Text units 32-32:
The question we must consider is why people might like to come to this institution versus other places. 32

(2 2 2 2) (3 5 3 2 2)

++ Text units 64-64:
Some members of this committee feel that the University of Limerick does not make any deliberate or consistent attempt to ensure that these conditions exist. 64

(2 2 2 2)

+++++

+++ ON-LINE DOCUMENT: REP4

+++ Retrieval for this document: 2 units out of 160, = 1.3%

++ Text units 29-29:

Already there is an untapped wealth of expertise inside the University which could fruitfully be applied to on campus issues and problems. 29

(2 2 2 2) (3 4 2 2 2)

++ Text units 90-90:

Our concern is that presently, the learning community does not benefit fully from these surroundings and that this has implications for changing some of the current pressures, priorities and values that exist within the walls of the University. 90

(2 2 2 2) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 4 units out of 548, = 0.73%

++ Text units 364-364:

We need to take into account things like professional bodies which may become more and more important as time goes on 364

(2 2 2 2) (3 5 3 2 2)

++ Text units 366-366:

Traditionally here [in the University of Limerick we try to maximise class numbers MP 366

(2 2 2 2)

++ Text units 368-368:

One of the problems I see towards this is that we're going towards an emulation of the standard NUI type structure 368

(2 2 2 2)

++ Text units 411-411:

The university should be striving towards a reputation of better research 411

(2 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T2B

+++ Retrieval for this document: 3 units out of 133, = 2.3%

++ Text units 13-13:

Is this the make or buy dilemma 13

(2 2 2 2)

++ Text units 22-22:

I think there's a big issue there [whether we develop technology rich programmes or whether we are consumers of the stuff elsewhere] 22

(2 2 2 2)

++ Text units 26-26:

Are we competing and if so what market are we competing in 26

(2 2 2 2) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T3A

+++ Retrieval for this document: 5 units out of 387, = 1.3%

++ Text units 116-116:

The real work [on formal committees] is done before you even sit down at a committee meeting 116

(2 2 2 2)

++ Text units 149-149:

[Students are not stimulated] to learn more, they just want the notes 149

(2 2 2 2) (3 4 2 2 2)

++ Text units 176-176:

All the technology and all the structure and all the organisation - is very difficult to plan into the future 176

(2 2 2 2)

++ Text units 237-237:

If we were just batting for our own stump then we would say our commodity and our whole area is learnedness [and] intellectual activity 237

(2 2 2 2) (3 4 2 2 2)

++ Text units 335-335:

You said that we're just being very reactive, we're developing a whole load of courses and we're just doing more of the same, bigger student numbers and so on 335

(2 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T3B

+++ Retrieval for this document: 2 units out of 385, = 0.52%

++ Text units 1-1:

We run the industrial Chemistry course for Syntex 1

(2 2 2 2)

++ Text units 69-69:

I think that the way we're going at the moment is that we're trying to be all things to all people from a research point of view 69

(2 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T3C

+++ Retrieval for this document: 1 unit out of 613, = 0.16%

++ Text units 10-10:

For once I feel [the president is] being absolutely genuine 10

(1 2 2 2) (2 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T4A

+++ Retrieval for this document: 7 units out of 327, = 2.1%

++ Text units 93-93:

What's our added value 93

(2 2 2 2)

++ Text units 131-131:

I'm looking at this in a number of other areas like software - changing the emphasis from the product to the process 131

(2 2 2 2)

++ Text units 170-170:

What's our rationale for having [a specific configuration of modules] 170

(2 2 2 2)

++ Text units 188-188:

Example of the melting of knowledge frontiers is the question of the

electives and the foundations that the role of the foundation studies needs to be looked at - the status of that as, as an intellectual transaction - does it rate as very important or casual 188

(2 2 2 2)

++ Text units 190-190:

Is it a foundation or frill 190

(2 2 2 2)

++ Text units 224-224:

We've got to look very carefully at our added value 224

(1 2 2 2) (2 2 2 2)

++ Text units 297-297:

Perhaps we won't be able to do the kind of teaching that we do because we'll have to manage the curriculum in different ways 297

(1 3 2 2) (2 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T4B

+++ Retrieval for this document: 15 units out of 368, = 4.1%

++ Text units 73-73:

I don't believe that there is an equitable education Philosophy 73

(2 2 2 2) (3 4 2 2 2)

++ Text units 86-86:

Do we recognise and cater for different learning styles, I certainly believe that we don't 86

(2 2 2 2) (3 4 2 2 2)

++ Text units 89-89:

We cater for one type of learning style and that is retention and regurgitation 89

(2 2 2 2)

++ Text units 93-93:

Perhaps different learning styles like experimentation and activism and so on need to be incorporated 93

(2 2 2 2)

++ Text units 98-98:

Without adequate resources and equipment there is no way that you can cater for different learning styles 98

(2 2 2 2) (3 4 2 2 2)

++ Text units 108-108:

I've never met anyone who can correlate a good teacher with having a PhD but yet everyone insists on it because we've decided that this is a prerequisite for success 108

(2 2 2 2) (3 4 1 2 1) (3 4 2 2 1) (3 4 2 2 2)

++ Text units 162-162:

[We need to avoid the] dependency culture 162

(2 2 2 2) (3 4 3 2 2)

++ Text units 187-187:

technically what you do [in quality work] is write the student's course in extreme detail and that's actually what you get back 187

(2 2 2 2)

++ Text units 292-292:

[the] university seems to be going more and more towards the research end of things 292

(2 2 2 2)

++ Text units 296-296:

The mission statement of this University is the pursuit of relevance and

excellence 296
 (2 2 2 2)
 ++ Text units 304-304:
 The whole idea of relevance and excellence [needs to be re examined] 304
 (1 3 1 1) (2 2 2 2)
 ++ Text units 320-320:
 We're preparing students for the long term 320
 (2 2 2 2)
 ++ Text units 326-326:
 Maybe [students] need more grounding in general principles than in
 specific relevant data 326
 (2 2 2 2)
 ++ Text units 334-334:
 It's true to say that the mission statement - the one that's there is
 actually not being adhered to at all 334
 (2 2 2 2)
 ++ Text units 340-340:
 We need a new fusion between the useful and the useless 340
 (2 2 2 2)
 ++++++
 +++ ON-LINE DOCUMENT: T6A
 +++ Retrieval for this document: 9 units out of 407, = 2.2%
 ++ Text units 83-83:
 We're providing education for a very limited group 83
 (2 2 2 2)
 ++ Text units 85-85:
 THIS INSTITUTION has expertise in primary, secondary and 3rd level education 85
 (2 2 2 2)
 ++ Text units 286-286:
 What we can do (by the time students reach us) is limited 286
 (2 2 2 2)
 ++ Text units 330-330:
 People couldn't quantify the value of interaction in education 330
 (2 2 2 2)
 ++ Text units 332-332:
 People couldn't get a feel as to whether (interaction) was important or
 not 332
 (2 2 2 2) (3 4 2 2 2)
 ++ Text units 340-340:
 Whether [students] did labs in groups or whether they did labs themselves
 or whatever, they had no idea [which was more effective in terms of
 learning] 340
 (2 2 2 2) (3 4 2 2 2)
 ++ Text units 350-350:
 a learning environment is all we can do for the students at the moment
 [not an excellent learning environment] 350
 (2 2 2 2) (3 4 2 2 2)
 ++ Text units 356-356:
 This University makes a major mistake in terms of a the university level
 bureaucratic decisions that are implemented on all faculty and colleges,
 courses and all that 356
 (1 2 2 2) (2 2 2 2)
 ++ Text units 358-358:
 It's crazy to try and tell people what in their own discipline they

should be doing 358

(2 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T6B

+++ Retrieval for this document: 26 units out of 355, = 7.3%

++ Text units 28-28:

If you do an electronic engineering degree, there's only about a 20% difference between mechanical engineering degree and yet there's no opportunity for someone in electronics to actually go and to a mechanical degree 28

(2 2 2 2) (3 4 2 2 2)

++ Text units 46-46:

we're not preparing [students] at all for what is out there and they come back and comment that you know we were totally off the wall in terms of providing them for you know what their careers were 46

(2 2 2 2)

++ Text units 48-48:

the defining objective [of the physical environment is] that it should be adaptive 48

(2 2 2 2) (2 3 2 2)

++ Text units 96-96:

Every time we run team projects, the students really have difficulty meeting in some sort of reasonable environment 96

(2 2 2 2) (3 4 2 2 2)

++ Text units 110-110:

We do absolutely nothing in terms of learning [from past mistakes] 110

(2 2 2 2)

++ Text units 114-114:

we first build buildings without ever deciding what their environment should be or asking people what it should be 114

(2 2 2 2)

++ Text units 120-120:

it seems strange that we are spending significant effort ion acquiring new buildings when a significant part of the existing structure is inadequate for its designated purpose 120

(2 2 2 2) (3 4 2 2 2)

++ Text units 122-122:

[The designated purpose of buildings in the university] is learning 122

(2 2 2 2)

++ Text units 126-126:

We're going head on [with the construction of new buildings] without paying attention to learning 126

(2 2 2 2)

++ Text units 132-132:

this is something we never do [ask course leaders to define the resources that they would require to run their courses] 132

(2 2 2 2)

++ Text units 136-136:

with new courses at the moment, we say this is the information to be transferred to the student and that's it, we don't say really what's required to support it in a positive learning sense 136

(2 2 2 2)

++ Text units 144-144:

we're inclined here to actually give the lecturer full control from the

day they start [a particular course]. 144
 (1 2 2 2) (2 2 2 2)
 ++ Text units 158-158:
 to know where we're going we've got to figure out where we're at 158
 (2 2 2 2)
 ++ Text units 162-162:
 we don't to any of that [evaluation of the current learning
 environments] 162
 (2 2 2 2)
 ++ Text units 164-164:
 we don't even look at what we're doing at the moment [in the courses we
 teach at THIS INSTITUTION] 164
 (2 2 2 2)
 ++ Text units 166-166:
 there's no kind of evaluation 166
 (2 2 2 2)
 ++ Text units 170-170:
 We don't [survey alumni] 170
 (2 2 2 2)
 ++ Text units 172-172:
 We ask [students] what they think of the course - we never really ask
 them about the environment in which the course was done 172
 (2 2 2 2)
 ++ Text units 190-190:
 we have an environment in place here and we just leave it 190
 (2 2 2 2) (3 4 2 2 2)
 ++ Text units 194-194:
 we build a room and just leave it 194
 (2 2 2 2)
 ++ Text units 196-196:
 nothing ever gets done in terms of monitoring is this piece of space or
 is this environment actually effective 196
 (2 2 2 2)
 ++ Text units 198-198:
 we don't monitor anything here and it's something that we're really going
 to have to do if we actually really want to change things 198
 (2 2 2 2) (2 3 2 2)
 ++ Text units 265-265:
 [The deans at THIS INSTITUTION] don't even bother to visit their own environment 265
 (2 2 2 2)
 ++ Text units 269-269:
 We end up having an environment here which will not change because the
 people who can do something about it won't do anything about it 269
 (2 2 2 2) (3 4 2 2 2)
 ++ Text units 271-271:
 What I find rather sad particularly here is the fact that, that within
 five years of becoming a member of staff in this establishment, instead
 of having the skills to identify what the right environment should be,
 and having the guts to try to do something about it, what do we all do?
 We adapt 271
 (2 2 2 2)
 ++ Text units 276-276:
 we do the best that we can in the existing environment 276
 (2 2 2 2) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T6C

+++ Retrieval for this document: 11 units out of 224, = 4.9%

++ Text units 43-43:

what I've tried to look at where I think THIS INSTITUTION needs to begin looking now, in order to try and get into a sort of very competitive or a situation of competitive advantage by 2020 43

(2 2 2 2) (3 4 3 2 2)

++ Text units 47-47:

THIS INSTITUTION standards at the moment - what are they 47

(2 2 2 2)

++ Text units 49-49:

[THIS INSTITUTION standards are] external examiners or professional body accreditation 49

(2 2 2 2)

++ Text units 51-51:

There are no standards in terms of there are no rigorous standards appraisal 51

(2 2 2 2)

++ Text units 75-75:

[people coming in don't realise that]you can only give two lectures and two hours labs 75

(2 2 2 2) (3 4 2 2 2)

++ Text units 89-89:

If the university continues to shirk those issues, by 2020 well I don't think that people will wish to come to THIS INSTITUTION because it will offer not much confidence in its outputs 89

(2 2 2 2) (3 5 3 2 2)

++ Text units 95-95:

but we have to look at [the standardisation of module content] now 95

(2 2 2 2)

++ Text units 104-104:

to my mind [the small number of publications emerging from Limerick] is absolutely terrible 104

(2 2 2 2)

++ Text units 187-187:

I've been here for nearly eight years and nobody has ever asked me that question - what do I really do [for the University] 187

(2 2 2 2) (3 4 2 2 2)

++ Text units 189-189:

I think here [in THIS INSTITUTION] one of the biggest crimes is to admit that there's a problem 189

(2 2 2 2) (3 4 2 2 2)

++ Text units 210-210:

[Some people] look around and see a lot of people who are doing basically nothing or they're doing things for themselves 210

(2 2 2 2) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T7A

+++ Retrieval for this document: 1 unit out of 298, = 0.34%

++ Text units 286-286:

the majority of things that one is running to complete very often don't have much to do with what we're really here for 286

(2 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 3 units out of 279, = 1.1%

++ Text units 200-200:

There are clear examples [of the duplication of courses] but its very difficult to write them down without upsetting somebody somewhere 200

(1 2 2 2) (2 2 2 2)

++ Text units 202-202:

You know there are courses which duplicate original initiatives which have come up somewhere else and this destroys our [this institution's] competitive edge 202

(2 2 2 2) (3 4 2 2 2)

++ Text units 204-204:

now an individual department cannot patent a course and say right we are responsible for this course 204

(2 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T7C

+++ Retrieval for this document: 12 units out of 321, = 3.7%

++ Text units 29-29:

God only knows, I mean we teach [strategy] to our 1St years 29

(2 2 2 2)

++ Text units 33-33:

We're teaching this stuff [on strategic planning], why the hell don't we do it 33

(2 2 2 2)

++ Text units 98-98:

[the executive board] deals with comparatively short term issues on a need to act basis in a comparatively short time scale 98

(2 2 2 2) (3 4 2 2 2)

++ Text units 100-100:

[the executive board is involved in] basically fire fighting 100

(2 2 2 2)

++ Text units 104-104:

God knows there are new problems on the table every day and you have to address them and some of them are very serious problems that have to be addressed at a senior level 104

(2 2 2 2) (3 4 2 2 2)

++ Text units 134-134:

There are initiatives which push the size of the place up in terms of numbers of physical space which actually may be in an area which is completely under resourced as compared to areas which are completely over resourced 134

(2 2 2 2) (3 4 2 2 2)

++ Text units 136-136:

The other great thing about a resource audit would be, do we have expertise in certain areas or are we trying to be everything to all men which is another issue 136

(2 2 2 2) (2 3 2 2) (3 4 2 2 2)

++ Text units 148-148:

let's not kid ourselves that we can solve things by planning - all you bloody do is recognise - you do nothing else, you recognise the difficulties and have some kind of contingency plan if nothing else to deal with the difficulties 148

(2 2 2 2)

++ Text units 178-178:

But the issue is what does happen when they [the powers that be] do know about the problems 178

(2 2 2 2)

++ Text units 184-184:

[when you bring a problem to people's attention and when there's no action at all] this breeds a feeling of why even bother making a complaint because nothing's happening 184

(2 2 2 2) (3 4 2 2 2)

++ Text units 220-220:

as a new institution but particularly a university institution we're dealing with people 220

(2 2 2 2) (3 4 2 2 2)

++ Text units 222-222:

I think [the fact that we're dealing with people in a university is] a very difficult feature of this transaction 222

(2 2 2 2) (3 4 2 2 2)

+++++

+++++

+++ Total number of text units retrieved = 110

+++++

+++++

Appendix W: Node 21

(2 3 1 1) /content/future/con1/con1a

future content issues associated with the overall strategic initiative

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.

Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:13 pm, Sept 9, 1997.

(2 3 1 1) /content/future/con1/con1a

*** Definition:

all groups involved in vision 2020

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 20 units out of 418, = 4.78%

++ Text units 14-14:

An effective generation of vision is not about the future we'll get but about the future we [the group and the university] want 14

(2 3 1 1)

++ Text units 101-101:

[The working groups may] have to define some interim position before 2020 101

(2 3 1 1)

++ Text units 103-103:

We [the groups] may need to reach an interim position in order to lift off 103

(2 3 1 1)

++ Text units 149-149:

If you decide here and now as I walk out the door to scrap everything I've just said as far as I'm concerned that's great, that's positive except for the deliverables 149

(1 2 1 2) (2 3 1 1)

++ Text units 151-151:

At the end of this year we [the groups] need a comprehensive document covering the outputs of all the committees melded together as one seamless document 151

(2 3 1 1)

++ Text units 217-217:

Really there are themes that every committee is going to have to address 217

(2 3 1 1)

++ Text units 223-223:

The second groupings such as quality and people are themes that everyone is going to have to address as common, integral themes to what we're dealing with so I think it's very important to keep in mind 223

(1 2 1 2) (2 3 1 1)

++ Text units 231-231:

Outcome of V2020 = a launch platform for future action 231

(2 3 1 1)

++ Text units 241-241:

A vision of the learning environment in 2020 would probably be totally inaccurate 241
(2 3 1 1)
++ Text units 257-257:
Certainly in my experience of strategic management and the literature we [the groups] had to have a vision before we had a mission 257
(2 3 1 1)
++ Text units 259-259:
This year might end with a mission but certainly in my view can't begin with one 259
(2 3 1 1)
++ Text units 296-296:
First [term of reference]: to consider and evaluate the learning environment in the context of the year 2020 and we've already had comments from Pete and Karen and Paul about the constraints that are on that and some, some ideas about overcoming those 296
++ Text units 300-300:
Second [term of reference]:to present and outline of the learning environment from the present to the year 2020. 300
(2 3 1 1)
++ Text units 302-302:
Third [term of reference]: to ensure that the group undertakes to analyse and explore issues from a variety of perspectives and to produce an effective and informed vision of the future as far as is possible of the learning environment 302
(2 3 1 1)
++ Text units 304-304:
Fourth [term of reference] to take into account, and this is a more operational issue for the year, any relevant views and observations which may be expressed in the University wide questionnaire to be issued in connection with the vision 2020 project 304
(2 3 1 1)
++ Text units 306-306:
Finally the hard deliverable [5th term of reference] to report to the steering group in accordance with an agreed schedule ending in a report and the end of the year. 306
(2 3 1 1)
++ Text units 349-349:
The first term of reference for the second grouping specifically says that their remit is to evaluate their topic in the context of the scenario for the year 2020, taking into account the output from the working groups of the first three ones 349
(2 3 1 1)
++ Text units 376-376:
A second major issue is the process issue as to how these groups are going to interact, integrate and what their focuses should be 376
(1 3 1 1) (2 3 1 1)
++ Text units 386-386:
What we [the group] can do is intervene to perhaps guide what their focus should be versus our [the group's] focus 386
(1 3 1 1) (2 3 1 1)
++ Text units 404-404:
This group needs to clarify what gaps they may be filling in on our [the group's] behalf and perhaps vice versa. 404

(2 3 1 1)

+++++

+++ ON-LINE DOCUMENT: MEET1B

+++ Retrieval for this document: 8 units out of 550, = 1.5%

++ Text units 111-111:

If you're really going to envision that doesn't have to be within an institution at all 111

(2 3 1 1) (3 5 2 2 1)

++ Text units 170-170:

The questionnaire is not going to be issued until June 170

(2 3 1 1)

++ Text units 172-172:

We're not going to be able to start considering [the answers to the questionnaire] until well into the exercise 172

(2 3 1 1)

++ Text units 213-213:

[The initial communication to the campus community] will generate broad issues that people think need to be addressed 213

(2 3 1 1)

++ Text units 217-217:

[The plan is to] ask people in the organisation what the major issues [for them] are 217

(2 3 1 1)

++ Text units 252-252:

In one sense what you want to get from that [the planned questionnaire] is to solicit opinions about the development of the groups and if people feel strongly, if they disagree strongly we want to hear that and we want to know why and we want to listen to them right? 252

(1 3 1 1) (2 3 1 1)

++ Text units 276-276:

A more valuable exercise would be to have a sort of a news sheet or something of that nature where the sort of relatively clear ideas of these committees are presented and people are invited to put their ideas in 276

(1 3 1 1) (2 3 1 1)

++ Text units 309-309:

There'll be questionnaires but they won't necessarily be the only or the prime focus 309

(2 3 1 1)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 4 units out of 548, = 0.73%

++ Text units 27-27:

We [the first three groups] do serve to create the broader vision and the secondary grouping does serve to try and fill in some of the more operational details of what our vision is 27

(2 3 1 1)

++ Text units 107-107:

We had some serious concerns about the campus wide questionnaire 107

(2 3 1 1) (3 4 1 1 2)

++ Text units 109-109:

We noted that alternatives [to the proposed campus wide questionnaire] should be considered, for example using regular news sheets etc. 109

(2 1 1 2) (2 3 1 1)

++ Text units 115-115:
The administration of the questionnaire needs to be preceded by a
critical examination of the objectives associated with it 115
(2 3 1 1)
+++++

+++ ON-LINE DOCUMENT: T2B
+++ Retrieval for this document: 2 units out of 133, = 1.5%
++ Text units 45-45:
Questionnaire = something that should not be 'lip service' to the V2020
process 45
(2 3 1 1)
++ Text units 49-49:
Questionnaire = not a foregone conclusion / something that the group can
influence 49
(1 3 1 2) (2 3 1 1)
+++++

+++ ON-LINE DOCUMENT: T3A
+++ Retrieval for this document: 3 units out of 387, = 0.78%
++ Text units 32-32:
Plan 2000 is much more likely to be more relevant which is why the
parallel attention of personnel, finance and physical buildings will be
important 32
(2 3 1 1)
++ Text units 182-182:
We may be able to develop a 5 year plan but we can't start writing
detailed policy documents for 25 years into the future 182
(2 3 1 1)
++ Text units 204-204:
The only policy decision we can make on this is that by the year 2020 the
University of Limerick will still continue to foster information
acquisition and the intellectual application of that 204
(2 3 1 1) (2 3 1 2)
+++++

+++ ON-LINE DOCUMENT: T3C
+++ Retrieval for this document: 4 units out of 613, = 0.65%
++ Text units 69-69:
If [vision 2020 is] not implemented, it will not be because we have
failed in stimulating thinkers 69
(1 2 1 1) (2 3 1 1)
++ Text units 113-113:
If [these discussions] don't have a material outcome, if they don't have
a material outcome well we're not exclusively interested in material
outcomes KB 113
(2 3 1 1)
++ Text units 115-115:
It would be great if there were [material outcomes] but in terms of our
own worth I see this leading to very positive outcomes anyway 115
(2 3 1 1)
++ Text units 180-180:
The process is at least as important as the outcome 180
(1 2 1 1) (2 3 1 1)
+++++

+++ ON-LINE DOCUMENT: T4A
+++ Retrieval for this document: 1 unit out of 327, = 0.31%

++ Text units 51-51:

[People should] leave convocation with questions rather than with answers 51

(2 3 1 1)

+++++

+++ ON-LINE DOCUMENT: T4C

+++ Retrieval for this document: 2 units out of 318, = 0.63%

++ Text units 108-108:

There's going to be a document for each of the groups 108

(2 3 1 1)

++ Text units 112-112:

[as well as our document] there'll be a [rapporteur] version where he'll make a final document that's based on all of the ten different outputs from the committees 112

(2 3 1 1)

+++++

+++ ON-LINE DOCUMENT: T5A

+++ Retrieval for this document: 16 units out of 240, = 6.7%

++ Text units 9-9:

The next cohort of groups will be completing them by the end of December and the final operational plan groups by the beginning of February I think, or somewhere around there 9

(1 3 1 1) (2 3 1 1) (3 4 2 1 1)

++ Text units 24-24:

[The other groups will have time to consider] the broad guidelines that we provide and then come up with more concrete plans themselves 24

(1 3 1 1) (2 3 1 1) (2 3 1 2)

++ Text units 30-30:

Within that month the programme groups will have the opportunity to consider the reports from the normative groups and to complete their own 30

(1 3 1 1) (2 3 1 1)

++ Text units 180-180:

that document [that we produce] has to be incorporated into a more global document, is that correct 180

(1 3 1 1) (2 3 1 1)

++ Text units 182-182:

the documents from each of the individual working teams stand alone as their own production 182

(2 3 1 1)

++ Text units 184-184:

There has to be an executive introduction [to each working group's document] 184

(2 3 1 1)

++ Text units 186-186:

[Each document] stands alone and there'll be no attempt to edit or shorten them 186

(1 3 1 1) (2 3 1 1)

++ Text units 188-188:

The main outputs of this whole process are seven or eight stand alone documents from each of the groups 188

(2 3 1 1)

++ Text units 190-190:

the executive introduction [for each document] will be how long 190

(2 3 1 1)

++ Text units 192-192:

At this stage we haven't a clue [how long the executive introduction of each document will be] it might be two pages, it might be eight pages 192

(2 3 1 1)

++ Text units 194-194:

What [the executive introduction] will say will really depend on what the report says 194

(2 3 1 1)

++ Text units 196-196:

Hopefully it will be an attempt to link common thoughts coming out of the individual reports 196

(1 3 1 1) (2 3 1 1)

++ Text units 198-198:

[The executive introduction will be] some kind of synthesis 198

(2 3 1 1)

++ Text units 200-200:

I'm conscious that even among the normative groups there'll be quite a bit of overlap [perhaps particularly among the normative groups] 200

(2 3 1 1)

++ Text units 202-202:

[There is likely to be a lot of overlap between the learning environment [group] and educating the whole person [group], but also University and society, 202

(2 3 1 1)

++ Text units 206-206:

I think that it's important to have [each group's document] stand alone 206

(2 3 1 1) (3 4 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 6 units out of 279, = 2.2%

++ Text units 33-33:

the real test [of vision 2020] will be what happens when the document is produced 33

(2 3 1 1)

++ Text units 69-69:

I hear that a lot - the process is more important than the product, I think that is true for one iteration but I think if you just take the assumption that the process is as important as the product but there is no product coming out of the process I think that doesn't help the meeting concept 69

(1 2 1 1) (2 3 1 1)

++ Text units 71-71:

If we were to learn out of this that there is huge value to come out of bringing disparate people around organisations together to have discussions or whatever, and that then continued well then I think yes, the process is improved and is worthwhile 71

(1 1 1 1) (2 3 1 1)

++ Text units 164-164:

[we should attend the 'teaching and programmes' group's open forum seminar] so we can learn from their mistakes 164

(2 3 1 1)

++ Text units 168-168:

If theirs [the 'teaching and programmes' group's potholes] are square

we'll make ours round 168

(2 3 1 1)

++ Text units 266-266:

I don't want people to come along later on and say well look - that's what it said in vision 2020 - we're not having any more discussion on the subject [I don't want us to be seen to have written the definitive document on the subject of the future of the university or of the learning environment] 266

(1 3 1 1) (2 3 1 1)

+++++

+++ ON-LINE DOCUMENT: T7C

+++ Retrieval for this document: 15 units out of 321, = 4.7%

++ Text units 3-3:

the whole process [of vision creation] is so iterative anyway that we can't set up any one formula that's going to work in 25 years time 3

(1 2 1 1) (2 3 1 1)

++ Text units 5-5:

nobody can [set up a formula that's going to work in 25 years time] so we certainly aren't going to say that we can 5

(2 3 1 1)

++ Text units 23-23:

we're talking about vision and we're talking about mission and all of that and essentially that's just hot air unless this is turned into objectives, goals, priorities, resource allocations and so on 23

(2 2 1 1) (2 3 1 1)

++ Text units 37-37:

I think any conclusion or any recommendation should be saying look this is only the beginning now there is a well known methodology to take all this into the future, will we please stop kidding ourselves that this is anything other than a rather enjoyable sojourn if we are not going to put the processes into place to take it on into the future 37

(1 3 2 2) (2 3 1 1)

++ Text units 43-43:

what happens over the next 5 years is absolutely critically important and those are the issues we can address and those are the issues we should be addressing 43

(2 3 1 1) (3 5 3 2 1)

++ Text units 45-45:

[5 years] is the time frame in which we really have to identify and prioritise the resourcing [of the vision] 45

(2 3 1 1) (3 4 2 1 1)

++ Text units 47-47:

if we don't [identify and prioritise the resourcing of this vision] this [vision 2020] will have been very enjoyable, but rather a waste of time 47

(2 3 1 1) (3 4 3 1 1)

++ Text units 49-49:

I think somebody has to say that [this is a waste of time unless it is followed up on] as an outcome of some of these discussions and I think we're as good a group as any to say it 49

(2 3 1 1) (3 4 2 1 2)

++ Text units 53-53:

Obviously we don't have a coherent network of actionable first steps ourselves, but as an output of this, there needs to be objectives, goals, resources and so on 53

(2 3 1 1)

++ Text units 55-55:

The point needs to be made that if nothing is done about the initial proposals and vision that no-one will ever get involved in an exercise like this again 55

(1 3 2 2) (2 3 1 1)

++ Text units 61-61:

I'm sure that we'll end up [at the end of vision 2020] with a very interesting set of papers and it will be at a very valuable visionary values level 61

(2 3 1 1)

++ Text units 63-63:

Now if you put [vision documents] on the table in front of me and say make an executive decision on that one, what am I supposed to do? 63

(1 3 2 2) (2 3 1 1) (2 3 2 2)

++ Text units 71-71:

What must come out [of vision 2020] is a process, I mean a strategic planning process 71

(1 3 2 2) (2 3 1 1)

++ Text units 73-73:

[if a strategic planning process comes out if this] all of this will have been very very well worthwhile 73

(2 3 1 1)

++ Text units 90-90:

The action itself [in response to vision 2020] should be that a strategic stepped plan should be devised to deliver on this vision in a realistic kind of way 90

(1 3 2 2) (2 3 1 1)

+++++

+++++

+++ Total number of text units retrieved = 81

+++++

+++++

Appendix X: Node 22

(2 3 1 2) /content/future/con1/con1b

future content issues associated with the strategic group

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.

Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:14 pm, Sept 9, 1997.

(2 3 1 2) /content/future/con1/con1b

*** Definition:

the learning environment group

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 12 units out of 418, = 2.87%

++ Text units 12-12:

We [the group] could get caught up in discussing what the future will be like 12

(1 3 1 2) (2 3 1 2)

++ Text units 44-44:

What kind of work is going to be involved 44

(2 3 1 2)

++ Text units 53-53:

Hopefully consensus will come 53

(2 3 1 2)

++ Text units 167-167:

There are going to be topics that are going to surface in your committee meetings which possibly you feel fall outside your brief but are nonetheless very important 167

(2 3 1 2)

++ Text units 189-189:

[management] is one of the things that we [the group] should look at on this committee 189

(2 3 1 2)

++ Text units 199-199:

Structure may be one of the major issues that we [the group] need to address 199

(2 3 1 2)

++ Text units 209-209:

There will a difficulty for us [the group] in relation to the management in the same way as there will be a difficulty in relation to quality because there will be a quality dimension to almost all of the considerations 209

(1 3 1 2) (2 3 1 2)

++ Text units 211-211:

There will be a management dimension let's say to the learning environment, how to stimulate, initiate, lead, and manage forward the learning environment 211

(2 3 1 2)

++ Text units 215-215:

We [the group] can't just ignore our consideration of management or quality because someone else is dealing with it. 215

(2 3 1 2)

++ Text units 316-316:

The only deliverable that has been , the final deliverable that has been set down by the steering committee is that we [the group] produce a document 316

(2 3 1 2) (3 4 1 1 1)

++ Text units 414-414:

Karen : Chair are we going to be talking about the questionnaire 414

(2 3 1 2)

++ Text units 418-418:

.Who are we going to draw on, what kind of information, where are we going to get the information from who are we going to be able to tap into, who are we going to talk to and how are we going to make sure that the information that we get is relevant and that we use it and that we integrate it 418

(1 3 1 2) (2 3 1 2) (3 4 2 1 2)

+++++

+++ ON-LINE DOCUMENT: MEET1B

+++ Retrieval for this document: 18 units out of 550, = 3.3%

++ Text units 3-3:

I don't think that there's going to be a problem with sourcing information 3

(2 3 1 2)

++ Text units 28-28:

Out of that [individual position papers] will come hopefully, some understanding of some of the different views 28

(2 3 1 2)

++ Text units 30-30:

I don't expect that we'll have a clear sentence [of what we mean by the learning environment] but at least [if everyone has written a position paper] some of the dimensions would come out 30

(2 3 1 2)

++ Text units 34-34:

Could I get commitment from everybody that we would all do that then write a short position paper in time for the next meeting perhaps to be circulated before the next meeting so that we could start off with a brainstorming session based on on everybody's ideas. 34

(2 3 1 2)

++ Text units 36-36:

[Each individual] mightn't even produce a position paper, it might just a list of words 36

(2 3 1 2)

++ Text units 38-38:

We want it [the initial set of ideas] just as raw as we can get 38

(2 3 1 2)

++ Text units 42-42:

The first papers that group members should be a a set of ideas put down in any way that group members see fit in time for the next meeting and perhaps to be circulated before the next meeting from everyone 42

(2 3 1 2)

++ Text units 46-46:

Do you suggest that we don't start this discussion until the beginning of

the next meeting? 46
 (2 3 1 2)
 ++ Text units 49-49:
 And therefore then agreeing the major objectives of the learning environment committee, we'll have to postpone until the next meeting as well? 49
 (2 3 1 2)
 ++ Text units 51-51:
 The other thing I'd like people to work on is this issue of the questionnaire 51
 (2 3 1 2)
 ++ Text units 109-109:
 Perhaps some of us should be arguing for the dissolution of the University 109
 (2 3 1 2)
 ++ Text units 147-147:
 We will have a lot of information to deal with 147
 (2 3 1 2)
 ++ Text units 155-155:
 [We are going to have to make sure] that we do come up with a meaningful vision as a result [of our deliberations] 155
 (2 3 1 2)
 ++ Text units 167-167:
 Where into the programme are we going to consider the content of the questionnaire 167
 (2 3 1 2)
 ++ Text units 258-258:
 I'd strongly recommend that you bring this [the issue of the planned questionnaire] up tomorrow [at the steering group meeting] 258
 (2 3 1 2)
 ++ Text units 278-278:
 The questionnaire is something we can make our minds up about as we go along rather than settling now that it's definitely going to be a questionnaire 278
 (2 3 1 2)
 ++ Text units 315-315:
 If we are to have integrity and feel that what we're doing has purpose and meaning and we know why we're doing it and how we're doing it and what we're doing that that it should be a very professional administrative tool no matter what it is 315
 (1 3 1 2) (2 3 1 2) (3 4 3 1 2)
 ++ Text units 387-387:
 At the next meeting we'll start with defining the learning environment after each one of us has submitted a document of whatever format or style people prefer that sums up their views and their thoughts that we'll bring to the table or the floor or whatever for the next time we meet 387
 (2 3 1 2)
 +++++
 +++ ON-LINE DOCUMENT: T2
 +++ Retrieval for this document: 5 units out of 548, = 0.91%
 ++ Text units 44-45:
 Our aims and objectives may also change depending on what gets thrown up by us 44
 (1 3 1 2) (2 3 1 2) 45

(1 3 1 2) (2 3 1 2)

++ Text units 94-94:

For those of you who still haven't [produced a document] if you could submit them to me by at least the end of this week so we can incorporate them 94

(2 3 1 2)

++ Text units 129-129:

We do have an input to make [into the questionnaire] 129

(2 3 1 2)

++ Text units 344-344:

The themes that come out of the learning environment may all address the technological aspects 344

(2 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T2B

+++ Retrieval for this document: 1 unit out of 133, = 0.75%

++ Text units 34-34:

Ideas = things that will come together 34

(2 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T3A

+++ Retrieval for this document: 5 units out of 387, = 1.3%

++ Text units 30-30:

Our vision will probably be wrong 30

(2 3 1 2)

++ Text units 34-34:

Are we going to envisage what's going to happen OR develop a policy for the University of Limerick 34

(2 3 1 2)

++ Text units 118-118:

We also have to distinguish between knowledge and learning 118

(2 3 1 2)

++ Text units 184-184:

If we come up with anything, it's going to be a summary of these kinds of discussion 184

(2 3 1 2)

++ Text units 204-204:

The only policy decision we can make on this is that by the year 2020 the University of Limerick will still continue to foster information acquisition and the intellectual application of that 204

(2 3 1 1) (2 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T3C

+++ Retrieval for this document: 12 units out of 613, = 2.0%

++ Text units 45-45:

Is there an autonomy here or a locus here and are we going to manage ourselves from here and take control of things and are we going to put forward a vision 2020 in relation to the learning environment and that's that 45

(1 2 1 1) (2 3 1 2)

++ Text units 83-83:

We have a belief that we can provide something 83

(2 3 1 2) (3 4 2 1 2)

++ Text units 85-85:

We need to bite the bullet and get on with it and do some really good work as we have been doing 85

(1 3 1 2) (2 1 1 2) (2 3 1 2)

++ Text units 93-93:

[I am all for] getting on with our job and doing the very best that we can 93

(1 3 1 2) (2 3 1 2)

++ Text units 95-95:

If we are aware of the implementation issues for example then our contribution can be delivered in a better way so that we give clear views that the existing frameworks aren't as good as we think they should be I think we should say that 95

(1 3 1 2) (2 3 1 2)

++ Text units 97-97:

We should say what we can to make [the existing framework] better 97
(2 3 1 2)

++ Text units 99-99:

The framework we put forward is going to be quite a not a fuzzy one but I think it's going to be quite a flexible one 99

(2 3 1 2)

++ Text units 103-103:

What Mike is saying that people will be so struck by the sterling quality of our thinking that they'd better get a structure in place to implement them and we should feel about ourselves like that 103

(2 3 1 2) (3 4 3 2 2)

++ Text units 124-124:

If we present a future of the context of this University in 2020 we should also make it very very clear by the way we get it across, what the implications are so that that can be adopted by the group who are responsible for it 124

(1 3 1 2) (2 3 1 2)

++ Text units 128-128:

[Does the group here] have to come up with a model for the University in 2020 in other words completely getting rid of the University of Limerick - forgetting about it and planning a general model for any University in 2020 - if that's it I'd be very positive about that 128

(2 3 1 2)

++ Text units 131-131:

We should have absolutely nothing to do with a discussion of the University of Limerick 131

(2 3 1 2)

++ Text units 136-136:

We're going to have an unearthed vision 136

(2 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T4B

+++ Retrieval for this document: 3 units out of 368, = 0.82%

++ Text units 30-30:

[There's] a problem when you discuss and summarise and discuss and summarise, it's a problem because you end up getting more and more generic and in the end you end up with a bland product 30

(1 2 1 2) (2 3 1 2)

++ Text units 37-37:

We're at the kind of turning point where we're perhaps specifying the

different themes that we all have bought into and we all agree on and then specifying perhaps a more structured way in the form of a document

37

(1 2 1 2) (2 3 1 2) (3 4 2 1 2)

++ Text units 217-217:

If we don't look at a commitment to the ethic of the transaction in what we're saying and if we make a presentation on the 13th about the learning environment and we don't stimulate thinking about the ethic of the transaction then we might lose something from the convocation rather than gain

217

(1 2 1 2) (2 2 1 2) (2 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T4C

+++ Retrieval for this document: 12 units out of 318, = 3.8%

++ Text units 70-70:

Over the summer we could work on a document 70

(1 3 1 2) (2 3 1 2)

++ Text units 72-72:

In September there [should] be a document that people could access 72

(1 3 1 1) (2 3 1 2)

++ Text units 74-74:

[Our working document could be]organised in that we could have a summary piece at the front saying some issues and we could have a few statements or mission statement that we generated from the start

74

(1 3 1 2) (2 3 1 2)

++ Text units 76-76:

[Our working document could contain] some background papers that we read and say we think there are important and say why they are

76

(2 3 1 2)

++ Text units 78-78:

If let's say we undertook by September or let's say the end of September to have a working document

78

(1 3 1 2) (2 3 1 2)

++ Text units 80-80:

We have to come up with a final document which is going to be submitted em by January

80

(2 3 1 2) (3 4 2 1,1)

++ Text units 82-82:

If we had a working document in September with all those dimensions that Larry has mentioned and background papers and references that show that guide people to our rationale and our way of thinking - position papers and so em that could be distributed to the University wide population

82

(1 3 1 1) (2 3 1 2)

++ Text units 86-86:

We should make [our working document] not some formal bound thing but, rather the idea that you have a lot of the material already and you put that together with a guide at the front, a one or two page note - here's what's in here - like working notes as it were

86

(2 3 1 2)

++ Text units 110-110:

We'll produce our own document which will stand alone 110

(2 3 1 2)

++ Text units 120-120:

We should try to get something positive out of [vision 2020] in terms of getting something out and doing our own thing 120

(2 3 1 2)

++ Text units 122-122:

We should benefit from the discussions we've had and whether or not they end up getting utilised in the larger framework, you know you can only do a certain amount, but the point is at least we've been true to ourselves 122

(1 3 1 2) (2 3 1 2)

++ Text units 126-126:

[We should] keep on developing what we've been working on ourselves

126

(1 3 1 2) (2 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T5A

+++ Retrieval for this document: 31 units out of 240, = 13%

++ Text units 14-14:

Perhaps [the revised schedule gives us] just enough [time] to generate something that we can be proud of and something that we can spend a bit of time integrating at the very end 14

(1 3 1 2) (2 3 1 2)

++ Text units 18-18:

[It might be great] to have written the document [by the end of November] and to have done the work 18

(2 3 1 2) (3 4 3 1 2)

++ Text units 22-22:

The other groups will have at least some time to consider our general proposals 22

(1 3 1 1) (2 3 1 2)

++ Text units 24-24:

[The other groups will have time to consider] the broad guidelines that we provide and then come up with more concrete plans themselves 24

(1 3 1 1) (2 3 1 1) (2 3 1 2)

++ Text units 36-36:

We just have to have our document ready for the end of November and then say, 'look, here you are, that's what we've done' and you know that's all we can do 36

(1 3 1 2) (2 3 1 2)

++ Text units 42-42:

I'm very reluctant to be tough on all of you and start saying please give me your stuff, but at the same time I'm going to start doing that if I don't start getting material by the end of next week 42

(1 3 1 2) (2 3 1 2)

++ Text units 49-49:

We need to start thinking about how [our document is] going to be edited, how it fits together and how, to what extent, each different viewpoint receives the consensus of the group 49

(1 2 1 2) (2 3 1 2)

++ Text units 51-51:

What each of us writes may need significant adjustment 51

(1 3 1 2) (2 3 1 2)

++ Text units 55-55:

I will just assume that people are working away on those so that by the time we meet again, everyone will have seen everyone else's product of their work over the summer and over the next few days 55

(1 2 1 2) (2 3 1 2)

++ Text units 57-57:

Our responsibility is to have our final document ready by the end of
November 57

(2 3 1 2) (3 4 2 1 2)

++ Text units 75-75:

[We could have the information generated from the open seminar] as a
separate section in our document 75

(2 3 1 2)

++ Text units 77-77:

the attendants of that seminar will have access to some of the material
that we have produced in some kind of format or other, hopefully in some
kind of structured format 77

(1 3 1 2) (2 3 1 2)

++ Text units 79-79:

by the time that we run the seminar [the seminar participants] will be
able to see the product of our discussions in a little bit of a clearer
structure 79

(2 3 1 2) (3 4 3 1 2)

++ Text units 81-81:

[I propose that the seminar should include] a short presentation and
circulation if a document 81

(1 3 1 2) (2 3 1 2)

++ Text units 84-84:

We're going to need to work on [a working document to be distributed at
the open forum seminar] together 84

(2 3 1 2)

++ Text units 86-86:

[We need to decide] whether [what we distribute at the open forum
seminar] is just the collection of the documents that we're working on
now, whether it's something more hefty like the minutes of all our
meetings since the beginning of the process 86

(2 3 1 2)

++ Text units 88-88:

Some document will be circulated before the seminar occurs so that people
will have the chance to see what our thoughts are 88

(1 3 1 2) (2 3 1 2)

++ Text units 90-90:

We'll make a short presentation [at the open forum seminar] 90

(1 3 1 2) (2 3 1 2)

++ Text units 100-100:

Each group [at the open forum seminar] it is planned will produce a set of
ideas or issues that they want put on the vision 2020 agenda 100

(1 3 1 2) (2 3 1 2)

++ Text units 102-102:

A spokesman or spokesperson from each group will present their ideas,
that is the ideas that were generated during that discussion time [at the
open forum seminar] 102

(1 3 1 2) (2 3 1 2)

++ Text units 104-104:

Finally we'll have a summary slot [at the open forum seminar] where
hopefully we'll be able to capture a lot of that information in some form
or another and incorporate that into our document 104

(1 3 1 2) (2 3 1 2)

++ Text units 108-108:

[The open forum seminar] may be a small effort at this stage but I think that it's all that we can do given what we have and given the fact that we are concerned about participation and given that we want to ensure that bottom up issues are raised and incorporated into the document that we produce at the end of the day 108

(2 3 1 2) (3 4 2 1 2)

++ Text units 112-112:

We do need a gesture towards participation 112

(2 3 1 2)

++ Text units 123-123:

[The open forum seminar] also might be good for focusing our minds in terms of you know, what document we want out there 123

(1 3 1 2) (2 3 1 2)

++ Text units 156-156:

[Once we know how many people will attend] then we can make more concrete plans about how the whole thing will operate 156

(1 3 1 2) (2 3 1 2)

++ Text units 166-166:

There's a lot of work obviously to be done before [the open forum seminar] in terms of finding out about numbers and the format it'll take and so on 166

(2 3 1 2)

++ Text units 176-176:

our final output is a document and the design of that document has not been decided 176

(2 3 1 2)

++ Text units 178-178:

we decide the format and design of the final document 178

(2 3 1 2)

++ Text units 212-212:

those of you who haven't generated your documents, would you please do so as soon as possible 212

(2 3 1 2)

++ Text units 218-218:

the revised schedule asks us to complete our document by the end of November 218

(2 3 1 2) (3 4 3 1 1)

++ Text units 222-222:

I'm sure em we're going to have to work out as easy a way as possible to get the work done 222

(1 3 1 2) (2 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T5B

+++ Retrieval for this document: 1 unit out of 30, = 3.3%

++ Text units 1-1:

_Ñ-1@ -*

Given the levels of commitment that you've demonstrated up to now, I don't see why we shouldn't produce something that we can all stand by and that we're all happy to have produced together 1

(2 3 1 2) (3 4 1 1 2)

+++++

+++ ON-LINE DOCUMENT: T6A

+++ Retrieval for this document: 4 units out of 407, = 0.98%

++ Text units 5-5:

First iteration of the document will = a very rough draft

5

(2 3 1 2)

++ Text units 7-7:

First iteration of document will = a collation of what everybody has done 7

(2 3 1 2)

++ Text units 9-9:

Second iteration of document will be further discussed and developed 9

(1 3 1 2) (2 3 1 2)

++ Text units 205-205:

Access to information speeding up the research process needs to be discussed 205

(2 3 1 2) (3 5 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T6B

+++ Retrieval for this document: 8 units out of 355, = 2.3%

++ Text units 229-229:

We could actually say to people [what kind of environment do you want]

229

(1 3 1 2) (2 3 1 2)

++ Text units 233-233:

[At the open forum seminar] we could say, think about your learning environment now and in your discussion groups come up with as part of the discussion come up with what changes you could make now to the environment now and why 233

(1 3 1 2) (2 3 1 2)

++ Text units 235-235:

[At the open forum seminar we should ask them to come up with their ideal learning environment] given [unlimited] resources 235

(1 3 1 2) (2 3 1 2)

++ Text units 241-241:

[at the open forum seminar we should ask] what kind of environment you would like as a teacher as an administrator 241

(1 3 1 2) (2 3 1 2)

++ Text units 245-245:

[asking people what type of environment they would like] might be a way of gathering information and providing an impetus for action for this group 245

(1 3 1 2) (2 3 1 2)

++ Text units 247-247:

If we can say to the steering committee - this is what people are telling us now. I think [that might be a way of adding credibility to what we're doing] 247

(1 3 1 2) (2 3 1 2)

++ Text units 253-253:

[the open forum seminar might help us to] get a concept of the diversity of different needs if we do this and how 253

(2 3 1 2) (3 4 2 2 2)

++ Text units 278-278:

I suspect that what's going to come out [of the open forum seminar] as you say is that there is no lowest common denominator or if it is it's damn low in terms of people's identification of what the ideal learning environment is. 278

(2 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 15 units out of 279, = 5.4%

++ Text units 97-97:

I promise , I make a commitment publicly that I will have a document to you by the end of next week 97

(2 3 1 2)

++ Text units 99-99:

just to state again I'd just like to echo what has been said here that this needs to be followed up with action 99

(2 3 1 2)

++ Text units 119-119:

rather than replicating the convocation and having each one of us standing up and giving a little spiel that may look very scripted - I thought that what I could undertake to do would be literally to give a 5 minute introduction to who we are, what we've been doing for the year 119

(1 3 1 2) (2 3 1 2)

++ Text units 121-121:

[I (the chairperson) will present] some of the major themes that have emerged very very quickly 121

(1 3 1 2) (2 3 1 2)

++ Text units 123-123:

also [at the open forum seminar] in line with what John Nelson was talking about last week just get people to express their views on what they think the ideal learning environment should be if they were given an unlimited budget 123

(2 3 1 2)

++ Text units 125-125:

[we will get people to discuss at the open forum seminar], how, what would they do, what kind of concerns do they have 125

(2 3 1 2)

++ Text units 135-135:

Have you thought about the idea of a one page handout or 2 page handout 135

(2 3 1 2)

++ Text units 137-137:

I'll perhaps use three overheads [to reflect the major themes of the group] and also have them distributed in hard copy [at the open forum seminar] 137

(2 3 1 2)

++ Text units 139-139:

If you [the chairperson] could actually give an indication of some of the references [the group has used] 139

(2 3 1 2)

++ Text units 145-145:

[A document distributed before the open forum seminar] its something useful and something concrete 145

(2 3 1 2)

++ Text units 166-166:

No, no [we should attend [we should attend the 'teaching and programmes' group's open forum seminar]] so that we can have a different design for our own [potholes] 166

(2 3 1 2)

++ Text units 174-174:

In number 2 [see proposed structure] I'd like to see something about a section on the concept of competitiveness 174

(2 3 1 2)

++ Text units 208-208:

under section 2 we need to have a section on the market place of the future and what that is going to be like and then perhaps a discussion on the implications 208

(2 3 1 2)

++ Text units 270-270:

The other think is that I think that in terms of earthing the document we should have some kind of, not a very long foreword, but some kind of foreword outlining key aspects of higher education in the last 25 years so that at least we give an indication that we know where we're coming from and that that gives us a feel as to how we're going to get from here to there 270

(2 3 1 2)

++ Text units 272-272:

[we (the group) need to demonstrate via the document that we produce] that we're not ahistorical or aphilosophical in that sense we know where we came from, we know where the institution came from, we know what the environment is like now, we know what kind of a lift we need to get forward 272

(1 3 1 2) (2 3 1 2) (3 4 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T7C

+++ Retrieval for this document: 7 units out of 321, = 2.2%

++ Text units 1-1:

so definitely [we (the group) need] to make it very clear as part of the introduction that we're raising more questions than we're solving that these are open ended questions that don't have any one answer yet 1

(2 3 1 2)

++ Text units 13-13:

[in our document we should include] a dialogue about the learning environment of the future how the marketplace is going to drive it 13

(2 3 1 2) (3 5 3 2 1)

++ Text units 15-15:

[we need to outline in our document] the extent to which on one hand there may well be trade-off that we're beginning to see in certain universities and then on the other hand how the type of learning environment may also indeed em provide a competitive edge that may otherwise be impossible to achieve 15

(2 3 1 2) (3 5 3 2 1)

++ Text units 51-51:

is that something that could be reasonably included, and again I know I'm being obsessively structured here, but is that something that, a discussion that we could have is section 4, under actionable 1St steps 51

(2 3 1 2)

++ Text units 132-132:

Can I make one suggestion that might go into 4 , in terms of actionable first steps. One of the things that worries me and I cribbed on about this last week, was that there was not an audit of resources in the University and then developments that actually accommodate those resources 132

(2 3 1 2) (2 3 2 2)

++ Text units 234-234:

Now perhaps we should make a very strong proposal for the strategic planning team to go into place and for the various groups to be brought together to make a selection of that team. I think it's very critical in relation to the 5 year plan 234

(2 3 1 2)

++ Text units 304-304:

if anything strikes you [about the proposed structure of the document] in the meantime please email or write or phone or whatever and I'll make sure that I reflect that in our document 304

(1 3 1 2) (2 3 1 2)

+++++

+++++

+++++

+++ Total number of text units retrieved = 134

+++++

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Appendix Y: Node 23

(2 3 2 1) /content/future/con2/unigen

future content issues associated with the industry

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.
Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:15 pm, Sept 9, 1997.

(2 3 2 1) /content/future/con2/unigen

*** Definition:

references to the future activities of Universities in general

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 1 unit out of 418, = 0.23%

++ Text units 245-245:

Given the nature, not pre emptying what we [the group] will define as the learning environment but certainly as it relates to technology and research or the media communication..God knows what that's going to be 25 years from now if you look at what it was like 25 years ago 245

(2 3 2 1)

+++++

+++ ON-LINE DOCUMENT: REPI

+++ Retrieval for this document: 13 units out of 265, = 4.9%

++ Text units 109-109:

Attempts to establish or maintain autonomy, neutrality and objectivity may no longer be possible. 109

(2 3 2 1) (3 5 3 2 1)

++ Text units 112-113:

Universities are now seeking a reversal of this marginal role and will establish strategies by which a contribution can be made towards urban community renewal and social regeneration. 112

(2 2 2 1) (2 3 2 1)

' The common perception of universities as merely institutions of higher learning is giving way to one where universities are viewed as engines of economic growth and development'. 113

(2 3 2 1) (3 5 2 2 1) (3 5 3 2 1)

++ Text units 134-134:

If the university of the future is to provide an effective learning environment and particularly if it is to be involved in research, the barriers between the public and the private sector will need to be more successfully bridged. 134

(1 3 2 1) (2 3 2 1)

++ Text units 137-137:

2.3.5 Adapting to the changing boundaries 137

(2 3 2 1)

++ Text units 146-146:

The time is right to develop a compelling vision for learning in the 21st Century. 146

(2 3 2 1) (3 5 2 2 1)

++ Text units 195-195:

Many of these independent students will require education to transverse boundaries between related or unrelated disciplines 195

(2 3 2 1) (3 4 3 2 1)

++ Text units 200-201:

For example, students increasingly will have to master much more than the technical skills defining their professions or core activities. 200

(2 3 2 1)

Skills such as defining the needs of customers, managing complex flows of information, working with large teams and producing results under strict deadlines are likely to be increasingly necessary competencies of every potential employee in the future . 201

(2 3 2 1) (3 4 3 2 1)

++ Text units 237-238:

3.2 Goals and purposes of the 2020 learning environment 237

(2 3 2 1)

Given projected developments it is likely that education will frequently be perceived as leisure in particular by the independent student. 238

(2 3 2 1) (3 5 3 2 1)

++ Text units 240-240:

Individual autonomy, positive learning and multi-disciplinary approaches will be major learning goals. 240

(2 3 2 1)

++ Text units 251-251:

A learning environment that enables learners to absorb, analyse and articulate ideas more easily, is one which needs constant monitoring and development. 251

(1 3 2 1) (2 3 2 1) (3 4 3 2 1)

+++++

+++ ON-LINE DOCUMENT: REP2

+++ Retrieval for this document: 31 units out of 215, = 14%

++ Text units 1-2:

Learning objectives of the future 1

(2 3 2 1)

LEARNING will incorporate 2

(2 3 2 1)

++ Text units 4-4:

symbol 183 f "Symbol" \s 10 \h leisure interests as well as work requirements 4

(2 3 2 1)

++ Text units 6-6:

symbol 183 f "Symbol" \s 10 \h inter - disciplinary learning 6

(2 3 2 1)

++ Text units 8-8:

symbol 183 f "Symbol" \s 10 \h customer satisfaction 8

(2 3 2 1)

++ Text units 10-10:

symbol 183 f "Symbol" \s 10 \h inspiration and creativity 10

(2 3 2 1)

++ Text units 12-12:

symbol 183 f "Symbol" \s 10 \h appropriate deployment of resources 12

(2 3 2 1)

++ Text units 19-20:

.However, the campus will need to be designed in ways that provide

antidotes to the technologically reinforced isolation that will be experienced by at least some students in the future.	19
(2 3 2 1)	
All space available will be designed to satisfy learning goals and processes in ways that are appropriate to the needs of the learners and the teachers or tutors.	20
(1 3 2 1) (2 3 2 1)	
++ Text units 25-25:	
Buildings will be planned so that they can be adapted for the changing needs of faculty and students.	25
(2 3 2 1)	
++ Text units 45-45:	
This type of culture will be central to the way in which courses are designed and delivered.	45
(2 3 2 1) (3 4 3 2 1)	
++ Text units 49-49:	
The ethics of universities may be an important differentiator in the future both in terms of quality and competitiveness of the learning environment.	49
(2 3 2 1) (3 4 3 2 1)	
++ Text units 53-54:	
For example, universities will develop specialist electives which are not bound into course syllabi.	53
(2 3 2 1)	
Students will be encouraged to learn by mistakes and to investigate open ended problems.	54
(2 3 2 1)	
++ Text units 56-60:	
The emphasis on local culture and local issues will become stronger in the future, not weaker.	56
(2 3 2 1)	
The origins and traditions of a university will become one of the ways in which institutions of the future are identified and differentiated.	57
(2 3 2 1)	
This means that popular learning environments will be enriched and imbued with local culture, will address local priorities and will attempt to play a part in the solution of local problems.	58
(2 3 2 1) (3 4 3 2 1)	
Universities that survive and thrive in the future will create environments that encourage the members of local communities to participate in as many ways as possible in activities on campus.	59
(2 3 2 1) (3 4 3 2 1)	
The staging of cultural events, the provision of sporting facilities, the involvement in community activities and the integration of local groups will be important dimensions of the future learning environment.	60
(2 3 2 1)	
++ Text units 75-76:	
It may free people from mundane or unnecessary tasks as long as they are confident that they can use the technology to enhance their own development.	75
(1 3 2 1) (2 3 2 1)	
Lecturers can be released from the role of content generator to that of facilitator and supporter of learning.	76
(1 3 2 1) (2 3 2 1)	

++ Text units 78-78:

Education in the future will place the same emphasis on administrative efficiency as private industry does and emerging technologies provide an appropriate mechanism whereby this emphasis will be supported.

78

(2 3 2 1) (3 5 2 2 1)

++ Text units 80-81:

However, evidence suggests that in terms of specific developments, the future is literally unpredictable.

80

(2 3 2 1)

In attempting to foresee the future, it may not be particularly useful to try to predict specific applications that will exist.

81

(2 2 1 1) (2 3 2 1)

++ Text units 84-86:

For example, technology will not replace good teaching and it will not be a substitute for in-depth and insightful investigations.

84

(2 3 2 1)

Some of the short cuts that it facilitates will not replace the need for students and teachers to familiarise themselves with rich and original sources of information.

85

(2 3 2 1) (3 4 3 2 1)

Along with the potential future benefits, we also recognise that unless managed and integrated effectively, there is a possibility that technology might undermine or prohibit the development of important learning competencies.

86

(1 3 2 1) (2 3 2 1)

++ Text units 89-89:

While the traditional struggle for information access may be more likely to disappear in the future, people will grapple in the same ways as they always have to understand, to apply and to evaluate this information in ways that constitute real learning.

89

(1 1 2 1) (1 3 2 1) (2 3 2 1)

++ Text units 112-112:

Such practices are already common elsewhere in Europe and by the year 2020 it is probable that monitoring systems will have come within the scope of an EU directive.

112

(2 3 2 1) (3 5 2 2 1)

++ Text units 171-171:

Any University which faces the daunting task of crossing social and historical boundaries in its educational policies will inevitably gain international recognition for the originality it will unlock.

171

(2 3 2 1) (3 5 3 2 1)

++ Text units 188-188:

We have proposed that the importance of local culture and local issues will increase in the future and become one of the ways in which universities can differentiate themselves.

188

(2 3 2 1) (3 5 3 2 1)

+++++

+++ ON-LINE DOCUMENT: REP3

+++ Retrieval for this document: 29 units out of 213, = 14%

++ Text units 43-44:

Remote learning is likely to become a feature of higher education throughout the globe, and with this development comes the inability for institutions to control or influence the physical environment within which this type of learning takes place.

43

(2 3 2 1) (3 4 3 2 1)		
This may highlight the importance of influencing the effectiveness of what can be controlled under these circumstances, specifically the nature of the learning material itself, and the way in which the medium is used.		44
(1 3 2 1) (2 3 2 1)		
++ Text units 54-55:		
This runs the risk of dividing the learning community according to their level of occupancy 'on campus', and the physical design of this central location must be developed with this in mind .		54
(2 3 2 1) (3 4 3 2 1)		
Locations and space which facilitate face to face learner interaction in as many ways as possible need to be created.		55
(2 3 2 1)		
++ Text units 57-57:		
It is questionable as to whether such a scenario can be fully or even partially accomplished without at least some face to face interaction with other learners.		57
(1 3 2 1) (2 3 2 1)		
++ Text units 82-83:		
Learning environments should cater for the different orientations that learners bring to bear on their own experience in education.		82
(2 3 2 1)		
The learning environment needs to be designed in such a way as to build on the strengths of individual predispositions as well as adding to the learning style repertoire of each learner with which it comes in contact .		83
(2 3 2 1)		
++ Text units 96-96:		
The provision of education across the life span is one way by which people can satisfy this basic need.		96
(2 3 2 1)		
++ Text units 102-102:		
Lifelong education must be implemented via a number of strategies reflecting the demands of a rapidly changing industrial and technological society, the human needs of the learners and the demands of the wider society.		102
(1 3 2 1) (2 3 2 1) (3 5 2 2 1)		
++ Text units 111-111:		
symbol 183 \f "Symbol" \s 10 \h	Minimising the isolation of remote learners	111
(2 3 2 1)		
++ Text units 113-113:		
symbol 183 \f "Symbol" \s 10 \h	Incorporating facilities for effective interaction on and off campus	113
(1 3 2 1) (2 3 2 1)		
++ Text units 115-115:		
symbol 183 \f "Symbol" \s 10 \h	Treating learners with respect	115
(2 3 2 1)		
++ Text units 117-117:		
symbol 183 \f "Symbol" \s 10 \h	Actively involving learners in the learning process	117
(2 3 2 1)		
++ Text units 119-119:		
symbol 183 \f "Symbol" \s 10 \h	Creating a supportive, non threatening environment	119

(2 3 2 1)	(3 4 3 2 1)		
++ Text units 121-121:			
effectively	symbol 183 \f "Symbol" \s 10 \h	Helping learners to manage stress	121
(1 3 2 1)	(2 3 2 1)		
++ Text units 123-123:			
complexity of individuals	symbol 183 \f "Symbol" \s 10 \h	Recognising the uniqueness and	123
(2 3 2 1)	(3 5 2 2 1)		
++ Text units 125-125:			
principles into the environment	symbol 183 \f "Symbol" \s 10 \h	Incorporating lifelong learning	125
(2 3 2 1)			
++ Text units 140-140:			
Associated skills in the facilitation and support of such environments			
need to be enhanced and developed in all those providing educational			
services.			140
(2 3 2 1)			
++ Text units 156-156:			
+ Bringing experts together through networks. All disciplines will			
establish subject based electronic communities for collaboration and			
rapid dissemination of research results.			156
(2 3 2 1)	(3 4 3 2 1)		
++ Text units 160-160:			
+ Obtaining access to databases of research results rather than			
duplicating research			160
(2 3 2 1)	(3 4 3 2 1)		
++ Text units 162-162:			
+ Complex experiments, experiments with hazardous materials or			
environments			162
(2 3 2 1)			
++ Text units 164-164:			
+ benefiting from improved modelling techniques.			164
(2 3 2 1)			
++ Text units 166-166:			
+ Much improved access to research articles, electronic documents, and			
specialised current updating services. These will speed up the search for			
research information.			166
(2 3 2 1)	(3 4 3 2 1)		
++ Text units 168-169:			
+ Complex keyword linking, which will make search results more			
meaningful.			168
(2 3 2 1)			
+ Providing immediate access to cited articles.			169
(2 3 2 1)	(3 4 3 2 1)		
++ Text units 175-175:			
Academics as part of an international community will use networks to			
foster co-operation, and will participate in the larger intellectual			
community.			175
(2 3 2 1)			
++ Text units 179-179:			
These changes require deep investigation and continuous monitoring.			179
(2 3 2 1)			
++ Text units 185-185:			

When technology is an inherent part of the learning support system in which people learn, it will be invisible - but to become inherent and invisible, dedicated preparation, advanced planning, foresight and responsiveness about the relative usefulness of different applications must exist. 185

(2 3 2 1) (3 4 3 2 1)

++ Text units 194-194:

Some of these barriers represent legitimate fears and reservations about the potential contribution of new technology, others are based on feeling of insecurity that may easily be overcome through support, training and investment. 194

(2 3 2 1) (3 4 2 2 1)

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+++ ON-LINE DOCUMENT: REP4

+++ Retrieval for this document: 11 units out of 160, = 6.9%

++ Text units 4-4:

symbol 183 \f "Symbol" \s 10 \h Using technology to support and enhance learning 4

(2 3 2 1) (2 3 2 2)

++ Text units 38-38:

Would not that role be enhanced if the entire attention of the teacher were focused on the learner rather than on fighting the system? 38

(2 3 2 1)

++ Text units 40-40:

Our vision of the perfect learning environment is one where all of the human and physical resources of the organisation are brought together in team based structures to ensure the most supportive learning environment for all types and category of student. 40

(2 3 2 1) (3 4 3 2 1)

++ Text units 43-44:

If these people were engaged ab initio in course development they could build the information systems which would allow students to find the functionalities and facts for themselves as effortlessly as possible. 43

(2 3 2 1) (3 4 3 2 1)

This would leave students and teachers time for the really important part of everybody's education, the mastery of the analytical and integratory skills which will be essential to them for the rest of their lives. 44

(2 3 2 1) (3 4 3 2 1)

++ Text units 46-46:

'[Schools should] say: You are responsible for your own destiny now - the teacher's here to help, but the teacher doesn't know the answer...I want to deal with open-ended problems because the answers to closed-ended problems are going to be terribly available on your television or your computer screen. It is extraordinarily easy to find those kind of answers'. 46

(1 3 2 1) (2 3 2 1) (3 5 3 2 1)

++ Text units 49-49:

It would significantly enhance the learning environment to have recognised such problems at the beginning of the process; to have designed the course to capitalise of the intellectual capabilities of faculty and others; and to minimise or better to avert the physical and other resource barriers currently experienced by students on so many courses. 49

(2 3 2 1) (3 4 3 2 1)

++ Text units 77-77:

SYMBOL 183 \f "Symbol" \s 10 \h The major goal of a university education should still be the pursuit of knowledge 77
(2 3 2 1)

++ Text units 80-80:

SYMBOL 183 \f "Symbol" \s 10 \h Understanding, learning, absorption, discussion, criticism and evaluation will be just as important as ever, as information becomes more accessible. 80
(2 3 2 1) (3 5 3 2 1)

++ Text units 99-99:

6. If the university of the future is to be involved in research, the barriers between the public and private sectors need to be more successfully bridged. 99
(2 3 2 1) (3 5 2 2 1)

++ Text units 113-113:

Just because education is becoming more global, does not mean that local issues will disappear. 113
(1 2 2 1) (2 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 18 units out of 548, = 3.3%

++ Text units 207-207:

Technology can at least address if not remove the time limitations 207
(2 3 2 1) (3 5 2 2 1)

++ Text units 237-237:

[Limitations will be with the] teacher to organise productive learning experiences and the learner skills to use materials [afforded by the emerging technology] 237
(2 3 2 1) (3 5 3 2 1)

++ Text units 249-249:

The learner skills to use the materials productively may be different skills from going into a classroom sitting down and taking notes 249
(2 3 2 1) (3 5 3 2 1)

++ Text units 262-262:

[There will be a great danger] that people would you know just peek at it here and peek at it there 262
(2 3 2 1)

++ Text units 291-291:

The established teaching / learning technology (that's print on paper) will be increasingly challenged 291
(2 3 2 1) (3 4 2 2 1)

++ Text units 293-293:

There will be a move from the book as we know it to the document

++ Text units 295-295:

The document could be quite complex and compound in the sense that it may be text, sound, pictures, moving images 295
(2 3 2 1)

++ Text units 297-297:

There will be a move from the linear to the hyper, from static to dynamic 297
(2 3 2 1)

++ Text units 299-299:

There will be a move from something you can hold in your hand to something that is out there somewhere, but you never hold it in your

hand, its residing out there in some space or other, I refuse to use the word cyberspace 299
(2 2 2 1) (2 3 2 1)
++ Text units 301-301:
[There will be a move from] the alphanumeric to the iconographic 301
(2 2 2 1) (2 3 2 1)
++ Text units 307-307:
We move from the discrete that is something that is here and now to [something that is] distributed out on the world wide web [information is] literally everywhere 307
(2 2 2 1) (2 3 2 1)
++ Text units 309-309:
[There will be a move from] a simple artefact to a complex artefact 309
(2 2 2 1) (2 3 2 1)
++ Text units 311-311:
[There will be a move from] a place like a library or computer centre to and information environment and information ecology 311
(2 3 2 1) (3 4 3 2 1)
++ Text units 325-325:
Will the teaching become a more remote designer manager of learning experiences 325
(2 3 2 1)
++ Text units 379-379:
One aspect [for which there will clearly be a need in the future] is the need to educate people to further the needs of society from a manufacturing and services point of view 379
(2 3 2 1) (3 5 3 2 1)
++ Text units 381-381:
The other [aspect for which there will clearly be a need in the future] then, is the need to provide education for people who either retire early, who simply don't get a job, who may not want to get a job or whatever 381
(2 3 2 1) (3 5 3 2 1)
++ Text units 399-399:
What I envisage, is an information system that in fact will be based on the use of technology to acquire information 399
(2 3 2 1) (3 5 3 2 1)
++ Text units 401-401:
[In future] there may be a few key lectures 401
(2 3 2 1) (3 4 3 2 1)
++++
+++ ON-LINE DOCUMENT: T2B
+++ Retrieval for this document: 2 units out of 133, = 1.5%
++ Text units 3-3:
One of the things we've got to take on board as well is that whether we are developers of technology rich programmes 3
(2 3 2 1)
++ Text units 7-7:
Because of the global as opposed to the individual nature of the information, my question is why the heck should we be doing it, why shouldn't we buy our business studies directly from Harvard 7
(2 3 2 1) (3 5 2 2 1)
++++
+++ ON-LINE DOCUMENT: T3A

+++ Retrieval for this document: 12 units out of 387, = 3.1%

++ Text units 86-86:

People have to become organisers of learning, managers of learning
facilitative, Socratic 86

(2 3 2 1)

++ Text units 91-91:

There'll be so many different kinds of learning that we will also be able
to use traditional forms of teaching 91

(2 3 2 1) (3 4 3 2 1)

++ Text units 93-93:

Traditional forms will be come easier to facilitate (small tutorial,
discussion based groups) in the future 93

(2 3 2 1) (3 4 3 2 1)

++ Text units 104-104:

I see people designing learning experiences and who will be brokers who
pull pieces together and they'll be able to do this remotely 104

(2 3 2 1)

++ Text units 162-162:

If you did away with lectures and you did away with tutorials and
examinations as conceived by us maybe you'd go into a room like this with
the resources we have - to talk 162

(2 3 2 1)

++ Text units 164-164:

You've got a huge resource for learning elsewhere that can be organised
properly by faculty, set curricula etc. that can be received remotely- and
then you talk and you problem solve and you analyse and you have the face
to face stuff and maybe you don't have to go to University for 4 years,
maybe it's less and maybe it's more - you know, people moving in and out
in different ways 164

(2 3 2 1)

++ Text units 166-166:

[People could be members] of a University rather than a student at a
University 166

(2 3 2 1) (3 4 3 2 1)

++ Text units 246-246:

If we want to claim that University ground as a University culture I'm
not talking about this institution, I'm talking about as a University in Ireland, you
know, well maybe this is what we should be retreating to or aspiring to
[i.e. transcendence] 246

(2 3 2 1)

++ Text units 265-265:

[The alternative to the accreditation route is that] there would be
centres of learning - whereby its possible to have a community of
learning now because there will be so many other institutions facilitated
to do what Universities are required to do 265

(2 3 2 1) (3 5 3 2 1)

++ Text units 277-277:

It can be proved that it will repay twenty fold to have this higher level
of intellectual activity safeguarding and promoting the quality of the
thought processes which promotes the principles and value systems of
learnedness 277

(2 3 2 1)

++ Text units 279-279:

Would it be preferable to have control over learning to be completely

dissipated or should there be some intellectual trusteeship for that control 279

(2 3 2 1)

++ Text units 371-371:

[A decent learning environment includes] a general approach followed by some definite training 371

(2 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T3B

+++ Retrieval for this document: 2 units out of 385, = 0.52%

++ Text units 110-110:

Research and postgraduate studies would take place elsewhere [within a constellation of institutions] 110

(2 3 2 1) (3 4 3 2 1)

++ Text units 243-243:

In fact we should be teaching children to read so that they want to read 243

(2 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T4A

+++ Retrieval for this document: 3 units out of 327, = 0.92%

++ Text units 180-180:

I really do wonder when you're talking about flexible learning can you have these absolutely rat run courses 180

(2 3 2 1)

++ Text units 250-250:

[Technology] will almost be a non issue by 2020 250

(2 3 2 1)

++ Text units 274-274:

I don't think that [technology and information access] will actually add value to the learning process itself 274

(1 3 2 1) (2 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T4B

+++ Retrieval for this document: 5 units out of 368, = 1.4%

++ Text units 250-250:

[Ethical issues] must be dealt with 250

(2 3 2 1)

++ Text units 263-263:

If you have to maintain [ethics through external controls] I think there's something terribly wrong in that sense you know 263

(2 3 2 1) (3 4 3 2 1)

++ Text units 265-265:

Maybe the ethical standards of Universities will be what distinguishes them in the future that would be very worrying from our point of view 265

(2 3 2 1) (3 4 3 2 2)

++ Text units 322-322:

We don't know what lies ahead 322

(2 3 2 1)

++ Text units 324-324:

Things that are relevant today may be irrelevant tomorrow 324

(2 2 2 1) (2 3 2 1)

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+++ ON-LINE DOCUMENT: T6A

+++ Retrieval for this document: 20 units out of 407, = 4.9%

++ Text units 27-27:

Emphasis will be increasingly on distance learning and just in time learning ML 27

(2 3 2 1) (3 4 3 2 1) (3 5 3 2 1)

++ Text units 43-43:

Implications that we may draw people's attention to or which may filter down almost automatically 43

(1 3 2 1) (2 3 2 1)

++ Text units 68-68:

A learning society = something we need 68

(2 3 2 1)

++ Text units 77-77:

Creating a learning society = something that requires a great deal of work 77

(1 3 2 1) (2 3 2 1)

++ Text units 87-87:

Future teaching = very different from present teaching 87

(2 2 2 1) (2 3 2 1)

++ Text units 93-93:

Accreditation of prior learning = essential in future 93

(2 3 2 1)

++ Text units 97-97:

New educational technologies = something that needs to be harnessed in support of the learner 97

(1 3 2 1) (2 3 2 1)

++ Text units 99-99:

Technology can bring things 99

(2 3 2 1)

++ Text units 151-151:

Future courseware combines lecture notes, text from other sources, images and sound 151

(2 3 2 1)

++ Text units 165-166:

Courseware and materials have radical implications in teaching and learning 165

(2 3 2 1) (3 4 3 2 1)

Technology allows us to expand what we offer 166

(2 3 2 1) (3 5 3 2 1)

++ Text units 220-220:

Students need to be taught to be critical about the information they have access to 220

(2 3 2 1)

++ Text units 224-224:

Training students to distinguish relevant information and knowledge 224

(2 3 2 1)

++ Text units 230-231:

What will the future be like in terms of presenting material 230

(2 3 2 1)

Presenting material will change with high tech developments 231

(2 3 2 1)

++ Text units 259-259:

The issue is what we're supporting behind the technology 259

(2 3 2 1)

++ Text units 296-296:

Creating a learning society requires changing the ways that people are taught 296

(1 3 2 1) (2 3 2 1)

++ Text units 300-300:

If we try to change second level education we'll make it worse 300

(2 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T6B

+++ Retrieval for this document: 2 units out of 355, = 0.56%

++ Text units 14-14:

The catalyst for the major shift towards continuing education students, will be the learning environment that addresses individual autonomy, positive learning and multi-disciplinary approaches 14

(2 3 2 1) (3 4 3 2 1)

++ Text units 336-336:

An important skill that needs to be developed in the learning community is listening skills 336

(2 3 2 1) (2 3 2 2)

+++++

+++ ON-LINE DOCUMENT: T6C

+++ Retrieval for this document: 2 units out of 224, = 0.89%

++ Text units 12-12:

[organisational structures should be] organised by goal and not by function 12

(1 3 2 1) (1 3 2 2) (2 3 2 1)

++ Text units 97-97:

In 25 years time you can be bloody sure that module contents will be standardised world-wide 97

(2 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T7A

+++ Retrieval for this document: 15 units out of 298, = 5.0%

++ Text units 42-42:

a frame of central questions must be asked if we are to confront the future 42

(2 2 2 1) (2 3 2 1)

++ Text units 46-46:

What kind of curricula will be in vogue [in future]? 46

(2 3 2 1)

++ Text units 89-89:

If the university of the future is going to become involved in research, it will be made up of a kind of Co - operative approach to learning and to research and to teaching 89

(2 3 2 1)

++ Text units 111-111:

the university of the future will have to make an input which is more community based [and] which is more closely associated with national and international policy 111

(2 3 2 1)

++ Text units 117-117:

[The future university will have to achieve] a balance between a variety

of participation 117

(1 3 2 1) (2 3 2 1)

++ Text units 135-135:

The university campus in 2010 or in 2020 that will be successful and progressive and indeed viable particularly within our culture is a university that emphasises the lifelong dimension 135

(2 3 2 1)

++ Text units 147-147:

a learning environment which would be more creative than that would by the year 2020 be concentrating on a lifelong process where the wisdoms of various generations can be passed on where life's experience can be passed on in terms of developing life skills 147

(2 3 2 1) (3 4 3 2 1)

++ Text units 157-157:

I think that in preparation for 2020 we'll have to think in terms of teaching stroke learning 157

(1 3 2 1) (2 3 2 1)

++ Text units 167-167:

If we're [THIS INSTITUTION] to take the central position as an organisation of learning and as faculty if we are to take a central position as the organisers of learning, we have to recognise that there will be a multiplicity of learning agents in society 167

(2 3 2 1) (3 5 3 2 1)

++ Text units 169-169:

If the university can't reflect the [multiplicity of learning agents in society] it will really become redundant 169

(2 3 2 1)

++ Text units 181-181:

Perhaps the value of [the three university characteristics of residence, lecture and tutorial] today needs to be re examined 181

(2 3 2 1)

++ Text units 183-183:

the kinds of things that we teach are well established these need to be reviewed 183

(2 2 2 1) (2 3 2 1)

++ Text units 205-205:

we'll have to move away from what I suppose we've concentrated on in this country and in Europe generally, on individual attainment to group attainment 205

(2 3 2 1)

++ Text units 209-209:

the approach has to be on the team rather than the individual 209

(1 3 2 1) (2 3 2 1)

++ Text units 211-211:

the kind of frontier that exists between the group and the individual will have to change and will have to move towards or have to be regressed as it were to more group work 211

(2 3 2 1) (3 4 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 9 units out of 279, = 3.2%

++ Text units 178-178:

I think there's a real trade off between what the learning environment will be and the whole concept of competition and I think that this will

be a discerning factor 178

(2 3 2 1)

++ Text units 180-180:

The more exclusive Universities will be extremely competitive and maybe the rest will just have to satisfy the community needs 180

(2 3 2 1)

++ Text units 212-212:

if the competitiveness thing keeps going forward, institutions will compete themselves out of existence 212

(2 3 2 1) (3 4 3 2 1)

++ Text units 214-214:

[Institutions will] get so pressured by the corporate sector that they'll just say this isn't worth it 214

(2 3 2 1) (3 5 3 2 1)

++ Text units 222-222:

[the approach universities adopt]has to be the co operative approach really 222

(1 3 2 1) (2 3 2 1)

++ Text units 230-230:

its going to be far more complex with the emerging technology to [deal with the publication and copyright of material] 230

(2 3 2 1) (3 5 3 2 1)

++ Text units 232-232:

universities will have to find the niche for themselves 232

(2 3 2 1) (3 5 3 2 1)

++ Text units 234-234:

[universities have to ask themselves] for example are you going to become a predominantly teaching university, a research university, a teaching and research university 234

(2 3 2 1)

++ Text units 236-236:

there's no point in being a research university if what you're researching is about 25 paces behind what's being researched in a non university situation, you're only making the case even stronger - you can't do it 236

(2 3 2 1)

+++++

+++ Total number of text units retrieved = 173

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Appendix Z: Node 24

(2 3 2 2) /content/future/con2/unispec

future content issues associated with the organisation

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.

Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:16 pm, Sept 9, 1997.

(2 3 2 2) /content/future/con2/unispec

*** Definition:

references to the future content of activities of the organisation in particular

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 1 unit out of 418, = 0.23%

++ Text units 131-131:

Are these metrics [that define how far behind the top six this institution is] likely to be valid for the foreseeable future 131

(2 3 2 2)

+++++

+++ ON-LINE DOCUMENT: REP1

+++ Retrieval for this document: 2 units out of 265, = 0.75%

++ Text units 140-140:

We believe that if we are not agents in the removal or reordering of these boundaries, we may become victims of their disappearance. 140

(2 3 2 2) (3 5 3 2 2)

++ Text units 147-147:

We need to prepare to serve a much wider and heterogeneous student group with a diversity of needs, attitudes and expectations 147

(2 3 2 2)

+++++

+++ ON-LINE DOCUMENT: REP2

+++ Retrieval for this document: 44 units out of 215, = 20%

++ Text units 104-106:

We will need to decide which learning priorities will be most important and relevant for the year 2020. 104

(2 3 2 2)

Whatever these priorities will be, the provision of a quality learning environment and the quality of the learning experience itself, are key issues. 105

(2 3 2 2)

The University of Limerick will need to adopt a strategic approach to the quality of the learning environment by ensuring that what we do is appropriate for the future customers of the University and that how we do it is imbued with high levels of quality and excellence. 106

(1 3 2 2) (2 3 2 2)

++ Text units 108-111:

4.1.1. Internal Monitoring Standards 108

(2 3 2 2)

Over the next five years it is essential that the University puts in

place rigorous internal monitoring systems for standards and quality assurance. 109

(2 3 2 2)

If we are going to be competitive in the future then we will need to generate internally agreed standards and communicate a rationale for the existence of such standards. 110

(2 3 2 2)

A rigorous internal monitoring system will demonstrate to the learning community that the quality of learning and related activity is of utmost importance to the management and staff of the University of Limerick. 111

(2 3 2 2)

++ Text units 113-114:

If we do not create a learning environment with agreed upon standards and monitoring systems, then externally decided and imposed standards may dominate and drive the activities of our organisation. 113

(2 3 2 2) (3 5 3 2 2)

Such externally imposed directives would be more likely to constrain our ability to decide our own destiny and to adopt an approach which we feel is most consistent with the emerging values and priorities of the organisation and its students. 114

(2 3 2 2) (3 4 2 2 2) (3 5 3 2 2)

++ Text units 117-117:

Quality assurance must begin with the development of a clear shared vision, a commitment from faculty and staff to the provision of excellent services and a focus on the customer and their requirements. 117

(2 3 2 2)

++ Text units 119-119:

With the focus on quality and quality assurance, we will be able to avoid some of the pitfalls of the past. 119

(2 1 2 2) (2 3 2 2)

++ Text units 124-127:

This uniqueness can only be achieved if all activities and courses are supported by expertise and resources allowing for a high quality learning environment. 124

(2 3 2 2) (3 4 3 2 2)

Existing courses and newly developed ones must be offered because they provide learners with knowledge, and with the skills that they want, but they must also be designed and delivered in ways that ensure maximum quality programmes. 125

(1 3 2 2) (2 3 2 2)

The University needs to adopt a clearly defined strategy for existing and new programme initiatives which overcomes internal constraints as well as taking into account the demands and requirements of students. 126

(2 3 2 2) (3 4 3 2 2)

In order to enhance the focus and learning priorities of different types of students, the possibility of dividing courses into generalised and specialised educational 'streams' should be considered. 127

(2 3 2 2)

++ Text units 139-143:

Without a high research profile evidenced through publications, patents etc. we will have difficulty in attracting high calibre visiting academics, post-doctoral fellows and postgraduate students. 139

(2 3 2 2)

We need to develop a rational and coherent research strategy, and an

environment which enables, encourages and supports a variety of research activities which have the potential to enhance our reputation as well as contribute to the dynamism and creativity of the learning environment.	140
(2 3 2 2) (3 4 3 2 2)	
One way of achieving this is to identify, prioritise and develop existing centres of academic research expertise and ensure that the environment in which they exist is conducive to high level performance.	141
(2 3 2 2) (3 4 3 2 2)	
Significant financial investment in the key centres will be required but this investment must be accompanied by full participation in that investment.	142
(2 3 2 2)	
The people who will research, run and develop there centres on the ground need to be able to exercise control over the investment that is made to support activities.	143
(2 3 2 2) (3 4 3 2 2)	
++ Text units 145-147:	
Resources must be allocated to optimise our chances of thriving in the face of global competition.	145
(2 3 2 2) (3 5 3 2 2)	
We should consistently aim to secure international projects, to develop world-wide research linkages and to develop a reputation for cutting edge research in a number of key areas.	146
(2 3 2 2)	
Summary: Developing a competitive learning environment	147
(2 3 2 2)	
++ Text units 149-149:	
Developing competitive advantages will require	149
(2 3 2 2)	
++ Text units 151-151:	
symbol 183 \f "Symbol" \s 10 \h	Clear identification of learning
priorities	151
(2 3 2 2)	
++ Text units 153-153:	
symbol 183 \f "Symbol" \s 10 \h	A strategic approach to quality
(2 3 2 2)	153
++ Text units 155-155:	
symbol 183 \f "Symbol" \s 10 \h	Rigorous but internally controlled
monitoring systems	155
(2 3 2 2)	
++ Text units 159-159:	
symbol 183 \f "Symbol" \s 10 \h	An enhanced Co-op programme with a
network of support organisations	159
(2 3 2 2) (3 4 3 2 2)	
++ Text units 161-161:	
symbol 183 \f "Symbol" \s 10 \h	Identification, development, support and
investment in key research activities	161
(2 3 2 2)	
++ Text units 163-163:	
symbol 183 \f "Symbol" \s 10 \h	Control over investment by relevant
individuals and groups	163
(2 3 2 2) (3 4 3 2 2)	
++ Text units 165-165:	
symbol 183 \f "Symbol" \s 10 \h	Offering two types of education:

generalised and specialised and recognising the different skills and perspectives required	165
(2 3 2 2)	
++ Text units 168-169:	
4.2 Exploring new roles as the provider of a relevant learning environment	168
(2 3 2 2)	
4.2.1 Crossing historical and social boundaries	169
(2 3 2 2)	
++ Text units 174-174:	
The next 25 years offer the opportunity of addressing those social energies which exist in the margins of society.	174
(2 3 2 2)	
++ Text units 178-181:	
4.2.2 Addressing the margins of society	178
(2 3 2 2)	
Addressing the margins of society is suggested as a practical and challenging means of helping the university through a maturation process.	179
(1 3 2 2) (2 3 2 2)	
In 2020, THIS INSTITUTION should be concerned not only with scientific advancement, but also with social and spiritual advancement.	180
(2 3 2 2)	
Advance in science is the base from which the University has come, and there is no reason to believe that this vision will be lost in the next 25 years of its development.	181
(2 1 2 2) (2 3 2 2)	
++ Text units 183-185:	
Spiritual studies should come through the introduction of Philosophy and Theology within the context of an inter cultural globalisation which will be the prime historical and social marker of the next 25 years.	183
(2 3 2 2) (3 5 3 2 2)	
All three elements - Science, Culture and Spirituality - could be linked and given directional energy through the introduction of social and cultural anthropology.	184
(2 3 2 2)	
The concern which the University of Limerick has with 'relevance' within its own stated mission would be academically grounded by Anthropology.	185
(2 2 2 2) (2 3 2 2)	
++ Text units 189-190:	
Representing Ireland in the new multimedia world within the context of increased interaction is exactly what the study of anthropology would help to channel.	189
(2 3 2 2) (3 5 3 2 2)	
Cross cultural studies in science will help to counteract the imbalance which currently blocks the first world's ability to integrate fully with other non Western concepts as to what Science is.	190
(2 3 2 2) (3 5 2 2 1)	
++ Text units 192-192:	
Similarly, a school of Theology which specialised in the Anthropology of Religion would bring an exciting edge to our understanding of spirituality as a universal presence in world culture.	192
(2 3 2 2) (3 5 2 2 2)	
+++++	
+++ ON-LINE DOCUMENT: REP3	
+++ Retrieval for this document: 42 units out of 213, = 20%	

++ Text units 5-5:			
symbol 183 \f "Symbol" \s 10 \h	Addressing the margins of society		5
(2 3 2 2)			
++ Text units 7-7:			
symbol 183 \f "Symbol" \s 10 \h	Exploring new alternatives for		
curriculum development		7	
(2 3 2 2)			
++ Text units 9-9:			
symbol 183 \f "Symbol" \s 10 \h	Recognising the importance of solving		
local problems and addressing local issues		9	
(2 3 2 2)			
++ Text units 11-11:			
symbol 183 \f "Symbol" \s 10 \h	Being innovative in our approach to what		
we do as well as how we do it		11	
(1 3 2 2) (2 3 2 2)			
++ Text units 18-20:			
We feel that more deliberate and planned efforts need to be in place in order to ensure that this range of individual needs is catered for so that effective learning can take place in the future.			
(2 3 2 2) (3 4 3 2 2)			18
Ensuring that an appropriate learning environment exists for all members of the learning community has implications for a wide range of activities within the University setting.			
(2 3 2 2) (3 4 3 2 2)			19
The ways in which programmes are designed, the structure and layout of the campus, the climate and culture that is developed, the allocation of various responsibilities, the exercise of authority and the distribution of power are all issues that need to be considered.			
(1 3 2 2) (2 3 2 2) (3 4 3 2 2)			20
++ Text units 23-23:			
Recognising the physical, social and psychological needs of learners will be a good starting point for the design and development of learning environments for the future.			
(2 3 2 2)			23
++ Text units 31-31:			
A central location must continue to be well planned and enhanced in terms of the physical surroundings it provides.			
(2 3 2 2) (3 4 3 2 2)			31
++ Text units 35-38:			
The University's infrastructure and associated learning environment should be a model which addresses the requirements of its students towards an ever changing society.			
(2 3 2 2) (3 4 3 2 2)			35
The learning environment should provide the student with the life long skills necessary to undertake their chosen profession in an exemplary manner.			
(2 3 2 2)			36
In other words the environment should be representative of their future. To achieve this the defining objective is that it must be adaptive.			
(2 3 2 2) (3 4 3 2 2)			37
Practical considerations about the physical environment must also ensure that the principle of inclusion is strongly upheld.			
(2 3 2 2) (3 4 3 2 2)			38
++ Text units 40-40:			

Many physical improvements and access adjustments need to be made before our campus can be said to be fully accessible to students with special needs. 40

(2 3 2 2) (3 4 3 2 2)

++ Text units 49-49:

We should not build and furnish buildings before identifying who will use these spaces, what needs these users will have and how these needs can be met through physical design and configuration. 49

(2 3 2 2)

++ Text units 61-61:

The University of Limerick needs to address this need particularly in the light of future changes in learners' relationships with the organisation. 61

(2 3 2 2) (3 4 3 2 2)

++ Text units 66-66:

Not only will this ensure that the groundwork for effective learning is laid, but it will also enhance the competitiveness of the institution in a way that is impossible through other mechanisms. 66

(2 3 2 2) (3 4 3 2 2)

++ Text units 85-85:

Using these measures to help gauge the profile of a given learning community might provide a useful database for guiding the design of particular learning environments. 85

(2 3 2 2)

++ Text units 129-129:

Given that by 2020 attracting students to THIS INSTITUTION will be an extremely competitive process, it would be wise to forge linkages and create networks which maximise success. 129

(2 3 2 2) (3 5 3 2 2)

++ Text units 133-137:

Such linkages will thus be with institutions which can augment the abilities of THIS INSTITUTION centres of excellence in teaching and research and / or provide funding for students in the form of scholarships and training places. 133

(2 3 2 2) (3 5 3 2 2)

The manner in which such linkages are developed and defined is critical since a description of these linkages will be used in advertising material. 134

(2 3 2 2)

To this end it would be useful for the University to develop a formalised "partnership" scheme which can be used as a demonstration of its level of co-operation and interaction with industry and other education establishments. 135

(2 3 2 2)

It is necessary for the University to begin to forge links with potential key players at the highest level and nurture potential linkages with other Universities and Corporations by using its most senior people as ambassadors. 136

(2 3 2 2)

While this has happened in an informal way previously, it is imperative that academics at many levels are given access to such enabling facilities and that such activities are given the highest priority. 137

(2 1 2 2) (2 3 2 2) (3 4 3 2 2)

++ Text units 141-143:

As we have mentioned, individual autonomy within university constraints

will need to be supported for us to succeed. 141
 (2 3 2 2) (3 4 3 2 2)

The more the THIS INSTITUTION learning environment caters for collaborative autonomy, especially towards those in continuing education, the more success it will have in attracting students in the long term. 142
 (2 3 2 2)

Resources must be well planned to allow students to interact on individual/small group basis both during tele-learning and while visiting the campus. 143
 (1 3 2 2) (2 3 2 2) (3 4 3 2 2)

++ Text units 147-152:

We should not be tempted to adopt new technologies just because 'everyone else is doing it'. The rationale for the development and application of emerging technologies must be firmly based on the needs of the users. 147
 (2 3 2 2) (3 4 3 2 2)

We must choose technologies which facilitate the use of more innovative and effective learning processes such as: collaborative learning, active learning, and resource based learning. 148
 (1 3 2 2) (2 3 2 2)

We may use these developments as catalysts to improve the teaching learning process by providing technically mediated learning experiences in parallel with conventional methods. 149
 (2 3 2 2)

Face- to- face teaching can be supplemented by computer courseware that can be studied off-line or collaboratively over the network with other students and with the tutor acting as guide. 150
 (2 3 2 2)

We will need to invest in research and training in the design, development and use of courseware material and other information technology. 151
 (2 3 2 2)

The immediate problem is to gain more experience in the development of courseware and enhanced learning facilities and to understand fully the potential and constraints of the technology. 152
 (2 3 2 2) (3 5 3 2 2)

++ Text units 177-177:

It will facilitate the university in establishing its national and international roles. 177
 (2 3 2 2) (3 5 3 2 2)

++ Text units 182-184:

It is our response to it and its potential that is crucial. 182
 (2 3 2 2)

The University needs to position itself to take advantage of technological developments to improve the quality of the learning environment. 183
 (2 3 2 2)

We should ensure that our response is timely and that we fully exploit the potential. 184
 (2 3 2 2)

++ Text units 186-189:

This is very important if we are to create an effective, leading edge learning environment in the future 186
 (2 3 2 2)

The organisational barriers to the application, development and use of

technology should be examined. (2 3 2 2)	187
We need to encourage and enable faculty to invest in rethinking their courses to take advantage of new resources and delivery methods. (2 3 2 2) (3 4 3 2 2)	188
We need to provide administrative staff with technology that enables them to create more effective processes and systems. (2 3 2 2)	189
++ Text units 192-192:	
Arguments that technology is too expensive, that it puts too much control in the hands of the learner, that it is too difficult to install in current organisational structures, that it is too restricting or that it requires too much effort may reveal that barriers and fears about technology need to be addressed and explored. (2 3 2 2) (3 4 2 2 2)	192
+++++	
+++ ON-LINE DOCUMENT: REP4	
+++ Retrieval for this document: 56 units out of 160, = 35%	
++ Text units 4-4:	
symbol 183 \f "Symbol" \s 10 \h learning (2 3 2 1) (2 3 2 2)	Using technology to support and enhance 4
++ Text units 6-6:	
symbol 183 \f "Symbol" \s 10 \h the acquisition, design, development and utilisation of the new technologies (2 3 2 2)	Investing in research and training in 6
++ Text units 8-8:	
symbol 183 \f "Symbol" \s 10 \h exploiting information networks (2 3 2 2)	Developing collaborative initiatives by 8
++ Text units 10-10:	
symbol 183 \f "Symbol" \s 10 \h the adoption of enabling technology (2 3 2 2)	Identifying and addressing barriers to 10
++ Text units 27-28:	
We should strive to become a community of learners; learning from each other, from learning resources stores, from others outside our community. (2 3 2 2)	27
An organisation which claims excellence in the teaching of personnel management or the application of computers to core business processes should be able to apply what it teaches to its own operations. (2 3 2 2)	28
++ Text units 47-47:	
In designing a new course or revising existing courses, we should include all of those who will be involved with the delivery of that course; academics, information specialists, technicians, computer specialists, buildings officers, administrators. Courses are as much about context as about content. (2 3 2 2) (3 4 3 2 2)	47
++ Text units 50-50:	
In summary, we should move to break down the organisational, physical and conceptual barriers between all areas of the organisation to focus on the one critical goal of our activity, enabling people to learn.	50

(2 3 2 2)

++ Text units 53-53:

The development of a strongly supported social club would, for example, facilitate this. 53

(2 3 2 2)

++ Text units 67-67:

A focus on the goals of learners, teachers and researchers 67

(2 3 2 2) (3 4 3 2 2)

++ Text units 87-87:

There are less tangible and more important aspects of the learning environment which in the case of the University of Limerick, need to be considered and attended to, both in the immediate and longer term future. 87

(2 3 2 2) (3 4 3 2 2)

++ Text units 91-96:

4. The learning environment should be one in which the quality, standards and reputation are of paramount importance to all members of the learning community. 91

(2 3 2 2)

The university must allow the course designers and course providers (including non-academics) to specify decide and document the learning environment most suitable for their course in all terms including the extent and support for collaboration. 92

(2 3 2 2)

In this sense, it should set-up structures that allow the university to adapt to current best practices. 93

(2 3 2 2) (3 4 3 2 2)

It should avoid the desire to have a harmonised learning culture for all a courses. 94

(2 3 2 2) (3 4 3 2 2)

The university should be committed to the ongoing design and development of rigorous internal monitoring systems which include new criteria for excellence such as facilitation skills among faculty members and efforts towards collaboration across disciplines. 95

(1 3 2 2) (2 3 2 2)

The university must be characterised by formal and informal structures including user friendly infrastructures to allow academic faculty to research, develop and publish. 96

(2 3 2 2) (3 4 3 2 2)

++ Text units 100-100:

Collaboration and co-operation, and the development of effective strategic alliances among groups or organisations, is the approach which we feel will build those bridges and allow us to survive and to play a role as an effective and productive learning environment 25 years from now. 100

(1 3 2 1) (2 3 2 2)

++ Text units 102-102:

Our understanding of the processes of learning needs to be enhanced through research, development and training. 102

(1 2 2 1) (2 3 2 2)

++ Text units 104-109:

All new programmes should be designed so that the social aspect of learning is recognised. 104

(2 3 2 2)

Group work, collaboration, and team based activity should be important dimensions of learning processes and assessment 105
(1 3 2 2) (2 3 2 2)

Training and development initiatives should stress that the facilitation of learning must be accompanied by values which treat the learner with respect, allow the learner to participate fully at all stages of the learning process and create a supportive, non threatening environment. 106
(1 3 2 2) (2 3 2 2) (3 4 3 2 2)

The possibility of measuring the repertoire of learning styles that exist in the learning population should be investigated. 107
(2 3 2 2)

This information could be used as a guide to the design, development and delivery of all new and existing courses 108
(2 3 2 2)

8. If we are to take a central position as the organisers of learning, we have to recognise that there will be a multiplicity of learning agents in society. 109

(2 3 2 2) (3 5 3 2 2)

++ Text units 112-112:

As well as upholding international standards, local issues and representativeness needs to form an important part of the future identity of the learning environment. 112

(2 3 2 2)

++ Text units 114-115:

In fact a concentration on local issues and a broad concern for the Irish dimension of our programmes, culture and ethos, may be an important way in which the University can differentiate itself in the future. 114

(2 3 2 2)

10. We need to create an environment which encourages and facilitates collaboration and teamwork between all members of the learning community 115

(1 3 2 2) (2 3 2 2)

++ Text units 117-120:

We should develop mechanisms and systems whereby on - campus expertise can be applied to the solution of on - campus problems 117

(2 3 2 2) (3 4 3 2 2)

Requirements for collaborative and interactive learning environments should be identified. 118

(2 3 2 2) (3 4 2 2 2)

Each existing course leader should be asked to identify the resources to run their courses. All new courses must detail the learning culture and environment required, not just the information to be transferred. 119

(2 3 2 2)

A number of perceived leading external courses should be identified and their institute's learning environment studied to determine its effective contribution. 120

(2 3 2 2)

++ Text units 123-124:

Faculty should be encouraged to give feedback on the current environment that will be listened to and acted upon by executive management. 123

(1 3 2 2) (2 3 2 2)

Alumni should be sample surveyed on their perception of the existing environment. 124

(2 3 2 2)

++ Text units 126-128:

A set of metrics should be determined to monitor the success or failure of the environment to support learning	126
(2 3 2 2)	
11. We should develop an environment that takes full advantage of the emerging technologies. These technologies should be used as a supporter not a dictator of learning.	127
(2 3 2 2) (3 5 2 2 2)	
The introduction of new technologies must be preceded and accompanied by foresight, planning and investment.	128
(2 3 2 2)	
++ Text units 130-148:	
In relation to our use of technological developments we should also:	130
(2 3 2 2)	
Aim to put and keep our University at the leading edge of technological developments; Develop an Information systems / information technology strategy.	131
(2 3 2 2)	
Establish the electronic delivery of information and information services as a priority.	132
(2 3 2 2)	
Support the preparation of courseware and electronic texts.	133
(2 3 2 2)	
Initiate research on the implementation of new teaching-learning processes.	134
(2 3 2 2)	
Train quickly and extensively in the various technologies as they emerge.	135
(2 3 2 2)	
Set the provision of up-to-date equipment for faculty, students and staff as a priority.	136
(2 3 2 2)	
Undertake research into and establish guide lines for best practice in and facilities for technically mediated education.	137
(2 3 2 2)	
Ensure that our University is kept informed of current developments in the application of technology to teaching, learning, research and education management.	138
(2 3 2 2)	
Further investigate the implications of increased information access.	139
(2 3 2 2)	
Work at national level to ensure we have access to high speed networks and data sets.	140
(2 3 2 2)	
Base the rationale for the development and application of emerging technologies firmly on the needs of the users.	141
(2 3 2 2)	
12. We need to create a future environment where remote learners can identify strongly with the values, priorities and ethos of the institution	142
(2 3 2 2) (3 4 2 2 2)	
We need to investigate how to integrate and manage off campus learning and analyse the changing role of the campus.	143
(1 3 2 2) (2 3 2 2)	
We should concentrate on the development of a strong, widely held set of values which will come to represent the aims, priorities and purposes of the University of Limerick	144

(2 3 2 2) (3 4 3 2 2)

13. We should develop an environment where the concept of lifelong learning is central to the activities of and approaches to education. 145

(2 3 2 2)

We should take account of the requirements of lifelong learning when recruiting, and when providing induction to the new members of staff. 146

(2 3 2 2)

We should provide programmes which allow the accreditation of prior learning. 147

(2 3 2 2)

It will be increasingly important to form partnerships with business, industry and community organisations with a view to promotion and development of lifelong learning and delivery of continuing education programmes. 148

(2 3 2 2)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 5 units out of 548, = 0.91%

++ Text units 358-358:

Everybody is probably in agreement with [the fact that THIS INSTITUTION will not be educating or training people for jobs in the future] 358

(2 3 2 2)

++ Text units 374-374:

I think it's very very important that we get back to that sort of interdisciplinary outlook [i.e. the outlook this institution had in its earlier years] 374

(1 3 2 2) (2 3 2 2)

++ Text units 395-395:

I've tried to divide these concepts into information acquisition and intellectual application - provided the intellectual will be trumped up with hands on experience whatever that might be for example computer simulation or computer aided design where somebody applies their knowledge 395

(1 2 1 2) (2 3 2 2)

++ Text units 403-403:

All the problems that arise [among students in relation to their learning] will be backed up by the old fashioned tutor system 403

(2 3 2 2) (3 4 3 2 1)

++ Text units 405-405:

Individual laboratories will actually be responsible for research 405

(2 3 2 2) (3 4 3 2 2)

+++++

+++ ON-LINE DOCUMENT: T2B

+++ Retrieval for this document: 3 units out of 133, = 2.3%

++ Text units 11-11:

We're looking at market forces, this is possibly where we should be targeting ourselves [buying programmes from elsewhere] at this commodity level as opposed to at this leading edge 11

(2 3 2 2) (3 5 2 2 1)

++ Text units 20-20:

The question is can we pick the market niche whereby we'll develop these technology rich programmes, offer them to people and all that kind of stuff or are we consumers of the stuff that's made elsewhere 20

(2 3 2 2)

++ Text units 24-24:

[If we buy programmes from other sources] we have to think about who we're going to buy from [and] what their added value is] 24
(2 3 2 2)

+++++

+++ ON-LINE DOCUMENT: T3A

+++ Retrieval for this document: 35 units out of 387, = 9.0%

++ Text units 155-155:

The University of Limerick that I would like to see in 2020 is to facilitate people in wanting to learn, not just to get a piece of paper that says they're qualified to do such and such 155
(2 3 2 2)

++ Text units 158-158:

[We should] stimulate people who have made a decision to come to this place 158
(2 3 2 2)

++ Text units 160-160:

It may be that we have to move away from the conventional pillars of the way we educate now like lectures 160
(1 3 2 2) (2 3 2 2)

++ Text units 208-208:

We don't want a village which has access to all the information in the world but doesn't know which bit of information goes first 208
(2 3 2 2) (3 4 3 2 2)

++ Text units 210-210:

[In future] there's got to be structure and course design and this needs to be more carefully thought out than ever before because information will be coming at us from all sides 210
(2 3 2 2) (3 5 3 2 2)

++ Text units 212-212:

There are a lot of people, a lot of people would like to do some sort of combined degree, now it may not go across the six colleges of the University but it could be combined across two 212
(2 3 2 2) (3 5 3 2 1)

++ Text units 219-219:

The bit I liked about your suggestion was that the actual academic staff student contact is not in the forms of lectures at all 219
(2 3 2 2)

++ Text units 221-221:

In materials science for example, I would love to run lectures in groups of three and the elective would be run where those three students would wander into a lecturers office in groups of three and say OK what will we read now? Go away and read those six pages there, come back with an essay on it. That's how I would like to run the electives but of course you can't, because the constraints of the University is that if you have an elective of less than 15 people, why are you running it? 221
(2 3 2 2) (3 4 2 2 2)

++ Text units 223-223:

The constraints of the University are probably dulling a lot of the activities that we're looking towards 223
(2 3 2 2) (3 4 2 2 2)

++ Text units 231-231:

Maybe we'll be forced out of the role of validating qualifications 231
(2 3 2 2) (3 5 3 2 2)

++ Text units 233-233:
 We may of course be asked to contract and bid ourselves 233
 (2 3 2 2) (3 5 3 2 2)

++ Text units 235-235:
 We may be asked to participate as a central feature in this constellation
 as a learning institution 235
 (2 3 2 2) (3 5 3 2 2)

++ Text units 239-239:
 [We might] assist in the marketplace we [might] assist in credentialism,
 but really that's for other people 239
 (2 3 2 2)

++ Text units 241-241:
 We have to hold onto the transcendence which is our intellectual
 inheritance as a University 241
 (2 3 2 2) (3 4 2 2 1)

++ Text units 248-248:
 We're in a midway situation here where we could go all the way down to
 credentialism , qualification, certification, accreditation 248
 (2 3 2 2) (3 4 2 2 2)

++ Text units 250-250:
 [We could] have established the University in as many Institutions, in
 Ireland, Europe and the world - but we're going to be in huge competition
 and very sharp competition if we go that route 250
 (2 3 2 2) (3 5 3 2 2)

++ Text units 252-252:
 [If we go down the accreditation route] we will have the further
 disadvantage of being state subsidised when these people are doing it on
 a market economy basis and for profitability 252
 (2 3 2 2) (3 5 2 2 1)

++ Text units 259-259:
 Unless this place actually fulfils some sort of learning role people
 could quite happily sit down and get their course on the internet 259
 (2 3 2 2) (3 5 3 2 1)

++ Text units 263-263:
 If we [don't] go down this certification route what's the alternative,
 what would be the alternative 263
 (2 3 2 2)

++ Text units 281-281:
 If we have a vision of 2020 as being an intensely competitive place in
 terms of access to information and ability to certify various skills,
 competencies and so on. Are we also establishing a vision for the
 University of Limerick as something that just gets out of that game and
 becomes much more a centre for community learning and philosophy and
 learning for its own sake 281
 (2 3 2 2) (3 5 3 2 1)

++ Text units 283-283:
 The University will have to see a role for itself by way of
 complimentarity with other institutions as the transcendent intellectual
 broker and that training and certification and information carries on in
 satellites off the central learning leadership 283
 (2 3 2 2) (3 5 3 2 2)

++ Text units 285-285:
 Can we do a robin hood act 285
 (2 3 2 2)

++ Text units 287-287:
 I'd say we could do both [i.e. certify and be transcendent brokers of the learning experience] 287
 (2 3 2 2)

++ Text units 289-289:
 We make the money out of the certification, but somehow, somewhere within the University we learn 289
 (2 3 2 2)

++ Text units 304-304:
 The potential for a University like this could be [to] fill a major need in society 304
 (2 3 2 2) (3 5 3 2 1)

++ Text units 316-316:
 Pragmatically, the University of Limerick has to provide some basic qualifications 316
 (2 3 2 2)

++ Text units 318-318:
 [The University of Limerick] has to work out centres of excellence 318
 (2 3 2 2)

++ Text units 329-329:
 I would like to see a generalised University which is able to fulfil a function but then very very, possibly a strong intellectual base but that it's not spread too widely 329
 (2 3 2 2)

++ Text units 333-333:
 Are you saying that you would like to see a more coherent strategy 333
 (2 3 2 2)

++ Text units 337-337:
 Are we talking about having a sort of umbrella strategy 337
 (2 3 2 2)

++ Text units 339-339:
 I'd like to see a two tier system - you know something that provides a very generalised undergraduate education and then another system that provides a very you know, detailed training 339
 (2 3 2 2)

++ Text units 341-341:
 I see no reason why this University can't react to either a body or a company in the future that says we'd like you to quote for a specific course 341
 (2 3 2 2)

++ Text units 361-361:
 [The University of Limerick should put money into] simple research scholarships 361
 (2 3 2 2)

++ Text units 366-366:
 [The University of Limerick should put money into] capital equipment and things like that for people to actually become excellent in areas 366
 (2 3 2 2)

++ Text units 368-368:
 [There are] resources that we could bring in if we had a decent learning environment 368
 (2 3 2 2) (3 4 3 2 2)

++++++

+++ ON-LINE DOCUMENT: T3B

+++ Retrieval for this document: 23 units out of 385, = 6.0%

++ Text units 3-3:
I reckon that we could sell a huge number more courses like [Syntax] 3
(2 3 2 2)

++ Text units 5-5:
I reckon we could go into engineering industries and sell engineering
courses and say look why don't you send your lads on this 5
(2 3 2 2)

++ Text units 20-20:
Speaking an even greater heresy, if the University is to exist without
devoting major resources to its furtherance and also to its reputation
then engineering and science will eventually disappear out of this
University 20
(2 3 2 2)

++ Text units 49-49:
If we agree in principle to our own University moving out into the globe
we have to accept the corollary of that 49
(2 3 2 2) (3 5 3 2 1)

++ Text units 59-59:
It's amazing how quickly we're starting to build up a picture of our
vision as to what 2020 is going to look like and what we need to do in
order to respond to that 59
(1 2 1 2) (2 3 2 2)

++ Text units 63-63:
I would like this University to build on the reputation it has got at
undergraduate level 63
(2 3 2 2)

++ Text units 66-66:
I would then like to see this University become absolutely brilliant in
small selected areas 66
(2 3 2 2)

++ Text units 70-71:
70
(2 3 2 2)

I would like to see the University offer a broad range education scheme
for undergraduates 71
(2 3 2 2)

++ Text units 89-89:
Teaching input and research is going to be very critical 89
(2 3 2 2)

++ Text units 123-123:
They should set up centres of undergraduate teaching excellence of
numbers of people 123
(2 3 2 2)

++ Text units 140-140:
[We can] create a situation where all lights burn brighter than before 140
(2 3 2 2) (3 4 3 2 2)

++ Text units 204-204:
We must apprenticeship people to themselves for learning 204
(2 3 2 2)

++ Text units 219-219:
Important key questions then are what will faculty do in 2020 ? What will
curriculum constructs be like ? 219
(2 3 2 2) (3 4 3 2 2)

++ Text units 251-251:

The Institute of engineers will continue to [adopt the 'work ticketing' approach] for as long as the University will not say we are the intellectual educators. We need to confront this. 251

(2 3 2 2) (3 5 2 2 2)

++ Text units 255-255:

What will happen is there'll always be a demand for the work ticket, - do we see ourselves in 2020 still providing that ticket? 255

(2 3 2 2) (3 5 3 2 1)

++ Text units 257-257:

If we are [continue to provide only work tickets] we'll just be a technical University and we've spent 25 years trying to prove we're not just a technical college 257

(2 1 2 2) (2 3 2 2)

++ Text units 259-259:

There is a danger of course you know in an institution like this, attempting to acquire humanities or arts and aesthetic ornaments in order to redress the balance. We have to address this aesthetic dimension unblushingly 259

(2 3 2 2) (3 4 2 2 2)

++ Text units 272-272:

I just wonder whether a model of a University in 2020 [isn't] that we become a seat of learning and that one of its functions is to if you like to contract to professional institutions to provide people with that - that's the pragmatic end of it - because if we don't do that then all these institutions and colleges will be set up by the industries themselves 272

(2 3 2 2) (3 5 3 2 2)

++ Text units 308-308:

This place will be running after itself come the 15th of March getting the money 308

(2 3 2 2)

++ Text units 314-314:

Perhaps the learning environment needs not only teachers and learners, but also patrons, in other words, why can we not form [liaisons] 314

(2 3 2 2) (3 4 2 2 1)

++ Text units 320-320:

If for example we can get patrons for our courses, that would be the one thing that we need I'm talking about real patrons, like your man was to mozart 320

(2 3 2 2)

++ Text units 330-330:

[We need] flexibility- where a lab for example will run a course, not a department - that's where you get your excellence that's where you get your flexibility 330

(2 3 2 2) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T3C

+++ Retrieval for this document: 1 unit out of 613, = 0.16%

++ Text units 235-235:

We have to build up the capacity to deal with our differences and our ambiguities 235

(1 3 1 1) (2 3 2 2)

+++++

+++ ON-LINE DOCUMENT: T4A

+++ Retrieval for this document: 9 units out of 327, = 2.8%

++ Text units 7-7:

Part of what we're talking about is that we're going to go outside of that boundedness [of the physical University right 7

(1 2 1 2) (2 3 2 2)

++ Text units 137-137:

Well the most important thing is that the institution responds to what is needed 137

(2 3 2 2)

++ Text units 203-203:

If we lose that boundary [of the foundation process] then we actually throw people straight into the professional part of their programme from day one instead of equalising from a very broad leaving cert. to something more specialised 203

(1 3 2 2) (2 3 2 2)

++ Text units 205-205:

Foundation [programmes] will become more and more important 205

(2 3 2 2)

++ Text units 228-228:

Competition should include co-operative ventures, we're talking about with other institutions and professional bodies 228

(2 3 2 2)

++ Text units 230-230:

[We should recommend] collaborative networks - I mean there's talk at the moment for instance of joint research degrees being awarded by THIS INSTITUTION and another institutions 230

(2 3 2 2)

++ Text units 305-305:

I think [the new role of the teacher] is where the importance of research and new dimensions of issues becomes important, because people will already be able to access information that exists or is out there already 305

(2 3 2 2) (3 5 3 2 1)

++ Text units 311-311:

The action [of learning] will return to the Cafe Allegro 311

(1 3 2 2) (2 3 2 2) (3 4 3 2 2)

++ Text units 319-319:

We're saying that the environment is not just the place where people learn, it's also the states of mind that people are in, the levels of commitment and motivation that are instilled and perhaps that's what's going to add value to the environment that we're going to create in the future 319

(2 3 2 2) (3 4 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T4B

+++ Retrieval for this document: 6 units out of 368, = 1.6%

++ Text units 18-18:

We were saying that in order to validate em the learning environment from I think somebody used the words ethics and justice and equity and you know that these should be principles that we incorporate in the future 18

(1 1 1 2) (2 3 2 2)

++ Text units 71-71:

Are we not recognising the physical and psychological needs of learners
and is that why we want to do it in the future 71

(2 3 2 2) (3 4 2 2 2)

++ Text units 106-106:

[People who are already in the University should be] given equitable
opportunity to learn and to benefit from the environment we provide 106

(2 3 2 2)

++ Text units 155-155:

[We should mention] the maintaining of relationships with people after
they move on 155

(1 2 1 2) (2 3 2 2)

++ Text units 191-191:

[providing ten lectures on a given subject] shouldn't be what the concept
of quality is about 191

(2 3 2 2) (3 4 3 2 2)

++ Text units 290-290:

perhaps it might be worth pointing out that the ethical standards of the
University may indeed be something that differentiates [the University]
in the future whereas that has not been the case in the past 290

(1 2 1 2) (2 3 2 2)

+++++

+++ ON-LINE DOCUMENT: T6A

+++ Retrieval for this document: 14 units out of 407, = 3.4%

++ Text units 91-91:

We need to provide programmes which allow for the accreditation of prior
learning 91

(2 3 2 2)

++ Text units 101-101:

We can't harness new technologies on our own 101

(1 3 2 2) (2 3 2 2)

++ Text units 103-103:

We need to get involved in collaborative networks 103

(2 3 2 2)

++ Text units 130-130:

[This organisation's] response to technological developments needs to be timely and up to
date 130

(2 3 2 2)

++ Text units 176-176:

Technology allows us to broker our own expertise on to other
institutions 176

(1 3 2 2) (2 3 2 2) (3 5 3 2 2)

++ Text units 184-184:

We should explore the opportunities for accessing other people's
databases 184

(2 3 2 2)

++ Text units 186-186:

Exploring other people's databases may be a little bit down the line 186

(2 3 2 2)

++ Text units 188-188:

We should not reinvent the wheel all the time (i.e. explore other
databases before developing our own) 188

(2 3 2 2)

++ Text units 194-194:

Strengthening links [in local, national and international communities]

will facilitate a carving out of a niche or role within those various communities 194

(1 3 2 2) (2 3 2 2)

++ Text units 212-212:

People will have access to information themselves = we're not going to be telling them what to read 212

(2 3 2 2) (3 4 3 2 1)

++ Text units 255-255:

Ethics has got to be part of our environment 255

(2 3 2 2) (3 4 3 2 2)

++ Text units 277-277:

We can have an influence on the way that people are educated in general 277

(2 3 2 2)

++ Text units 281-281:

The University has a major role in the development of people who can make their own decisions 281

(2 3 2 2) (3 4 3 2 2)

++ Text units 292-292:

We can play a role in attempting to change the ways that people are taught 292

(1 3 2 2) (2 3 2 2)

+++++

+++ ON-LINE DOCUMENT: T6B

+++ Retrieval for this document: 29 units out of 355, = 8.2%

++ Text units 32-32:

what's the purpose of all this collaboration, what are we trying to do 32

(2 3 2 2)

++ Text units 40-40:

the University's infrastructure and associated learning environment should be a model which addresses the requirements of its students towards an ever changing society 40

(2 3 2 2) (3 4 3 2 2)

++ Text units 42-42:

what we should be doing is the environment should be adapting to, some form that is realistic for the students going out 42

(2 3 2 2)

++ Text units 48-48:

the defining objective [of the physical environment is] that it should be adaptive 48

(2 2 2 2) (2 3 2 2)

++ Text units 72-72:

The more the THIS INSTITUTION learning environment caters for autonomy, especially towards those continuing education, the more success it will have in attracting students who long term will be net contributors to the university 72

(2 3 2 2)

++ Text units 108-108:

THIS INSTITUTION should measure the learning contribution of all its existing resources 108

(2 3 2 2)

++ Text units 112-112:

We should learn from past mistakes for example, we should not build and furnish buildings before identifying what goes into them 112

(2 3 2 2)
 ++ Text units 128-128:
 we must identify the requirements for interactive learning environments 128
 (2 3 2 2)
 ++ Text units 130-130:
 [In order to identify the requirements for interactive learning we
 should] get the course leaders to write up what their environment is and
 actually define the resources, given enough money that they would require
 to run their courses 130
 (2 3 2 2)
 ++ Text units 134-134:
 All new courses must detail the learning culture and environment required
 not just the information to be transferred 134
 (2 3 2 2)
 ++ Text units 138-138:
 a number of perceived leading external courses should be identified, to
 identify what courses are out there that are seen to be leading courses
 and then go and see what the environment is that's producing those people
 or producing that that success 138
 (2 3 2 2)
 ++ Text units 160-160:
 we should be encouraged as faculty to give feedback after we've given a
 module as to what the environment, the learning environment the
 limitations of it was and where we should go the following time 160
 (2 3 2 2) (3 4 2 2 2)
 ++ Text units 168-168:
 Alumni for example should be sample surveyed about what they think [about
 the effectiveness of the learning environment] 168
 (2 3 2 2)
 ++ Text units 174-174:
 we should postulate then some learning environment model 174
 (2 3 2 2)
 ++ Text units 176-176:
 the University must put forward a model that can be analysed and
 discussed and so we must actually say what [the learning environment]
 should be in terms of very high level 176
 (1 3 2 2) (2 3 2 2)
 ++ Text units 178-178:
 then we must actually decompose and refine [the model of the learning
 environment] by faculty by course, by module and so on within the context
 of whatever this very very high level thing is. 178
 (2 3 2 2) (3 4 2 2 2)
 ++ Text units 184-184:
 We can come up with a model [of the learning environment] and I think we
 should but at the end of the day I think we should see what is feasible
 in terms of you know in terms of cost and infrastructure or even in terms
 of management direction 184
 (2 3 2 2) (3 4 2 2 2)
 ++ Text units 188-188:
 we need to determine a set of ethics or some mechanism to monitor the
 success or failure of an environment 188
 (2 3 2 2)
 ++ Text units 198-198:
 we don't monitor anything here and it's something that we're really going

to have to do if we actually really want to change things 198
 (2 2 2 2) (2 3 2 2)
 ++ Text units 200-200:
 the university must allow the course designers and course providers to
 decide the learning environment most suitable for their course in all
 terms including the extent and support for collaboration 200
 (2 3 2 2) (3 4 3 2 2)
 ++ Text units 204-204:
 [the university] must allow [course providers] to decide that they have
 the control over [the learning environment] and encourage them to do so 204
 (2 3 2 2) (3 4 3 2 2)
 ++ Text units 255-255:
 an incredibly strong message back [would be] if we're saying to people
 you know we must decentralise control 255
 (1 3 1 2) (2 3 2 2)
 ++ Text units 280-280:
 It would be very interesting if we had on the syllabus a section called
 the learning environment for this course 280
 (2 3 2 2)
 ++ Text units 284-284:
 As long as [including a section called the learning environment] doesn't
 end up like the recommendations for book lists, none of which are
 available in the library 284
 (2 3 2 2)
 ++ Text units 292-292:
 if we're going to be interested in developing an effective learning
 environment, then we're going to have to create a culture where that
 learning environment is contributed to by people who have something to
 say about it 292
 (2 3 2 2) (3 4 3 2 2)
 ++ Text units 294-294:
 when you get to the classic situation where you say I'm sorry, but I
 can't organise a tutorial because I cannot get a room. How can you ask a
 student then to think about what the learning environment is 294
 (2 3 2 2) (3 4 2 2 2)
 ++ Text units 321-321:
 the goal of the university should be what everything is structured
 round 321
 (2 3 2 2) (3 4 3 2 2)
 ++ Text units 327-327:
 Our aim to create structures is that they should be goal centred, not
 role centred 327
 (2 3 2 2) (3 4 3 2 2)
 ++ Text units 336-336:
 An important skill that needs to be developed in the learning community
 is listening skills 336
 (2 3 2 1) (2 3 2 2)
 +++++
 +++ ON-LINE DOCUMENT: T6C
 +++ Retrieval for this document: 27 units out of 224, = 12%
 ++ Text units 55-55:
 [dropping standards] is something that needs to be addressed 55
 (2 3 2 2)
 ++ Text units 57-57:

One of the things that needs to be addressed under courses is that we will need a significant degree of liaison with the corporate establishments 57

(1 3 2 2) (2 3 2 2)

++ Text units 61-61:

we need to look at the whole area of standards 61

(2 3 2 2)

++ Text units 63-63:

[in the whole area of standards] we need to look at training and recruitment 63

(1 2 2 2) (2 3 2 2)

++ Text units 83-83:

the standards [of the university] are going to take or have to take into account training 83

(2 3 2 2)

++ Text units 85-85:

not only [should] we have standards for students but also for the academics 85

(2 3 2 2)

++ Text units 106-106:

If the University of Limerick does not start thinking about how it's going to improve that [publications] situation in the next five years, and by 2020, I don't think it will be even a minor player on the world stage in terms of excellence 106

(2 3 2 2) (3 5 3 2 2)

++ Text units 114-114:

I think that industry will be throwing people in here and saying right, this degree is the closest we can find to what we do. Can you take these people for us, or we will give these people a scholarship, train them, we'll take them for a year and train them and then they'll come to work for us 114

(2 3 2 2) (3 5 3 2 2)

++ Text units 116-116:

We need a huge percentage of those types of interaction [where there is an agreement between corporate bodies and THIS INSTITUTION to provide skills and courses leading to an accredited degree as well as training people for a specific post] from the university 116

(1 3 2 2) (2 3 2 2) (3 5 3 2 2)

++ Text units 120-120:

What the THIS INSTITUTION should be looking at over the next 5 years is possibly identifying common themes with other establishments and developing those links at the top 120

(2 3 2 2)

++ Text units 150-150:

I wonder if the University [THIS INSTITUTION] should not be splitting into two in 2020 - one into the area of foundation studies and continuing education and the other one into research basically just a research area which services, I hate to use that word, which supports these degree processes and will look after the masters process 150

(1 3 2 2) (2 3 2 2)

++ Text units 152-152:

I reckon what the THIS INSTITUTION needs to do over the next 5 years is to do a massive audit of what it's good at 152

(2 3 2 2)

++ Text units 154-154:

[THIS INSTITUTION] needs to work out the best 10 or 15 area and say right - those are the areas which we concentrate on and those are the areas which we will turn into world renowned centres of excellence 154

(2 3 2 2)

++ Text units 156-156:

If [THIS INSTITUTION] wants to do all the other things - -if it wants to be all things to all men then its going to have to offer that type of education on a continuing education basis 156

(1 3 2 2) (2 3 2 2)

++ Text units 158-158:

Identifying centres of excellence need not be so specific as to preclude a lot of the sixty or so research groups that presently exist, but they need to have a thrust which is so, what shall I say powerful that they don't just appear in the annual report every year and say well we're doing research in this and we're working on that but when you actually look you know there's not a massive effort 158

(2 3 2 2)

++ Text units 160-160:

I think that if we want to attract graduates to THIS INSTITUTION we'll do it only if we provide state of the art top form degrees, we need to look at all those degrees 160

(2 3 2 2)

++ Text units 162-162:

what I recommend is that we split it straight down the middle [between specialist and generalist] 162

(2 3 2 2)

++ Text units 164-164:

what we can do then is that we can encourage the learning technologies, the educating technologies to really go to town and then you get people who are really keen on research and also trying to get over to people where they're keen in an area, why they're keen in an area 164

(2 3 2 2)

++ Text units 166-166:

You see that's the beauty of [splitting down the middle and having specialist and generalist streams of activity] that THIS INSTITUTION would have 15 or so areas of really top quality 166

(2 3 2 2)

++ Text units 170-170:

[Industry] wants somebody from management to stand up and say, this is what THIS INSTITUTION is good at 170

(2 3 2 2) (3 5 2 2 2)

++ Text units 175-175:

Then a number of people [from industry] would be prepared to invest large sums, they'll commit to it, if we know what we're going to be good at 175

(2 3 2 2) (3 5 3 2 2)

++ Text units 177-177:

Don't come in and tell [industry] that we're going to be good at everything or what do you want us to be good at 177

(2 3 2 2)

++ Text units 179-179:

But there's a real problem here [in THIS INSTITUTION] - because before we change anything, we have to get real , our middle management must have enough confidence to look at the real picture 179

(1 3 2 2) (2 3 2 2)
 ++ Text units 191-191:
 We [need to] start identifying where the problems are and getting
 together to try to solve them 191
 (1 3 2 2) (2 3 2 2)
 ++ Text units 195-195:
 We need to tackle this complacency [in THIS INSTITUTION] 195
 (2 3 2 2) (3 4 2 2 2)
 ++ Text units 197-197:
 [We need to get rid of the] climate where problem identification is
 unacceptable 197
 (2 3 2 2) (3 4 2 2 2)
 ++ Text units 206-206:
 [we need to] have a lot of realism to get in line. And we can do that by
 actually telling people that you know, there is a genuine desire from a
 lot of people here to actually become realistic 206
 (1 3 2 2) (2 3 2 2)
 ++++++
 +++ ON-LINE DOCUMENT: T7A
 +++ Retrieval for this document: 1 unit out of 298, = 0.34%
 ++ Text units 264-264:
 he mentioned that we teach without really understanding the learning
 process echoes John's idea about developing a model of learning and of
 making sure that we test that model and are happy with it and constantly
 monitor and revisit it 264
 (2 1 1 2) (2 2 1 2) (2 3 2 2)
 ++++++
 +++ ON-LINE DOCUMENT: T7B
 +++ Retrieval for this document: 3 units out of 279, = 1.1%
 ++ Text units 11-11:
 they were talking about the inclusive educational policy not just from an
 ethical point of view which often isn't very convincing unfortunately,
 but also from a competitive point of view - inclusiveness could be an
 issue that provides the competitive edge in the future 11
 (1 1 1 2) (2 3 2 2)
 ++ Text units 103-103:
 if any of the things that Karen is saying are to be taken seriously that
 has major repercussions for the strategic direction of the University and
 there's a lot of things that need to be done in the short term to show
 that even though we can't change things overnight there are things that
 can be done to start resources being allocated to these types of
 exercise 103
 (2 2 1 2) (2 3 2 2)
 ++ Text units 105-105:
 There's a lot to be taken out of [vision 2020] that could have a major
 impact 105
 (2 2 1 1) (2 3 2 2)
 ++++++
 +++ ON-LINE DOCUMENT: T7C
 +++ Retrieval for this document: 21 units out of 321, = 6.5%
 ++ Text units 57-57:
 [something has to be done about the initial proposals]and I'm talking
 about next March 57
 (2 3 2 2)

++ Text units 63-63:

Now if you put [vision documents] on the table in front of me and say make an executive decision on that one, what am I supposed to do? 63

(1 3 2 2) (2 3 1 1) (2 3 2 2)

++ Text units 88-88:

the most important thing [of vision 2020] is to see that something is being done in response to this that the results of this has been some action 88

(1 3 2 2) (2 2 1 1) (2 3 2 2)

++ Text units 114-114:

We need a process within this organisation that takes the output from this stage of this operation [vision 2020] and starts examining it, consults about it but starts putting concretes on it in some kind of a 3-5 year time scale 114

(1 3 2 2) (2 2 1 1) (2 3 2 2)

++ Text units 132-132:

Can I make one suggestion that might go into 4 , in terms of actionable first steps. One of the things that worries me and I cribbed on about this last week, was that there was not an audit of resources in the University and then developments that actually accommodate those resources 132

(2 3 1 2) (2 3 2 2)

++ Text units 136-136:

The other great thing about a resource audit would be, do we have expertise in certain areas or are we trying to be everything to all men which is another issue 136

(2 2 2 2) (2 3 2 2) (3 4 2 2 2)

++ Text units 138-138:

a resource audit would actually be great 138

(2 3 2 2)

++ Text units 140-140:

And a skill audit [would be great] 140

(2 3 2 2)

++ Text units 142-142:

[with the idea of a resource audit] you're talking about stage 3 of the strategic planning process - you look at your assets, you look at your people, you look at their deficiencies, you look at their strengths, if the market is driving you in a particular direction and you don't have the assets to follow that well then you try to change the asset base if you can 142

(1 3 2 2) (2 3 2 2)

++ Text units 144-144:

[you try to change the asset base] by influencing the market 144

(2 3 2 2)

++ Text units 190-190:

The cover up culture [at THIS INSTITUTION] is something that needs to be addressed 190

(2 3 2 2) (3 4 2 2 2)

++ Text units 192-192:

what we [the group is] trying to do as Peter is saying is to provide legitimate mechanisms whereby a) these views can be voiced but b) obviously where something is done about these views 192

(1 2 1 2) (2 3 2 2)

++ Text units 202-202:

[Unless we have a team based structure] these problems will never be

solved properly 202

(2 3 2 2) (3 4 3 2 2)

++ Text units 204-204:

[In THIS INSTITUTION we need to] have teams around those problems to address them and new structures 204

(2 3 2 2) (3 4 3 2 2)

++ Text units 226-226:

We [in THIS INSTITUTION] have to build a new relationship with ourselves 226

(2 3 2 2) (3 4 3 2 2)

++ Text units 232-232:

I think if we continue with this sort of naïve agenda and so on we're going to end up with a very sterile environment 232

(2 3 2 2) (3 4 3 2 2)

++ Text units 238-238:

the other danger is [that the implementation team] will produce a report and it goes back to the deans and the deans are going to say [we'll do what we want] 238

(2 3 2 2)

++ Text units 246-246:

what I see coming out which should probably be somewhat more of a operational level issue, but that is a resource audit and skill audit that need to be explored 246

(2 2 1 2) (2 3 2 2)

++ Text units 248-248:

mechanisms need to be put in place so that people can raise what they see are the real issues and that people can be open an honest 248

(2 3 2 2) (3 4 3 2 2)

++ Text units 278-278:

[we need in THIS INSTITUTION] peer review, something like peer review upwards and downwards 278

(2 3 2 2)

++ Text units 280-280:

People [in THIS INSTITUTION] are going to vote with their feet over the next few years 280

(2 3 2 2)

+++++

+++ Total number of text units retrieved = 322

+++++

Appendix AA: Node 25

(3 4 1 1 1) /context/internal/past/con1/con1a

past internal contextual issues associated with the overall strategic initiative

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.
Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:18 pm, Sept 9, 1997.

(3 4 1 1 1) /context/internal/past/con1/con1a

*** Definition:

all groups involved in vision 2020

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 3 units out of 418, = 0.72%

++ Text units 85-85:

The most important thing from your point of view is that this University saw this exercise as important enough to release me from my teaching duties for this next year to act as Director 85

(3 4 1 1 1)

++ Text units 316-316:

The only deliverable that has been , the final deliverable that has been set down by the steering committee is that we [the group] produce a document 316

(2 3 1 2) (3 4 1 1 1)

++ Text units 353-353:

If [all groups have convened due to] purely pragmatic pressure of time, it would be the wrong way to go to respond by getting us [the groups] all to work in parallel 353

(1 3 1 1) (3 4 1 1 1)

+++++

+++ ON-LINE DOCUMENT: MEET1B

+++ Retrieval for this document: 2 units out of 550, = 0.36%

++ Text units 133-133:

[The selection of the working groups] was based on the idea of getting groups together which were multi status, mutli disciplinary and hopefully pulling in key people externally 133

(3 4 1 1 1)

++ Text units 135-135:

They [the decision makers] emphasised the fact that they wanted to make sure that there was balance of every kind in terms of seniority, gender, background and so on 135

(3 4 1 1 1)

+++++

+++ ON-LINE DOCUMENT: REP1

+++ Retrieval for this document: 2 units out of 265, = 0.75%

++ Text units 64-65:

Concern was expressed about the existence of strict time constraints, where we felt that the pressure to meet deadlines might undermine the quality and comprehensiveness of our outputs. 64

(3 4 1 1 1)

However, given the restrictions of the agreed time frame we felt that worthwhile, in-depth and insightful discussions did take place which were often reinforced or validated by reference to other primary and secondary data. 65

(1 1 1 2) (2 1 1 2) (3 4 1 1 1)

+++++

+++ ON-LINE DOCUMENT: T4C

+++ Retrieval for this document: 1 unit out of 318, = 0.31%

++ Text units 5-5:

This [questionnaire] is dreadful! I mean who put this together 5

(2 2 1 1) (3 4 1 1 1)

+++++

+++ ON-LINE DOCUMENT: T5A

+++ Retrieval for this document: 1 unit out of 240, = 0.42%

++ Text units 150-150:

When you think that [after convocation] the total number of requests [from the campus community] to see the working groups was fourteen and presumably a lot of those were duplicates then it's very worrying 150

(1 1 1 1) (3 4 1 1 1)

+++++

+++ ON-LINE DOCUMENT: T7A

+++ Retrieval for this document: 1 unit out of 298, = 0.34%

++ Text units 30-30:

any shades of the convocation [at the open forum seminar] would I think be a turn off for a lot of the participants 30

(3 4 1 1 1) (3 4 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 2 units out of 279, = 0.72%

++ Text units 53-53:

[vision 2020] has been a demand on our time and this has been, it hasn't been built in to our schedule, and that's one of the things that I think we should also recommend in our document, that you know there is time for stepping out of the helter skelter, allowing ourselves to reflect and to discuss and to argue in a way that few academic institutions have traditionally created 53

(1 3 2 2) (3 4 1 1 1) (3 4 1 2 1)

++ Text units 59-59:

I appreciate that Tom and Steve are physical resources, but the actual resourcing of groups, time and things like that [did not occur] 59

(3 4 1 1 1) (3 4 2 1 1)

+++++

+++++

+++ Total number of text units retrieved = 12

+++++

+++++

Appendix AB: Node 26

(3 4 1 1 2) /context/internal/past/con1/ con1b

past internal contextual issues associated with the strategic group

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.
Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:19 pm, Sept 9, 1997.

(3 4 1 1 2) /context/internal/past/con1/con1b

*** Definition:

the learning environment group

+++++

+++ ON-LINE DOCUMENT: MEET1B

+++ Retrieval for this document: 4 units out of 550, = 0.73%

++ Text units 115-115:

This group has been chosen reasonably well 115

(3 4 1 1 2)

++ Text units 123-123:

How exactly have we been constituted as a committee ? 123

(3 4 1 1 2)

++ Text units 129-129:

I'm wondering how we were selected 129

(3 4 1 1 2)

++ Text units 389-389:

Serious reservations have been voiced about the questionnaire 389

(3 4 1 1 2)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 2 units out of 548, = 0.36%

++ Text units 86-86:

We only had two weeks between the last meeting and this one 86

(3 4 1 1 2)

++ Text units 107-107:

We had some serious concerns about the campus wide questionnaire 107

(2 3 1 1) (3 4 1 1 2)

+++++

+++ ON-LINE DOCUMENT: T3B

+++ Retrieval for this document: 1 unit out of 385, = 0.26%

++ Text units 363-363:

I came on this committee from the point of view that I might be able to
change something slightly 363

(3 4 1 1 2)

+++++

+++ ON-LINE DOCUMENT: T4C

+++ Retrieval for this document: 1 unit out of 318, = 0.31%

++ Text units 137-137:

I think there's been huge commitment [to the vision 2020 process]
especially because some of us are on contract 137

(3 4 1 1 2)

++++
+++ ON-LINE DOCUMENT: T5B
+++ Retrieval for this document: 1 unit out of 30, = 3.3%
++ Text units 1-1:

Given the levels of commitment that you've demonstrated up to now, I don't see why we shouldn't produce something that we can all stand by and that we're all happy to have produced together 1
(2 3 1 2) (3 4 1 1 2)

++++
+++ ON-LINE DOCUMENT: T7A
+++ Retrieval for this document: 1 unit out of 298, = 0.34%
++ Text units 258-258:

I didn't realise how valuable [individual document generation] was going to be 258
(3 4 1 1 2)

++++
++++
+++ Total number of text units retrieved = 10

++++
++++

Appendix AC : Node 27

(3 4 1 2 1) /context/internal/past/con2/unigen

past internal contextual issues associated with the industry

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.
Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:20 pm, Sept 9, 1997.

(3 4 1 2 1) /context/internal/past/con2/unigen

*** Definition:

general references to universities

+++++

+++ ON-LINE DOCUMENT: REP1

+++ Retrieval for this document: 5 units out of 265, = 1.9%

++ Text units 108-108:

The earlier role of the university as a somewhat rarefied kind of environment that was semi-detached from reality is no longer relevant. 108

(3 4 1 2 1) (3 4 2 2 1) (3 5 2 2 1)

++ Text units 110-110:

In Ireland, it has been argued that the past sacrifices that were made, in order to maintain the status and position of autonomy, usually meant poor remuneration and little direct influence in the community. 110

(2 1 2 1) (3 4 1 2 1)

++ Text units 124-124:

The physical boundaries of the past and present are giving way and extending learning beyond the traditional campus location . 124

(3 4 1 2 1) (3 4 2 2 1) (3 4 3 2 1)

++ Text units 127-127:

The curriculum boundaries of the past and present are also disappearing as flexible learning, distance learning and lifelong learning become real alternatives for learners. 127

(3 4 1 2 1) (3 4 2 2 1)

++ Text units 151-151:

Learning does not begin or end in the ways that previous structures have assumed. 151

(3 4 1 2 1) (3 5 2 2 1)

+++++

+++ ON-LINE DOCUMENT: REP4

+++ Retrieval for this document: 1 unit out of 160, = 0.63%

++ Text units 97-97:

5. The changes that are underway provide opportunities that have previously been unavailable and will overcome rigidities which have been inherent in all third level institutions. 97

(3 4 1 2 1) (3 5 2 2 1) (3 5 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T3C

+++ Retrieval for this document: 1 unit out of 613, = 0.16%

++ Text units 237-237:

Organisations ten years back has strategic plans - it was very

militaristic you knew where you were, you had a map and you planned - i think the general consensus is that such an approach has been a total failure

(3 4 1 2 1)

+++++

+++ ON-LINE DOCUMENT: T4A

+++ Retrieval for this document: 1 unit out of 327, = 0.31%

++ Text units 74-74:

The context of the University was much clearer in the past than it is now and certainly will be in the future 74

(3 4 1 2 1) (3 4 2 2 1) (3 4 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T4B

+++ Retrieval for this document: 3 units out of 368, = 0.82%

++ Text units 108-108:

I've never met anyone who can correlate a good teacher with having a PhD but yet everyone insists on it because we've decided that this is a prerequisite for success 108

(2 2 2 2) (3 4 1 2 1) (3 4 2 2 1) (3 4 2 2 2)

++ Text units 254-254:

Instead of coercive control as we've had in the past, the control needs to be cultural and internal 254

(3 4 1 2 1) (3 4 3 2 1)

++ Text units 338-338:

If something is useful traditionally that seemed in a university perspective to diminish its value that need not necessarily be the case 338

(3 4 1 2 1)

+++++

+++ ON-LINE DOCUMENT: T6A

+++ Retrieval for this document: 3 units out of 407, = 0.74%

++ Text units 69-69:

Our systems of education are traditional and inherited 69

(3 4 1 2 1) (3 4 2 2 1)

++ Text units 71-71:

Our systems of education have failed to create learning societies 71

(2 2 2 1) (3 4 1 2 1)

++ Text units 384-384:

we've always assumed I think that people will continue their education within their own discipline 384

(3 4 1 2 1)

+++++

+++ ON-LINE DOCUMENT: T7A

+++ Retrieval for this document: 12 units out of 298, = 4.0%

++ Text units 65-65:

The em the earlier role of the university is of some rarefied kind of environment that was semi detached from reality 65

(3 4 1 2 1)

++ Text units 71-71:

[In the past there was a tradition] for example for the university community [to be] poorly or badly remunerated 71

(3 4 1 2 1)

++ Text units 105-105:

Traditionally we've seen the University as statist, elitist independent,

autonomous, semi detached or unrelated or irrelevant 105
(3 4 1 2 1)

++ Text units 133-133:

Adult and continuing education is obviously redolent of a past when education was broken or education was received in formal steps, whereas the lifelong learning is emphasising a process 133

(1 3 2 1) (3 4 1 2 1)

++ Text units 173-173:

[other organisations offering degrees and accreditation] is of course a heresy. But it's no more of a heresy than was evident in the 1820's when concepts of a civic university, a middle class university stood up to challenge bastions of oxford and Cambridge which gave rise to the establishment of the university of London, based on the models of Bonn, Berlin and Dresden and which in turn gave rise to the establishment in this country of the Queen's colleges that's 150 years ago 173

(3 4 1 2 1) (3 5 2 2 1)

++ Text units 175-175:

The Queen's colleges were designed to provide a university education for the middle classes on a basis that was non residential and in accordance with a curriculum that was modern and contemporary and forward looking 175

(2 1 2 1) (3 4 1 2 1)

++ Text units 177-177:

There are 3 characteristics of a modern university that still tie it inextricably to the medieval foundations, residence, lecture. tutorial 177

(3 4 1 2 1) (3 4 2 2 1)

++ Text units 179-179:

[The three characteristics of residence, lecture and tutorial] had very strong medieval currency 179

(3 4 1 2 1)

++ Text units 201-201:

[In future] the university will be able to return to the real culture of the discussion the debate, the didactic and the dialectic of former years which is the enduring currency 201

(1 1 2 1) (1 3 2 1) (3 4 1 2 1) (3 4 3 2 1)

++ Text units 217-217:

The educational institution in Ireland between 1952 and 1966 I suppose reflected or was a reflection of the economy or the economic ambitions in planning at the time 217

(3 4 1 2 1)

++ Text units 219-219:

[The educational institution in Ireland between 1952 and 1966] lagged terribly behind its European counterparts 219

(3 4 1 2 1)

++ Text units 221-221:

very substantial change we'll say over the last 30 years, 66 to 96, that change in education was only a gasping attempt to catch up with what was happening in 1966 in other countries who were leaping ahead to do other things 221

(3 4 1 2 1)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 1 unit out of 279, = 0.36%

++ Text units 53-53:

[vision 2020] has been a demand on our time and this has been, it hasn't

been built in to our schedule, and that's one of the things that I think we should also recommend in our document, that you know there is time for stepping out of the helter skelter, allowing ourselves to reflect and to discuss and to argue in a way that few academic institutions have traditionally created

53

(1 3 2 2) (3 4 1 1 1) (3 4 1 2 1)

+++++

+++ Total number of text units retrieved = 27

+++++

Appendix AD: Node 28

(3 4 1 2 2) /context/internal/past/con2/unispec

past internal contextual issues associated with the organisation

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.
Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:21 pm, Sept 9, 1997.

(3 4 1 2 2) /context/internal/past/con2/unispec

*** Definition:

specific references to the university of limerick

+++++

+++ ON-LINE DOCUMENT: MEET1B

+++ Retrieval for this document: 1 unit out of 550, = 0.18%

++ Text units 333-333:

There are systems that have been set up and planning systems that have been set up in the past that have em stuck to a particular formula and this [the V2020 process] is not part of that formula and so people don't believe in it's value 333

(3 4 1 2 2) (3 4 2 1 1)

+++++

+++ ON-LINE DOCUMENT: REP2

+++ Retrieval for this document: 2 units out of 215, = 0.93%

++ Text units 120-121:

Growth in student numbers and new programmes in the past has sometimes compromised the quality of the learning environment. 120

(3 4 1 2 2)

The University has, in the last few years, provided courses in areas which are either deficient in support resources or require more expertise than the University has been able to provide. 121

(2 1 2 2) (3 4 1 2 2)

+++++

+++ ON-LINE DOCUMENT: T3A

+++ Retrieval for this document: 6 units out of 387, = 1.6%

++ Text units 38-38:

I recently witnessed the first planning board sit down to a concert in the concert hall and I wonder how many of them could have predicted that this was going to be here as a result of their efforts 38

(3 4 1 2 2)

++ Text units 192-192:

I've never been in this context 192

(3 4 1 2 2)

++ Text units 194-194:

I've never had the opportunity to consider things in the way that we're doing now 194

(1 2 1 2) (3 4 1 2 2)

++ Text units 345-345:

DEC in the old Dec days came to my department and said, we need to give our guys the following course 345

(3 4 1 2 2)

++ Text units 349-349:

I also happened to be sitting on the panel and I said hold on a minute we will look at what you want to do and then we will suggest if it is indeed the equivalent to what we would call a masters or not 349

(3 4 1 2 2)

++ Text units 353-353:

DEC were willing to pay for [the course we had put together] and the way that it happened, some of the students that wanted to come to this course, some of the engineers that wanted to come on this course were actually based in Scotland so they were coming over on a once a month basis and we were videoing all lectures and they were getting video tapes on the DEC plane that was flying across twice a week or something like that 353

(3 4 1 2 2)

+++++

+++ ON-LINE DOCUMENT: T3B

+++ Retrieval for this document: 5 units out of 385, = 1.3%

++ Text units 40-40:

We have a very close example of [a University having a monopoly of nothing] in the University of Sheffield on campus. The University of Sheffield offering degrees that were being taken on campus here and I actually don't have any great difficulty with that some people had a difficulty with regard to academic integrity, you know. But I didn't have a difficulty with meeting the people and talking to them and being civilised to them. And people said you know, we could all do that except they will allow anybody into their courses and I said - do they allow anybody out of them and what happens in the meantime 40

(2 1 2 2) (3 4 1 2 2)

++ Text units 47-47:

We had an ambition to have a University in some other part of the world - we thought it was a great idea 47

(2 1 2 2) (3 4 1 2 2)

++ Text units 77-77:

The worst thing that happened to the place is when we got the University name because we stopped then..the place began to go backwards 77

(3 4 1 2 2)

++ Text units 81-81:

[When University status was achieved] the quality of courses were no longer determined by the NCEA 81

(3 4 1 2 2)

++ Text units 369-369:

I've been here for 23 years now, OK and Colin has operated in [authoritarian] mode for a lot of that time 369

(3 4 1 2 2)

+++++

+++ ON-LINE DOCUMENT: T4A

+++ Retrieval for this document: 1 unit out of 327, = 0.31%

++ Text units 280-280:

[In] the last year there's been a significant amount of students trying to look through massive amounts of information 280

(1 1 2 2) (3 4 1 2 2)

+++++

+++ ON-LINE DOCUMENT: T6B

+++ Retrieval for this document: 7 units out of 355, = 2.0%

++ Text units 152-152:

None of that [the learning environment, interaction with students, how classes are carried out] was important 152

(1 1 2 2) (3 4 1 2 2)

++ Text units 154-154:

The only thing that was [important was the syllabus and the notes] 154

(2 1 2 2) (3 4 1 2 2)

++ Text units 192-192:

[the current learning environment has] been here for 30 years 192

(3 4 1 2 2)

++ Text units 257-257:

[the need to decentralise] really highlights the structural problems that have always existed in Limerick [this organisation} 257

(3 4 1 2 2) (3 4 2 2 2)

++ Text units 259-259:

[THIS ORGANISATION] was fine when it was small 259

(3 4 1 2 2)

++ Text units 261-261:

[THIS ORGANISATION] was fine when in fact the president could keep tabs on what was going on virtually everywhere and get feedback from people he met on the corridors 261

(1 1 2 2) (3 4 1 2 2)

++ Text units 298-298:

[In the past in THIS ORGANISATION] you used to be able to say to students organise a tutorial that suits your class and I'll turn up - that's impossible now, totally impossible 298

(3 4 1 2 2) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 1 unit out of 279, = 0.36%

++ Text units 206-206:

We [THIS ORGANISATION] didn't use to have a competitive problem because a lot of our stuff was unique 206

(2 1 2 2) (3 4 1 2 2)

+++++

+++++

+++ Total number of text units retrieved = 23

+++++

+++++

Appendix AE: Node 29

(3 4 2 1 1) /context/internal/present/con1/con1a

present internal contextual issues associated with the overall initiative

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.

Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:22 pm, Sept 9, 1997.

(3 4 2 1 1) /context/internal/present/con1/con1a

*** Definition:

all groups involved in vision 2020

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 37 units out of 418, = 8.85%

++ Text units 6-6:

The development of an effective vision of the future is a very
challenging task 6

(2 2 1 1) (3 4 2 1 1)

++ Text units 10-10:

[The development of an effective vision of the future can't be achieved
without the full commitment of] all the other teams that have been set
up 10

(1 2 1 1) (3 4 2 1 1)

++ Text units 57-57:

[It is worth looking at the views] that don't necessarily fit into one
person's or one group's framework 57

(1 2 1 2) (3 4 2 1 1)

++ Text units 71-71:

This is very much a voluntary exercise 71

(3 4 2 1 1)

++ Text units 73-73:

I am director 73

(3 4 2 1 1)

++ Text units 75-75:

[Even though I am formally the director] I don't feel that I can direct
you 75

(3 4 2 1 1)

++ Text units 77-77:

We are working groups 77

(3 4 2 1 1)

++ Text units 79-79:

[Working groups have] got together with an already crowded diary 79

(3 4 2 1 1)

++ Text units 88-88:

I think the word director is rather overstated 88

(3 4 2 1 1)

++ Text units 90-90:

[My real role is that of] co-ordinator or gofer 90

(3 4 2 1 1)

++ Text units 139-139:

I suppose that's where I come in to make sure that .this interface works properly 139

(1 2 1 1) (3 4 2 1 1)

++ Text units 145-145:

The academic function is under severe pressure if not compromised at this moment in time compared to previous years 145

(1 3 1 1) (3 4 2 1 1) (3 4 2 2 2)

++ Text units 171-171:

I was under the impression that the first grouping were the three major.. committees (the University and Society, Learning Environment and Educating the Whole Person) 171

(3 4 2 1 1)

++ Text units 187-187:

There is a steering committee which has been set up which basically consists of the chairs, xxxxx, myself and xxxx 187

(3 4 2 1 1)

++ Text units 227-227:

We [the groups] may have too many pieces of the jigsaw or we [the groups] may have too few but that will only emerge in time 227

(1 3 1 1) (3 4 2 1 1)

++ Text units 229-229:

Director of V2020 = a gofer 229

(3 4 2 1 1)

++ Text units 235-235:

Vision creation = fitting together pieces of a jigsaw of which we [the groups] may have too many or too few 235

(1 2 1 1) (3 4 2 1 1)

++ Text units 287-287:

The steering committee is made up of the Chairs of the various groups, chaired by xxxxxx 287

(3 4 2 1 1)

++ Text units 289-289:

xxxxx is also a member of the steering group and xxxxx is the director 289

(3 4 2 1 1)

++ Text units 292-292:

The role of the Steering group is one of co-ordination and overseeing of the activities of the various groups and facilitating interaction between them 292

(3 4 2 1 1)

++ Text units 308-308:

Is there any brief as to the nature of the reporting 308

(3 4 2 1 1)

++ Text units 310-310:

Are they just thinking in terms of a single integrated document or could you have alternatives - could you present a video? 310

(3 4 2 1 1)

++ Text units 320-320:

There is a schedule of steering group meetings whereby the chairs of the various committees will present the results of the discussions and any actions, plans and so on .. not detailed minutes necessarily but certainly a summary of how far we've got . . why were doing it, how were doing it and so on. 320

(1 3 1 1) (3 4 2 1 1)
 ++ Text units 324-324:
 There's no point in any group producing a report unless its actually
 going to be implemented 324

(1 3 1 2) (3 4 2 1 1)
 ++ Text units 327-327:
 I'd be keen to see what the overall steering group is planning, what kind
 of thinking they have given to the implementation of our [the groups']
 reports in the future 327

(1 3 1 1) (3 4 2 1 1)
 ++ Text units 351-351:
 It is to an extent a mystery to me what these second groups have already
 convened 351

(3 4 2 1 1)
 ++ Text units 355-355:
 No-one has a clear idea as to how this whole process will develop 355

(1 3 1 1) (3 4 2 1 1)
 ++ Text units 357-357:
 There is an apprehension on the part of everyone that implementation
 frameworks it was suggested initially would almost determine
 thinking 357

(1 3 1 1) (3 4 2 1 1)
 ++ Text units 359-359:
 [There is an apprehension that] people would say well you can't do that
 because it can't be implemented or this has to be implemented in the
 following way so you'd better all think in the following way 359

(1 3 1 1) (3 4 2 1 1)
 ++ Text units 378-378:
 What we're looking for is clarification from the steering groups to how
 they see [integration between the various groups] happening 378

(3 4 2 1 1)
 ++ Text units 382-382:
 The problem is these second groups have already convened 382

(3 4 2 1 1)
 ++ Text units 384-384:
 its a foregone conclusion that they've started work 384

(3 4 2 1 1)
 ++ Text units 388-388:
 If the concept of a launch pad is useful in order to articulate that then
 we [the group] should certainly consider proposing it and making our
 voices heard throughout all the groups 388

(1 3 1 1) (3 4 2 1 1)
 ++ Text units 390-390:
 If they [the other groups] are already underway, then maybe we [the
 group] should know what they're doing 390

(2 2 1 1) (3 4 2 1 1)
 ++ Text units 392-392:
 [The issue of integration and communication between groups] is a
 dilemma 392

(3 4 2 1 1)
 ++ Text units 394-394:
 [The issue of integration and communication between groups] is a hot
 topic [for presentation to the steering group] 394

(3 4 2 1 1)

++ Text units 402-402:
This group needs to make sure that we [the group] know what they [the other groups] are doing and how far into the future they're looking 402
(3 4 2 1 1)
+++++

+++ ON-LINE DOCUMENT: MEET1B
+++ Retrieval for this document: 26 units out of 550, = 4.7%

++ Text units 61-61:
The questionnaire is not just a series of questions, it's not just to satisfy who has an interest 61
(3 4 2 1 1)

++ Text units 101-101:
Perhaps there is leeway to invite other members to join us, certainly people who are outside the educational field 101
(1 3 1 2) (3 4 2 1 1)

++ Text units 165-165:
We need to be aware of potential problems with the generation of a vision 165
(3 4 2 1 1)

++ Text units 176-176:
I was just wondering about the effectiveness of the questionnaire 176
(3 4 2 1 1)

++ Text units 178-178:
We're almost assuming that it [the questionnaire] is the only mechanism [for getting the views of the campus] 178
(3 4 2 1 1)

++ Text units 180-180:
Is it [the questionnaire] the most effective mechanism of doing what needs to be done 180
(3 4 2 1 1)

++ Text units 182-182:
I'd love to see, I'd love to know what the rationale behind [the questionnaire] is 182
(3 4 2 1 1)

++ Text units 187-187:
If [the questionnaire] is not properly constituted it looks like there's some attempt to focus people into a particular corral 187
(3 4 2 1 1)

++ Text units 224-224:
There's a difference between the questionnaire that's being attempted and let's say a poll like 'do you think that the University should be such and such in 25 years time' 224
(3 4 2 1 1)

++ Text units 262-262:
The feeling abroad is not that 'gosh what is this University going to be like in 25 years time' its that 'I can't actually do what I want to. I can't give the classes I want to , I can't do the research I want to 262
(3 4 2 1 1) (3 4 2 2 2)

++ Text units 270-270:
What is the hidden agenda [in relation to the questionnaire] 270
(3 4 2 1 1)

++ Text units 284-284:

The time frame is far too short for us to be able to do that 284
(3 4 2 1 1)
++ Text units 286-286:
I really am very puzzled about the timing of this [the
questionnaire] 286
(3 4 2 1 1)
++ Text units 295-295:
There's a year's work in [a three hour questionnaire] alone you know even
with all the ideological problems we have with it 295
(3 4 2 1 1)
++ Text units 297-297:
Even if we didn't have any problems with [the principle of the
questionnaire] it's [still] a huge undertaking 297
(3 4 2 1 1)
++ Text units 299-299:
I think we run a terrible professional risk with this questionnaire
because if it's not seen to be professionally done then it becomes a
laughing stock 299
(3 4 2 1 1)
++ Text units 301-301:
People outside these groups will feel that we're limiting their
input 301
(3 4 2 1 1)
++ Text units 313-313:
There's a communication issue with the V2020 process 313
(3 4 2 1 1)
++ Text units 321-321:
I've certainly come across a huge amount of scepticism for this [the
V2020] process already 321
(3 4 2 1 1)
++ Text units 329-329:
Cynicism for an unprecedented initiative like this is inevitable 329
(3 4 2 1 1)
++ Text units 333-333:
There are systems that have been set up and planning systems that have
been set up in the past that have em stuck to a particular formula and
this [the V2020 process] is not part of that formula and so people don't
believe in it's value 333
(3 4 1 2 2) (3 4 2 1 1)
++ Text units 338-338:
The questionnaire is dangerous 338
(3 4 2 1 1)
++ Text units 346-346:
A questionnaire gives statistical evidence which worries me 346
(3 4 2 1 1)
++ Text units 352-352:
[We need to let everybody know] that their contribution is welcome and
will be listened to 352
(3 4 2 1 1)
++ Text units 358-358:
The one year time frame is too short 358
(3 4 2 1 1)
++ Text units 368-368:
People have difficulty buying into 2020 its too far away 368

(3 4 2 1 1)

+++++

+++ ON-LINE DOCUMENT: REPI

+++ Retrieval for this document: 2 units out of 265, = 0.75%

++ Text units 11-11:

Firstly, data that we gathered on the subject of the learning environment, seemed overwhelmingly to agree that predicting the future is a difficult activity. 11

(2 1 1 2) (3 4 2 1 1)

++ Text units 18-18:

We recognise that this is an inescapable constraint. 18

(3 4 2 1 1)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 12 units out of 548, = 2.2%

++ Text units 19-19:

We had a problem with the initiation of the first grouping and the second grouping the three general groups and the fact that the other seemingly more operational groups were already up and running 19

(1 2 1 1) (2 1 1 1) (3 4 2 1 1)

++ Text units 23-23:

My understanding is that the status of the groups or the focus as it were, remains as it always was 23

(3 4 2 1 1)

++ Text units 25-25:

We [the first three groups] are the leaders of the process 25

(3 4 2 1 1)

++ Text units 36-36:

.So perhaps we can take [the relationship between the groups] as given now and then move on, or revisit it if there do emerge any more problems in relation to that issue 36

(3 4 2 1 1)

++ Text units 38-38:

We agreed that we'd take [the terms of reference and the objectives] as given at the moment, for the time being, but that they will be subject to adjustment and refinement as our process unfolds 38

(1 3 1 2) (3 4 2 1 1)

++ Text units 123-123:

I voiced our concerns [about the questionnaire at the steering group meeting] and certainly we're not alone in being concerned about it and I think that that's been noted and taken on board 123

(2 1 1 1) (3 4 2 1 1)

++ Text units 127-127:

Certainly [the questionnaire is] not a foregone conclusion 127

(3 4 2 1 1)

++ Text units 146-146:

Nobody else has access to [your directory] 146

(3 4 2 1 1)

++ Text units 158-158:

The staff directory and that's an area where the vision 2020 co-ordinators have write access to and everyone else has read access, and that means then that if the chairperson wanted to make some material available from the learning environment group, they could deposit that material to the staff directory and the staff around the campus could link to that and

slash slash mercury and slash slash vision 2020 158

(1 3 1 1) (3 4 2 1 1)

++ Text units 162-162:

For something as broad as the University staff, which is a public share and this basically to contain information that's in the public domain 162

(1 2 1 1) (3 4 2 1 1)

++ Text units 166-166:

There is a limitation as to what you can put on [the directory], if you're going to be loading lots of graphics and stuff like that it could be a problem 166

(1 2 1 1) (3 4 2 1 1)

++ Text units 170-170:

This public share here, is actually the directory that connects us to the world-wide web server, so we put up the world-wide web server so that from anywhere in the world you can now link, using the web browser to netscape, so basically if you type in here in your web browser htp slash mercury dot ul dot ie, it'll come back with a directory with the files that are in the public directory 170

(1 2 1 1) (3 4 2 1 1)

+++++

+++ ON-LINE DOCUMENT: T2B

+++ Retrieval for this document: 1 unit out of 133, = 0.75%

++ Text units 61-61:

Time as a constraint 61

(3 4 2 1 1)

+++++

+++ ON-LINE DOCUMENT: T3A

+++ Retrieval for this document: 4 units out of 387, = 1.0%

++ Text units 172-172:

Larry was telling me recently that he went to a reunion of his class, and his only reason for going was to find out what had happened to the people 172

(3 4 2 1 1)

++ Text units 174-174:

Yes, hire a BMW for the evening and say I have to go in an hour. I go to reunions to look at people's reactions to what had happened to me 174

(3 4 2 1 1)

++ Text units 188-188:

It's the process that's so vital 188

(1 2 1 1) (3 4 2 1 1)

++ Text units 190-190:

We rarely get the time to come together like this and just think and talk and become excited about a vision of the future 190

(1 2 1 1) (3 4 2 1 1)

+++++

+++ ON-LINE DOCUMENT: T3C

+++ Retrieval for this document: 13 units out of 613, = 2.1%

++ Text units 36-36:

I quite honestly feel that I'm not at all clear what Steve's role is 36

(3 4 2 1 1)

++ Text units 63-63:

[Vision 2020, is very stimulating 63

(3 4 2 1 1)

++ Text units 188-188:
 That's a challenge to ask ourselves if we would be happier if no one was
 doing this [vision 2020 process] 188
 (3 4 2 1 1)

++ Text units 190-190:
 I don't know how we could start to measure or evaluate the risk
 associated with doing this 190
 (2 2 1 1) (3 4 2 1 1)

++ Text units 197-197:
 The difficulty is that we're constrained as far as I know to a year 197
 (3 4 2 1 1)

++ Text units 210-210:
 One of the great virtues of this is that someone is recognising that this
 [vision 2020] needs to be done 210
 (3 4 2 1 1)

++ Text units 212-212:
 The way we're doing it [vision 2020] may be chaotic and a bit crazy but
 at least we're doing something 212
 (1 2 1 1) (3 4 2 1 1)

++ Text units 214-214:
 [The fact] that [vision 2020 is] being done is a virtue in itself 214
 (1 2 1 1) (3 4 2 1 1)

++ Text units 226-226:
 Sometimes experts are used not for what they can tell you but for the
 fact that they're there 226
 (3 4 2 1 1)

++ Text units 249-249:
 Do you not think there's a lot of conflicting objectives there in terms
 of the difference between giving people our ideas and asking for their
 opinion 249
 (1 2 1 2) (3 4 2 1 1)

++ Text units 273-273:
 The cynics and colleagues I know who maybe aren't quite as cynical have
 serious difficulties about vision 2020 because of the current problems
 that they have 273
 (3 4 2 1 1) (3 4 2 2 2)

++ Text units 307-307:
 Do we have to live with those constraints [those inherent in the vision
 2020 set-up] 307
 (1 2 1 1) (3 4 2 1 1)

++ Text units 309-309:
 I think we have to live with some of [the existing constraints of vision
 2020] 309
 (1 2 1 1) (3 4 2 1 1)

++++++

+++ ON-LINE DOCUMENT: T4A
 +++ Retrieval for this document: 3 units out of 327, = 0.92%
 ++ Text units 37-37:
 Given the time constraints [of the convocation] I may not be able to come
 up with any sophisticated graphics or anything particularly detailed or
 complex but I'll certainly take that on board if I can 37
 (1 2 1 2) (3 4 2 1 1)

++ Text units 103-103:
 There is an obvious relationship with the idea of equitable access to

education and the university and society group and it would be good to make that link and recognise it 103

(1 2 1 2) (3 4 2 1 1)

++ Text units 226-226:

There are two very specific links in the general issues with the University and Society group in relation to the topic of or to the issue of equitable access to education and educating the whole person e presumably expands on our general issue of the holistic principles of learning 226

(2 2 1 1) (3 4 2 1 1)

+++++

+++ ON-LINE DOCUMENT: T4B

+++ Retrieval for this document: 3 units out of 368, = 0.82%

++ Text units 46-46:

[Whether you think positively about vision 2020] depends on where you're situated 46

(3 4 2 1 1)

++ Text units 50-50:

There's an issue in terms of looking in from the outside 50

(3 4 2 1 1)

++ Text units 110-110:

I'm a bit concerned about the phrasing of that the social aspects of learning I've a feeling again that we should rephrase that because what that's going to mean I mean people will think as soon as they see that 'Oh yeah, the stables [pub]' 110

(1 2 1 2) (3 4 2 1 1) (3 4 3 2 2)

+++++

+++ ON-LINE DOCUMENT: T4C

+++ Retrieval for this document: 16 units out of 318, = 5.0%

++ Text units 7-7:

Well it's a great shame [that this questionnaire has been put together in this way] 7

(3 4 2 1 1)

++ Text units 33-33:

Who's involved in making these overriding decisions without consulting or listening to the groups 33

(1 2 1 1) (3 4 2 1 1)

++ Text units 35-35:

Presumably NW [makes overriding decisions without consulting or listening to the groups] 35

(3 4 2 1 1)

++ Text units 37-37:

[NW is] the chair of the SG, so presumably he's responsible and Colin pops his head in once in a while 37

(3 4 2 1 1)

++ Text units 39-39:

Colin also sits on every steering group meeting 39

(3 4 2 1 1)

++ Text units 41-41:

It was my impression that there were a number of potential issues that we thought we had an input into that we never really had an input into 41

(2 1 1 2) (3 4 2 1 1)

++ Text units 47-47:

Perhaps it wasn't clear enough to you what kinds of decisions were being

made behind the scenes because I wasn't translating those 47
 (1 1 1 2) (3 4 2 1 1)
 ++ Text units 80-80:
 We have to come up with a final document which is going to be submitted
 em by January 80
 (2 3 1 2) (3 4 2 1 1)
 ++ Text units 90-90:
 I am negative about the framework of vision 2020
 (3 4 2 1 1)
 ++ Text units 98-98:
 Can someone clarify the role of the new rapporteur 98
 (3 4 2 1 1)
 ++ Text units 100-100:
 [TD, the rapporteur] has been brought on stream by [the steering group
 chair] 100
 (3 4 2 1 1)
 ++ Text units 102-102:
 [The appointment of a rapporteur] is something we were told of rather
 than consulted about 102
 (1 1 1 1) (3 4 2 1 1)
 ++ Text units 104-104:
 [The rapporteur's] role is to aid us in the writing up of the document 104
 (3 4 2 1 1) (3 4 2 1 2)
 ++ Text units 106-106:
 [The rapporteur's role is] to aid us in the writing up of what
 document 106
 (3 4 2 1 1) (3 4 2 1 2)
 ++ Text units 114-114:
 [Where does the rapporteur] come from 114
 (3 4 2 1 1)
 ++ Text units 133-133:
 Is [the rapporteur] here for a bit of holiday money 133
 (3 4 2 1 1)
 ++++++
 +++ ON-LINE DOCUMENT: T5A
 +++ Retrieval for this document: 3 units out of 240, = 1.3%
 ++ Text units 9-9:
 The next cohort of groups will be completing them by the end of December
 and the final operational plan groups by the beginning of February I
 think, or somewhere around there 9
 (1 3 1 1) (2 3 1 1) (3 4 2 1 1)
 ++ Text units 121-121:
 It's good that we're taking charge of this initiative because we've seen
 that when it comes from the top, there was little or no real
 participation 121
 (1 2 1 2) (3 4 2 1 1)
 ++ Text units 208-208:
 Perhaps one of the roles of the central document will be to iron out
 those overlaps 208
 (1 3 1 1) (3 4 2 1 1)
 ++++++
 +++ ON-LINE DOCUMENT: T7B
 +++ Retrieval for this document: 6 units out of 279, = 2.2%
 ++ Text units 29-29:

I think through the chair that that em in addition to completion mania that we're also very event orientated that vision 2020 is an event 29
(3 4 2 1 1)

++ Text units 59-59:

I appreciate that Tom and Steve are physical resources, but the actual resourcing of groups, time and things like that [did not occur] 59
(3 4 1 1 1) (3 4 2 1 1)

++ Text units 73-73:

My great worry about this, I've said it before and I'm going to say it again and it's being echoed already, this is a time bound exercise
(3 4 2 1 1)

73

++ Text units 75-75:

the outcomes [of this exercise - vision 2020] are committee led and there is no gap at all for reflection 75
(1 2 1 1) (2 2 1 1) (3 4 2 1 1)

++ Text units 101-101:

there's a feeling that no - one is taking this [vision 2020] seriously and we all, we talk about things and nothing happens and that goes on again and again and again and one feels that the institution is not taking us seriously 101
(3 4 2 1 1)

++ Text units 170-170:

It's a sister committee [to the learning environment group] really teaching and programmes isn't it? 170
(3 4 2 1 1)

+++++

+++ ON-LINE DOCUMENT: T7C

+++ Retrieval for this document: 3 units out of 321, = 0.93%

++ Text units 41-41:

it's 25 years and anyone in this business who thinks they have a bloody clue about what's going to happen in 25 years in any business is daft quite frankly 41
(3 4 2 1 1) (3 5 3 2 1)

++ Text units 45-45:

[5 years] is the time frame in which we really have to identify and prioritise the resourcing [of the vision] 45
(2 3 1 1) (3 4 2 1 1)

++ Text units 120-120:

Just to show that perhaps the cynics are right or perhaps to suggest that they may be right. I've been informed formally that myself and my group end our commitment to the vision 2020 process in the last day in November 1995 and that is it 120
(3 4 2 1 1)

+++++

+++++

+++ Total number of text units retrieved = 129

+++++

+++++

Appendix AF: Node 30

(3 4 2 1 2) /context/internal/present/con1/con1b

present internal contextual issues associated with the strategic group

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.
Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:23 pm, Sept 9, 1997.

(3 4 2 1 2) /context/internal/present/con1/con1b

*** Definition:

the current internal context of the learning environment group

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 14 units out of 418, = 3.35%

++ Text units 8-8:

[The development of an effective vision of the future] can't be achieved
without the full commitment of this team 8

(1 2 1 2) (3 4 2 1 2)

++ Text units 23-23:

Today and tomorrow issues affect all of us [the group] 23

(3 4 2 1 2)

++ Text units 25-25:

We [the group] have to deal with the here and now 25

(3 4 2 1 2)

++ Text units 27-27:

No matter how creative and insightful we [the group] are [we have to deal
with the here and now] 27

(3 4 2 1 2)

++ Text units 32-32:

These sessions are an arena for discussion about the future 32

(1 3 1 2) (3 4 2 1 2)

++ Text units 36-36:

V2020 meetings = space and time to create a meaningful vision 36

(1 2 1 2) (2 2 1 2) (3 4 2 1 2)

++ Text units 38-38:

What is our [the group's] remit 38

(3 4 2 1 2)

++ Text units 51-51:

There's nothing wrong with conflicting ideas 51

(3 4 2 1 2)

++ Text units 59-59:

We [the group] need to identify what our roles and remits are 59

(2 2 1 2) (3 4 2 1 2)

++ Text units 61-61:

We [the group] need to identify where we [the group] fit in to the V2020
structure 61

(2 2 1 2) (3 4 2 1 2)

++ Text units 63-63:

First meeting = a map 63

(3 4 2 1 2)

++ Text units 314-314:

We're not [constrained by several pages of linear text] 314

(3 4 2 1 2)

++ Text units 416-416:

If we are to develop a set of communications including the final document, perhaps the process issues, we really need to look at our own network that we have here 416

(1 3 1 2) (3 4 2 1 2)

++ Text units 418-418:

.Who are we going to draw on, what kind of information, where are we going to get the information from who are we going to be able to tap into, who are we going to talk to and how are we going to make sure that the information that we get is relevant and that we use it and that we integrate it 418

(1 3 1 2) (2 3 1 2) (3 4 2 1 2)

+++++

+++ ON-LINE DOCUMENT: MEET1B

+++ Retrieval for this document: 19 units out of 550, = 3.5%

++ Text units 18-18:

In one sense of course we have interests and issues relevant to our own disciplines, but I wouldn't like to think that we were lobbying for particular positions 18

(1 3 1 2) (3 4 2 1 2)

++ Text units 75-75:

We have here a group of people at the University and we have two external members and they're from other learning institutions 75

(3 4 2 1 2)

++ Text units 79-79:

It's a shame that we haven't got more outsiders involved in the process 79

(3 4 2 1 2)

++ Text units 81-81:

No matter how good we are, we are all fairly institutionalised coming from very very similar institutions 81

(3 4 2 1 2)

++ Text units 95-95:

This group is a filter 95

(3 4 2 1 2)

++ Text units 97-97:

All group members are involved in education and this is what we do and it's only us looking at ourselves 97

(1 2 1 2) (3 4 2 1 2)

++ Text units 103-103:

I certainly see us as an autonomous group 103

(3 4 2 1 2)

++ Text units 105-105:

This group is not representative here 105

(3 4 2 1 2)

++ Text units 107-107:

Maybe we shouldn't be even representing educational institutions 107

(3 4 2 1 2)

++ Text units 125-125:

Are we considered as a group to have e sufficiently diverse viewpoints to

represent the University as a whole 125

(3 4 2 1 2)

++ Text units 127-127:

We're not representing specific groups or departments or even colleges 127

(3 4 2 1 2)

++ Text units 131-131:

The reason why we're all sitting around here is the result of a long process carried out by the management co ordinating group and the initial set up committee which consisted of xxxxxxx and xxxxxx and xxxxx and and a number of other members, senior members in the

organisation 131

(3 4 2 1 2)

++ Text units 140-140:

We have problems with [the representativeness of the group] because I think all of us are primarily from the education the background of education and that perhaps we need a more diverse or heterogeneous perspective on things as our group unfolds and as our discussions

unfold 140

(3 4 2 1 2)

++ Text units 151-151:

[Information overload] is inevitable 151

(3 4 2 1 2)

++ Text units 157-157:

There may be political issues involved that we have to cope with 157

(1 3 1 2) (3 4 2 1 2)

++ Text units 256-256:

I feel very befuddled by what this thing [the planned questionnaire]

is 256

(3 4 2 1 2)

++ Text units 260-260:

I mean there's a confusion in my mind as to what this exercise [the questionnaire] is all about 260

(3 4 2 1 2)

++ Text units 326-326:

In each of our minds there maybe a little, at least a little cynical compartment em which is probably very healthy because it makes us be able to see both sides and both perspectives 326

(1 2 1 2) (3 4 2 1 2)

++ Text units 375-375:

Secondly the concern about the extent to which the vision that we create is really going to be taken on board I think needs to be voiced tomorrow

[at the steering group meeting] 375

(1 3 1 2) (3 4 2 1 2)

+++++

+++ ON-LINE DOCUMENT: REP1

+++ Retrieval for this document: 2 units out of 265, = 0.75%

++ Text units 19-19:

Secondly however, this reservation does not undermine what we see as the main purpose of this exercise which is to begin a process of reflection, discussion and deliberation that equips the University of Limerick with a sounder ability to face the future with confidence and vision. 19

(1 3 2 2) (3 4 2 1 2)

++ Text units 26-26:

1.2 List of group members 26

(3 4 2 1 2)
+++++
+++ ON-LINE DOCUMENT: T2
+++ Retrieval for this document: 14 units out of 548, = 2.6%
++ Text units 32-32:
We serve as one of the three leading groups 32
(3 4 2 1 2)
++ Text units 40-40:
The terms of reference are very broad 40
(3 4 2 1 2)
++ Text units 54-54:
While my role is one of chairperson really there's no more talking
through the chair 54
(1 2 1 2) (3 4 2 1 2)
++ Text units 61-61:
Most of us buy into the more informal process, certainly at this stage 61
(1 2 1 2) (3 4 2 1 2)
++ Text units 67-67:
[An off campus meeting] is not necessarily suitable at this stage 67
(3 4 2 1 2)
++ Text units 84-84:
I totally understand the kind of pressure that people are under time
wise 84
(3 4 2 1 2)
++ Text units 90-90:
We do have an awful lot to get our teeth into 90
(3 4 2 1 2)
++ Text units 98-98:
These documents are really in the realm of our group 98
(3 4 2 1 2)
++ Text units 131-131:
Our concerns [about the questionnaire] have been noted 131
(3 4 2 1 2)
++ Text units 144-144:
You as a member of the learning environment team have full access to (see
two files in directory for overheads used : v share and web.doc) [to a
particular directory] 144
(3 4 2 1 2)
++ Text units 148-148:
{Your directory} is a private directory for use by the learning
environment team 148
(3 4 2 1 2)
++ Text units 154-154:
We can keep people's biographies here [in another sub directory] 154
(3 4 2 1 2)
++ Text units 180-180:
Already my work is easier for me now because there are less people to
sort of compile hard documents for and send them to but I have to do it
for some people anyway 180
(1 2 1 2) (3 4 2 1 2)
++ Text units 332-332:
[I have] a more tangible picture of what kinds of changes technology
seems to be introducing 332
(3 4 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T2B

+++ Retrieval for this document: 1 unit out of 133, = 0.75%

++ Text units 30-30:

This group = a leader of the process 30

(3 4 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T3A

+++ Retrieval for this document: 5 units out of 387, = 1.3%

++ Text units 12-12:

I don't think that there's the confidence [in this group] that this is the case [i.e. that the ideas emerging from vision 2020 will be taken on board] 12

(3 4 2 1 2)

++ Text units 16-16:

[Group members are not] totally pessimistic and negative 16

(3 4 2 1 2)

++ Text units 18-18:

[Group members] have that question in their minds [the question about the University's commitment to take on board the ideas generated by the V2020 groups] 18

(3 4 2 1 2)

++ Text units 26-26:

That's an issue [i.e. whether the group's] ideas will be taken on board and maybe we could go back and discuss that 26

(1 3 1 2) (3 4 2 1 2)

++ Text units 48-48:

[Being absolutely creative and letting ourselves believe that this is going to make a difference is] down to ourselves 48

(3 4 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T3B

+++ Retrieval for this document: 5 units out of 385, = 1.3%

++ Text units 152-152:

What's our definition of learning 152

(3 4 2 1 2)

++ Text units 154-154:

We are the learning environment committee everybody 154

(3 4 2 1 2)

++ Text units 339-339:

We don't see ourselves responsible for creating a central driving force 339

(3 4 2 1 2)

++ Text units 341-341:

We're just as committed to the process as to the outcomes 341

(1 2 1 2) (3 4 2 1 2)

++ Text units 365-365:

The whole reason for being here [is so that I can change things] 365

(3 4 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T3C

+++ Retrieval for this document: 18 units out of 613, = 2.9%

++ Text units 47-47:

We may be a victim of an over centralised culture 47

(3 4 2 1 2)

++ Text units 77-77:

[We should] take it in good faith that we are going to have an influence 77

(1 2 1 1) (1 3 1 2) (3 4 2 1 2)

++ Text units 81-81:

It seems to me now that we're getting round the idea that we probably do have a function to fulfil 81

(1 3 1 2) (3 4 2 1 2)

++ Text units 83-83:

We have a belief that we can provide something 83

(2 3 1 2) (3 4 2 1 2)

++ Text units 89-89:

We're in the fortunate position of having two members of executive board on our committee, not that I would ask them to do anything out of the ordinary but I think that we can seek their advice as to whether we're going the right way you know as the structure stands at the moment 89

(1 3 1 2) (3 4 2 1 2)

++ Text units 153-153:

At the moment I'm free 153

(3 4 2 1 2)

++ Text units 155-155:

This is the arena in which we can be creative] 155

(3 4 2 1 2)

++ Text units 161-161:

What's this [process] all about you know how do we fit in, how do we do it 161

(1 2 1 1) (3 4 2 1 2)

++ Text units 275-276:

How about then we agree on John's kind of independent scenario where we say we are just charged with the task of coming up with a visionary picture of the learning environment in 2020 independent of the University of Limerick and feed that into people and say look if you want this to affect the University of Limerick then that's your problem but this is our scenario and this is our vision 275

(1 2 1 2) (3 4 2 1 2)

I mean can we be responsible for the commitment of other people to our vision 276

(3 4 2 1 2)

++ Text units 278-278:

It's all back to time 278

(3 4 2 1 2)

++ Text units 280-280:

I feel very constrained by the end of 1995 type idea 280

(3 4 2 1 2)

++ Text units 284-284:

We don't have enough time 284

(3 4 2 1 2)

++ Text units 295-295:

It has been necessary to check our assumptions about the process and set out some of our own ground rules but I think we're also going to have to accept that certainly in relation to time span we are operating under constraints that have been set for us by the steering group 295

(1 2 1 2) (3 4 2 1 2)

++ Text units 299-299:

Let's now make sure we do the job in good faith setting as many of our own objectives as we can but working within boundaries that we know we have to stick to anyway 299

(1 2 1 2) (3 4 2 1 2)

++ Text units 301-301:

But what are [the] boundaries [within which we have to work] 301

(3 4 2 1 2)

++ Text units 303-303:

One of [the boundaries within which we have to work] is time 303

(3 4 2 1 2)

++ Text units 305-305:

And [another boundary within which we have to work] is the existence of the other groups 305

(1 2 1 1) (3 4 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T4A

+++ Retrieval for this document: 2 units out of 327, = 0.61%

++ Text units 31-31:

I'm just a bit concerned overall in terms of the whole presentation 31

(3 4 2 1 2)

++ Text units 166-166:

There's a rigidity there from a faculty point of view but from a student point of view as well and we don't have the advantage of having a learner point of view here 166

(3 4 2 1 2) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T4B

+++ Retrieval for this document: 1 unit out of 368, = 0.27%

++ Text units 37-37:

We're at the kind of turning point where we're perhaps specifying the different themes that we all have brought into and we all agree on and then specifying perhaps a more structured way in the form of a document 37

(1 2 1 2) (2 3 1 2) (3 4 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T4C

+++ Retrieval for this document: 4 units out of 318, = 1.3%

++ Text units 84-84:

Given that you know we're all very busy - we should make [the preparation of a working document] as low cost an exercise as possible 84

(1 3 1 2) (3 4 2 1 2)

++ Text units 104-104:

[The rapporteur's] role is to aid us in the writing up of the document 104

(3 4 2 1 1) (3 4 2 1 2)

++ Text units 106-106:

[The rapporteur's role is] to aid us in the writing up of what document 106

(3 4 2 1 1) (3 4 2 1 2)

++ Text units 141-141:

[This group] has been one of the easier groups to chair because people's commitment and participation has been so substantial and I just want to register that with everyone and I'll minute it 141

(1 1 1 2) (3 4 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T5A

+++ Retrieval for this document: 19 units out of 240, = 7.9%

++ Text units 7-7:

You'll see that, I don't know what kind of victory that was for us but our.. the revised schedule is that now we have been charged to complete our document by the end of November 7

(3 4 2 1 2)

++ Text units 12-12:

[the revised schedule] gives us very little time 12

(3 4 2 1 2)

++ Text units 38-38:

If I didn't have [my written contribution finished] well then you know I couldn't exactly start rapping people on the knuckles for not having theirs 38

(1 2 1 2) (3 4 2 1 2)

++ Text units 44-44:

[The written documents are] really our fodder 44

(2 2 1 2) (3 4 2 1 2)

++ Text units 57-57:

Our responsibility is to have our final document ready by the end of November 57

(2 3 1 2) (3 4 2 1 2)

++ Text units 59-59:

[This group] is under starter's orders 59

(3 4 2 1 2)

++ Text units 71-71:

it looks like October is the only month [in which we can hold the open seminar] 71

(3 4 2 1 2)

++ Text units 73-73:

it's too late to have [the open seminar] in September and it will be too late to have it in November given the kind and amount of information that we'll [hopefully] be gleaning from it 73

(3 4 2 1 2)

++ Text units 92-92:

I'm quite happy to give that presentation [at the open forum seminar] myself 92

(3 4 2 1 2)

++ Text units 108-108:

[The open forum seminar] may be a small effort at this stage but I think that it's all that we can do given what we have and given the fact that we are concerned about participation and given that we want to ensure that bottom up issues are raised and incorporated into the document that we produce at the end of the day 108

(2 3 1 2) (3 4 2 1 2)

++ Text units 110-110:

I think [the open forum seminar is] a good idea 110

(3 4 2 1 2)

++ Text units 119-119:

I very much welcome [the open forum seminar] 119

(3 4 2 1 2)

++ Text units 131-131:

Maybe I'll work with Valerie and Tom and Steve on just doing a bit of market research as it were, establishing levels of interest [in the open forum seminar] 131

(1 3 1 2) (3 4 2 1 2)

++ Text units 146-146:

I'm quite prepared to [send] out flyers and [to ask] people to respond with their levels of interest 146

(3 4 2 1 2)

++ Text units 148-148:

[The open seminar is the] vitally important thing 148

(3 4 2 1 2)

++ Text units 154-154:

Maybe [we could establish] how many out there are interested in attending 154

(3 4 2 1 2)

++ Text units 158-158:

I don't think we can really leave [the open forum seminar] any later than the last week in October 158

(3 4 2 1 2)

++ Text units 206-206:

I think that it's important to have [each group's document] stand alone 206

(2 3 1 1) (3 4 2 1 2)

++ Text units 220-220:

I'm certainly prepared to do the pulling together and the editing of our document 220

(1 3 1 2) (3 4 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T6A

+++ Retrieval for this document: 2 units out of 407, = 0.49%

++ Text units 204-204:

I think it's great (the development of structure and coherence) 204

(3 4 2 1 2)

++ Text units 352-352:

It's difficult to think about what a real or an ideal learning environment [should be like] 352

(3 4 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T7A

+++ Retrieval for this document: 2 units out of 298, = 0.67%

++ Text units 15-15:

I've only had eight responses [from people interested in attending the open forum seminar] 15

(3 4 2 1 2)

++ Text units 32-32:

one of the things I have been getting from [the people who want to attend the open forum seminar] is that you know, they think it's a great idea and that they're welcoming the chance to be involved in a less formal discussion on the whole area of vision 2020 32

(1 3 1 1) (3 4 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 4 units out of 279, = 1.4%

++ Text units 27-27:

but that's the [time] framework we're working with and I think it kind of

does restrict us quite a bit 27

(3 4 2 1 2)

++ Text units 143-143:

the other thing.. is it possible I know there are time constraints, but if [a supporting document for the open forum seminar] could be emailed or sent to people - it just gives people time to think around the areas a little bit before getting involved in a discussion 143

(1 3 1 2) (3 4 2 1 2)

++ Text units 264-264:

[saying that we (the group) are not experts on the future of the learning environment] does safeguard us from ridicule 264

(2 2 1 2) (3 4 2 1 2)

++ Text units 272-272:

[we (the group) need to demonstrate via the document that we produce] that we're not ahistorical or aphiosophical in that sense we know where we came from, we know where the institution came from, we know what the environment is like now, we know what kind of a lift we need to get forward 272

(1 3 1 2) (2 3 1 2) (3 4 2 1 2)

+++++

+++ ON-LINE DOCUMENT: T7C

+++ Retrieval for this document: 1 unit out of 321, = 0.31%

++ Text units 49-49:

I think somebody has to say that [this is a waste of time unless it is followed up on] as an outcome of some of these discussions and I think we're as good a group as any to say it 49

(2 3 1 1) (3 4 2 1 2)

+++++

+++++

+++ Total number of text units retrieved = 113

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Appendix AG: Node 31

(3 4 2 2 1) /context/internal/present/con2/unigen

present internal contextual issues associated with the industry

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.
Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:24 pm, Sept 9, 1997.

(3 4 2 2 1) /context/internal/present/con2/unigen

*** Definition:

general references to universities

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 3 units out of 418, = 0.72%

++ Text units 233-233:

Environment = physical, psychological, managerial, inter cultural 233

(3 4 2 2 1)

++ Text units 253-253:

structures and technology (are ways of getting to places) and should be like the air we [everyone] breathe- they keep us [everyone] going, but were not aware that they're there 253

(3 4 2 2 1)

++ Text units 255-255:

Structures and technology facilitate the energy and the momentum that's there 255

(3 4 2 2 1)

+++++

+++ ON-LINE DOCUMENT: REP1

+++ Retrieval for this document: 33 units out of 265, = 12%

++ Text units 93-95:

In its broadest sense, the learning environment extends from the global schoolroom to inside the head of the learner. 93

(3 4 2 2 1) (3 5 2 2 1)

However, in the current university setting, the learning environment generally refers to the context of the campus itself. 94

(3 4 2 2 1)

The complexities of this environment cannot be underestimated. 95

(3 4 2 2 1)

++ Text units 97-98:

'The [university] 'environment' can be an elusive concept, since it includes such components as campus mores and traditions; standards of achievement; political atmosphere; physical facilities and architecture; values and priorities; organisational structure and long standing issues and controversies'. 97

(3 4 2 2 1)

Even in current settings then, the learning environment is a complex place including a variety of variables. 98

(3 4 2 2 1)

++ Text units 100-105:

Whatever the changing scope of the learning environment, it can be defined as being made up of:	100	
(3 4 2 2 1)		
the entire context in which people learn and as including everything that affects the way in which this learning takes place.	101	
(3 4 2 2 1)		
It incorporates psychological, cultural, physical, cognitive, social and sensory factors and is thus made up of a complex set of interrelated and interdependent variables.	102	
(3 4 2 2 1)		
2.3 Changing Boundaries - The Rationale for Change		103
(2 2 2 1) (3 4 2 2 1)		
The frontiers of the traditional learning environment in higher education have started to melt	104	
(3 4 2 2 1)		
Changing social conditions, demographics, structures, curricula, participant profiles, accountability systems, levels of autonomy, sources of funding, ways of learning, research roles and designs, technology and increased information access, are all developments which are likely to break down established barriers.	105	
(3 4 2 2 1) (3 4 3 2 1)		
++ Text units 108-108:		
The earlier role of the university as a somewhat rarefied kind of environment that was semi-detached from reality is no longer relevant.	108	
(3 4 1 2 1) (3 4 2 2 1) (3 5 2 2 1)		
++ Text units 114-114:		
2.3.1 The boundary of the 'one transaction' mentality and the homogenous student group	114	
(3 4 2 2 1)		
++ Text units 117-117:		
There are no effective frameworks currently in place that allow for lifelong learning and ongoing education.	117	
(3 4 2 2 1)		
++ Text units 120-121:		
Apart from the single age bracket which currently dominates, undergraduate cultures today are extremely homogenous.	120	
(3 4 2 2 1)		
With few exceptions learners come from similar backgrounds and cultures, giving rise to similar approaches in thinking, problem solving, and attitudes .	121	
(1 2 2 1) (3 4 2 2 1)		
++ Text units 123-129:		
2.3.2 Boundaries of physical location and organisational structure		123
(3 4 2 2 1)		
The physical boundaries of the past and present are giving way and extending learning beyond the traditional campus location .	124	
(3 4 1 2 1) (3 4 2 2 1) (3 4 3 2 1)		
Also, structural boundaries within universities are experiencing pressure as learning communities come to demand organisations that are more flexible, adaptable and responsive to the changing profiles and needs of learners.	125	
(1 3 2 1) (3 4 2 2 1)		
2.3.3 Curriculum boundaries		126
(3 4 2 2 1)		

The curriculum boundaries of the past and present are also disappearing as flexible learning, distance learning and lifelong learning become real alternatives for learners. 127

(3 4 1 2 1) (3 4 2 2 1)

Many of the issues that are increasingly being addressed in the development of new curricula relate to the effectiveness of the learning environment. 128

(2 2 2 1) (3 4 2 2 1)

Such issues include added value for stakeholders; the move from a teaching to a learning perspective; use of state of the art learning technologies; faculty leadership in the change process, and consistency of resource application. 129

(1 2 2 1) (3 4 2 2 1)

++ Text units 131-132:

It is not an exaggeration to suggest that even now, the university has a monopoly of nothing. 131

(3 4 2 2 1)

Research institutes are increasingly becoming attached to organisations in the corporate and private sector which are generally more effectively supported by structures and funds provided by that sector. 132

(3 4 2 2 1) (3 5 2 2 1)

++ Text units 141-141:

The rationale for change and for developing a vision of the future is perhaps stronger than it has ever been. 141

(2 2 2 1) (3 4 2 2 1)

++ Text units 158-158:

symbol 183 f "Symbol" \s 10 \h Education is fundamentally text based and school based 158

(3 4 2 2 1) (3 5 2 2 1)

++ Text units 160-160:

symbol 183 f "Symbol" \s 10 \h Education concerns itself solely with individuals rather than groups 160

(3 4 2 2 1) (3 5 2 2 1)

++ Text units 163-163:

symbol 183 f "Symbol" \s 10 \h The major part of a person's education is finished by their early twenties 163

(3 4 2 2 1)

++ Text units 166-166:

symbol 183 f "Symbol" \s 10 \h Educational policy is necessarily elitist 166

(3 4 2 2 1)

++ Text units 189-189:

The emerging perspective also questions the separation of 'formal' and 'informal' education , argues for the importance of apprenticeship in learning and includes 'outside - class' activities as an integral part of the social context within which learning occurs. 189

(1 2 2 1) (1 3 2 1) (3 4 2 2 1)

++ Text units 254-255:

2.3.2 Boundaries of physical location and organisational structure 254

(3 4 2 2 1)

The physical boundaries of the past and present are giving way and extending learning beyond the traditional campus location . 255

(3 4 2 2 1)

+++++

+++ ON-LINE DOCUMENT: REP2

+++ Retrieval for this document: 6 units out of 215, = 2.8%

++ Text units 40-41:

Climate and culture have been found to have direct effects on learning behaviour and effectiveness. 40

(3 4 2 2 1)

In particular, the social support system appears to play a central role in the effective achievement of learning outcomes. 41

(3 4 2 2 1)

++ Text units 46-46:

People will be able to learn when it is convenient or necessary for them to learn rather than incurring the financial costs and the opportunity costs that are associated with current models of third level education. 46

(3 4 2 2 1) (3 4 3 2 1)

++ Text units 74-74:

Technology has the potential to unlock much of the currently under utilised talents that exist in university settings. 74

(1 3 2 1) (3 4 2 2 1)

++ Text units 87-87:

Students and teachers will not easily be able to cope with the flood of information that emerging technologies are starting to make possible. 87

(1 3 2 1) (3 4 2 2 1)

++ Text units 128-128:

Recognising that generalised education and specialist courses require different skills in delivery and different perspectives on course content and substance is important. 128

(2 2 2 1) (3 4 2 2 1)

+++++

+++ ON-LINE DOCUMENT: REP3

+++ Retrieval for this document: 12 units out of 213, = 5.6%

++ Text units 16-17:

It is challenging because of the complex nature of learning and because many of the important aspects of the learning environment are not tangible, measurable or easy to identify. 16

(3 4 2 2 1)

We have mentioned that the culture and climate of the learning environment is a central dimension which enhances, supports and facilitates effective learning. 17

(3 4 2 2 1)

++ Text units 26-26:

4.3.1 Physical and social needs of learners: 26

(3 4 2 2 1)

++ Text units 67-67:

Effective learning environments require optimal psychological conditions. 67

(3 4 2 2 1)

++ Text units 79-80:

People differ in their inclination to learn and tend to choose different activities or approaches in order to reach their goals. 79

(1 2 2 1) (3 4 2 2 1)

Even the broadest of categorisations reveals that there is a diversity of learning style and inclination in any one population. 80

(3 4 2 2 1)

++ Text units 90-91:

The diversity of experiences that can enhance and indeed give rise to creative learning must be available in the University setting, whatever

form that takes. Social, emotional, creative, reflective and action based learning behaviour often occurs in spite of the learning environments that exist today rather than because of them. 90
 (1 2 2 1) (3 4 2 2 1)

These behaviours are often the preconditions of learning as well as its outcomes and must be recognised as such, particularly when learning environments are being designed and developed. 91
 (2 2 2 1) (3 4 2 2 1)

++ Text units 109-109:
 An appropriate, multi dimensional learning environment requires 109
 (3 4 2 2 1)

++ Text units 180-180:
 4.5.3 Barriers to the introduction and absorption of new, enabling technologies 180
 (3 4 2 2 1)

++ Text units 193-194:
 Such barriers are not technical, they are more likely to exist for commercial, political, organisational, professional and personal reasons. 193
 (3 4 2 2 1)

Some of these barriers represent legitimate fears and reservations about the potential contribution of new technology, others are based on feeling of insecurity that may easily be overcome through support, training and investment. 194
 (2 3 2 1) (3 4 2 2 1)

+++++

+++ ON-LINE DOCUMENT: REP4
 +++ Retrieval for this document: 17 units out of 160, = 11%
 ++ Text units 14-19:
 The larger the organisation, the more diverse the learning community and the wider the range of activities, the more important this consideration becomes. 14
 (3 4 2 2 1)

4.6.1. University structures 15
 (3 4 2 2 1)

Universities are some of the most vertically and horizontally stratified institutions on earth. 16
 (3 4 2 2 1)

We have administration and academic departments; we have management and administration; we have senior and junior academics; we have scientists and humanists; we have students and academics; we have faculty and staff. 17
 (3 4 2 2 1)

All occupy their own territory and only seem to interact as do tectonic plates, with constant irritation and occasional earthquakes. 18
 (1 2 2 1) (3 4 2 2 1)

The totally predominant structure is the hierarchy, unequalled in its application and "rightness" except in the Church of Rome. 19
 (3 4 2 2 1)

++ Text units 21-21:
 4.6.2. Rigid structures are unnecessary 21
 (3 4 2 2 1)

++ Text units 25-26:
 that the pursuit of academic excellence is not only wholly consonant with a well-run organisation but that it requires it; 25
 (3 4 2 2 1)

that for management and administration (in the widest senses) to be most effective they should (like successful technology) disappear into the raison d'être of the organisation, enabling everybody (faculty, staff, students, administrators, managers) to achieve fulfilment through learning. 26

(3 4 2 2 1)

++ Text units 34-37:

Unfortunately, some of the most critical attributes required for successful team working are very scarce in universities; the ability to listen to and learn from people less formally qualified than yourself or to accept that there are different types of intelligence. 34

(3 4 2 2 1)

Humility does not come easier to PhDs than to senior managers. 35

(3 4 2 2 1) (3 5 2 2 1)

It is obvious that students going through University learn from a variety of resources, human and material, according to their own needs and circumstances. 36

(1 2 2 1) (3 4 2 2 1)

There is no doubting the role of the inspired teacher. 37

(3 4 2 2 1)

++ Text units 42-42:

The research skills of information professionals are often wasted in searching post factum for isolated information resources or facilities. 42

(3 4 2 2 1)

++ Text units 48-48:

Impediments to learning are not always intellectual but may be caused by elementary mistakes such as the creation of tutorial or lab groups for whom there are not sufficient rooms or other facilities. 48

(3 4 2 2 1)

++ Text units 56-56:

The larger the organisation, the more diverse the learning community and the wider the range of activities, the more important this consideration becomes. 56

(3 4 2 2 1)

++ Text units 83-83:

2. Physical surroundings are an important dimension of the learning environment that can have a significant impact on people's ability to learn. 83

(3 4 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 4 units out of 548, = 0.73%

++ Text units 291-291:

The established teaching / learning technology (that's print on paper) will be increasingly challenged 291

(2 3 2 1) (3 4 2 2 1)

++ Text units 321-321:

The technology and systems are great but it's all about people essentially 321

(1 2 2 1) (3 4 2 2 1)

++ Text units 330-330:

There's a lot of evidence that the distinction between those jobs [librarians, IT specialists, publishers, broadcasters, information brokers] is now breaking down 330

(1 2 2 1) (3 4 2 2 1)
 ++ Text units 370-370:
 [The standard NUI structure is characterised by] traditional colleges 370
 (3 4 2 2 1)
 ++++++

+++ ON-LINE DOCUMENT: T2B
 +++ Retrieval for this document: 3 units out of 133, = 2.3%
 ++ Text units 15-15:
 What gives certification its value 15
 (3 4 2 2 1)
 ++ Text units 17-17:
 [Being]the pre eminent business school makes the piece of paper
 [certification] worthwhile 17
 (3 4 2 2 1)
 ++ Text units 97-97:
 Technology as power 97
 (3 4 2 2 1) (3 5 2 2 1)
 ++++++

+++ ON-LINE DOCUMENT: T3A
 +++ Retrieval for this document: 27 units out of 387, = 7.0%
 ++ Text units 66-66:
 The technology is important up to a point, but we still have the classic
 issues of learning to contend with 66
 (3 4 2 2 1)
 ++ Text units 74-74:
 Academics tend to be conservative in how they do their business, not
 rushing into things that are different 74
 (3 4 2 2 1)
 ++ Text units 95-95:
 Real knowledge can't be imprisoned or only doled out at the whim of
 lecturers 95
 (2 2 2 1) (3 4 2 2 1)
 ++ Text units 102-102:
 Access to information is not the same as learning 102
 (3 4 2 2 1) (3 5 2 2 1)
 ++ Text units 110-110:
 What's the difference between learning in a collaborative physical
 setting versus on your own in a room surrounded by concrete blocks and no
 natural light 110
 (3 4 2 2 1)
 ++ Text units 112-112:
 I've noticed that even with the development of facilities for remote
 communication and interaction that it is always in the context of a build
 up to the actual contact 112
 (3 4 2 2 1)
 ++ Text units 122-122:
 The motivation for sending people to school is to help people to
 function 122
 (3 4 2 2 1)
 ++ Text units 130-130:
 The current obsession in all education is with product 130
 (2 2 2 1) (3 4 2 2 1)
 ++ Text units 132-132:
 We don't go for process [in education] 132

(1 2 2 1) (3 4 2 2 1)

++ Text units 134-134:

There are teachers who enhance the learning environment in different ways 134

(2 2 2 1) (3 4 2 2 1)

++ Text units 136-136:

For example people may feel 'OK the guy was a great lecturer, but also he had a great sense of decency' may very well make the difference between learning and not learning 136

(2 2 2 1) (3 4 2 2 1)

++ Text units 138-138:

That's very interesting, for example, my daughter who's in Trinity I was very interested in her reactions to the subjects she wanted to choose a lot of it had to do with the lecturers she liked rather than the subject itself 138

(3 4 2 2 1)

++ Text units 140-140:

The personality of the teacher may be even more important than the nature of the subject 140

(3 4 2 2 1)

++ Text units 145-145:

It would appear that students are quite happy to take down the lecture notes and go away and learn them 145

(3 4 2 2 1) (3 4 2 2 2)

++ Text units 147-147:

Why do people not want to find out more about a certain area it because they're not stimulated to actually want to pursue more information 147

(2 2 2 1) (3 4 2 2 1)

++ Text units 151-151:

[Student's driving force] is a piece of paper 151

(3 4 2 2 1)

++ Text units 241-241:

We have to hold onto the transcendence which is our intellectual inheritance as a University 241

(2 3 2 2) (3 4 2 2 1)

++ Text units 271-271:

The idea of a University now, is different so the access to the materials and the records are no longer required 271

(3 4 2 2 1)

++ Text units 273-273:

What you still need are scholars 273

(3 4 2 2 1)

++ Text units 291-291:

A University should be, a centre of independent, creative activity 291

(2 2 2 1) (3 4 2 2 1)

++ Text units 293-293:

[A University should be] independent of church and state 293

(3 4 2 2 1)

++ Text units 298-298:

On the one hand we have the pragmatic idea of certification for competencies and on the other you have this more rounded person - the intellectual side of development 298

(3 4 2 2 1)

++ Text units 320-320:
 Where one person is good at a subject, you have a research centre, where several people are good at a subject, you have a centre for excellence 320
 (3 4 2 2 1)

++ Text units 322-322:
 [A centre for excellence is where there's eight or ten people, like in Cambridge 322
 (3 4 2 2 1)

++ Text units 324-324:
 [In Cambridge], there's a Prof. who's the guy who gets the money in and then filters off 324
 (3 4 2 2 1)

++ Text units 327-327:
 [In Cambridge] the Prof. is not just bringing in a hundred thousand over three years, he's bringing in a couple of million over three years 327
 (3 4 2 2 1)

++ Text units 364-364:
 Research scholarships are the lifeblood of the University 364
 (3 4 2 2 1)

++++ ON-LINE DOCUMENT: T3B
 +++ Retrieval for this document: 14 units out of 385, = 3.6%

++ Text units 7-7:
 The pragmatic end [of education] is work ticketing 7
 (3 4 2 2 1)

++ Text units 42-42:
 We know that the University of Fishguard is in several locations or whatever 42
 (3 4 2 2 1)

++ Text units 91-91:
 In the states now, some of the University audits are moving over to very heavily accredited systems for teaching 91
 (3 4 2 2 1)

++ Text units 93-93:
 I'm not saying now that education is teaching 93
 (2 2 2 1) (3 4 2 2 1)

++ Text units 104-104:
 In the States and Australia the rigour and assessment of education processes are moving way ahead 104
 (3 4 2 2 1)

++ Text units 121-121:
 Teaching is an area of excellence 121
 (3 4 2 2 1)

++ Text units 126-126:
 It's no good having one [person] in a research centre, that is absolutely ridiculous 126
 (3 4 2 2 1)

++ Text units 131-131:
 When we define what excellence is then my definition based on a brief literature search, is complementarity - people doing what they're best at 131
 (1 2 1 2) (3 4 2 2 1)

++ Text units 148-148:

There are no barriers any more 148
(3 4 2 2 1)
++ Text units 185-185:
If we get back down to principles, we're talking about an environment
which facilitates change 185
(1 2 1 2) (3 4 2 2 1)
++ Text units 199-199:
Students are [not] reaching their full learning potential 199
(3 4 2 2 1)
++ Text units 227-227:
How do we define a degree 227
(1 2 1 2) (3 4 2 2 1)
++ Text units 292-292:
A university is a function of society 292
(3 4 2 2 1)
++ Text units 314-314:
Perhaps the learning environment needs not only teachers and learners,
but also patrons, in other words, why can we not form [liaisons] 314
(2 3 2 2) (3 4 2 2 1)
++++
+++ ON-LINE DOCUMENT: T3C
+++ Retrieval for this document: 4 units out of 613, = 0.65%
++ Text units 173-173:
Other Universities are using this model 173
(3 4 2 2 1)
++ Text units 175-175:
There's no other University that I know of doing 175
(3 4 2 2 1)
++ Text units 207-207:
You know and I know that strategic management is running after its tail
like everybody else 207
(3 4 2 2 1)
++ Text units 233-233:
Universities are very strange 233
(3 4 2 2 1)
++++
+++ ON-LINE DOCUMENT: T4A
+++ Retrieval for this document: 16 units out of 327, = 4.9%
++ Text units 5-5:
The University as a physically bounded space 5
(3 4 2 2 1)
++ Text units 70-70:
[Boundaries are] becoming more inclusive 70
(3 4 2 2 1)
++ Text units 72-72:
[We are] recognising that context is becoming a much more fluid concept 72
(2 2 1 2) (3 4 2 2 1)
++ Text units 74-74:
The context of the University was much clearer in the past than it is now
and certainly will be in the future 74
(3 4 1 2 1) (3 4 2 2 1) (3 4 3 2 1)
++ Text units 78-78:
[The way that people learn includes] both physical surroundings and
psychological surroundings 78

(1 2 2 1) (3 4 2 2 1)	
++ Text units 118-118:	
What is a University now	118
(3 4 2 2 1)	
++ Text units 120-120:	
First of all [a University] is a place	120
(3 4 2 2 1)	
++ Text units 122-122:	
[Secondly a University] is a very very strictly defined structure	122
(3 4 2 2 1)	
++ Text units 124-124:	
A University has people called presidents and registrars and all these people who have different gowns and hats and medieval accoutrements	124
(3 4 2 2 1)	
++ Text units 129-129:	
There's the management of the institution and the management of the curriculum and there's the tension between both of those and whether that tension rises or inflates to the level of conflict and in some instances it does	129
(1 2 2 1) (3 4 2 2 1)	
++ Text units 139-139:	
I think we would probably allow ourselves a bit of space if we looked at the university as an institute of learning	139
(3 4 2 2 1)	
++ Text units 176-176:	
We're losing physical boundaries	176
(1 2 2 1) (3 4 2 2 1)	
++ Text units 192-192:	
One person's frill is another person's foundation	192
(3 4 2 2 1)	
++ Text units 217-217:	
On the diversity of the student cohort, the 18 to 20 year old bracket, perhaps we might just say lifelong learning	217
(1 2 1 2) (3 4 2 2 1)	
++ Text units 259-259:	
Technology is important	259
(3 4 2 2 1)	
++ Text units 319-319:	
We're saying that the environment is not just the place where people learn , it's also the states of mind that people are in, the levels of commitment and motivation that are instilled and perhaps that's what's going to add value to the environment that we're going to create in the future	319
(2 3 2 2) (3 4 2 2 1)	
+++++	
+++ ON-LINE DOCUMENT: T4B	
+++ Retrieval for this document: 22 units out of 368, = 6.0%	
++ Text units 22-22:	
The University isn't territorially a physical discrete entity	22
(3 4 2 2 1)	
++ Text units 24-24:	
[The University] isn't a socially discrete entity either	24
(3 4 2 2 1)	
++ Text units 26-26:	

If we talk about society we need to look at the boundaries that exist there and that are perhaps possible to break down 26
(1 2 1 2) (3 4 2 2 1)
++ Text units 55-55:
Of course nobody doesn't want to have a learning environment that doesn't cater for the various styles of learners 55
(3 4 2 2 1)
++ Text units 108-108:
I've never met anyone who can correlate a good teacher with having a PhD but yet everyone insists on it because we've decided that this is a prerequisite for success 108
(2 2 2 2) (3 4 1 2 1) (3 4 2 2 1) (3 4 2 2 2)
++ Text units 112-112:
I'm not saying that having recreational facilities isn't part of the environment 112
(1 2 1 2) (3 4 2 2 1)
++ Text units 119-119:
learning happens with other people, not in isolation 119
(2 2 2 1) (3 4 2 2 1)
++ Text units 133-133:
You have substantive experts in particular fields 133
(3 4 2 2 1)
++ Text units 141-141:
[the disappearing demarcation between people who help people to learn] is just another example of the breaking down of boundaries that we've been talking about 141
(1 1 1 2) (3 4 2 2 1)
++ Text units 169-169:
What is a quality learning environment 169
(3 4 2 2 1)
++ Text units 183-183:
[Quality work often has] nothing to do with the experience of the learner and of quality in those terms at all 183
(3 4 2 2 1)
++ Text units 185-185:
A lot of the quality work focuses on things like documentation which actually leaves out the most important aspects of quality 185
(3 4 2 2 1)
++ Text units 194-194:
The problem is with certain forms of extreme documentation - [a quality programme] just enables you to make a product badly every time 194
(3 4 2 2 1)
++ Text units 196-196:
[documentation of courses can simply ensure that they are] consistently dreadful 196
(3 4 2 2 1)
++ Text units 198-198:
The student in this instance is not the customer so we have to then talk about the stakeholders like the state, the society 198
(2 2 1 2) (3 4 2 2 1)
++ Text units 204-204:
[Customer] relationships change 204
(1 2 2 1) (3 4 2 2 1)
++ Text units 208-208:

This whole ISO9000, quality, documentation type of philosophy is quality according to a set of very bureaucratic rules a lot of the time I think rather than quality according to any real philosophy of quality 208

(3 4 2 2 1)

++ Text units 242-242:

The old ways of authenticating and adjudicating are now gone 242

(1 1 2 1) (3 4 2 2 1)

++ Text units 252-252:

[Ethical] issues are important 252

(3 4 2 2 1)

++ Text units 286-286:

at the moment you could say that universities in general are becoming so rapacious in terms of the way they deal with contracts, students etc. that ethics are now very important 286

(2 2 2 1) (3 4 2 2 1)

++ Text units 294-294:

If you don't have a strong ethic governing [the university's activities] well you just get lost and ground under 294

(3 4 2 2 1)

++ Text units 318-318:

We don't know what relevance is we don't know what is relevant until we have explored what seems irrelevant 318

(3 4 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T6A

+++ Retrieval for this document: 11 units out of 407, = 2.7%

++ Text units 69-69:

Our systems of education are traditional and inherited 69

(3 4 1 2 1) (3 4 2 2 1)

++ Text units 157-157:

Standard and reputation of students depends on their ability to acquire, use and deliver information 157

(1 2 2 1) (2 2 2 1) (3 4 2 2 1)

++ Text units 233-233:

The most important person (in the scenario of technological development) is the educator 233

(3 4 2 2 1)

++ Text units 238-238:

The role of the educator and the role of the specialist cannot be efficiently combined 238

(3 4 2 2 1)

++ Text units 257-257:

Technology is not the issue 257

(3 4 2 2 1)

++ Text units 312-312:

There's a huge difference between us and other countries (in relation to the age at which people graduate) 312

(3 4 2 2 1)

++ Text units 316-316:

New students have a restrictive kind of thinking 316

(3 4 2 2 1)

++ Text units 329-329:

There is no clear consensus that a collaborative learning environment is

actually a learning requirement for education 329

(3 4 2 2 1)

++ Text units 386-386:

what we're seeing I think at the moment is that [the assumption that people will continue their education in their own discipline] is not necessarily true 386

(3 4 2 2 1)

++ Text units 388-388:

a lot of people are realising that the career that they're in is their bread and butter, but the real career that they'd like to be in id you know what they'd like to study for and the reason why they don't do it is that the structures within the University are too rigid to support them to actually let [them] do something [they] really want to 388

(3 4 2 2 1) (3 4 2 2 2)

++ Text units 390-390:

Someone who'd love to do a degree in history can't do it because he knows it's going to take him eight years 390

(3 4 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T6B

+++ Retrieval for this document: 18 units out of 355, = 5.1%

++ Text units 2-2:

[Students cannot pursue learning of interest to them because they have] so many other important requirements 2

(3 4 2 2 1)

++ Text units 4-4:

Most of the people in continuing education at the moment see it as their number one priority in order to succeed 4

(3 4 2 2 1)

++ Text units 6-6:

[continuing education] becomes even more important with people with families you know they will go to the classes in order to succeed in the course 6

(3 4 2 2 1)

++ Text units 8-8:

the real [reason that people drop out of continuing education]is because it became their second priority, something else moved in to become more important 8

(3 4 2 2 1)

++ Text units 22-22:

[The learning environment] doesn't have to be a positive environment at the moment because student's need this degree and so in terms of the environment they'll settle for a lot less 22

(3 4 2 2 1)

++ Text units 34-34:

A world class education well what does that mean 34

(3 4 2 2 1)

++ Text units 52-52:

If you ask people what their memories of college were, very few people remember material but they remember the people who inspired them to think or who changed their lives or changed their direction 52

(3 4 2 2 1)

++ Text units 54-54:

[face to face contact with inspiring tutors is]where the collaboration

and the interaction comes from 54
(3 4 2 2 1)
++ Text units 56-56:
It's hard to imagine getting any sort of inspiration [unless there's an
opportunity for face to face interaction] 56
(3 4 2 2 1)
++ Text units 88-88:
it's never by choice that people leave [a central campus] 88
(3 4 2 2 1)
++ Text units 98-98:
Professionals only seem to attend courses where there's a chance of
strong interaction with the tutor 98
(3 4 2 2 1)
++ Text units 100-100:
I've looked at all the courses I've attended in the last 10 years and
I've found that the most effective, the only effective courses have been
the ones [where the] maximum class [size] was 18 100
(3 4 2 2 1)
++ Text units 102-102:
But all the large classes I just remember being a waste of time 102
(3 4 2 2 1)
++ Text units 104-104:
So going to a course with a hundred people, I could have read it out of a
book, rather than actually going 104
(3 4 2 2 1)
++ Text units 106-106:
all the benefit [of doing a course] was interacting with the class
members 106
(3 4 2 2 1)
++ Text units 118-118:
learning is something different [different from teaching and research] 118
(1 2 2 1) (3 4 2 2 1)
++ Text units 221-221:
we're not even in the real world in terms of perceiving what the power of
this type of home learning and networking and so on and resources
actually are 221
(3 4 2 2 1)
++ Text units 223-223:
The worry is though that we're more advanced than a lot of European
countries so where does that leave them? 223
(3 4 2 2 1)
++++
+++ ON-LINE DOCUMENT: T6C
+++ Retrieval for this document: 1 unit out of 224, = 0.45%
++ Text units 142-142:
Now let's look in a little bit of detail on courses - the entry standards
are dropping 142
(3 4 2 2 1)
++++
+++ ON-LINE DOCUMENT: T7A
+++ Retrieval for this document: 20 units out of 298, = 6.7%
++ Text units 83-83:
I have said at a former presentation -that the University has a monopoly
of nothing 83

(3 4 2 2 1)

++ Text units 107-107:

because of the changes in the understanding of the university now, em
pleas or claims for autonomy and objectivity won't be sustained by the
paymasters and they won't be sustained by modern society 107

(3 4 2 2 1) (3 4 3 2 1)

++ Text units 109-109:

[Modern society] takes a different understanding of the role of the
university which is demanding of participation and of input from the
university 109

(1 3 2 1) (3 4 2 2 1)

++ Text units 125-125:

We profess as a community of learner and teachers, academics, so called
em that em learning has to continue and learning has to go on 125

(1 2 2 1) (3 4 2 2 1)

++ Text units 127-127:

We don't provide the framework for [continuous learning even though we
profess that learning is a continuous process] 127

(2 2 2 1) (3 4 2 2 1)

++ Text units 131-131:

and even the name [lifelong learning] suggests something significant 131
(3 4 2 2 1)

++ Text units 139-139:

the fact is that we are trying to educate for life in 4 years still in a
very very rarefied environment 18 year olds to 22 or 23 year olds and
they have no interaction with anybody else, with any other kind of wisdom
life experience, perspective, perception, culture other than their own
[and this is not wise, regardless of whether demographic changes will
force us to change or not] 139

(2 2 2 1) (3 4 2 2 1)

++ Text units 141-141:

We still think that it's very good educationally to see young people
moving together, going to the stables at night and going to the discos
and going to the clubs and we think that's marvellous interaction, social
skills are being developed and so on. They're being developed in a very
very incestuous kind of way 141

(1 2 2 1) (3 4 2 2 1)

++ Text units 145-145:

The mix in the undergraduate culture is very very refined across all
subject areas and they all come from a very similar scholastic background
anyway and Ireland is a very homogenous society, so the kind of cultural
encounter which is provided in this kind of situation is less than varied
and it leads to a similar kind of approach in our thinking, in our
problem solving skills in our attitudes 145

(1 2 2 1) (3 4 2 2 1)

++ Text units 153-153:

The current debate at the moment it seems is characterised by a certain
tension between the teaching role of the university and the research role
of the university 153

(2 2 2 1) (3 4 2 2 1)

++ Text units 155-155:

It's understandable [that there is a certain tension between the teaching
role of the university and the research role] I suppose 155

(3 4 2 2 1)

++ Text units 159-159:
the current frontiers of teaching and learning and research will also have to melt away in that we will have a better understanding or there will be the possibility to have a better understanding of learning processes 159

(1 2 2 1) (3 4 2 2 1) (3 4 3 2 1)

++ Text units 177-177:
There are 3 characteristics of a modern university that still tie it inextricably to the medieval foundations, residence, lecture. tutorial 177

(3 4 1 2 1) (3 4 2 2 1)

++ Text units 195-195:
[At the moment, now]we're not satisfied that the students have any concrete information at all 195

(3 4 2 2 1)

++ Text units 227-227:
Some might say that [seeing everything that happens in school as an opportunity for learning] is a chaotic approach and that there's no discipline here but then you remember you're talking about a different culture where people have a very different view about what discipline is 227

(1 2 2 1) (3 4 2 2 1)

++ Text units 229-229:
[Other European Universities] seem to have the discipline to cope with what you might call indiscipline 229

(3 4 2 2 1)

++ Text units 231-231:
[Other European Universities] seem to have the discipline to see the same issue from many angles 231

(3 4 2 2 1)

++ Text units 237-237:
We are left with the dilemma of what I call completion mania - it has to be finished, the essay has to be finished, the kids at school of four years of age doing some art or whatever - it has to be finished, the insistence on get the picture finished 237

(3 4 2 2 1)

++ Text units 239-239:
completion mania hurries us through the learning process, we don't actually derive value from the process as we go through it 239

(1 2 2 1) (3 4 2 2 1)

++ Text units 241-241:
The frontier between the process and the product in our educational culture is still very strong we need to, we need to reduce that 241

(3 4 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 2 units out of 279, = 0.72%

++ Text units 186-186:
[emerging protectionism among universities] is now moving away from the open learning environment to a really closed protected type of context, protecting everything you do and competing with the very people you should be collaborating with 186

(2 2 2 1) (3 4 2 2 1) (3 5 3 2 1)

++ Text units 246-246:
[a learning environment can help people] as [they are] developing the

research project 246

(3 4 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T7C

+++ Retrieval for this document: 9 units out of 321, = 2.8%

++ Text units 31-31:

you don't need a PhD in strategic planning to do strategic planning 31

(3 4 2 2 1)

++ Text units 110-110:

[executive bodies] don't have the expertise [to do strategic planning] 110

(3 4 2 2 1)

++ Text units 112-112:

Well I don't know [if executive bodies don't have the expertise] 112

(3 4 2 2 1)

++ Text units 196-196:

That is another myth, you know that in an organisation of this size that there is one person can solve a problem, very often they can't 196

(3 4 2 2 1)

++ Text units 198-198:

there are some comparatively low level [problems] where [one person can solve it] but most problems cannot be [solved by one person] 198

(3 4 2 2 1)

++ Text units 200-200:

[the fact that most problems cannot be solved by one person] legitimises Peter's proposed team based structure 200

(2 2 1 2) (3 4 2 2 1)

++ Text units 214-214:

I think all organisations, all educational organisations are characterised by either a sort of a contrived collegiality or a connived collegiality. We have I won't say which variety here, maybe both 214

(3 4 2 2 1)

++ Text units 216-216:

we've got to live with [the reality that collegiality is only contrived] 216

(3 4 2 2 1)

++ Text units 284-284:

it's usually the wrong [people] who [vote with their feet] 284

(3 4 2 2 1)

+++++

+++++

+++ Total number of text units retrieved = 222

+++++

+++++

Appendix AH: Node 32

(3 4 2 2 2) /context/internal/present/con2/unispec

present internal contextual issues associated with the organisation

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.
Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 10:37 am, Sept 9, 1997.

(3 4 2 2 2) /context/internal/present/con2/unispec

*** Definition:

specific references to the university of limerick

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 12 units out of 418, = 2.87%

++ Text units 19-19:

We [the members of the university] are often constrained by our current context 19

(3 4 2 2 2)

++ Text units 21-21:

Today and tomorrow issues: developing syllabus for next term, courses to be taught, students knocking on the door 21

(3 4 2 2 2)

++ Text units 30-30:

We [the members of the university] can be blinkered by the here and now 30

(3 4 2 2 2)

++ Text units 105-105:

[We [the groups] don't have the necessary structures in place]for us to lift off. 105

(3 4 2 2 2)

++ Text units 125-125:

Do we [the university] need any new structures, philosophies or approaches in place before we [the university] can start 125

(3 4 2 2 2)

++ Text units 145-145:

The academic function is under severe pressure if not compromised at this moment in time compared to previous years 145

(1 3 1 1) (3 4 2 1 1) (3 4 2 2 2)

++ Text units 175-175:

This institution is moving from an entrepreneurial type organisation into an organisation that is now established and is changing 175

(3 4 2 2 2)

++ Text units 177-177:

We [the university] can see the strains on the system [in THIS INSTITUTION as it moves from one type of organisation to another] 177

(3 4 2 2 2)

++ Text units 191-191:

One of the things that affects the learning environment is the structures

of the University which are in place at the moment 191
(3 4 2 2 2)

++ Text units 193-193:

At the moment we [the university] are heading towards a very historical
University set up 193

(3 4 2 2 2)

++ Text units 195-195:

We [the university] are moving away from where we [the university] were
originally when we were being set up 195

(3 4 2 2 2)

++ Text units 197-197:

Instead of having a very mutli disciplinary approach we [the university]
have a very segmented, and what's becoming an even more segmented
approach within colleges 197

(3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: MEET1B

+++ Retrieval for this document: 6 units out of 550, = 1.1%

++ Text units 205-205:

[We need] some transcendence above and beyond the institutional or what
preoccupies an educational or a learned institution as opposed to a
corporate body or whatever 205

(3 4 2 2 2)

++ Text units 207-207:

I don't think we have and I don't think that we can be expected to have
the objective capacities and competencies to construct a questionnaire
and ask questions of ourselves as an institution 207

(3 4 2 2 2)

++ Text units 262-262:

The feeling abroad is not that 'gosh what is this University going to be
like in 25 years time' its that 'I can't actually do what I want to. I
can't give the classes I want to , I can't do the research I want
to 262

(3 4 2 1 1) (3 4 2 2 2)

++ Text units 272-272:

People aren't stupid 272

(3 4 2 2 2)

++ Text units 324-324:

There are a lot of cynics in the system 324

(3 4 2 2 2)

++ Text units 331-331:

We are in a large traditional University well not as traditional as some,
but we are structured in a very traditional way 331

(3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: REP1

+++ Retrieval for this document: 1 unit out of 265, = 0.38%

++ Text units 74-74:

We recognise that these efforts do not fully reflect the diversity of
thought and the wealth of knowledge that exists within the University of
Limerick. 74

(3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: REP2

+++ Retrieval for this document: 7 units out of 215, = 3.3%

++ Text units 107-107:

We must recognise that not only are students the customers of the university, but that internal faculty, staff and managers are customers of each other, and must interact effectively to create the most appropriate learning environment possible. 107

(1 3 2 2) (3 4 2 2 2)

++ Text units 114-114:

Such externally imposed directives would be more likely to constrain our ability to decide our own destiny and to adopt an approach which we feel is most consistent with the emerging values and priorities of the organisation and its students. 114

(2 3 2 2) (3 4 2 2 2) (3 5 3 2 2)

++ Text units 122-122:

The issue of under - resourced modules and of courses with inadequate expertise to support learning is a matter of urgent concern. 122

(3 4 2 2 2)

++ Text units 130-131:

4.1.3 Co-op, the learning experience and the competitive edge 130

(3 4 2 2 2)

The co-operative educational dimension of our programmes has been important in the maintenance of a competitive and relevant learning environment. 131

(2 1 2 2) (3 4 2 2 2)

++ Text units 137-137:

4.1.4. The learning environment and research competitiveness 137

(3 4 2 2 2)

++ Text units 172-172:

The University of Limerick prides itself on its policy of relevance to the world outside its walls. 172

(2 2 2 2) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: REP3

+++ Retrieval for this document: 5 units out of 213, = 2.3%

++ Text units 3-3:

Addressing the University's mission of relevance and excellence requires 3

(3 4 2 2 2)

++ Text units 24-24:

We feel the physical development of the campus as it exists today reflects remarkable levels of aesthetic beauty. 24

(3 4 2 2 2)

++ Text units 130-130:

THIS INSTITUTION has linkages with a huge number of other establishments but it is not always clear how beneficial to the University of Limerick these linkages are. 130

(3 4 2 2 2) (3 5 2 2 2)

++ Text units 190-190:

The barriers to introducing and adopting new technology do not exist as a result of technical constraints. 190

(3 4 2 2 2)

++ Text units 192-192:

Arguments that technology is too expensive, that it puts too much control in the hands of the learner, that it is too difficult to install in current organisational structures, that it is too restricting or that it

requires too much effort may reveal that barriers and fears about technology need to be addressed and explored. 192

(2 3 2 2) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: REP4

+++ Retrieval for this document: 8 units out of 160, = 5.0%

++ Text units 22-22:

It would be naive to suppose that any organisation comprised of 10,000 individuals would not require some level of structure to sustain it on a day-to-day and long-term strategic basis. 22

(3 4 2 2 2)

++ Text units 29-29:

Already there is an untapped wealth of expertise inside the University which could fruitfully be applied to on campus issues and problems. 29

(2 2 2 2) (3 4 2 2 2)

++ Text units 82-82:

1. Perhaps just as important as a vision of the future is a culture of flexibility in the present so that change is something that is welcomed rather than feared and that the challenges of the future are faced with energy, optimism and determination. 82

(1 2 2 2) (2 2 1 1) (3 4 2 2 2)

++ Text units 89-90:

Several times in our discussion we recognised that the existing campus has exceptional qualities which we would like to see retained in the future. 89

(2 1 1 2) (3 4 2 2 2) (3 4 3 2 2)

Our concern is that presently, the learning community does not benefit fully from these surroundings and that this has implications for changing some of the current pressures, priorities and values that exist within the walls of the University. 90

(2 2 2 2) (3 4 2 2 2)

++ Text units 118-118:

Requirements for collaborative and interactive learning environments should be identified. 118

(2 3 2 2) (3 4 2 2 2)

++ Text units 122-122:

We should encourage discussion and feedback on existing environment. 122

(1 3 2 2) (3 4 2 2 2)

++ Text units 142-142:

12. We need to create a future environment where remote learners can identify strongly with the values, priorities and ethos of the institution 142

(2 3 2 2) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 2 units out of 548, = 0.36%

++ Text units 354-354:

[Currently, the University of Limerick] is effectively trying to educate and in some ways train people for jobs 354

(3 4 2 2 2)

++ Text units 362-362:

We have tremendous flexibility problems in the University in terms of time factors and things like that 362

(3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T2B

+++ Retrieval for this document: 1 unit out of 133, = 0.75%

++ Text units 26-26:

Are we competing and if so what market are we competing in 26

(2 2 2 2) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T3A

+++ Retrieval for this document: 11 units out of 387, = 2.8%

++ Text units 40-40:

We are a reactive organisation and benefit from the coincidence of opportunity 40

(3 4 2 2 2)

++ Text units 42-42:

The leadership of the University has succeeded in establishing a culture which never balked at the opportunities 42

(3 4 2 2 2)

++ Text units 44-44:

There's a good fertile environment of the 'let's go for it' 44

(3 4 2 2 2)

++ Text units 145-145:

It would appear that students are quite happy to take down the lecture notes and go away and learn them 145

(3 4 2 2 1) (3 4 2 2 2)

++ Text units 149-149:

[Students are not stimulated] to learn more, they just want the notes 149

(2 2 2 2) (3 4 2 2 2)

++ Text units 196-196:

Most of us have become very good and a technical aspect of the overall service and don't ever really get the chance to develop our thoughts and our commitments beyond that 196

(1 2 2 2) (3 4 2 2 2)

++ Text units 198-198:

People [in this organisation] have imaginations 198

(3 4 2 2 2)

++ Text units 221-221:

In materials science for example, I would love to run lectures in groups of three and the elective would be run where those three students would wander into a lecturers office in groups of three and say OK what will we read now? Go away and read those six pages there, come back with an essay on it. That's how I would like to run the electives but of course you can't, because the constraints of the University is that if you have an elective of less than 15 people, why are you running it? 221

(2 3 2 2) (3 4 2 2 2)

++ Text units 223-223:

The constraints of the University are probably dulling a lot of the activities that we're looking towards 223

(2 3 2 2) (3 4 2 2 2)

++ Text units 237-237:

If we were just batting for our own stump then we would say our commodity and our whole area is learnedness [and] intellectual activity 237

(2 2 2 2) (3 4 2 2 2)

++ Text units 248-248:

We're in a midway situation here where we could go all the way down to credentialism , qualification, certification, accreditation 248

(2 3 2 2) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T3B

+++ Retrieval for this document: 6 units out of 385, = 1.6%

++ Text units 146-146:

We have to imagine that the University's canvas is the world 146

(3 4 2 2 2)

++ Text units 259-259:

There is a danger of course you know in an institution like this, attempting to acquire humanities or arts and aesthetic ornaments in order to redress the balance. We have to address this aesthetic dimension unblushingly 259

(2 3 2 2) (3 4 2 2 2)

++ Text units 263-263:

Now there are certain people in my own department who say that [getting people jobs] is not a consideration that I shouldn't be taking that into consideration 263

(3 4 2 2 2)

++ Text units 306-306:

European programmes and money [generate the most interest around here] 306

(3 4 2 2 2)

++ Text units 328-328:

[We] have big colleges now because we've taken big numbers 328

(2 1 2 2) (3 4 2 2 2)

++ Text units 330-330:

[We need] flexibility- where a lab for example will run a course, not a department - that's where you get your excellence that's where you get your flexibility 330

(2 3 2 2) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T3C

+++ Retrieval for this document: 18 units out of 613, = 2.9%

++ Text units 4-4:

More power to [Colin] because this place would not be here if he had not operated in that manner [authoritatively] 4

(2 1 2 2) (3 4 2 2 2)

++ Text units 6-6:

I admire [Colin] tremendously 6

(3 4 2 2 2)

++ Text units 8-8:

[Colin] has various shortcomings 8

(3 4 2 2 2)

++ Text units 16-16:

[Colin] is an engineer basically - he likes input process output 16

(3 4 2 2 2)

++ Text units 18-18:

[Colin is] also very tidy he doesn't like the idea if you say you'll have something done by Tuesday and you have it done by Wednesday like the rest of us - he'll have it done by Tuesday 18

(3 4 2 2 2)

++ Text units 24-24:

God knows if we're adrift, what must the majority of the University of Limerick be feeling about vision 2020 24

(3 4 2 2 2)

++ Text units 43-43:

There a culture in this organisation that wants questions answered by other people and which refuses to ask questions themselves 43
(3 4 2 2 2)

++ Text units 59-59:

[This is a] very exciting time 59
(3 4 2 2 2)

++ Text units 105-105:

If people say to me individually, you know, why are you involved with this Vision 2020 don't you know it's a waste of time, I think that I could say, I'm learning an awful lot 105
(1 2 1 2) (3 4 2 2 2)

++ Text units 109-109:

We don't have many opportunities for professional development in terms of we're working in such a helter skelter way 109
(3 4 2 2 2)

++ Text units 117-117:

People are really constrained by current resource constraints and working under really difficult situations 117
(3 4 2 2 2)

++ Text units 119-119:

[People are not able to] attract the students that they want to attract 119
(3 4 2 2 2)

++ Text units 121-121:

[People are] not able to achieve their objectives from an academic point of view 121
(3 4 2 2 2)

++ Text units 239-239:

For an organisation like this the whole thing is too big to manage 239
(1 2 1 1) (3 4 2 2 2)

++ Text units 241-241:

They're having to give power to people who they're used to telling what to do 241
(1 2 1 1) (3 4 2 2 2)

++ Text units 243-243:

The position we're in now is probably becoming more common 243
(3 4 2 2 2)

++ Text units 257-257:

[How everybody else thinks the environment should be] are actually very conflicting in terms of where we're actually working 257
(3 4 2 2 2)

++ Text units 273-273:

The cynics and colleagues I know who maybe aren't quite as cynical have serious difficulties about vision 2020 because of the current problems that they have 273
(3 4 2 1 1) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T4A

+++ Retrieval for this document: 12 units out of 327, = 3.7%

++ Text units 46-46:

I would say that the University of Limerick is a very very competitive institution 46
(3 4 2 2 2)

++ Text units 87-87:

What has THIS INSTITUTION got to offer 87

(3 4 2 2 2)

++ Text units 111-111:

What you should say is that the present [management structures] are too rigid 111

(1 2 1 2) (3 4 2 2 2)

++ Text units 113-113:

You might say you don't mean the present structures when you talk about flexible and collaborative 113

(1 2 1 2) (3 4 2 2 2)

++ Text units 147-147:

We're going to flesh out [the idea of the flexible organic collaborative management structures] by saying that the present system we feel is too rigid and that it may be very difficult to achieve the flexible collaborative management structures that we're talking about 147

(1 2 1 2) (1 3 2 2) (3 4 2 2 2)

++ Text units 153-153:

In what way is the present system too inflexible to accommodate that goal 153

(2 2 2 1) (3 4 2 2 2)

++ Text units 159-159:

It's quite a hierarchical structure [the university] 159

(3 4 2 2 2)

++ Text units 166-166:

There's a rigidity there from a faculty point of view but from a student point of view as well and we don't have the advantage of having a learner point of view here 166

(3 4 2 1 2) (3 4 2 2 2)

++ Text units 194-194:

The foundation process has become a lot more difficult now than it originally was, purely because of new people coming on board to teach and they don't appreciate what the foundation process is 194

(3 4 2 2 2)

++ Text units 215-215:

[Traditional boundaries include] physical boundaries, management structural boundaries, course structures, boundaries of the age cohort which are no longer going to be the 18 - 20 year old bracket, knowledge boundaries and the broadness of the educational foundation which perhaps need to stay broad and inclusive and so o 215

(3 4 2 2 2)

++ Text units 276-276:

I have students who are now getting a lot more access to information they try to interpret where they should be going - and its very difficult to try to convince them that what they're actually trying to do is wrong - they have access to information about the most exciting things that they should be doing for example for a project or a research or whatever and you know that there's very little behind it and yet all the information is telling them that 276

(3 4 2 2 2)

++ Text units 278-278:

[Students] are now making decisions about where they would like to go 278

(3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T4B

+++ Retrieval for this document: 18 units out of 368, = 4.9%

++ Text units 57-57:

We need to anchor [what you say] in such a way [as to indicate that], we believe at the moment that these needs are not being catered for 57

(1 2 1 2) (3 4 2 2 2)

++ Text units 71-71:

Are we not recognising the physical and psychological needs of learners and is that why we want to do it in the future 71

(2 3 2 2) (3 4 2 2 2)

++ Text units 73-73:

I don't believe that there is an equitable education Philosophy 73

(2 2 2 2) (3 4 2 2 2)

++ Text units 82-82:

There's been quite a lot of feedback or discussion from this group that we really don't have the resources, equipment that support the dimensions of learning 82

(1 2 1 2) (3 4 2 2 2)

++ Text units 84-84:

Part of our discussion recognised that our surroundings are lovely or certainly the kernel of the University is fine, but it's not substantiated by equipment and resources which is a concern, a very practical concern for the future 84

(3 4 2 2 2)

++ Text units 86-86:

Do we recognise and cater for different learning styles, I certainly believe that we don't 86

(2 2 2 2) (3 4 2 2 2)

++ Text units 98-98:

Without adequate resources and equipment there is no way that you can cater for different learning styles 98

(2 2 2 2) (3 4 2 2 2)

++ Text units 108-108:

I've never met anyone who can correlate a good teacher with having a PhD but yet everyone insists on it because we've decided that this is a prerequisite for success 108

(2 2 2 2) (3 4 1 2 1) (3 4 2 2 1) (3 4 2 2 2)

++ Text units 139-139:

I would like to see a far more kind of Venn diagram relationship rather than the very structured, trade union type demarcation type relationship that you find so often in this place 139

(3 4 2 2 2) (3 4 3 2 2)

++ Text units 149-149:

[We should consider] the manner in which the faculty of the University create the climate of the University 149

(1 3 1 2) (3 4 2 2 2)

++ Text units 151-151:

[The climate of the University] is the responsibility of faculty in many ways 151

(3 4 2 2 2)

++ Text units 153-153:

[We should consider] the manner in which the faculty feel that they can or that they're impeded from creating the environment or the climate 153

(1 2 2 2) (3 4 2 2 2)

++ Text units 189-189:

[The prevailing attitude on quality seems to be that] - if you don't provide ten lectures on a given topic then you're low on quality 189

(3 4 2 2 2)

++ Text units 200-200:

As Dean of Education the main customer would be the department of education who pays and hires the teachers 200

(3 4 2 2 2)

++ Text units 202-202:

The students would say that they are the customers 202

(3 4 2 2 2)

++ Text units 206-206:

If we're going to use the language of customers and products and so on we have to see our learners as the people who are our customers and perhaps indirectly the department of education is serving those learners as well and that's part of the chain as it were and it does relate very much to the idea of quality and what quality represents for whom in what way

206

(1 2 1 2) (3 4 2 2 2)

++ Text units 225-225:

[the ethics of the learning contract] means who makes the decisions in relation to the curriculum - who makes the decision in relation to the new knowledge frontiers who makes the decisions about the 'no knowledge frontiers' 225

(3 4 2 2 2)

++ Text units 284-284:

I'm talking about the culture of the business school 284

(2 2 1 2) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T6A

+++ Retrieval for this document: 16 units out of 407, = 3.9%

++ Text units 37-37:

Increased reliance on virtual education forces us to address where we are in the marketplace 37

(3 4 2 2 2) (3 5 3 2 1)

++ Text units 168-168:

THIS INSTITUTION = a small Western University 168

(3 4 2 2 2)

++ Text units 214-214:

It is very hard to get people to recognise that some areas of research that seem fantastic actually have very little substance to them 214

(3 4 2 2 2)

++ Text units 325-325:

We can't start saying that there is a problem with the material (students) that we get 325

(3 4 2 2 2)

++ Text units 332-332:

People couldn't get a feel as to whether (interaction) was important or not 332

(2 2 2 2) (3 4 2 2 2)

++ Text units 334-334:

[People] don't know whether they need to interact 334

(3 4 2 2 2)

++ Text units 336-336:

[People] know that they need social interaction and they knew that they needed maybe some psychological development 336

(3 4 2 2 2)

++ Text units 338-338:

[people didn't know] whether [social interaction and psychological development] was effective in terms of their education 338

(3 4 2 2 2)

++ Text units 340-340:

Whether [students] did labs in groups or whether they did labs themselves or whatever, they had no idea [which was more effective in terms of learning] 340

(2 2 2 2) (3 4 2 2 2)

++ Text units 348-348:

[It's difficult to create] any learning environment [for students at the moment] 348

(3 4 2 2 2)

++ Text units 350-350:

a learning environment is all we can do for the students at the moment [not an excellent learning environment] 350

(2 2 2 2) (3 4 2 2 2)

++ Text units 362-362:

my requirement for a learning environment [is] completely biased [due to factors like my age and my independence] compared to what the learner coming into this environment might require 362

(3 4 2 2 2)

++ Text units 368-368:

the current student profile is dominated by someone transcending dependence into independence 368

(3 4 2 2 2)

++ Text units 370-370:

I don't think that most students coming here really make their own decisions 370

(3 4 2 2 2)

++ Text units 372-372:

[Students who come to this university often have] decisions made for them 372

(3 4 2 2 2)

++ Text units 388-388:

a lot of people are realising that the career that they're in is their bread and butter, but the real career that they'd like to be in id you know what they'd like to study for and the reason why they don't do it is that the structures within the University are too rigid to support them to actually let [them] do something [they] really want to 388

(3 4 2 2 1) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T6B

+++ Retrieval for this document: 34 units out of 355, = 9.6%

++ Text units 28-28:

If you do an electronic engineering degree, there's only about a 20% difference between mechanical engineering degree and yet there's no opportunity for someone in electronics to actually go and to a mechanical degree 28

(2 2 2 2) (3 4 2 2 2)

++ Text units 44-44:

the gap between what the students, particularly in education, when they leave here and what they see when they get out to the real world is increasing 44

(3 4 2 2 2) (3 5 2 2 2)

++ Text units 74-74:

[there is a] feeling that students aren't net contributors, they take from the university 74

(3 4 2 2 2)

++ Text units 78-78:

a classic example was yesterday a researcher who had just moved out of the student thing was asked what did he think of the workspace, and he hates it But the student replied by asking what did they want to know - because he didn't know what the right answer was so he was trying to figure out first what the answer should be and then he told them what he thought they wanted to know 78

(3 4 2 2 2)

++ Text units 80-80:

I thought this [the story of the student telling people what they want to know] was quite interesting for you know a person of 24 years of age not being able to say in this environment what he really thought 80

(3 4 2 2 2)

++ Text units 92-92:

we haven't [got well planned resources that allow students to interact on an individual or small group basis] here at all 92

(3 4 2 2 2)

++ Text units 94-94:

you just cannot get small rooms or meeting rooms or provide facilities for small groups of students 94

(3 4 2 2 2)

++ Text units 96-96:

Every time we run team projects, the students really have difficulty meeting in some sort of reasonable environment 96

(2 2 2 2) (3 4 2 2 2)

++ Text units 116-116:

the department's fine for research and the department's fine for teaching, it's just not fine for learning 116

(3 4 2 2 2)

++ Text units 120-120:

it seems strange that we are spending significant effort on acquiring new buildings when a significant part of the existing structure is inadequate for its designated purpose 120

(2 2 2 2) (3 4 2 2 2)

++ Text units 124-124:

the environment that we're in doesn't support [learning] 124

(1 2 2 2) (3 4 2 2 2)

++ Text units 142-142:

At the moment here it's incredible how much power the tutor has in terms of delivering or giving material or presenting material and that's not necessarily the same as all the top class universities 142

(3 4 2 2 2) (3 5 2 2 2)

++ Text units 160-160:

we should be encouraged as faculty to give feedback after we've given a module as to what the environment, the learning environment the limitations of it was and where we should go the following time 160

(2 3 2 2) (3 4 2 2 2)

++ Text units 178-178:

then we must actually decompose and refine [the model of the learning environment] by faculty by course, by module and so on within the context of whatever this very very high level thing is. 178

(2 3 2 2) (3 4 2 2 2)

++ Text units 180-180:

[It is difficult to generate a new model of the learning environment] in an environment where faculty adapt to the existing environment in order to survive 180

(1 2 2 2) (3 4 2 2 2)

++ Text units 184-184:

We can come up with a model [of the learning environment] and I think we should but at the end of the day I think we should see what is feasible in terms of you know in terms of cost and infrastructure or even in terms of management direction 184

(2 3 2 2) (3 4 2 2 2)

++ Text units 190-190:

we have an environment in place here and we just leave it 190

(2 2 2 2) (3 4 2 2 2)

++ Text units 211-211:

this harmonisation trait that we have at the moment you know is currently destroying the very ethos [of effective learning environments]211

(3 4 2 2 2)

++ Text units 237-237:

the problem is everyone keeps thinking about the constrained resources [which makes it difficult to be visionary] 237

(1 2 1 2) (3 4 2 2 2)

++ Text units 251-251:

I have no concept of your existing learning environment or where you should be going 251

(3 4 2 2 2)

++ Text units 253-253:

[the open forum seminar might help us to] get a concept of the diversity of different needs if we do this and how 253

(2 3 1 2) (3 4 2 2 2)

++ Text units 257-257:

[the need to decentralise] really highlights the structural problems that have always existed in Limerick [THIS INSTITUTION} 257

(3 4 1 2 2) (3 4 2 2 2)

++ Text units 263-263:

[Now in THIS INSTITUTION] you don't even see a dean of a college that has a 200 intake 263

(3 4 2 2 2)

++ Text units 267-267:

How could [the deans at THIS INSTITUTION] possibly then feed things back given that they aren't going to feed things back and cause problems because they're looking for yet another little step up the rung 267

(1 2 2 2) (3 4 2 2 2)

++ Text units 269-269:

We end up having an environment here which will not change because the people who can do something about it won't do anything about it 269

(2 2 2 2) (3 4 2 2 2)

++ Text units 273-273:

[staff at THIS INSTITUTION] become good adapters to the environment that's here whether
it's ideal or not 273

(1 2 2 2) (3 4 2 2 2)

++ Text units 276-276:

we do the best that we can in the existing environment 276

(2 2 2 2) (3 4 2 2 2)

++ Text units 288-288:

I realised that you know because people [in THIS INSTITUTION] don't feel they've
control at the moment 288

(3 4 2 2 2)

++ Text units 290-290:

[students are] far too immersed in the survival, conveyor belt retain and
regurgitate culture [to be interested in the learning environment] 290

(3 4 2 2 2)

++ Text units 294-294:

when you get to the classic situation where you say I'm sorry, but I
can't organise a tutorial because I cannot get a room. How can you ask a
student then to think about what the learning environment is 294

(2 3 2 2) (3 4 2 2 2)

++ Text units 296-296:

we're too blinkered by [space constraints etc.] issues 296

(3 4 2 2 2)

++ Text units 298-298:

[In the past in THIS INSTITUTION] you used to be able to say to students organise a
tutorial that suits your class and I'll turn up - that's impossible now,
totally impossible 298

(3 4 1 2 2) (3 4 2 2 2)

++ Text units 325-325:

while certain aspects of bureaucracy may be necessary to structure
organisations, they need not be as rigid as they currently are 325

(3 4 2 2 2)

++ Text units 341-341:

[we should] hear what [people's] needs are in terms of learning
environment requirements and so on 341

(1 3 2 2) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T6C

+++ Retrieval for this document: 20 units out of 224, = 8.9%

++ Text units 29-29:

you know well that if you say you don't know the answer to a first or
second year they [the students] are bewildered 29

(3 4 2 2 2)

++ Text units 31-31:

If you say you don't know - the [students] say 'he doesn't know' 31

(3 4 2 2 2)

++ Text units 33-33:

In fourth year you know where [the students have] turned into a bunch or
gurus 33

(3 4 2 2 2)

++ Text units 35-35:

you know [the students] used to enjoy trying to catch you out 35

(3 4 2 2 2)

++ Text units 37-37:

I remember the first day with a recent fourth year group when the

questions started, they were getting progressively harder and I knew I was going to have to stop somewhere and I eventually had to say - I really don't know - and I've no real intention of looking it up 37
(3 4 2 2 2)

++ Text units 75-75:

[people coming in don't realise that]you can only give two lectures and two hours labs 75
(2 2 2 2) (3 4 2 2 2)

++ Text units 77-77:

[People don't realise] how the grading system works 77
(1 2 2 2) (3 4 2 2 2)

++ Text units 79-79:

You even get academics who've been here for a long long time who actually do not understand what they can and cannot do because of a lack of regulations 79
(3 4 2 2 2)

++ Text units 81-81:

I've had something like ten hours of meetings over the last three weeks which have demonstrated that [people don't realise what they can and cannot do] beyond doubt 81
(3 4 2 2 2)

++ Text units 93-93:

John's point about how the University lecturer is solely responsible for the module content that may, rather than the course director I think that may begin to change 93
(3 4 2 2 2) (3 4 3 2 2)

++ Text units 128-128:

I'm not sure if the people who actually [make linkages with other establishments] are the really senior people 128
(1 2 2 2) (3 4 2 2 2)

++ Text units 181-181:

There's a massive fear here [in THIS INSTITUTION] of being real and realistic 181
(3 4 2 2 2)

++ Text units 187-187:

I've been here for nearly eight years and nobody has ever asked me that question - what do I really do [for the University] 187
(2 2 2 2) (3 4 2 2 2)

++ Text units 189-189:

I think here [in THIS INSTITUTION] one of the biggest crimes is to admit that there's a problem 189
(2 2 2 2) (3 4 2 2 2)

++ Text units 195-195:

We need to tackle this complacency [in THIS INSTITUTION] 195
(2 3 2 2) (3 4 2 2 2)

++ Text units 197-197:

[We need to get rid of the] climate where problem identification is unacceptable 197
(2 3 2 2) (3 4 2 2 2)

++ Text units 199-199:

the issue about the climate and culture of the university is something that has appeared in a number of the individual discussions 199
(2 1 1 2) (3 4 2 2 2)

++ Text units 204-204:

I thought you know, do I really want to stay in this environment [in the

light of the fact that I was advised against bringing up a topic because it might have adverse effects on my career] 204

(2 1 2 2) (3 4 2 2 2)

++ Text units 208-208:

There are a lot of genuine criticisms and genuine constructive criticisms from people who are prepared to do a lot for THIS INSTITUTION 208

(3 4 2 2 2)

++ Text units 210-210:

[Some people] look around and see a lot of people who are doing basically nothing or they're doing things for themselves 210

(2 2 2 2) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T7A

+++ Retrieval for this document: 3 units out of 298, = 1.0%

++ Text units 103-103:

our own university [THIS INSTITUTION] here is divided up into colleges in that way, and this helps to bring a diversity of culture and of viewpoints to the overall learning organisation 103

(3 4 2 2 2)

++ Text units 276-276:

I totally identify with the 'completion mania' that I'm suffering from at the moment including the vision 2020, all I can think about is finishing, and I think we need to stop ourselves from doing that 276

(3 4 2 2 2)

++ Text units 284-284:

completion mania does not do justice to the learning process so you know for a body that should be supportive of the learning environment one just is running, running, running and complete, complete complete 284

(1 2 2 2) (3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 6 units out of 279, = 2.2%

++ Text units 41-41:

I'm not saying that we're any different from other universities - I don't think we are in that way 41

(3 4 2 2 2) (3 5 2 2 2)

++ Text units 43-43:

I think in terms of ourselves to give us that little bit of value added so that we do have a chance to get away from the helter skelter and the chase of trying to meet administrative deadlines and say that the first instance we came into this institution with some kind of academic culture 43

(1 3 2 2) (3 4 2 2 2)

++ Text units 49-49:

I think about the kind of time demands that are being made on people here without really much effort [recognition] being made for that time demand - with very little support 49

(3 4 2 2 2)

++ Text units 85-85:

we can't all go around talking to each other all the time, work has to be done, but I really do think that somebody has to be thinking - is there somebody actually looking at this process and saying you know we've done it, it was good bad or indifferent but let's not just stop it there 85

(1 3 2 2) (3 4 2 2 2)

++ Text units 202-202:

You know there are courses which duplicate original initiatives which have come up somewhere else and this destroys our [this institution's] competitive edge 202

(2 2 2 2) (3 4 2 2 2)

++ Text units 244-244:

What you have here [in the learning environment is important] 244

(3 4 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T7C

+++ Retrieval for this document: 37 units out of 321, = 12%

++ Text units 21-21:

in the very standard definition of strategy we're only at the very beginning of [the strategy] process 21

(1 2 1 1) (3 4 2 2 2)

++ Text units 35-35:

I see no evidence in the structure that we have for any one to be able to realise this vision 35

(1 3 2 2) (2 2 1 1) (3 4 2 2 2)

++ Text units 92-92:

Don't the executive board see themselves as the strategic planning board of this organisation? 92

(3 4 2 2 2)

++ Text units 94-94:

Well the executive board is not a strategic planning instrument 94

(3 4 2 2 2)

++ Text units 96-96:

[the executive board] is an excellent body of men. And women [laughter] 96

(3 4 2 2 2)

++ Text units 98-98:

[the executive board] deals with comparatively short term issues on a need to act basis in a comparatively short time scale 98

(2 2 2 2) (3 4 2 2 2)

++ Text units 104-104:

God knows there are new problems on the table every day and you have to address them and some of them are very serious problems that have to be addressed at a senior level 104

(2 2 2 2) (3 4 2 2 2)

++ Text units 134-134:

There are initiatives which push the size of the place up in terms of numbers of physical space which actually may be in an area which is completely under resourced as compared to areas which are completely over resourced 134

(2 2 2 2) (3 4 2 2 2)

++ Text units 136-136:

The other great thing about a resource audit would be, do we have expertise in certain areas or are we trying to be everything to all men which is another issue 136

(2 2 2 2) (2 3 2 2) (3 4 2 2 2)

++ Text units 150-150:

Who is in charge of recognising what's going on? 150

(3 4 2 2 2)

++ Text units 152-152:

Just to back up what you're saying - last week remember Gillian, yourself

and John were saying that we have a culture here that that says you know its a crime to say that something is going wrong, there's a culture of patting each other on the back and saying yes isn't this great and aren't we wonderful and isn't this building beautiful and isn't it great 152

(2 1 1 2) (3 4 2 2 2)

++ Text units 154-154:

The buildings are beautiful 154

(3 4 2 2 2)

++ Text units 156-156:

Of course they [the buildings] are, yeah the are beautiful and its acceptable to say that - it's not acceptable to say what's wrong and what we need to address 156

(3 4 2 2 2)

++ Text units 158-158:

[there's a] don't mention the war [culture in THIS INSTITUTION] 158

(3 4 2 2 2)

++ Text units 162-162:

I've got a very interesting one that happened last week - we sat down and were planning resources here at peer level, we had group discussions and it was totally subdued- you go to consult people and you get nothing 162

(2 1 2 2) (3 4 2 2 2)

++ Text units 164-164:

But there's no context for this kind of group discussion [vision 2020 group discussions] 164

(3 4 2 2 2)

++ Text units 166-166:

the only context we have [for discussions] is within our structure you know you're talking to your boss and he's talking to his or her boss and that is quite difficult because we're all human 166

(3 4 2 2 2)

++ Text units 168-168:

I mean I'm not going to walk into xxx's office and say you're thick or I'm fed up or whatever, you just don't do it 168

(3 4 2 2 2)

++ Text units 170-170:

there are different mechanisms through which I or John or anyone can contribute and the mechanisms are well I wouldn't say insulating [but hierarchical] 170

(3 4 2 2 2)

++ Text units 172-172:

but you're not alone in saying these things [that discussions are inhibited] and it's not just coming from one little bit of the organisation 172

(3 4 2 2 2)

++ Text units 174-174:

if I'm saying you know that there's something lousy in my particular division - if you from a customer perspective are saying exactly the same thing, that helps me, you know it's not a criticism of me, it may be but it's not necessarily a criticism 174

(1 2 2 2) (3 4 2 2 2)

++ Text units 176-176:

There's a great reluctance to call a spade a spade here [in THIS INSTITUTION]

176

(3 4 2 2 2)

++ Text units 182-182:

on a couple of occasions to be fair there has been a response [when I have identified a problem], but the general attitude is well yes thank you for your input, we'll get back to you and on about I think 5 or 6 of these cases, nothing has happened, nothing direct has happened, there's been no action at all 182

(2 1 2 2) (3 4 2 2 2)

++ Text units 184-184:

[when you bring a problem to people's attention and when there's no action at all] this breeds a feeling of why even bother making a complaint because nothing's happening 184

(2 2 2 2) (3 4 2 2 2)

++ Text units 186-186:

I think even worse are some of the stories that people have told us in this room, like being told that this is not a good idea for your career to raise this point or to, you know I would advise you in a friendly way not to say anything about this because it might damage you 186

(2 1 1 2) (3 4 2 2 2)

++ Text units 188-188:

I think [people being advised not to discuss issues lest it damage their career] is really frightening 188

(3 4 2 2 2)

++ Text units 190-190:

The cover up culture [at THIS INSTITUTION] is something that needs to be addressed 190

(2 3 2 2) (3 4 2 2 2)

++ Text units 194-194:

a lot of the problems we've been talking about can't be solved by any one person or any one department and people need to come together 194

(1 3 2 2) (3 4 2 2 2)

++ Text units 206-206:

I would love to be the one person who could solve the problems because I want to be the good guy, but very often I can't solve the problem because other parts of the organisation will or won't or can't contribute to the solution 206

(3 4 2 2 2)

++ Text units 220-220:

as a new institution but particularly a university institution we're dealing with people 220

(2 2 2 2) (3 4 2 2 2)

++ Text units 222-222:

I think [the fact that we're dealing with people in a university is] a very difficult feature of this transaction 222

(2 2 2 2) (3 4 2 2 2)

++ Text units 228-228:

the University as an educational institution has all of the hallmarks of an organisation that's grown very very rapidly 228

(3 4 2 2 2)

++ Text units 230-230:

[THIS INSTITUTION is like] a vehicle that went round the corner too fast and you obviously have bumpers smashed and scraped and so on 230

(2 1 2 2) (3 4 2 2 2)

++ Text units 258-258:

I mean I've got 3 million quid this year of this institution's resources - we don't own that money, I mean I can't make decisions about what to do with those resources, decisions that need to be made about twelve

thirteen percent of the institution's you know operating budget should be dictated by other people 258

(3 4 2 2 2)

++ Text units 272-272:

People like that [who don't want to let go of power] are frightened 272

(3 4 2 2 2)

++ Text units 274-274:

[people who don't want to let go of power] don't really know what context they're working in so they're frightened 274

(3 4 2 2 2)

++ Text units 276-276:

[people who don't want to let go of power] are either [frightened] or they shouldn't be in the job in the first place 276

(3 4 2 2 2)

+++++

+++ Total number of text units retrieved = 223

+++++

Appendix A1: Node 33

(3 4 3 1 1) /context/internal/future/con1/con1a

future internal contextual issues associated with the overall initiative

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.

Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:27 pm, Sept 9, 1997.

(3 4 3 1 1) /context/internal/future/con1/con1a

*** Definition:

all groups involved in vision 2020

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 2 units out of 418, = 0.48%

++ Text units 93-93:

Overlap [between what the different groups discuss] is much preferable to large gaps in between the activities 93

(1 3 1 1) (3 4 3 1 1)

++ Text units 213-213:

There will be an inevitable tension between what people consider to be a very specific brief and what that implies in relation to the other sub committees 213

(3 4 3 1 1)

+++++

+++ ON-LINE DOCUMENT: MEET1B

+++ Retrieval for this document: 10 units out of 550, = 1.8%

++ Text units 159-159:

[An example of a political issue] is if one of the second groups comes up with a set of suggestions that we totally disagree with as a group 159

(3 4 3 1 1)

++ Text units 163-163:

[Disagreement between groups] is likely to happen 163

(3 4 3 1 1)

++ Text units 185-185:

[The questionnaire] could actually be very dangerous

185

(3 4 3 1 1)

++ Text units 189-189:

[The questionnaire] could be very dangerous

189

(3 4 3 1 1)

++ Text units 193-193:

[in relation to the questionnaire] institutional questions can only get institutional answers 193

(3 4 3 1 1)

++ Text units 201-201:

The questionnaire will be seen and accompanied by perceptions that it's a strong determinant

(3 4 3 1 1)

++ Text units 266-266:

Unless it [the questionnaire] is done very very carefully, the 2020 vision exercise will become a laughing stock across the whole

University 266

(1 3 1 1) (3 4 3 1 1)

++ Text units 268-268:

The consensus on the ground will be [that V2020 is a laughing stock] . 268

(3 4 3 1 1)

++ Text units 317-317:

[V2020 should not be]the feelgood exercise that people will see through anyway 317

(3 4 3 1 1)

++ Text units 362-362:

[The V2020 time frame] should be extended to eighteen months to two years [in order to] bring everybody into it and [to allow] sufficient time for all the contributions to be considered so that at the end when documents are released people feel that they will have shared in the creation of those documents. 362

(3 4 3 1 1)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 2 units out of 548, = 0.36%

++ Text units 152-152:

We could put the weekly or the monthly or whatever minutes into this minutes sub directory and have them publicly available there directly rather than having to move them around 152

(1 3 1 2) (3 4 3 1 1)

++ Text units 176-176:

I suppose the key thing is as long as everybody is going to be able to use it and feels confident about using it because we don't, I think one of the risks would be that there'll be people who don't feel comfortable with using it, and because it's likely to become the arena for everyone exchanging information that some people are on the periphery and won't use it 176

(1 3 1 1) (3 4 3 1 1)

+++++

+++ ON-LINE DOCUMENT: T3A

+++ Retrieval for this document: 1 unit out of 387, = 0.26%

++ Text units 8-8:

Issues raised at steering group meeting on behalf of the learning environment team - That there should be general confidence that the ideas emerging from Vision 2020 will be taken on board by the University as a whole

8

(2 1 1 2) (3 4 3 1 1)

+++++

+++ ON-LINE DOCUMENT: T3C

+++ Retrieval for this document: 2 units out of 613, = 0.33%

++ Text units 30-30:

[Confusion about the process] is just going to lead to absolute chaos

30

(1 3 1 1) (3 4 3 1 1)

++ Text units 39-39:

How much responsibility do we feel that we should take for managing the

process and how much responsibility do we have to demand from elsewhere

(1 3 1 1) (3 4 3 1 1)

+++++

+++ ON-LINE DOCUMENT: T4C

+++ Retrieval for this document: 2 units out of 318, = 0.63%

++ Text units 56-56:

[people will ask] what have [the groups] spent all their time doing 56

(3 4 3 1 1)

++ Text units 58-58:

[People will say] this is what they've done [come up with 5 short lines] 58

(3 4 3 1 1)

+++++

+++ ON-LINE DOCUMENT: T5A

+++ Retrieval for this document: 2 units out of 240, = 0.83%

++ Text units 32-32:

In a way the [programme groups] have the, a worse em nightmare than we do 32

(3 4 3 1 1)

++ Text units 218-218:

the revised schedule asks us to complete our document by the end of November 218

(2 3 1 2) (3 4 3 1 1)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 1 unit out of 279, = 0.36%

++ Text units 35-35:

[once the vision 2020 documents have been produced] will people come into groups again and discuss reactions to it will there be a structure for those reactions will this vision be mediated across and become part of the culture of the university 35

(1 3 1 1) (3 4 3 1 1)

+++++

+++ ON-LINE DOCUMENT: T7C

+++ Retrieval for this document: 2 units out of 321, = 0.62%

++ Text units 47-47:

if we don't [identify and prioritise the resourcing of this vision] this [vision 2020] will have been very enjoyable, but rather a waste of time 47

(2 3 1 1) (3 4 3 1 1)

++ Text units 67-67:

[when our document goes on the table the question is] where am I in that process and what is going to make it happen? 67

(1 3 1 1) (3 4 3 1 1)

+++++

+++++

+++ Total number of text units retrieved = 24

+++++

+++++

Appendix AJ: Node 34

(3 4 3 1 2) /context/internal/future/con1/con1b

future internal contextual issues associated with the strategic group

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.

Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:28 pm, Sept 9, 1997.

(3 4 3 1 2) /context/internal/future/con1/con1b

*** Definition:

the learning environment group

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 3 units out of 418, = 0.72%

++ Text units 42-42:

What are we [the group] going to bring to the meetings

42

(3 4 3 1 2)

++ Text units 312-312:

We [the group] shouldn't have to be constrained by several pages of linear text

312

(3 4 3 1 2)

++ Text units 331-331:

If we [the group] think that this is just going to be a talking shop or a debating society where we [the group] all talk about wonderful ideas that will occur in the future without any commitment from the sg as to how these ideas are going to be implemented and what first steps they are going to be prepared to take, I think that our [the group's] motivation is going to be severely limited

331

(1 3 1 2) (3 4 3 1 2)

+++++

+++ ON-LINE DOCUMENT: MEET1B

+++ Retrieval for this document: 4 units out of 550, = 0.73%

++ Text units 14-14:

Having a more formal setting might inhibit people's freedom to participate

14

(1 3 1 2) (3 4 3 1 2)

++ Text units 16-16:

Off campus sessions might provide a less formal setting where the group threw themselves into it and got their teeth into the issues as much as is possible

16

(1 3 1 2) (3 4 3 1 2)

++ Text units 20-20:

We will be influenced by people in our areas and that's not a bad thing but let's be clear that we leave our various hats behind when we join this group

20

(3 4 3 1 2)

++ Text units 315-315:

If we are to have integrity and feel that what we're doing has purpose and meaning and we know why we're doing it and how we're doing it and

what we're doing that that it should a be a very professional administrative tool no matter what it is

315

(1 3 1 2) (2 3 1 2) (3 4 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 5 units out of 548, = 0.91%

++ Text units 47-47:

We agreed that future meetings of the learning environment committee should be characterised by informality with free and open discussion around the relevant areas

47

(3 4 3 1 2)

++ Text units 69-69:

[An off campus meeting] may become suitable in a couple of months

69

(3 4 3 1 2)

++ Text units 96-96:

Has anyone got any objection if, in time [the individually produced initial documents] are listed and available in the public domain?

96

(1 2 1 2) (3 4 3 1 2)

++ Text units 156-156:

You could have a sub directory for references

ML

156

(3 4 3 1 2)

++ Text units 178-178:

To overcome that problem [of people who don't have access to the network], I can act as co-ordinator

178

(1 3 1 2) (3 4 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T3A

+++ Retrieval for this document: 1 unit out of 387, = 0.26%

++ Text units 50-50:

If we harden too much on this policy document which we have to produce for the steering committee and the content differences between the various groups, the amount of autonomy we have will be minimised

50

(1 3 1 2) (3 4 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T5A

+++ Retrieval for this document: 16 units out of 240, = 6.7%

++ Text units 16-16:

In some way it might be great to be done with [the vision 2020 commitment] by the end of November

16

(3 4 3 1 2)

++ Text units 18-18:

[It might be great] to have written the document [by the end of November] and to have done the work

18

(2 3 1 2) (3 4 3 1 2)

++ Text units 79-79:

by the time that we run the seminar [the seminar participants] will be able to see the product of our discussions in a little bit of a clearer structure

79

(2 3 1 2) (3 4 3 1 2)

++ Text units 98-98:

These small groups of people [will] presumably be interested in the area as they have voluntarily chosen to come along to the seminar

98

(3 4 3 1 2)

++ Text units 106-106:

[Capturing information generated from discussions at the open forum seminar is important] so that we feel that we've done some justice to the whole concept of participation in the vision 2020 process

106

(3 4 3 1 2)

++ Text units 127-127:

We've no idea and no way of knowing how many people are going to be interested in coming [to the open forum seminar or not]

127

(3 4 3 1 2)

++ Text units 129-129:

We might have a group of people that will fill this room, we might have a much larger group

129

(3 4 3 1 2)

++ Text units 133-133:

[I'll have to establish] how many people are likely to attend and what kind of interest levels there are in the [open forum seminar]

133

(3 4 3 1 2)

++ Text units 142-142:

[The open forum seminar] is an appeal from our group for input that's going to be taken seriously and that's going to occur in a much more interactive environment

142

(2 2 1 2) (3 4 3 1 2)

++ Text units 160-160:

Are you thinking of a half day [for the open forum seminar]?

(3 4 3 1 2)

++ Text units 162-162:

I would like, depending on numbers to provide sandwiches and coffee and working breaks [at the open forum seminar] just to give participants the feeling that someone is interested in them and perhaps to encourage people to stay

162

(1 3 1 2) (3 4 3 1 2)

++ Text units 164-164:

we will we say tentatively then Wednesday the 18th of October [as the date for the open forum seminar]

164

(3 4 3 1 2)

++ Text units 168-168:

If we have twelve people [at the open forum seminar] then obviously it's going to be a very different type of seminar than if we have 120 or whatever

168

(3 4 3 1 2)

++ Text units 170-170:

I can't even begin to estimate [how many people will attend the open forum seminar]

170

(3 4 3 1 2)

++ Text units 172-172:

We're just not going to know [how many people will attend the open forum seminar] until we start throwing out invitations

172

(1 3 1 2) (3 4 3 1 2)

++ Text units 225-225:

I'm quite sure we'll be that we will be committed to [getting the work done] 225

(3 4 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T5B

+++ Retrieval for this document: 1 unit out of 30, = 3.3%

++ Text units 11-11:

thanks everyone see you in two weeks time 11

(3 4 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T7A

+++ Retrieval for this document: 5 units out of 298, = 1.7%

++ Text units 13-13:

[the open forum seminar] is taking place on Tuesday at 3 o'clock in the East room 13

(3 4 3 1 2)

++ Text units 17-17:

I'm hoping that the norm [for open forum seminars] is that people come along anyway and I'm assuming that we're going to have more than eight people there 17

(3 4 3 1 2)

++ Text units 19-19:

We're kind of figuring for about 40 or 50 [people to turn up to the open forum seminar] 19

(3 4 3 1 2)

++ Text units 22-22:

Now it's very difficult to say what [the open forum seminar is] going to be like 22

(3 4 3 1 2)

++ Text units 30-30:

any shades of the convocation [at the open forum seminar] would I think be a turn off for a lot of the participants 30

(3 4 1 1 1) (3 4 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 9 units out of 279, = 3.2%

++ Text units 109-109:

OK we have 8 definite attendants for the open forum seminar or people who said they were going to attend but I'm hoping that there's going to be many more than that 109

(3 4 3 1 2)

++ Text units 111-111:

I'm not in a position to predict how many people are going to be [at the open forum seminar] so I think that we really need to just play it by ear 111

(1 3 1 2) (3 4 3 1 2)

++ Text units 115-115:

if [the open forum seminar] is a small group that's fine, if its a bigger group then that's fine as well 115

(3 4 3 1 2)

++ Text units 117-117:

[A bigger group at the open forum seminar is] better [than a smaller group] obviously 117

(3 4 3 1 2)

++ Text units 129-129:

Presumably people are going to come to this forum because they have something to say 129

(3 4 3 1 2)

++ Text units 131-131:

I think we [the group] should see ourselves as being there [at the open forum seminar] to listen rather than to talk 131

(3 4 3 1 2)

++ Text units 151-151:

can I just get an idea as to how many of you are going to be able to make it? Karen, yes, Gillian, yes, Mike great, John, no, Larry yes and I know about the others 151

(3 4 3 1 2)

++ Text units 153-153:

Well I think [the members of the group who can attend the open forum seminar] is a good representation 153

(3 4 3 1 2)

++ Text units 156-156:

hopefully then we'll have a good session on Tuesday [the open forum seminar] but again we'll have to play it by ear as much as we can 156

(1 3 1 2) (3 4 3 1 2)

+++++

+++ ON-LINE DOCUMENT: T7C

+++ Retrieval for this document: 3 units out of 321, = 0.93%

++ Text units 9-9:

it's very important to protect ourselves from any more ridicule than is absolutely necessary 9

(3 4 3 1 2)

++ Text units 11-11:

And that'll be a lot [of ridicule from the rest of the organisation [joke] 11

(3 4 3 1 2)

++ Text units 296-296:

I'd like to reiterate the informal climate that I'd like to exist on Monday [at the open forum seminar] 296

(3 4 3 1 2)

+++++

+++++

+++ Total number of text units retrieved = 47

+++++

+++++

Appendix AK: Node 35

(3 4 3 2 1) /context/internal/future/con2/unigen

future internal contextual issues associated with the industry

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.
Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:29 pm, Sept 9, 1997.

(3 4 3 2 1) /context/internal/future/con2/unigen

*** Definition:

references to the internal future context of universities in general

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 1 unit out of 418, = 0.23%

++ Text units 251-251:

There should be structures that can actually move with the environment 251

(3 4 3 2 1)

+++++

+++ ON-LINE DOCUMENT: REP1

+++ Retrieval for this document: 33 units out of 265, = 12%

++ Text units 23-23:

Finally while it is a truism that almost every generation believes that it is witnessing profound change and that the future will not be like what has gone before, we believe that the learning environment in 2020 will be radically different from that of today. 23

(3 4 3 2 1)

++ Text units 99-99:

In the future, this complexity is likely to increase as a wider environment becomes relevant to the concept of third level learning. 99

(3 4 3 2 1)

++ Text units 105-106:

Changing social conditions, demographics, structures, curricula, participant profiles, accountability systems, levels of autonomy, sources of funding, ways of learning, research roles and designs, technology and increased information access, are all developments which are likely to break down established barriers. 105

(3 4 2 2 1) (3 4 3 2 1)

These changes herald challenges as well as opportunities. 106

(3 4 3 2 1)

++ Text units 122-122:

In future, universities will be confronted with a wider variety of social groups and cultural backgrounds reflecting a much higher diversity in learning approaches and perspectives. 122

(3 4 3 2 1)

++ Text units 124-124:

The physical boundaries of the past and present are giving way and extending learning beyond the traditional campus location. 124

(3 4 1 2 1) (3 4 2 2 1) (3 4 3 2 1)

++ Text units 175-176:

symbol 183 \f "Symbol" \s 10 \h	Learning can and does occur in many settings and through a variety of means	175
(3 4 3 2 1)		
symbol 183 \f "Symbol" \s 10 \h	The apprenticeship model of learning is very effective for many purposes	176
(3 4 3 2 1)		
++ Text units 191-199:		
Section 3	Potential developments in the learning environment of the future	191
(3 4 3 2 1)		
3.1	The student of the future	192
(3 4 3 2 1)		
	Many students will have achieved independence through a career, often joining the university with previous third level education.	193
(3 4 3 2 1)		
	The typical student will be a highly discerning customer, with many more options available, and capable of making a more considered decision as to where to dedicate time and money most effectively.	194
(3 4 3 2 1)		
	Many of these independent students will require education to transverse boundaries between related or unrelated disciplines	195
(2 3 2 1) (3 4 3 2 1)		
	We envisage then that the student of the future will require and demand access to completely up to date material and an arena in which skills can be acquired quickly, where ideas can be exchanged effectively and where added value is provided by the ability of the learning environment to be flexible, adaptive and responsive to the changing needs of students.	196
(3 4 3 2 1)		
	We envisage that the student of the future will demand that their experience in any learning environment is an enjoyable one.	197
(3 4 3 2 1)		
	For the student, developments in technology will lead to new ways of learning by '[facilitating] a qualitative change in the nature of learning itself'.	198
(3 4 3 2 1)		
	The student of the future will require a wider repertoire of skills than ever before.	199
(3 4 3 2 1)		
++ Text units 201-201:		
	Skills such as defining the needs of customers, managing complex flows of information, working with large teams and producing results under strict deadlines are likely to be increasingly necessary competencies of every potential employee in the future .	201
(2 3 2 1) (3 4 3 2 1)		
++ Text units 203-206:		
	They will need to remain connected and maintain access so that knowledge sets can be updated constantly.	203
(3 4 3 2 1)		
	Students will own the interface to the learning environment rather than having it provided by the university.	204
(3 4 3 2 1)		
	Students will take on different roles within future learning settings.	205
(3 4 3 2 1)		
	They will play a more active part in setting their own learning goals and	

will assume greater responsibility for learning outcomes and how these outcomes are applied. 206

(3 4 3 2 1)

++ Text units 212-212:

symbol 183 \f "Symbol" \s 10 \h constant access to up to date material 212

(3 4 3 2 1)

++ Text units 214-214:

symbol 183 \f "Symbol" \s 10 \h quick, timely skill acquisition 214

(3 4 3 2 1)

++ Text units 216-216:

symbol 183 \f "Symbol" \s 10 \h arenas for the effective exchange of ideas 216

(1 3 2 1)

(3 4 3 2 1)

++ Text units 218-218:

symbol 183 \f "Symbol" \s 10 \h flexible, responsive, enjoyable environments 218

(3 4 3 2 1)

++ Text units 222-222:

symbol 183 \f "Symbol" \s 10 \h highly discerning customers 222

(3 4 3 2 1)

++ Text units 224-224:

symbol 183 \f "Symbol" \s 10 \h more active in the setting of their learning goals 224

(1 3 2 1)

(3 4 3 2 1)

++ Text units 234-234:

SYMBOL 183 \f "Symbol" \s 10 \h operate within a system that allows them to continue to learn 234

(1 3 2 1)

(3 4 3 2 1)

++ Text units 239-239:

A major motivator of the future learning environment will be associated with the extent to which the learning experience is enjoyable and, as a competitive issue, the quality of the student's experience will become more and more important. 239

(3 4 3 2 1)

++ Text units 248-249:

Existing concepts which enhance learning are likely to remain even in the face of dramatic and quantum change. 248

(3 4 3 2 1)

From the student's viewpoint, inspirational tutors and appropriate resources for the subject area will be as important as they always have been. 249

(3 4 3 2 1)

++ Text units 251-251:

A learning environment that enables learners to absorb, analyse and articulate ideas more easily, is one which needs constant monitoring and development. 251

(1 3 2 1)

(2 3 2 1)

(3 4 3 2 1)

+++++

+++ ON-LINE DOCUMENT: REP2

+++ Retrieval for this document: 54 units out of 215, = 25%

++ Text units 15-18:

3.3 Campus configurations and uses of space 15

(3 4 3 2 1)

With the increase in remote access learners, the physical campus

surroundings must all the more reinforce and facilitate social interaction.	16
(1 3 2 1) (3 4 3 2 1)	
Despite the possibilities for distance education and for the development of virtual communities networked (for example via the Internet), there will still be a need in the future for a physical place where students can come to interact and to learn and play.	17
(3 4 3 2 1)	
Virtual learning environments will be commonplace in the future and distance will not be a limitation to co-operation.	18
(3 4 3 2 1)	
++ Text units 21-24:	
In the future, whether students are on or off campus, they will all be linked up to their campus computer system and have full time access to library databases, other students, electronic notice boards, feedback from tutors and learning facilitators, grades, their upcoming projects, lecture notes and so on.	21
(3 4 3 2 1)	
Space that was traditionally used to house, to store and to transmit this information will now be freed up for other purposes.	22
(3 4 3 2 1)	
Facilities for small group learning; 'noisy' libraries where people go to exchange information and interact with others, and space where the social support system is fully catered for will be more necessary and more possible in the future.	23
(3 4 3 2 1)	
Future university campuses will be characterised by a diversity of learning environments under one roof.	24
(3 4 3 2 1)	
++ Text units 26-37:	
The need to maintain a high quality and diverse physical environment will become stronger.	26
(3 4 3 2 1)	
Educational spaces will be designed to support and reflect an ambience for excellence.	27
(3 4 3 2 1)	
As we have mentioned, the social support that appears to be necessary for effective learning means that centralised learning locations will continue to be a desirable and necessary element of future learning environments.	28
(3 4 3 2 1)	
However, there is also scope for intermediary locations which bridge the gap between the centralised learning location and the remote learner.	29
(3 4 3 2 1)	
Decentralised learning locations in the form of outreach centres will characterise future learning environments.	30
(3 4 3 2 1)	
These will support a climate and culture of diversity, of autonomy and of collaboration.	31
(3 4 3 2 1)	
Summary: Physical aspects of the campus environment	32
(3 4 3 2 1)	
THE PHYSICAL ENVIRONMENT will be characterised by	33
(3 4 3 2 1)	

<p>symbol 183 \f "Symbol" \s 10 \h interaction (3 4 3 2 1)</p>	<p>facilities that reinforce social 34</p>	
<p>symbol 183 \f "Symbol" \s 10 \h roof (3 4 3 2 1)</p>	<p>a diversity of environments under one 35</p>	
<p>symbol 183 \f "Symbol" \s 10 \h (3 4 3 2 1)</p>	<p>an ambience of excellence</p>	36
<p>symbol 183 \f "Symbol" \s 10 \h centres (3 4 3 2 1)</p>	<p>a central campus supported by outreach 37</p>	
++ Text units 39-39:		
<p>3.4 Climate and culture of the future learning environment (3 4 3 2 1)</p>		39
++ Text units 43-52:		
<p>A 'Pay as you learn culture' is likely to emerge in the future of education. (3 4 3 2 1)</p>	43	
<p>Instead of the one transaction lasting 3 or 4 years, students will utilise universities on a 'need to learn' basis. (3 4 3 2 1)</p>	44	
<p>This type of culture will be central to the way in which courses are designed and delivered. (2 3 2 1) (3 4 3 2 1)</p>	45	
<p>People will be able to learn when it is convenient or necessary for them to learn rather than incurring the financial costs and the opportunity costs that are associated with current models of third level education . (3 4 2 2 1) (3 4 3 2 1)</p>	46	
<p>Ethical dimensions of learning and education will become increasingly important in the future. (3 4 3 2 1)</p>	47	
<p>Challenges such as the ease of information access and reproduction will demand that strong values are instilled in students. (3 4 3 2 1)</p>	48	
<p>The ethics of universities may be an important differentiator in the future both in terms of quality and competitiveness of the learning environment. (2 3 2 1) (3 4 3 2 1)</p>	49	
<p>The learning environment should be characterised by a climate which incorporates both order and chaos. (3 4 3 2 1)</p>	50	
<p>One the one hand, the educational organisation needs to have appropriately designed and reliable administrative systems to ensure that students and faculty do not become frustrated in their search for information or confused in the understanding of procedure. (3 4 3 2 1)</p>	51	
<p>On the other hand there needs to be an element of constructive chaos associated with learning processes. (3 4 3 2 1)</p>	52	
++ Text units 55-55:		
<p>An effective learning environment will allow for a balance of chaos and stability which caters for the needs of the learning community and recognises the requirements of students and faculty. (3 4 3 2 1)</p>	55	

++ Text units 58-59:

This means that popular learning environments will be enriched and imbued with local culture, will address local priorities and will attempt to play a part in the solution of local problems. 58

(2 3 2 1) (3 4 3 2 1)

Universities that survive and thrive in the future will create environments that encourage the members of local communities to participate in as many ways as possible in activities on campus. 59

(2 3 2 1) (3 4 3 2 1)

++ Text units 61-61:

Summary: Intangible aspects of the learning environment 61

(3 4 3 2 1)

++ Text units 63-65:

symbol 183 \f "Symbol" \s 10 \h strong values and ethics in learning 63
(3 4 3 2 1)

symbol 183 \f "Symbol" \s 10 \h order combined with constructive chaos 64
(3 4 3 2 1)

symbol 183 \f "Symbol" \s 10 \h strong linkages with local communities 65
(3 4 3 2 1)

++ Text units 70-73:

A preliminary review of the literature focusing on the term 'learning environment' reveals a preoccupation with technological implications for the future. 70

(2 2 1 2) (3 4 3 2 1)

Indeed, the Learning Environment working team recognises that the changes in technology are of central importance in the light of future educational scenarios. 71

(2 2 1 2) (3 4 3 2 1)

Technological developments will undoubtedly create challenges and opportunities. 72

(3 4 3 2 1)

With these developments will come new possibilities for innovations in teaching, learning and the creation of a satisfying environment for students, faculty, administrators and managers of education. 73

(1 3 2 1) (3 4 3 2 1)

++ Text units 77-77:

Emerging developments in technology will be harnessed, not just to improve access to relevant course information, but also to improve the whole student experience including contact with the administrative, managerial and organisational aspects of their organisation. 77

(3 4 3 2 1)

++ Text units 85-85:

Some of the short cuts that it facilitates will not replace the need for students and teachers to familiarise themselves with rich and original sources of information. 85

(2 3 2 1) (3 4 3 2 1)

++ Text units 88-88:

Unlimited access to information may make it more difficult to know what's useful and how it can be shaped into knowledge. 88

(3 4 3 2 1)

++ Text units 90-93:

We believe that while technological developments will give rise to many new possibilities and changes, these developments will not (nor should they) dominate, lead or determine people's ability to learn. 90

(1 3 2 1) (3 4 3 2 1)	In quality learning environments, technology will be a facilitator, not a dictator.	91
(1 3 2 1) (3 4 3 2 1)	In learning environments that are effective, technology will be used to help people to enhance their learning experiences and to improve the environment of the learning community as a whole.	92
(1 3 2 1) (3 4 3 2 1)	Summary: Technological developments in the future	93
(3 4 3 2 1)	++ Text units 96-97:	
(3 4 3 2 1)	symbol 183 \f "Symbol" \s 10 \h will bring opportunities and challenges to the learning environment	96
(3 4 3 2 1)	symbol 183 \f "Symbol" \s 10 \h will be a system of complex interdependencies	97
(3 4 3 2 1)	++ Text units 99-101:	
(3 4 3 2 1)	symbol 183 \f "Symbol" \s 10 \h will make access to information easier	99
(3 4 3 2 1)	symbol 183 \f "Symbol" \s 10 \h will (as always) need to be accompanied by excellent teachers / learning facilitators	100
(3 4 3 2 1)	symbol 183 \f "Symbol" \s 10 \h will facilitate a return to Socratic learning principles and styles	101
(1 3 2 1) (3 4 3 2 1)	+++++	
	+++ ON-LINE DOCUMENT: REP3	
	+++ Retrieval for this document: 26 units out of 213, = 12%	
	++ Text units 27-30:	
(3 4 3 2 1)	As outlined in section 3, future predictions herald such educational changes as remote learning locations and increased use of computers for accessing information traditionally accessed by visits to the library, lectures, tutorials, offices and so on.	27
(3 4 3 2 1)	This has fundamental implications for the physical and social needs of learners.	28
(3 4 3 2 1)	The central physical location will continue to play a major role in the provision of an effective learning environment for all students, whether remote or on campus.	29
(3 4 3 2 1)	A central location	30
(3 4 3 2 1)	++ Text units 43-43:	
(2 3 2 1) (3 4 3 2 1)	Remote learning is likely to become a feature of higher education throughout the globe, and with this development comes the inability for institutions to control or influence the physical environment within which this type of learning takes place.	43
(3 4 3 2 1)	++ Text units 45-46:	
(3 4 3 2 1)	Also, the intangible aspects of any learning environment become factors that warrant significant attention.	45

The culture and climate of learning and the norms and expectations established by the learning community are aspects of the learning environment that can help to minimise the isolation and lack of identification that is always a risk when remote learning becomes part of an educational system. 46

(3 4 3 2 1)

++ Text units 48-48:

Incorporating facilities for effective interaction with other members of the learning community becomes more, not less, important as the possibility of remote learning increasingly becomes a reality . 48

(3 4 3 2 1)

++ Text units 51-54:

As we have emphasised, no matter what the developments in remote access to education, a central physical location will continue to be a necessary and desirable feature of University education. 51

(3 4 3 2 1)

Learners may fall into different categories in relation to their occupancy of this central location. 52

(3 4 3 2 1)

Some learners will base themselves on location in a full time capacity, others will be full time students, but only spend part of this time on campus, others will have ongoing communication with the university but may rarely visit the central location. 53

(3 4 3 2 1)

This runs the risk of dividing the learning community according to their level of occupancy 'on campus', and the physical design of this central location must be developed with this in mind . 54

(2 3 2 1) (3 4 3 2 1)

++ Text units 58-58:

The continued existence of a central location will facilitate this type of interaction. 58

(1 3 2 1) (3 4 3 2 1)

++ Text units 60-60:

Whether students are remote or on - campus learners, their need to identify with and to belong to a community of learners within the university structure will be more important than ever. 60

(3 4 3 2 1)

++ Text units 62-62:

4.3.2 Psychological needs of learners 62

(3 4 3 2 1)

++ Text units 68-68:

Environmental stressors may exist but should be manageable, diversity of individual perspectives and tendencies should be catered for and repertoires of learning styles should be broadened by opportunities provided by the surroundings and processes of the learning environment. 68

(1 3 2 1) (3 4 3 2 1)

++ Text units 81-81:

It stands to reason that such diversity must be recognised. 81

(3 4 3 2 1)

++ Text units 119-119:

symbol 183 \f "Symbol" \s 10 \h Creating a supportive, non threatening environment 119

(2 3 2 1) (3 4 3 2 1)

++ Text units 139-139:

We believe that developments in the future, will allow for a return to more Socratic learning environments, where collaboration and interaction will be the norm. 139

(1 3 2 1) (3 4 3 2 1)

++ Text units 156-156:

+ Bringing experts together through networks. All disciplines will establish subject based electronic communities for collaboration and rapid dissemination of research results. 156

(2 3 2 1) (3 4 3 2 1)

++ Text units 158-158:

+ Collaboration with remote researchers using high quality interactive video and voice connections. These could give us access to experimentation in specialist laboratories or using expensive equipment. 158

(3 4 3 2 1)

++ Text units 160-160:

+ Obtaining access to databases of research results rather than duplicating research 160

(2 3 2 1) (3 4 3 2 1)

++ Text units 166-166:

+ Much improved access to research articles, electronic documents, and specialised current updating services. These will speed up the search for research information. 166

(2 3 2 1) (3 4 3 2 1)

++ Text units 169-169:

+ Providing immediate access to cited articles. 169

(2 3 2 1) (3 4 3 2 1)

++ Text units 171-171:

+ Facilitating collaborative work and enhancing project management 171

(3 4 3 2 1)

++ Text units 185-185:

When technology is an inherent part of the learning support system in which people learn, it will be invisible - but to become inherent and invisible, dedicated preparation, advanced planning, foresight and responsiveness about the relative usefulness of different applications must exist. 185

(2 3 2 1) (3 4 3 2 1)

+++++

+++ ON-LINE DOCUMENT: REP4

+++ Retrieval for this document: 14 units out of 160, = 8.8%

++ Text units 12-13:

4.6 Organisational structures and team based configurations 12

(3 4 3 2 1)

In order for any learning environment to be effective, it needs to be supported by appropriate organisational and management structures. 13

(3 4 3 2 1)

++ Text units 39-40:

How much more effective would not every teacher be if s/he could rely on the focused support of all of the resources of the university? 39

(3 4 3 2 1)

Our vision of the perfect learning environment is one where all of the human and physical resources of the organisation are brought together in team based structures to ensure the most supportive learning environment for all types and category of student. 40

(2 3 2 1) (3 4 3 2 1)

++ Text units 43-44:

If these people were engaged ab initio in course development they could build the information systems which would allow students to find the functionalities and facts for themselves as effortlessly as possible. 43

(2 3 2 1) (3 4 3 2 1)

This would leave students and teachers time for the really important part of everybody's education, the mastery of the analytical and integratory skills which will be essential to them for the rest of their lives. 44

(2 3 2 1) (3 4 3 2 1)

++ Text units 49-49:

It would significantly enhance the learning environment to have recognised such problems at the beginning of the process; to have designed the course to capitalise of the intellectual capabilities of faculty and others; and to minimise or better to avert the physical and other resource barriers currently experienced by students on so many courses. 49

(2 3 2 1) (3 4 3 2 1)

++ Text units 55-55:

In order for any learning environment to be effective, it needs to be supported by appropriate organisational and management structures. 55

(3 4 3 2 1)

++ Text units 57-57:

Summary: Structures for an adaptive learning environment 57

(3 4 3 2 1)

++ Text units 59-59:

A flexible, responsive University will need: 59

(3 4 3 2 1) (3 4 3 2 2)

++ Text units 75-75:

5.2 Some aspects of the learning environment will remain the same 75

(3 4 3 2 1)

++ Text units 78-79:

SYMBOL 183 f "Symbol" \s 10 \h Inspirational teachers will be just as valuable and important in 2020 as they have always been 78

(3 4 3 2 1)

SYMBOL 183 f "Symbol" \s 10 \h The social needs of learners will still exist and perhaps become even more important, given the likely increase in remote access learning 79

(3 4 3 2 1)

++ Text units 98-98:

These opportunities may also be accompanied by painful and difficult change, but if managed effectively they may indeed give rise to better, more relevant, dynamic, active, interactive, supportive, participative learning environments. 98

(1 3 2 1) (3 4 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 4 units out of 548, = 0.73%

++ Text units 311-311:

[There will be a move from] a place like a library or computer centre to and information environment and information ecology 311

(2 3 2 1) (3 4 3 2 1)

++ Text units 401-401:

[In future] there may be a few key lectures

401

(2 3 2 1) (3 4 3 2 1)

++ Text units 403-403:

All the problems that arise [among students in relation to their learning] will be backed up by the old fashioned tutor system

403

(2 3 2 2) (3 4 3 2 1)

++ Text units 409-409:

Students' learning will centre around the laboratory experience with the intellectual application

409

(3 4 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T2B

+++ Retrieval for this document: 4 units out of 133, = 3.0%

++ Text units 99-99:

Education as entertainment

99

(3 4 3 2 1)

++ Text units 101-101:

Technology = a facilitator of a return to Socratic forms of teaching

101

(3 4 3 2 1)

++ Text units 103-103:

Technology = like air

103

(3 4 3 2 1) (3 5 3 2 1)

++ Text units 109-109:

Degree will be a foundation for postgraduate studies

109

(3 4 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T3A

+++ Retrieval for this document: 7 units out of 387, = 1.8%

++ Text units 76-76:

Students will brush aside any resistance to change

76

(3 4 3 2 1)

++ Text units 91-91:

There'll be so many different kinds of learning that we will also be able to use traditional forms of teaching

91

(2 3 2 1) (3 4 3 2 1)

++ Text units 93-93:

Traditional forms will be come easier to facilitate (small tutorial, discussion based groups) in the future

93

(2 3 2 1) (3 4 3 2 1)

++ Text units 108-108:

What about the learning context

108

(3 4 3 2 1)

++ Text units 166-166:

[People could be members] of a University rather than a student at a University

166

(2 3 2 1) (3 4 3 2 1)

++ Text units 206-206:
 The information will be freely available, how you get people to actually
 tune into that and use it in an intellectual manner is where the work of
 faculty comes in 206
 (1 3 2 2) (3 4 3 2 1)

++ Text units 217-217:
 In 2020 Universities [may be] places where you come to learn 217
 (3 4 3 2 1)

++++++
 +++ ON-LINE DOCUMENT: T3B
 +++ Retrieval for this document: 8 units out of 385, = 2.1%

++ Text units 44-44:
 [Multi location Universities] are the kind of reality we're facing into
 and we don't like that 44
 (3 4 3 2 1)

++ Text units 110-110:
 Research and postgraduate studies would take place elsewhere [within a
 constellation of institutions] 110
 (2 3 2 1) (3 4 3 2 1)

++ Text units 128-128:
 There should be a split for 2020, excellent undergraduate teaching and
 excellent research 128
 (3 4 3 2 1)

++ Text units 133-133:
 The University has a monopoly of nothing is going to be the basic
 theme 133
 (3 4 3 2 1)

++ Text units 137-137:
 You don't have to switch off somebody else's light for your own to shine
 kind of mentality 137
 (3 4 3 2 1)

++ Text units 221-221:
 The managers of learning, the knowledge based economy, the teachers as
 the organisers of learning 221
 (3 4 3 2 1)

++ Text units 225-225:
 What is an organiser of learning in the 2020 situation where you have
 such a huge thing to organise 225
 (3 4 3 2 1)

++ Text units 274-274:
 [If we don't provide work ticketing] the RTC's will take over 274
 (3 4 3 2 1)

++++++
 +++ ON-LINE DOCUMENT: T4A
 +++ Retrieval for this document: 6 units out of 327, = 1.8%

++ Text units 74-74:
 The context of the University was much clearer in the past than it is now
 and certainly will be in the future 74
 (3 4 1 2 1) (3 4 2 2 1) (3 4 3 2 1)

++ Text units 126-126:
 Awe saying that the types of organisation will be far more as we say
 flexible and organic 126
 (3 4 3 2 1)

++ Text units 172-172:

It's the shop window [the future curricula set ups] 172

(3 4 3 2 1)

++ Text units 254-254:

[Technology will] be there , we'll take it for granted

254

(3 4 3 2 1)

++ Text units 270-270:

The most dramatic change brought about by emerging technology will not be in the learning process but in letting the student take responsibility over their own education 270

(1 3 2 1) (3 4 3 2 1)

++ Text units 303-303:

The role of the teacher will be less and less as a keeper or conveyor of information - instead the teacher will be there to guide you through the maze

303

(1 3 2 1) (3 4 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T4B

+++ Retrieval for this document: 6 units out of 368, = 1.6%

++ Text units 131-131:

Another boundary I think exists and that is I think the professional demarcation between people who help people learn will become clouded

131

(3 4 3 2 1)

++ Text units 137-137:

The roles of people like Gillian and I will change enormously

137

(1 3 2 1) (3 4 3 2 1) (3 4 3 2 2)

++ Text units 246-246:

[in future] there'll be a huge call for referees and all that kind of thing 246

(3 4 3 2 1)

++ Text units 254-254:

Instead of coercive control as we've had in the past, the control needs to be cultural and internal 254

(3 4 1 2 1) (3 4 3 2 1)

++ Text units 257-257:

[Ethical] control [might exist] through a sort of a peer participation

257

(1 3 2 1) (3 4 3 2 1)

++ Text units 263-263:

If you have to maintain [ethics through external controls] I think there's something terribly wrong in that sense you know

263

(2 3 2 1) (3 4 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T6A

+++ Retrieval for this document: 26 units out of 407, = 6.4%

++ Text units 27-27:

Emphasis will be increasingly on distance learning and just in time learning 27

(2 3 2 1) (3 4 3 2 1) (3 5 3 2 1)

++ Text units 29-29:

Emphasis will be on multi media 29

(3 4 3 2 1)

++ Text units 31-31:

Emphasis will be on video conferencing and virtual environments

31

(3 4 3 2 1)		
++ Text units 33-33:		
Future communication environments bring up the challenging question of how you actually educate people	33	
(1 3 2 1) (3 4 3 2 1)		
++ Text units 35-35:		
Future = educational supermarket (the shopping mall method)		35
(3 4 3 2 1)		
++ Text units 39-39:		
State funding is more likely to be focused on the general aspects of education	39	
(3 4 3 2 1)		
++ Text units 41-41:		
Funding will be based on 'pay as you learn' type endeavours		41
(3 4 3 2 1)		
++ Text units 107-107:		
Teachers will play different roles	107	
(3 4 3 2 1)		
++ Text units 159-159:		
Emerging technology in the future will blur the boundary between face to face and distance education	159	
(3 4 3 2 1)		
++ Text units 161-161:		
Blurred boundary between face to face and distance education might open the door for more collaborative flexible resource based learning		161
(1 3 2 1) (3 4 3 2 1)		
++ Text units 165-165:		
Courseware and materials have radical implications in teaching and learning	165	
(2 3 2 1) (3 4 3 2 1)		
++ Text units 180-180:		
In future if you are the only person working in a particular area, you wont be at such a disadvantage	180	
(3 4 3 2 1)		
++ Text units 210-210:		
Increased information access = increased need for critical understanding of the quality of information	210	
(3 4 3 2 1) (3 5 3 2 1)		
++ Text units 212-212:		
People will have access to information themselves = we're not going to be telling them what to read	212	
(2 3 2 2) (3 4 3 2 1)		
++ Text units 226-226:		
Future need for a new profession of learning counsellors		226
(3 4 3 2 1)		
++ Text units 228-228:		
What new skills to academic teachers need to have		228
(3 4 3 2 1)		
++ Text units 236-236:		
There will be a differentiation between the course specialist and the educator	236	
(3 4 3 2 1)		
++ Text units 245-245:		
Emerging technology means we'll need more, not less people		245

(3 4 3 2 1)

++ Text units 261-261:

Technology is not useful without good tutors

261

(3 4 3 2 1)

++ Text units 342-342:

The reality is that no one knows whether a learning environment that enforces a collaborative, interactive learning culture will be the norm for the future

342

(3 4 3 2 1)

++ Text units 344-344:

we know whatever environment is there, it's going to be an extremely competitive environment

344

(3 4 3 2 1)

++ Text units 374-374:

I think we're going to move towards a situation where the majority of students will be independent students who will actually be either in continuing education or be in a form where they will make their own decisions

374

(3 4 3 2 1)

++ Text units 376-376:

[Future students will] decide the most effective way to spend their money

376

(3 4 3 2 1)

++ Text units 378-378:

[Future students will more importantly decide] how they spend their time

378

(3 4 3 2 1)

++ Text units 380-380:

time is going to become increasingly important in the mind of the future student

380

(3 4 3 2 1)

++ Text units 382-382:

Whether the majority will continue their education within their chosen discipline or in entirely new disciplines is very unclear

382

(3 4 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T6B

+++ Retrieval for this document: 10 units out of 355, = 2.8%

++ Text units 10-10:

the type of environment that will support people who are independent [is different than the type of environment that will be good for someone who is dependent]

10

(3 4 3 2 1)

++ Text units 12-12:

[future independent learners] will want a system that is very very flexible and that responds to them with education as leisure, rather than education as a need

12

(3 4 3 2 1)

++ Text units 14-14:

The catalyst for the major shift towards continuing education students, will be the learning environment that addresses individual autonomy, positive learning and multi-disciplinary approaches

14

(2 3 2 1) (3 4 3 2 1)

++ Text units 16-16:

The autonomy is necessary since education will be by choice and not need and I feel this very strongly 16

(3 4 3 2 1)

++ Text units 18-18:

Continuing education will not be the students highest priority in order to succeed 18

(3 4 3 2 1)

++ Text units 20-20:

The positive learning aspect is important if learning is a desire and not a need 20

(3 4 3 2 1)

++ Text units 24-24:

If you desire [as opposed to need] to do something then you'll be a lot more particular [about the environment within which you want to learn]] 24

(3 4 3 2 1)

++ Text units 26-26:

The multi-disciplinary becomes an issue as it is perceived that many of these independent students will require education to transverse boundaries between related disciplines so move from one discipline to another 26

(3 4 3 2 1)

++ Text units 30-30:

Will a collaborative, interactive learning culture provide a world class education 30

(3 4 3 2 1)

++ Text units 90-90:

to support interaction there must be well planned resources to allow students to interact on an individual / small group basis 90

(1 3 2 1) (3 4 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T6C

+++ Retrieval for this document: 4 units out of 224, = 1.8%

++ Text units 1-1:

the vision of the perfect learning environment is a place where all the human and physical resources of the organisation are brought together in a matrix type structure in order to create the most supportive learning environment for all types of category of student 1

(3 4 3 2 1)

++ Text units 3-3:

Information systems can be designed where students find facts themselves - this would free teachers up for the more creative pursuits and in interacting with students 3

(1 3 2 1) (3 4 3 2 1)

++ Text units 5-5:

The design of new courses should be organised by teams to be put together made up of academics, information specialists, technicians, computer specialists, buildings officers, administrators and structure courses around that 5

(1 3 2 1) (3 4 3 2 1)

++ Text units 112-112:

[facilitating good research] means actually coming up with structures which are flexible and structures that you can see 112

(1 3 2 1) (3 4 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T7A

+++ Retrieval for this document: 23 units out of 298, = 7.7%

++ Text units 40-40:

I took the whole business of the melting frontiers and the kind of new integrations that will be necessary by 2020 40

(2 1 1 2) (3 4 3 2 1)

++ Text units 44-44:

[central questions that must be asked include] obvious things like what social changes can be anticipated, what kind of university institutions is likely to emerge from current developments or structures, it may be ahead, it may be behind 44

(3 4 3 2 1) (3 5 3 2 1)

++ Text units 50-50:

With whom will accountability [in educational institutions] lie? 50

(3 4 3 2 1)

++ Text units 56-57:

What research role will be designed ? 56

(3 4 3 2 1)

What will be the role of the new technology in the whole learning and teaching arena 57

(3 4 3 2 1)

++ Text units 59-59:

most of the literature that I have encountered has agreed on the truism that the one certainty about the future is that there will be change 59

(3 4 3 2 1)

++ Text units 61-61:

the difference am about [the] certainty [of change] is not just in terms of the rate or the pace of the change but the fact that the change and the rate or the pace of change are all transmitted almost instantly because of the new technologies 61

(1 3 2 1) (3 4 3 2 1)

++ Text units 63-63:

the technological potential and knowledge based economies and the information age and what's described I think in one piece of literature as the neurological system em these obviously will melt away some of the frontiers and indeed some of the structures as we now understand them in the learning environment 63

(3 4 3 2 1)

++ Text units 91-91:

from my own reading and from my own experience I think that [in future in order to deal with the competitive environment] we're talking about learning co-operatives 91

(3 4 3 2 1)

++ Text units 93-93:

the individual university is a learning environment moving into a learning co-operative with other similar organisations of learning and these [in future] will be at a very elementary understanding of them something akin to say agricultural or food co-operatives 93

(3 4 3 2 1)

++ Text units 95-95:

[In future] there will be big units in the co-operative and there will be small units in the co-operatives but the viability will be sustained by the concept and by the vitality of co-operatives 95

(3 4 3 2 1)

++ Text units 107-107:

because of the changes in the understanding of the university now, em
pleas or claims for autonomy and objectivity won't be sustained by the
paymasters and they won't be sustained by modern society

107

(3 4 2 2 1) (3 4 3 2 1)

++ Text units 113-113:

We have to allow for a greater degree of participation at all levels [in
universities]

113

(1 3 2 1) (3 4 3 2 1)

++ Text units 115-115:

there'll be a move from a passive to an active, from a real to a virtual,
from a static to a dynamic from a uni directional to an interactive from
an impassive to a supportive, from a single medium to multi media, from
audience to an individual and back from a location to a network

115

(3 4 3 2 1)

++ Text units 129-129:

the vision of the future, must include what's now become known as
lifelong as opposed to adult education

129

(3 4 3 2 1)

++ Text units 147-147:

a learning environment which would be more creative than that would by
the year 2020 be concentrating on a lifelong process where the wisdoms of
various generations can be passed on where life's experience can be
passed on in terms of developing life skills

147

(2 3 2 1) (3 4 3 2 1)

++ Text units 151-151:

[differences in learning styles and rates among different age groups]
will call for greater pluralism in our understanding of learning
process

151

(3 4 3 2 1)

++ Text units 159-159:

the current frontiers of teaching and learning and research will also
have to melt away in that we will have a better understanding or there
will be the possibility to have a better understanding of learning
processes

159

(1 2 2 1) (3 4 2 2 1) (3 4 3 2 1)

++ Text units 185-185:

the kind of university that we should have in the future is one that's
more open that's more integrated and that sees its role as an
organisation where learning can take place which is plumbed for all of
the learning agencies in society

185

(3 4 3 2 1)

++ Text units 187-187:

paradoxically, there are two features about this first of all given the
potential that will be there for learning, the facilities that will be
there for learning, we won't have to do the kind of teaching that we have
had to do in this transmissive, transferral kind of way

187

(1 2 2 1) (3 4 3 2 1)

++ Text units 201-201:

[In future] the university will be able to return to the real culture of
the discussion the debate, the didactic and the dialectic of former years
which is the enduring currency

201

(1 1 2 1) (1 3 2 1) (3 4 1 2 1) (3 4 3 2 1)

++ Text units 203-203:

in a paradoxical kind of way, mass learning, given the new information technology does provide for very very individualistic and individual participation, more than the lecture method or more than the tutorial mode 203

(3 4 3 2 1)

++ Text units 211-211:

the kind of frontier that exists between the group and the individual will have to change and will have to move towards or have to be regressed as it were to more group work 211

(2 3 2 1) (3 4 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 4 units out of 279, = 1.4%

++ Text units 182-182:

the learning environment may be the competitive edge - it may dictate the level of competitiveness that will exist - I mean I think that's the rationale that guided a lot of our previous discussions - it may not actually be a trade off - it may be a necessity 182

(3 4 3 2 1)

++ Text units 212-212:

if the competitiveness thing keeps going forward, institutions will compete themselves out of existence 212

(2 3 2 1) (3 4 3 2 1)

++ Text units 226-226:

Maybe the whole University culture will be driven by the private sector and the private sector is always seen as a threat in the university context 226

(3 4 3 2 1)

++ Text units 240-240:

Of course there has to be a research environment in the culture of learning because that's what learning is all about you see the pursuit of knowledge and truth and developing that 240

(3 4 3 2 1)

+++++

+++++

+++ Total number of text units retrieved = 230

+++++

+++++

Appendix AL: Node 36

(3 4 3 2 2) /context/internal/future/con2/unispec

future internal contextual issues associated with the organisation

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.
Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:30 pm, Sept 9, 1997.

(3 4 3 2 2) /context/internal/future/con2/unispec

*** Definition:

the future internal context of the university of Limerick in particular

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 2 units out of 418, = 0.46%

++ Text units 361-361:

The thinking has to take place before implementation structures to do the plumbing can be engineered. It's a kind of a chicken and egg situation for a while

361

(1 3 1 1) (3 4 3 2 2)

++ Text units 365-365:

Structures and the things that we [the university] do are not going to change significantly [in the next 5 years]

365

(3 4 3 2 2)

+++++

+++ ON-LINE DOCUMENT: REP1

+++ Retrieval for this document: 2 units out of 265, = 0.75%

++ Text units 148-149:

We need to start thinking about the University as more than a 'place' where people come to learn.

148

(1 3 2 2) (3 4 3 2 2)

The University should be imbued with an identifiable spirit and culture that reaches all learners, whether on campus or in remote locations.

149

(3 4 3 2 2)

+++++

+++ ON-LINE DOCUMENT: REP2

+++ Retrieval for this document: 11 units out of 215, = 5.1%

++ Text units 102-103:

Section 4 Implications for the University of Limerick 102

(3 4 3 2 2)

4.1 Key issues for the future development of the University of Limerick 103

(3 4 3 2 2)

++ Text units 124-124:

This uniqueness can only be achieved if all activities and courses are supported by expertise and resources allowing for a high quality learning environment.

124

(2 3 2 2) (3 4 3 2 2)

++ Text units 126-126:

The University needs to adopt a clearly defined strategy for existing and

new programme initiatives which overcomes internal constraints as well as taking into account the demands and requirements of students. 126

(2 3 2 2) (3 4 3 2 2)

++ Text units 140-141:

We need to develop a rational and coherent research strategy, and an environment which enables, encourages and supports a variety of research activities which have the potential to enhance our reputation as well as contribute to the dynamism and creativity of the learning environment. 140

(2 3 2 2) (3 4 3 2 2)

One way of achieving this is to identify, prioritise and develop existing centres of academic research expertise and ensure that the environment in which they exist is conducive to high level performance. 141

(2 3 2 2) (3 4 3 2 2)

++ Text units 143-144:

The people who will research, run and develop there centres on the ground need to be able to exercise control over the investment that is made to support activities. 143

(2 3 2 2) (3 4 3 2 2)

More generally, the infrastructure to support research must be put in place. 144

(3 4 3 2 2)

++ Text units 157-157:

symbol 183 \f "Symbol" \s 10 \h Full resource and expert support for all courses and programmes 157

(3 4 3 2 2)

++ Text units 159-159:

symbol 183 \f "Symbol" \s 10 \h An enhanced Co-op programme with a network of support organisations 159

(2 3 2 2) (3 4 3 2 2)

++ Text units 163-163:

symbol 183 \f "Symbol" \s 10 \h Control over investment by relevant individuals and groups 163

(2 3 2 2) (3 4 3 2 2)

+++++

+++ ON-LINE DOCUMENT: REP3

+++ Retrieval for this document: 23 units out of 213, = 11%

++ Text units 18-22:

We feel that more deliberate and planned efforts need to be in place in order to ensure that this range of individual needs is catered for so that effective learning can take place in the future. 18

(2 3 2 2) (3 4 3 2 2)

Ensuring that an appropriate learning environment exists for all members of the learning community has implications for a wide range of activities within the University setting. 19

(2 3 2 2) (3 4 3 2 2)

The ways in which programmes are designed, the structure and layout of the campus, the climate and culture that is developed, the allocation of various responsibilities, the exercise of authority and the distribution of power are all issues that need to be considered. 20

(1 3 2 2) (2 3 2 2) (3 4 3 2 2)

Within these areas, mechanisms must be created whereby the learners' needs are taken seriously, and where learners are empowered to manage any difficulties effectively. 21

(3 4 3 2 2)

An effective learning context requires an environment in which competition exists, but is energising rather than destructive, an environment in which real collaboration between learners is facilitated and encouraged and one in which the processes and vicissitudes of learning are fully understood and catered for across all dimensions of the learner's experience. 22

(3 4 3 2 2)

++ Text units 25-25:

We also believe that this physical beauty must be augmented in the future with more tailor made work spaces, and be substantiated by an enhanced climate and culture of excellence in learning. 25

(3 4 3 2 2)

++ Text units 31-31:

A central location must continue to be well planned and enhanced in terms of the physical surroundings it provides. 31

(2 3 2 2) (3 4 3 2 2)

++ Text units 33-35:

It should be because the University provides a physical space that is attractive and populated with people who can help students to learn, people who have the time and interest to facilitate the learning process. 33

(3 4 3 2 2)

Campus configurations and effective uses of space must be accompanied by a human resource profile which supports and enhances learning. 34

(3 4 3 2 2)

The University's infrastructure and associated learning environment should be a model which addresses the requirements of its students towards an ever changing society. 35

(2 3 2 2) (3 4 3 2 2)

++ Text units 37-40:

In other words the environment should be representative of their future. To achieve this the defining objective is that it must be adaptive. 37

(2 3 2 2) (3 4 3 2 2)

Practical considerations about the physical environment must also ensure that the principle of inclusion is strongly upheld. 38

(2 3 2 2) (3 4 3 2 2)

Older learners, learners with disabilities and those with special requirements, must have full access to all of the facilities and spaces on campus. 39

(3 4 3 2 2)

Many physical improvements and access adjustments need to be made before our campus can be said to be fully accessible to students with special needs. 40

(2 3 2 2) (3 4 3 2 2)

++ Text units 47-47:

Learners may be less likely to walk through the doors of the institution and be 'inside' this institution physically, but their conceptual identification with a set of values and norms can make them feel that they are indeed part of a specific and identifiable learning community. 47

(3 4 3 2 2)

++ Text units 50-50:

The needs of learners on campus 50

(3 4 3 2 2)

++ Text units 61-61:

The University of Limerick needs to address this need particularly in the

light of future changes in learners' relationships with the organisation.	61
(2 3 2 2) (3 4 3 2 2)	
++ Text units 66-66:	
Not only will this ensure that the groundwork for effective learning is laid, but it will also enhance the competitiveness of the institution in a way that is impossible through other mechanisms.	66
(2 3 2 2) (3 4 3 2 2)	
++ Text units 137-137:	
While this has happened in an informal way previously, it is imperative that academics at many levels are given access to such enabling facilities and that such activities are given the highest priority.	137
(2 1 2 2) (2 3 2 2) (3 4 3 2 2)	
++ Text units 141-141:	
As we have mentioned, individual autonomy within university constraints will need to be supported for us to succeed.	141
(2 3 2 2) (3 4 3 2 2)	
++ Text units 143-143:	
Resources must be well planned to allow students to interact on individual/small group basis both during tele-learning and while visiting the campus.	143
(1 3 2 2) (2 3 2 2) (3 4 3 2 2)	
++ Text units 147-147:	
We should not be tempted to adopt new technologies just because 'everyone else is doing it'. The rationale for the development and application of emerging technologies must be firmly based on the needs of the users.	147
(2 3 2 2) (3 4 3 2 2)	
++ Text units 188-188:	
We need to encourage and enable faculty to invest in rethinking their courses to take advantage of new resources and delivery methods.	188
(2 3 2 2) (3 4 3 2 2)	
++++ ON-LINE DOCUMENT: REP4	
+++ Retrieval for this document: 26 units out of 160, = 16%	
++ Text units 23-24:	
Our argument is that these structures need not be rigid;	23
(3 4 3 2 2)	
that they need not compromise the specific professional capabilities and values of any element of the workforce;	24
(3 4 3 2 2)	
++ Text units 47-47:	
In designing a new course or revising existing courses, we should include all of those who will be involved with the delivery of that course; academics, information specialists, technicians, computer specialists, buildings officers, administrators. Courses are as much about context as about content.	47
(2 3 2 2) (3 4 3 2 2)	
++ Text units 52-52:	
There should be mechanisms within the learning environment which allow for better mixing with colleagues from other areas.	52
(1 3 2 2) (3 4 3 2 2)	
++ Text units 54-54:	
It can also be argued that the necessity to share office space and facilities can now be more easily overcome by the capabilities of current technology to enable those in remote locations to maintain strong lines	

of communication with peers and customers.	54
(3 4 3 2 2)	
++ Text units 59-59:	
A flexible, responsive University will need:	59
(3 4 3 2 1) (3 4 3 2 2)	
++ Text units 61-61:	
symbol 183 \f "Symbol" \s 10 \h Team based organisational structures	61
(3 4 3 2 2)	
++ Text units 63-63:	
symbol 183 \f "Symbol" \s 10 \h Less traditional functional boundaries	63
(3 4 3 2 2)	
++ Text units 65-65:	
symbol 183 \f "Symbol" \s 10 \h Stronger social networks	65
(3 4 3 2 2)	
++ Text units 67-67:	
symbol 183 \f "Symbol" \s 10 \h A focus on the goals of learners, teachers and researchers	67
(2 3 2 2) (3 4 3 2 2)	
++ Text units 84-85:	
We recommend that there are features of the physical environment that need to be in place in order for that environment to be effective.	84
(3 4 3 2 2)	
These features include adaptability, so that physical space can be used for a variety of purposes, accessibility, so that all learners, (including those with disabilities) can avail of all facilities, collaborative capacity, so that spaces are designed to facilitate as much interaction as possible.	85
(1 3 2 2) (3 4 3 2 2)	
++ Text units 87-89:	
There are less tangible and more important aspects of the learning environment which in the case of the University of Limerick, need to be considered and attended to, both in the immediate and longer term future.	87
(2 3 2 2) (3 4 3 2 2)	
The climate and culture offered by the University must be one that allows for an appreciation and respect of the beautiful surroundings that already exist.	88
(3 4 3 2 2)	
Several times in our discussion we recognised that the existing campus has exceptional qualities which we would like to see retained in the future.	89
(2 1 1 2) (3 4 2 2 2) (3 4 3 2 2)	
++ Text units 93-94:	
In this sense, it should set-up structures that allow the university to adapt to current best practices.	93
(2 3 2 2) (3 4 3 2 2)	
It should avoid the desire to have a harmonised learning culture for all a courses.	94
(2 3 2 2) (3 4 3 2 2)	
++ Text units 96-96:	
The university must be characterised by formal and informal structures including user friendly infrastructures to allow academic faculty to research, develop and publish.	96
(2 3 2 2) (3 4 3 2 2)	
++ Text units 103-103:	

Our learning environment must be one which acknowledges the complexity and diversity of the learning process. 103

(1 2 2 1) (3 4 3 2 2)

++ Text units 106-106:

Training and development initiatives should stress that the facilitation of learning must be accompanied by values which treat the learner with respect, allow the learner to participate fully at all stages of the learning process and create a supportive, non threatening environment. 106

(1 3 2 2) (2 3 2 2) (3 4 3 2 2)

++ Text units 110-111:

If the university cannot reflect these, it will become redundant. Competitors in the field of education are coming on stream at a rapid rate. 110

(3 4 3 2 2) (3 5 2 2 2) (3 5 3 2 2)

9. We need to create a learning environment which reflects the local culture within which it exists and one which is inclusive and representative of all members of society 111

(3 4 3 2 2) (3 5 3 2 2)

++ Text units 117-117:

We should develop mechanisms and systems whereby on - campus expertise can be applied to the solution of on - campus problems 117

(2 3 2 2) (3 4 3 2 2)

++ Text units 121-121:

The requirements will differ by courses/ course years/ student and, to a lesser degree, the specific tutor. 121

(3 4 3 2 2)

++ Text units 125-125:

This suggests the use of quality groups backed by executive power. It requires that buildings, student services and many others are involved in course preparation 125

(1 3 2 2) (3 4 3 2 2)

++ Text units 144-144:

We should concentrate on the development of a strong, widely held set of values which will come to represent the aims, priorities and purposes of the University of Limerick 144

(2 3 2 2) (3 4 3 2 2)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 3 units out of 548, = 0.55%

++ Text units 352-352:

[Constraints in the future learning environment] when they arise will either be external or possibly internal 352

(3 4 3 2 2) (3 5 3 2 2)

++ Text units 356-356:

That will not be the case in the future [THIS INSTITUTION will not be trying to educate and train people for jobs]

356

(3 4 3 2 2)

++ Text units 405-405:

Individual laboratories will actually be responsible for research 405

(2 3 2 2) (3 4 3 2 2)

+++++

+++ ON-LINE DOCUMENT: T3A

+++ Retrieval for this document: 3 units out of 387, = 0.78%

++ Text units 80-80:
 The culture of academics coming on stream is going to change 80
 (3 4 3 2 2)
 ++ Text units 208-208:
 We don't want a village which has access to all the information in the
 world but doesn't know which bit of information goes first
 208
 (2 3 2 2) (3 4 3 2 2)
 ++ Text units 368-368:
 [There are] resources that we could bring in if we had a decent learning
 environment 368
 (2 3 2 2) (3 4 3 2 2)
 ++++++
 +++ ON-LINE DOCUMENT: T3B
 +++ Retrieval for this document: 12 units out of 385, = 3.1%
 ++ Text units 119-119:
 We ought to have areas of excellence
 119
 (3 4 3 2 2)
 ++ Text units 140-140:
 [We can] create a situation where all lights burn brighter than before 140
 (2 3 2 2) (3 4 3 2 2)
 ++ Text units 142-142:
 We should be brokers of learning
 142
 (3 4 3 2 2)
 ++ Text units 219-219:
 Important key questions then are what will faculty do in 2020 ? What will
 curriculum constructs be like ?
 219
 (2 3 2 2) (3 4 3 2 2)
 ++ Text units 233-233:
 What learning process do we want our basic degree to represent 233
 (3 4 3 2 2)
 ++ Text units 237-237:
 Do we want our basic qualification to represent people just having learnt
 a series of facts 237
 (3 4 3 2 2)
 ++ Text units 247-247:
 We should be providing an environment so that people will want to
 continue to learn
 247
 (1 3 2 2) (3 4 3 2 2)
 ++ Text units 261-261:
 If I'm going to be responsible for an undergraduate degree, I want that
 degree to get the guys jobs.
 261
 (3 4 3 2 2)
 ++ Text units 276-276:
 Somebody who comes in to do an engineering or a science course or
 whatever, should have the time to actually do things like poetry, areas
 of business, areas of arts 276
 (3 4 3 2 2)
 ++ Text units 322-322:

What I would like to see is also flexibility

322

(3 4 3 2 2)

++ Text units 345-345:

[This process] will foster a culture and climate of future orientation

345

(1 2 1 2) (3 4 3 2 2)

++ Text units 353-353:

[The cynics will say] we're going to be fighting for more space all the time and Colin's going to get us more buildings and we know at the end of the day we'll have plenty of space and nothing to put in that space apart from bodies

353

(3 4 3 2 2)

+++++

+++ ON-LINE DOCUMENT: T3C

+++ Retrieval for this document: 4 units out of 613, = 0.65%

++ Text units 103-103:

What Mike is saying that people will be so struck by the sterling quality of our thinking that they'd better get a structure in place to implement them and we should feel about ourselves like that

103

(2 3 1 2) (3 4 3 2 2)

++ Text units 184-184:

If for example we didn't do this at all supposing nobody ever stimulated future scenarios would people be happy with that

184

(1 2 1 1) (3 4 3 2 2)

++ Text units 186-186:

[Would people be happy if we] went around fire fighting all the time and that suddenly 2005 would be upon us and people would say in 1995 they were absolutely hopeless, they never looked out beyond the campus they didn't know what was happening around them and other institutions were becoming informed about their environments and they thought that their world was perfect

186

(3 4 3 2 2)

++ Text units 271-271:

My driving force is that I would like to see this place operates [in future]

271

(1 2 1 2) (3 4 3 2 2)

+++++

+++ ON-LINE DOCUMENT: T4A

+++ Retrieval for this document: 3 units out of 327, = 0.92%

++ Text units 48-48:

Do we go over from that kind of culture [competitive] to a more collaborative kind of culture

48

(1 3 2 2) (3 4 3 2 2)

++ Text units 168-168:

Supposing someone wants to come in and they want to do a different kind of configuration of modules or whatever are we saying you have to do those three modules because they're compulsory, they're core and who said that - we did

168

(3 4 3 2 2)

++ Text units 311-311:

The action [of learning] will return to the Cafe Allegro

(1 3 2 2) (2 3 2 2) (3 4 3 2 2)

+++++

+++ ON-LINE DOCUMENT: T4B

+++ Retrieval for this document: 9 units out of 368, = 2.4%

++ Text units 104-104:

when we said about the equitable access to education, its not only for
the people who are coming on stream, its also for the people who are
already there 104

(3 4 3 2 2)

++ Text units 110-110:

I'm a bit concerned about the phrasing of that the social aspects of
learning I've a feeling again that we should rephrase that because what
that's going to mean I mean people will think as soon as they see that
'Oh yeah, the stables [pub]' 110

(1 2 1 2) (3 4 2 1 1) (3 4 3 2 2)

++ Text units 137-137:

The roles of people like Gillian and I will change enormously

137

(1 3 2 1) (3 4 3 2 1) (3 4 3 2 2)

++ Text units 139-139:

I would like to see a far more kind of Venn diagram relationship rather
than the very structured, trade union type demarcation type relationship
that you find so often in this place 139

(3 4 2 2 2) (3 4 3 2 2)

++ Text units 159-159:

We wouldn't necessarily want to encourage a situation in which people
would refuse to leave 159

(1 3 1 2) (1 3 2 2) (3 4 3 2 2)

++ Text units 162-162:

[We need to avoid the] dependency culture
162

(2 2 2 2) (3 4 3 2 2)

++ Text units 191-191:

[providing ten lectures on a given subject] shouldn't be what the concept
of quality is about 191

(2 3 2 2) (3 4 3 2 2)

++ Text units 265-265:

Maybe the ethical standards of Universities will be what distinguishes
them in the future that would be very worrying from our point of
view 265

(2 3 2 1) (3 4 3 2 2)

++ Text units 344-344:

You could say that the University will be irrelevant in the year 2020 if
it didn't you know, give consideration to the very important things which
we've discussed and that we run the risk of making a heterodox of its
mission statement

344

(3 4 3 2 2)

+++++

+++ ON-LINE DOCUMENT: T6A

+++ Retrieval for this document: 7 units out of 407, = 1.7%

++ Text units 79-79:

University has a leading role in bringing about change

79

(1 3 2 2) (3 4 3 2 2)

++ Text units 155-155: this institution's effectiveness and competitiveness might depend on its ability to acquire, use and deliver information	155
(1 3 2 2) (3 4 3 2 2)	
++ Text units 192-192: Technology can be used to strengthen our links with targeted people in our local, national and international community	192
(1 3 2 2) (3 4 3 2 2)	
++ Text units 255-255: Ethics has got to be part of our environment	255
(2 3 2 2) (3 4 3 2 2)	
++ Text units 273-273: We have a role to play in changing the way that children learn	273
(1 3 2 2) (3 4 3 2 2)	
++ Text units 275-275: Children will be delivered to us in third level	275
(3 4 3 2 2)	
++ Text units 281-281: The University has a major role in the development of people who can make their own decisions	281
(2 3 2 2) (3 4 3 2 2)	
+++++	
+++ ON-LINE DOCUMENT: T6B	
+++ Retrieval for this document: 14 units out of 355, = 3.9%	
++ Text units 40-40: the University's infrastructure and associated learning environment should be a model which addresses the requirements of its students towards an ever changing society	40
(2 3 2 2) (3 4 3 2 2)	
++ Text units 50-50: We're still going to need inspirational tutors	50
(3 4 3 2 2)	
++ Text units 76-76: continuing education learners will be net contributors, they'll give something back and may actually say what's wrong with the university	76
(3 4 3 2 2)	
++ Text units 140-140: But the problem is that the requirements will differ by courses and course years and students and to a lesser extent the tutor	140
(3 4 3 2 2)	
++ Text units 200-200: the university must allow the course designers and course providers to decide the learning environment most suitable for their course in all terms including the extent and support for collaboration	200
(2 3 2 2) (3 4 3 2 2)	
++ Text units 202-202: course providers must include non academics you know we have to get away from this notion that an academic is a course	202
(3 4 3 2 2)	
++ Text units 204-204: [the university] must allow [course providers] to decide that they have the control over [the learning environment] and encourage them to do so	204
(2 3 2 2) (3 4 3 2 2)	
++ Text units 206-206:	

universities should set up structures that allow the university to adapt
to current best practices, what we perceive as current best practices 206
(1 3 2 2) (3 4 3 2 2)

++ Text units 208-208:
[the university] should avoid the desire to have a harmonised learning
culture for all courses 208
(3 4 3 2 2)

++ Text units 239-239:
one of the dimensions of the open seminar would be to encourage you know
unbridled brainstorming 239
(1 3 1 2) (3 4 3 2 2)

++ Text units 292-292:
if we're going to be interested in developing an effective learning
environment, then we're going to have to create a culture where that
learning environment is contributed to by people who have something to
say about it 292
(2 3 2 2) (3 4 3 2 2)

++ Text units 318-318:
Peter was talking about, again flexible, organic organisational
structures 318
(2 1 1 2) (3 4 3 2 2)

++ Text units 321-321:
the goal of the university should be what everything is structured
round 321
(2 3 2 2) (3 4 3 2 2)

++ Text units 327-327:
Our aim to create structures is that they should be goal centred, not
role centred 327
(2 3 2 2) (3 4 3 2 2)

+++++ ON-LINE DOCUMENT: T6C
+++ Retrieval for this document: 7 units out of 224, = 3.1%

++ Text units 9-9:
The [organisational] structures essentially should be designed so as to
enable people to learn 9
(1 3 2 2) (3 4 3 2 2)

++ Text units 43-43:
what I've tried to look at where I think THIS INSTITUTION needs to begin looking now,
in order to try and get into a sort of very competitive or a situation of
competitive advantage by 2020 43
(2 2 2 2) (3 4 3 2 2)

++ Text units 93-93:
John's point about how the University lecturer is solely responsible for
the module content that may, rather than the course director I think that
may begin to change 93
(3 4 2 2 2) (3 4 3 2 2)

++ Text units 110-110:
We've got to have a massive look at what the University needs to have and
a massive look at how its going to facilitate or put its weight behind a
university approach to providing funding that means facilitating
researchers, not put blocks in the way 110
(1 3 2 2) (3 4 3 2 2)

++ Text units 132-132:
If there are to be really strong linkages between THIS INSTITUTION and other

Universities, [linkages] these need to be forged from the top and that's something we should look at 132

(1 3 2 2) (3 4 3 2 2)

++ Text units 134-134:

there has to be a major facilitation of networks, whether they be with other universities in terms of R&D or industry in terms of R & D and industrial liaison 134

(1 3 2 2) (3 4 3 2 2)

++ Text units 136-136:

there need to be very strong linkages forged at the top 136

(1 3 2 2) (3 4 3 2 2)

+++++

+++ ON-LINE DOCUMENT: T7A

+++ Retrieval for this document: 2 units out of 298, = 0.67%

++ Text units 213-213:

Facilities of the workstation variety [will be available in the future] - the kind of group here linking with all other groups in other kinds of situations - and come up against cultures and environments and societies which will colour the thinking in a very unique way 213

(3 4 3 2 2)

++ Text units 266-266:

John talked about a lot about the idea of allowing chaos reign, but not as a dictator, rather as a facilitator of learning 266

(2 1 1 2) (3 4 3 2 2)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 2 units out of 279, = 0.72%

++ Text units 77-77:

the kinds of discussion we're having - I mean we're talking about things that if they were to attempt to be implemented would profoundly change the nature of the University 77

(2 2 1 2) (3 4 3 2 2)

++ Text units 210-210:

There needs to be an understanding of the marketplace of the future and the competitiveness thing 210

(3 4 3 2 2)

+++++

+++ ON-LINE DOCUMENT: T7C

+++ Retrieval for this document: 21 units out of 321, = 6.5%

++ Text units 75-75:

[if a strategic planning process doesn't come out of this], I will be amongst the most cynical in the place quite frankly 75

(3 4 3 2 2)

++ Text units 124-124:

I'm sure I speak for practically everybody here I would be, I would say to myself if nothing comes of this and if those kinds of things don't happen I would say to myself I would never be so naive as to ever get involved in anything like this ever again, ever 124

(3 4 3 2 2)

++ Text units 126-126:

[if nothing comes of this vision 2020 process] I would feel stupid for having been so naïve, I'll feel ridiculous for having been so bright eyed and bushy tailed ever to have thought that this was exciting, if nothing happens 126

(3 4 3 2 2)		
++ Text units 128-128:		
that would be disastrous for the organisation as a whole [if people become disillusioned with the vision 2020 initiative] If we have almost a hundred people round about January or February next year saying that		128
(3 4 3 2 2)		
++ Text units 130-130:		
And all the others [not involved directly in vision 2020] saying 'I told you so' [if nothing happens as a result of the vision 2020 process]		130
(3 4 3 2 2)		
++ Text units 202-202:		
[Unless we have a team based structure] these problems will never be solved properly		202
(2 3 2 2) (3 4 3 2 2)		
++ Text units 204-204:		
[In THIS INSTITUTION we need to] have teams around those problems to address them and new structures		204
(2 3 2 2) (3 4 3 2 2)		
++ Text units 208-208:		
it would be very nice to have some kind of a mechanism or a structure where the end result of not solving the problem is not just that somebody almost personally is blamed and their motives are interpreted in the most cynical, low level way possible		208
(1 2 2 2) (3 4 3 2 2)		
++ Text units 226-226:		
We [in THIS INSTITUTION] have to build a new relationship with ourselves		226
(2 3 2 2) (3 4 3 2 2)		
++ Text units 232-232:		
I think if we continue with this sort of naïve agenda and so on we're going to end up with a very sterile environment		232
(2 3 2 2) (3 4 3 2 2)		
++ Text units 236-236:		
the corollary of [bringing an implementation team into place] is that it's important that [the implementation team] has power		236
(3 4 3 2 2)		
++ Text units 240-240:		
[the members of the implementation team] have to have power again - because otherwise the deans are going to say well it's a zero sum game - if I lose something then someone else will gain and it's very hard to change that		240
(3 4 3 2 2)		
++ Text units 248-248:		
mechanisms need to be put in place so that people can raise what they see are the real issues and that people can be open and honest		248
(2 3 2 2) (3 4 3 2 2)		
++ Text units 250-250:		
finally then a strategic planning team needs to be in place and that this team needs to have power		250
(3 4 3 2 2)		
++ Text units 252-252:		
[the power that the strategic planning team should have should] include the power to make a decision on whatever, but that is not exclusively of them		252
(3 4 3 2 2)		

++ Text units 254-254:

if you have two cultures, you have one culture that is strategic as we're calling it, but you still have a nub of people who can make decisions without any reference to strategic objectives then it's a waste of time 254
(3 4 3 2 2)

++ Text units 256-256:

you have to have real collegiality [in THIS INSTITUTION] 256
(3 4 3 2 2)

++ Text units 260-260:

I'm very happy to manage the process and manage the money and organise an efficient way to do it but I shouldn't be sole party to these decisions, other people should and the same applies in other areas 260
(1 2 2 2) (3 4 3 2 2)

++ Text units 264-264:

I want a coherent structure in which [me having an influence over other people's areas and others having an influence over mine] happens that it is not power plays that it is not people playing with power 264
(1 3 2 2) (3 4 3 2 2)

++ Text units 270-270:

[in THIS INSTITUTION we need]some sort of collegiate base so people can say this is wrong, this shouldn't be happening this is actually to the detriment of the university rather than for its betterment 270
(1 3 2 2) (3 4 3 2 2)

++ Text units 282-282:

Well that's the other problem that I see happening [that people will leave the organisation] 282
(3 4 3 2 2)

+++++

+++ Total number of text units retrieved = 151

+++++

Appendix AM: Node 37

(3 5 1 1 1) /context/external/past/con1/con1a

past external contextual issues associated with the overall initiative

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.
Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:31 pm, Sept 9, 1997.

(3 5 1 1 1) /context/external/past/con1/con1a

*** Definition:

all groups involved in vision 2020

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 5 units out of 418, = 1.20%

++ Text units 81-81:

a lot of visionary exercises have been done in an industrial context
before 81

(3 5 1 1 1)

++ Text units 83-83:

There are a number of learning papers around where people have come from
industry into the Universities and helped them with their visionary
exercise 83

(3 5 1 1 1)

++ Text units 159-159:

Other Universities have done this sort of exercise [administered a ca us
wide questionnaire]

159

(3 5 1 1 1) (3 5 1 2 1)

++ Text units 161-161:

Trinity college did it [administered a ca us wide questionnaire]

161

(3 5 1 1 1) (3 5 1 1 2)

++ Text units 265-265:

We all know that we've looked at vision statements that happened 25 years
ago and projections about what was going to happen and there's no
relationship between what actually has happened and what was
envisaged 265

(3 5 1 1 1)

+++++

+++++

+++ Total number of text units retrieved = 5

+++++

+++++

Appendix AN: Node 38

(3 5 1 1 2) /context/external/past/con1/con1b

past external contextual issues associated with the strategic group

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.
Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:32 pm, Sept 9, 1997.

(3 5 1 1 2) /context/external/past/con1/con1b

*** Definition:

the learning environment group

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 1 unit out of 6630, = 0.23%

++ Text units 161-161:

Trinity college did it [administered a campus wide questionnaire] 161

(3 5 1 1 1) (3 5 1 1 2)

+++++

+++++

+++ Total number of text units retrieved = 1

+++++

+++++

Appendix AO: Node 39

(3 5 1 2 1) /context/external/past/con2/unigen

past external contextual issues associated with the industry

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.
Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:33 pm, Sept 9, 1997.

(3 5 1 2 1) /context/external/past/con2/unigen

*** Definition:

general references to universities

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 1 unit out of 418, = 0.23%

++ Text units 159-159:

Other Universities have done this sort of exercise [administered a campus wide questionnaire] 159

(3 5 1 1 1) (3 5 1 2 1)

+++++

+++ ON-LINE DOCUMENT: REP1

+++ Retrieval for this document: 1 unit out of 265, = 0.38%

++ Text units 111-111:

The traditional status and elitism of the university maintained an isolation between it and the community of the hinterland. 111

(2 1 2 1) (3 5 1 2 1)

+++++

+++ ON-LINE DOCUMENT: REP3

+++ Retrieval for this document: 1 unit out of 213, = 0.47%

++ Text units 98-98:

'In recent years education has increasingly come to be thought of as one of our most basic human rights, indeed the right by virtue of which all other modern rights ultimately derive their substance and meaning'. 98

(3 5 1 2 1)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 1 unit out of 548, = 0.18%

++ Text units 224-224:

[Traditional] teaching but in itself is an expensive process 224

(3 5 1 2 1)

+++++

+++ ON-LINE DOCUMENT: T2B

+++ Retrieval for this document: 1 unit out of 133, = 0.75%

++ Text units 91-91:

Traditional text is an historical store of knowledge 91

(2 2 2 1) (3 5 1 2 1)

+++++

+++ ON-LINE DOCUMENT: T3A

+++ Retrieval for this document: 1 unit out of 387, = 0.26%

++ Text units 58-58:

We've had a lot of this technology for the last 10 years 58
(3 5 1 2 1)
++++
+++ ON-LINE DOCUMENT: T3B
+++ Retrieval for this document: 5 units out of 385, = 1.3%
++ Text units 16-16:
Siemens in Dublin set up their own company to take people in up to the
equivalent of diploma level 16
(3 5 1 2 1)
++ Text units 26-26:
[Popular areas] it's like engineering and science compared to business
and law they shot up, you can make a huge amount of money playing the
stock exchange and becoming a lawyer - engineering and science was dirty
and things like that 26
(3 5 1 2 1)
++ Text units 282-282:
If you went to University in Japan you didn't get half the high level
technology or technical skills until you got into employment 282
(3 5 1 2 1)
++ Text units 284-284:
[In Japan], the company taught [the high level technical skills] - but of
course the guy stayed with the company for life in the old system 284
(3 5 1 2 1)
++ Text units 286-286:
I've always found it quite extraordinary that the Japanese education
system was so competitive and so pressurised up to university level and
so incredibly difficult to get into and apparently once you're in it's
not particularly difficult and then you go out to work and have a
lifelong job and the company moulds you 286
(3 5 1 2 1)
++++
+++ ON-LINE DOCUMENT: T4B
+++ Retrieval for this document: 2 units out of 368, = 0.54%
++ Text units 271-271:
[More money was spent] on the beef tribunal and other kinds of scams and
we never regarded that in terms of loss or in terms of profit 271
(3 5 1 2 1)
++ Text units 310-310:
[there are examples of great discoveries which have been brought about]
serendipitously [through finding] a connection [between apparently
unrelated ideas] 310
(3 5 1 2 1)
++++
+++ ON-LINE DOCUMENT: T6C
+++ Retrieval for this document: 1 unit out of 224, = 0.45%
++ Text units 144-144:
accreditation panels have spent enormous amounts of time discussing that
fact that the leaving cert standards are dropping simply because of
pressures 144
(3 5 1 2 1)
++++
+++ ON-LINE DOCUMENT: T7A
+++ Retrieval for this document: 3 units out of 298, = 1.0%
++ Text units 75-75:

rarely for example, in this country at least have we had a discussion on education that was either inspired or sustained by the universities themselves 75

(3 5 1 2 1)

++ Text units 207-207:

I remember when I was being trained as a teacher we were always told that a good teacher in a bad school made very very little difference and that equally a bad teacher in a good school made very very little difference 207

(3 5 1 2 1)

++ Text units 215-215:

As an island community and as an economic unit attempting to come to grips with enormous change in the recent past, [learning in networked groups] will be very very challenging 215

(3 5 1 2 1) (3 5 3 2 1)

+++++

+++++

+++ Total number of text units retrieved = 17

+++++

+++++

Appendix AP: Node 40

(3 5 1 2 2) /context/external/past/con2/unispec

past external contextual issues associated with the organisation

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.
Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:34 pm, Sept 9, 1997.

(3 5 1 2 2) /context/external/past/con2/unispec

*** Definition:

specific references to the university of limerick

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 1 unit out of 418, = 0.23%

++ Text units 97-97:

this institution used to be [a role model] 97

(3 5 1 2 2)

+++++

+++ ON-LINE DOCUMENT: T3A

+++ Retrieval for this document: 1 unit out of 387, = 0.26%

++ Text units 347-347:

Because [DEC] were somewhat arrogant in nature they said and we also want
you to give them a masters for [a particular course] 347

(3 5 1 2 2)

+++++

+++++

+++ Total number of text units retrieved = 2

+++++

+++++

Appendix AQ: Node 41

(3 5 2 1 1) /context/external/present/con1/con1a

present external contextual issues associated with the overall initiative

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.
Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:34 pm, Sept 9, 1997.

(3 5 2 1 1) /context/external/present/con1/con1a

*** Definition:

all groups involved in vision 2020

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 1 unit out of 418, = 0.23%

++ Text units 243-243:

25 years is not a planning time frame, it's a visioning time frame 243

(3 5 2 1 1)

+++++

+++ ON-LINE DOCUMENT: MEET1B

+++ Retrieval for this document: 3 units out of 550, = 0.55%

++ Text units 5-5:

There are plans and the models that are being adopted across the world 5

(2 2 1 1) (3 5 2 1 1)

++ Text units 7-7:

Worthwhile visionary documents are being generated in places like Finland
and Malaysia 7

(3 5 2 1 1)

++ Text units 117-117:

You're as likely to get a valid interpretation from [this group] as you
are from some stratified core group 117

(3 5 2 1 1)

+++++

+++ ON-LINE DOCUMENT: T3C

+++ Retrieval for this document: 1 unit out of 613, = 0.16%

++ Text units 167-167:

Would we not be better off to have people going out and sitting on
world-wide committees who are actually looking at this who have more
knowledge in one conference than we'll ever do her in a couple of
years 167

(1 2 1 1) (3 5 2 1 1)

+++++

+++++

+++ Total number of text units retrieved = 5

+++++

+++++

Appendix AR: Node 42

(3 5 2 2 1) /context/external/present/con2/unigen

present external contextual issues associated with the industry

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.

Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:36 pm, Sept 9, 1997.

(3 5 2 2 1) /context/external/present/con2/unigen

*** Definition:

general references to universities

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 6 units out of 418, = 1.44%

++ Text units 135-135:

There will be a danger with all the literature search we're going to do looking at all the models that have been developed across the world that will tend to lose sight of the fact that there may well be factors a associated with operating in Ireland that have not been considered elsewhere 135

(1 3 1 1) (3 5 2 2 1)

++ Text units 179-179:

The management of one type of organisation is totally unsuited for another type of organisation as organisations change 179

(3 5 2 2 1)

++ Text units 185-185:

I think that if there isn't an appropriate management style then its a concern. 185

(3 5 2 2 1)

++ Text units 201-201:

Structure is intrinsic to the environment 201

(3 5 2 2 1)

++ Text units 203-203:

The environment is not just made up of physical structures - The environment includes psychological, managerial , interactional environments 203

(3 5 2 2 1)

++ Text units 205-205:

Environments facilitate excellent learning processes or allows people to learn in ways that are effective now and for the future 205

(3 5 2 2 1)

+++++

+++ ON-LINE DOCUMENT: MEET1B

+++ Retrieval for this document: 2 units out of 550, = 0.36%

++ Text units 111-111:

If you're really going to envision that doesn't have to be within an institution at all 111

(2 3 1 1) (3 5 2 2 1)

++ Text units 113-113:

[predicting the future] is really kind of up there in the wild blue
yonder 113

(3 5 2 2 1)

+++++

+++ ON-LINE DOCUMENT: REP1

+++ Retrieval for this document: 29 units out of 265, = 11%

++ Text units 25-25:

Significant economic, political, social and technological changes are
emerging and beginning to paint a very new and different picture of the
future of the learning environment. 25

(3 5 2 2 1)

++ Text units 82-82:

Section 2 The Changing Boundaries of the Learning Environment 82

(3 5 2 2 1)

++ Text units 93-93:

In its broadest sense, the learning environment extends from the global
schoolroom to inside the head of the learner. 93

(3 4 2 2 1) (3 5 2 2 1)

++ Text units 96-96:

Our own difficulties in attempting to define the learning environment are
also reflected by several writers in the field. As Baird (1988) puts it: 96

(1 1 1 2) (3 5 2 2 1)

++ Text units 108-108:

The earlier role of the university as a somewhat rarefied kind of
environment that was semi-detached from reality is no longer relevant. 108

(3 4 1 2 1) (3 4 2 2 1) (3 5 2 2 1)

++ Text units 113-113:

'The common perception of universities as merely institutions of higher
learning is giving way to one where universities are viewed as engines of
economic growth and development'. 113

(2 3 2 1) (3 5 2 2 1) (3 5 3 2 1)

++ Text units 116-116:

No other kind of competitive organisation would attempt to conduct its
affairs in this way. 116

(3 5 2 2 1)

++ Text units 118-119:

The traditional barriers associated with the age at which people can
receive higher education are breaking down. 118

(3 5 2 2 1)

This may be one of the most important and influential developments and
must impact on the ways we think and act in the field of education and
learning. 119

(1 3 2 1) (3 5 2 2 1)

++ Text units 130-130:

2.3.4 Boundaries between public and private sector 130

(3 5 2 2 1)

++ Text units 132-133:

Research institutes are increasingly becoming attached to organisations
in the corporate and private sector which are generally more effectively
supported by structures and funds provided by that sector. 132

(3 4 2 2 1) (3 5 2 2 1)

Indeed, the private sector is increasingly developing its own centres of
learning which are independent of any university or third level

institution and which tend to be backed by high levels of funding, expertise, equipment and management structures.	133
(3 5 2 2 1)	
++ Text units 138-138:	
The movement of boundaries outlined above has already started to change the ways in which stakeholders and students think about and approach learning in third level institutions.	138
(3 5 2 2 1)	
++ Text units 142-142:	
Summary: Changing orientations to learning	142
(3 5 2 2 1)	
++ Text units 146-146:	
The time is right to develop a compelling vision for learning in the 21st Century.	146
(2 3 2 1) (3 5 2 2 1)	
++ Text units 151-152:	
Learning does not begin or end in the ways that previous structures have assumed.	151
(3 4 1 2 1) (3 5 2 2 1)	
Learning continues through life.	152
(3 5 2 2 1)	
++ Text units 154-155:	
2.4 Changing assumptions about the learning environment	154
(3 5 2 2 1)	
Common (and flawed) assumptions regarding learning and education	155
(3 5 2 2 1)	
++ Text units 157-162:	
symbol 183 \f "Symbol" \s 10 \h Education is primarily concerned with teaching and the transfer of knowledge	157
(2 2 2 1) (3 5 2 2 1)	
symbol 183 \f "Symbol" \s 10 \h Education is fundamentally text based and school based	158
(3 4 2 2 1) (3 5 2 2 1)	
symbol 183 \f "Symbol" \s 10 \h People should learn abstract principles that later will be applied appropriately	159
(2 2 2 1) (3 5 2 2 1)	
symbol 183 \f "Symbol" \s 10 \h Education concerns itself solely with individuals rather than groups	160
(3 4 2 2 1) (3 5 2 2 1)	
symbol 183 \f "Symbol" \s 10 \h Education should be purely competitive in its focus on learning	161
(1 2 2 1) (3 5 2 2 1)	
symbol 183 \f "Symbol" \s 10 \h Examinations are the most suitable form of certification	162
(1 2 2 1) (2 2 2 1) (3 5 2 2 1)	
++ Text units 180-181:	
symbol 183 \f "Symbol" \s 10 \h There are many kinds of intelligence, skills and knowing and all should be appreciated by society	180
(3 5 2 2 1)	
symbol 183 \f "Symbol" \s 10 \h People need to understand the potential of technology in terms of access to resources and use of applications, not simply 'computer literacy'	181
(3 5 2 2 1)	
++ Text units 184-185:	

The latter set of statements reflect an emerging perspective on education. 184

(3 5 2 2 1)

This perspective emphasises the importance of the everyday social practices of people at work and play that afford opportunities for learning. 185

(1 2 2 1) (3 5 2 2 1)

+++++

+++ ON-LINE DOCUMENT: REP2

+++ Retrieval for this document: 8 units out of 215, = 3.7%

++ Text units 78-78:

Education in the future will place the same emphasis on administrative efficiency as private industry does and emerging technologies provide an appropriate mechanism whereby this emphasis will be supported. 78

(2 3 2 1) (3 5 2 2 1)

++ Text units 112-112:

Such practices are already common elsewhere in Europe and by the year 2020 it is probable that monitoring systems will have come within the scope of an EU directive. 112

(2 3 2 1) (3 5 2 2 1)

++ Text units 132-133:

It has also been an important indicator of the diminishment of the barriers between education and work. 132

(2 1 2 2) (3 5 2 2 1)

Students cannot maximise their learning experience without spending some time in the field. 133

(3 5 2 2 1)

++ Text units 170-170:

Knowledge knows no bounds. 170

(3 5 2 2 1)

++ Text units 176-177:

Marginalised groups often contain artists, innovators, entrepreneurs and visionaries whose time has not yet come. 176

(3 5 2 2 1)

'Innovators are perceived as deviants by other members of their social system [and furthermore] innovators perceive themselves as deviant from the norms of their social system ... Innovators, as the first individuals in the social system to adopt new ideas are necessarily deviant in their time of adoption'. 177

(3 5 2 2 1)

++ Text units 190-190:

Cross cultural studies in science will help to counteract the imbalance which currently blocks the first world's ability to integrate fully with other non Western concepts as to what Science is. 190

(2 3 2 2) (3 5 2 2 1)

+++++

+++ ON-LINE DOCUMENT: REP3

+++ Retrieval for this document: 14 units out of 213, = 6.6%

++ Text units 14-14:

4.3 Physical, social and psychological needs of learners 14

(3 5 2 2 1)

++ Text units 84-84:

There are established measures which help to identify various learning styles in individuals. 84

(3 5 2 2 1)		
++ Text units 93-95:		
Learning is a basic human need and a fundamental human right		93
(3 5 2 2 1)		
Education can no longer be regarded as being for children, adolescents, young adults and for a minority, thereafter, who continue to attend educational institutions.		94
(3 5 2 2 1)		
Learning is a basic human need so the process of learning occurs in most people throughout much of their life.		95
(1 2 2 1) (3 5 2 2 1)		
++ Text units 97-97:		
Lifelong learning is being regarded increasingly as a fundamental human right:		97
(3 5 2 2 1)		
++ Text units 99-102:		
Jarvis regards lifelong education as a fundamental necessity in any civilised society in order that all people can respond to their learning needs.		99
(3 5 2 2 1)		
Learning demands of contemporary society		100
(3 5 2 2 1)		
The provision of education for adults is particularly necessary in the contemporary world. The pace of social and cultural change is quickening. Leisure time is increasing as is the number of people living into old age.		101
(3 5 2 2 1)		
Lifelong education must be implemented via a number of strategies reflecting the demands of a rapidly changing industrial and technological society, the human needs of the learners and the demands of the wider society.		102
(1 3 2 1) (2 3 2 1) (3 5 2 2 1)		
++ Text units 123-123:		
symbol 183 \f "Symbol" \s 10 \h Recognising the uniqueness and complexity of individuals		123
(2 3 2 1) (3 5 2 2 1)		
++ Text units 144-144:		
Already evidence suggests that professionals only attend courses where there is a chance of strong interaction with the tutor.		144
(3 5 2 2 1)		
++ Text units 178-178:		
Technology is driving the capacity for a wide variety of learning environments, physical and psychological, on and off campus.		178
(3 5 2 2 1)		
++ Text units 191-191:		
Much of the technology that we refer to exists in some form already.		191
(3 5 2 2 1)		
+++++		
+++ ON-LINE DOCUMENT: REP4		
+++ Retrieval for this document: 5 units out of 160, = 3.1%		
++ Text units 31-31:		
The subject of teams as an organisational form has received much attention of late.		31
(3 5 2 2 1)		
++ Text units 33-33:		

The valuable current development is that there is now a clearer understanding of the human dynamics of teamwork, and better knowledge of how the advantages of team working can be achieved in highly stratified and bureaucratic organisations, like universities. 33

(3 5 2 2 1)

++ Text units 35-35:

Humility does not come easier to PhDs than to senior managers. 35

(3 4 2 2 1) (3 5 2 2 1)

++ Text units 97-97:

5. The changes that are underway provide opportunities that have previously been unavailable and will overcome rigidities which have been inherent in all third level institutions. 97

(3 4 1 2 1) (3 5 2 2 1) (3 5 3 2 1)

++ Text units 99-99:

6. If the university of the future is to be involved in research, the barriers between the public and private sectors need to be more successfully bridged. 99

(2 3 2 1) (3 5 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 20 units out of 548, = 3.6%

++ Text units 205-205:

Time is a constraint in education 205

(3 5 2 2 1)

++ Text units 207-207:

Technology can at least address if not remove the time limitations 207

(2 3 2 1) (3 5 2 2 1)

++ Text units 209-209:

Technology removes geographic limitations 209

(3 5 2 2 1)

++ Text units 213-213:

[Lone learning is not] what learning is about 213

(3 5 2 2 1)

++ Text units 215-215:

Another limitation [to learning] is money 215

(3 5 2 2 1)

++ Text units 217-217:

The formal learning experience involves large elements of human mediation 217

(3 5 2 2 1)

++ Text units 219-219:

The formal learning experience is expensive 219

(3 5 2 2 1)

++ Text units 221-221:

[Formal learning involves] bringing people into buildings in front of teachers 221

(2 2 2 1) (3 5 2 2 1)

++ Text units 226-226:

Informal self supported learning is comparatively cheap in money terms 226

(3 5 2 2 1)

++ Text units 228-228:

[Informal self supported learning] may not be cheap in other terms [i.e. other than money] 228

(3 5 2 2 1)

++ Text units 251-251:

There's the historical knowledge store there, literally depending on which area you are in, maybe going back thousands of years

251

(3 5 2 2 1)

++ Text units 253-253:

One of the things I was a little bit concerned about was the development of this sound byte culture, the read byte culture that we're in

253

(3 5 2 2 1)

++ Text units 255-255:

[The development of the sound byte culture has led to an undermining of] the discipline to sit down and read five hundred pages of difficult intellectual stuff

255

(2 2 2 1) (3 5 2 2 1)

++ Text units 264-264:

The emergent store [of knowledge] is a large body of emerging material in non traditional text format in the form of hypertext as on the world wide web

264

(3 5 2 2 1)

++ Text units 266-266:

[The existence of non traditional text] is an absolutely fundamental change

266

(3 5 2 2 1)

++ Text units 276-276:

The technology is very important

276

(3 5 2 2 1)

++ Text units 278-278:

[The technology] is extremely powerful

278

(3 5 2 2 1)

++ Text units 287-287:

The technology even now has the tools to support the teaching learning process from concept formulation to absorption into a new creative cycle

287

(1 2 2 1) (3 5 2 2 1)

++ Text units 289-289:

You can doodle your ideas, you can write your draft, you can write your final paper and it can be distributed, it can be stored, it can be retrieved and somebody takes that and can use it as part of the process [the technology to do that is] already there you know that's not emerging it's there

289

(1 2 2 1) (3 5 2 2 1)

++ Text units 348-348:

[Technology is] so all embracing

348

(3 5 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T2B

+++ Retrieval for this document: 12 units out of 133, = 9.0%

++ Text units 1-1:

[The first world countries
have already become more and more technology dominated]it's happening
already 1

(3 5 2 2 1)

++ Text units 7-7:

Because of the global as opposed to the individual nature of the
information, my question is why the heck should we we be doing it, why
shouldn't we buy our business studies directly from Harvard 7

(2 3 2 1) (3 5 2 2 1)

++ Text units 11-11:

We're looking at market forces, this is possibly where we should be
targeting ourselves [buying programmes from elsewhere] at this commodity
level as opposed to at this leading edge 11

(2 3 2 2) (3 5 2 2 1)

++ Text units 69-69:

Technology as something that produces a semi mechanistic access to
resources 69

(3 5 2 2 1)

++ Text units 71-71:

Money as a limitation to learning

71

(3 5 2 2 1)

++ Text units 75-75:

Teaching is an expensive process

75

(3 5 2 2 1)

++ Text units 77-77:

Informal self supported learning = cheap in money terms but possibly
expensive in time and commitment terms 77

(3 5 2 2 1)

++ Text units 81-81:

Humans have limited potential

(3 5 2 2 1)

++ Text units 93-93:

Non traditional hypertext is an emerging knowledge store 93

(2 2 2 1) (3 5 2 2 1)

++ Text units 95-95:

Hypertext as knowledge with built in linking mechanisms 95

(2 2 2 1) (3 5 2 2 1)

++ Text units 97-97:

Technology as power

97

(3 4 2 2 1) (3 5 2 2 1)

++ Text units 117-117:

[The first world countries
have already become more and more technology dominated]it's happening
already 117

(3 5 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T3A

+++ Retrieval for this document: 13 units out of 387, = 3.4%

++ Text units 56-56:

The new technology means unlimited access , storage and retrieval of
information 56

(3 5 2 2 1)

++ Text units 64-64:

I mean given that you could land a lunar module with what was it, 4 kilobytes of memory and you now need 8 megs to run a pc, then technology is only as good as the people who use it. 64

(3 5 2 2 1)

++ Text units 99-100:

When [technology] is successful it is transparent
99

(3 5 2 2 1)

Who sees technology except when it isn't working
100

(3 5 2 2 1)

++ Text units 102-102:

Access to information is not the same as learning
102

(3 4 2 2 1) (3 5 2 2 1)

++ Text units 106-106:

Can you have meaningful communication with people you've never seen
(1 2 2 1) (3 5 2 2 1) 106

++ Text units 120-120:

There's a terrible isolation if people can't be part of the learning process emotionally as well as cognitively
120

(3 5 2 2 1)

++ Text units 126-126:

There's a huge society issue - the people who don't work now - what do they do? Watch videos and go to betting shops
126

(3 5 2 2 1)

++ Text units 215-215:

Universities are seen as places where you get your work ticket
(3 5 2 2 1) 215

++ Text units 244-244:

[There are] Universities which have not lost [their transcendence and their intellectual inheritance] the Oxfords and the Cambridges, which have held onto the inherited transcendency, the social thing and all the rest
244

(3 5 2 2 1)

++ Text units 252-252:

[If we go down the accreditation route] we will have the further disadvantage of being state subsidised when these people are doing it on a market economy basis and for profitability 252

(2 3 2 2) (3 5 2 2 1)

++ Text units 295-295:

Some of the literature is indicating the idea of the 'Megaversity' others refer to 'Univercities' 295

(3 5 2 2 1)

++ Text units 300-300:

But then you have to ask of the leisure learner
300

(3 5 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T3B

+++ Retrieval for this document: 29 units out of 385, = 7.5%

++ Text units 38-38:

I read a quotation recently which I wrote down and it says ' A university has a monopoly of nothing'

38

(3 5 2 2 1)

++ Text units 150-150:

National barriers in terms of learning are disappearing rapidly

150

(3 5 2 2 1)

++ Text units 156-156:

A psychological definition of learning is a change in behaviour as a result of experience

156

(3 5 2 2 1)

++ Text units 159-159:

[Learning is] the bridge between information and knowledge

159

(3 5 2 2 1)

++ Text units 161-161:

[learning is] the process that turns information in to knowledge

161

(1 2 2 1) (3 5 2 2 1)

++ Text units 163-163:

[learning is] a sense of perspective

163

(3 5 2 2 1)

++ Text units 165-165:

[learning is] a deepening of perception

165

(1 2 2 1) (3 5 2 2 1)

++ Text units 167-167:

[Learning is] bringing things together

167

(1 2 2 1) (3 5 2 2 1)

++ Text units 169-169:

[Learning is] seeking interrelationships

169

(1 2 2 1) (3 5 2 2 1)

++ Text units 171-171:

The integration of elements is essentially what [learning] is

171

(1 2 2 1) (3 5 2 2 1)

++ Text units 173-173:

[Learning is] building your own constructs

173

(1 2 2 1) (3 5 2 2 1)

++ Text units 175-175:

Learnedness is elusive

175

(3 5 2 2 1)

++ Text units 177-177:

[learning is] something that exudes openness

177

(1 2 2 1) (3 5 2 2 1)

++ Text units 179-179:

[learnedness is] the capacity to learn more

179

(3 5 2 2 1)

++ Text units 181-181:

[learnedness is]wisdom and so on

181

(3 5 2 2 1)

++ Text units 189-189:

Learning is [can be] of negative learning like learned helplessness which
a University teaches in lots of ways 189

(2 2 2 1) (3 5 2 2 1)

++ Text units 197-197:

There's all sorts of cultural baggage there that makes [learned
helplessness, fear, self doubt, dysfunctional competition] come in under
the door from the schools 197

(3 5 2 2 1)

++ Text units 201-201:

Learning is something which develops in a person the more they get, the
more they can take 201

(1 2 2 1) (3 5 2 2 1)

++ Text units 208-208:

Not all people can be leaders - some people don't want to be and that's
fine 208

(1 3 2 1) (3 5 2 2 1)

++ Text units 217-217:

All people are not equal 217

(3 5 2 2 1)

++ Text units 235-235:

Anybody could learn for example facts 235

(3 5 2 2 1)

++ Text units 241-241:

In schools - we teach children to read so that they can read 241

(3 5 2 2 1)

++ Text units 280-280:

I wonder whether the Japanese system was wrong after all 280

(3 5 2 2 1)

++ Text units 288-288:

I think the word formation in French is important

288

(3 5 2 2 1)

++ Text units 296-296:

The political ideas that define boundaries and borders are breaking down
slowly but they are breaking down

296

(3 5 2 2 1)

++ Text units 298-298:

The boundaries of travel are breaking down, because you had countries
defined according to how far you had to travel to get to them 298

(3 5 2 2 1)

++ Text units 300-300:

All these things [boundaries and borders] are disappearing 300

(3 5 2 2 1)

++ Text units 302-302:

The boundaries to information are gone 302

(3 5 2 2 1)

++ Text units 316-316:

People are always criticising Universities for [not liaising with

industry] 316

(3 5 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T3C

+++ Retrieval for this document: 1 unit out of 613, = 0.16%

++ Text units 205-205:

In the ideal world, senior management do the strategic planning they review the external environment they make the strategic decision

205

(3 5 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T4A

+++ Retrieval for this document: 5 units out of 327, = 1.5%

++ Text units 182-182:

We're losing the boundaries of the age cohort that we've traditionally been used to we're not dealing with 80% 18-22 year old age bracket

182

(3 5 2 2 1)

++ Text units 186-186:

[The] traditional knowledge frontiers [are] melting

186

(3 5 2 2 1)

++ Text units 207-207:

The amount of foundation study work that's going on now in the UK is frightening, the old polys are now actually running foundation studies for people who don't have A levels. - you're actually going back even further

207

(3 5 2 2 1)

++ Text units 286-286:

There are people out there who believe that technology is going to drive learning

286

(3 5 2 2 1)

++ Text units 299-299:

Instead of having a place where you go and reach your degree, you can now reach your degree on the World Wide Web

299

(3 5 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T4B

+++ Retrieval for this document: 10 units out of 368, = 2.7%

++ Text units 181-181:

A lot of the quality work that's happening now like ISO initiatives and so on are more about documenting processes, paperwork and so on

181

(3 5 2 2 1)

++ Text units 234-234:

We all have ethics, we have different values and statements that we bring to what we do and in certain cases we conflict or disagree about how we do things and what's correct or not

234

(3 5 2 2 1)

++ Text units 261-261:

[Ethics are] a cultural thing

261

(3 5 2 2 1)

++ Text units 267-267:

To paraphrase the president - the old cultural controls are disappearing rapidly - the church and the family and so on

267

(1 2 1 2) (3 5 2 2 1)

++ Text units 269-269:

The major deficit [In Ireland] is the ethical one

269

(3 5 2 2 1)

++ Text units 273-273:

If you had a code of ethics which was part of the interior culture, you'd have saved a lot of money and you would have saved much more for the future

273

(3 5 2 2 1)

++ Text units 277-277:

[Ethics have] become a bit of an area for [the] reason [that it pays to be ethical]

277

(3 5 2 2 1)

++ Text units 281-281:

It's also a contradiction in terms that [ethics] only becomes appealing once it's profitable

281

(3 5 2 2 1)

++ Text units 306-306:

The psychological definition of insight is combining two previously unassociated thoughts or ideas

306

(3 5 2 2 1)

++ Text units 308-308:

[unassociated ideas might] have seemed irrelevant once but now have become highly relevant because of the fact that someone was prepared to explore it in a way that they didn't really care whether it was relevant or not

308

(3 5 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T6A

+++ Retrieval for this document: 24 units out of 407, = 5.9%

++ Text units 13-13:

Technology affords cost efficiencies 13

(3 5 2 2 1)

++ Text units 15-15:

There are positive factors to using technology 15

(3 5 2 2 1)

++ Text units 53-53:

Social and cultural change is quickening 53

(1 2 2 1) (3 5 2 2 1)

++ Text units 55-55:

Technical knowledge is becoming obsolete 55

(3 5 2 2 1)

++ Text units 57-57:

Job for life is no longer the norm 57

(3 5 2 2 1)

++ Text units 59-59:

Leisure time is increasing (3 5 2 2 1)	59	
++ Text units 61-62:		
The number of people living into old age is increasing (3 5 2 2 1)		61
Society is rapidly changing (3 5 2 2 1)	62	
++ Text units 64-64:		
Society has industrial and technological components (3 5 2 2 1)		64
++ Text units 145-145:		
Just because information is easily accessible doesn't mean it costs nothing (3 5 2 2 1)	145	
++ Text units 163-163:		
Technology as something that can open doors (3 5 2 2 1)		163
++ Text units 267-267:		
Many people out there have not been through a lot of very formal education (3 5 2 2 1)	267	
++ Text units 269-269:		
People teach themselves to do things extremely well because they're interested (3 5 2 2 1)	269	
++ Text units 271-271:		
People teach themselves because they're motivated (3 5 2 2 1)		271
++ Text units 288-288:		
People develop their styles of learning at an early age (3 5 2 2 1)		288
++ Text units 290-290:		
People develop their attitudes to learning at an early stage (3 5 2 2 1)		290
++ Text units 298-298:		
Second level education is not poor (3 5 2 2 1)	298	
++ Text units 310-310:		
In Germany people don't graduate until they're 29 (3 5 2 2 1)		310
++ Text units 318-319:		
Second level education instils restrictive kinds of thinking (3 5 2 2 1)		318
The problem for us is that students have been pre filtered using metrics that we don't necessarily think are right (2 2 2 1) (3 5 2 2 1)		319
++++ ON-LINE DOCUMENT: T6B		
+++ Retrieval for this document: 13 units out of 355, = 3.7%		
++ Text units 82-82:		
looking world wide that despite the wealth and infra structure that students still prefer to interact locally (3 5 2 2 1)	82	
++ Text units 84-84:		

[students] like to go to a local campus or a local centre 84
(3 5 2 2 1)
++ Text units 86-86:
[students] don't want to travel away from that [local] centre if they can
avoid it 86
(3 5 2 2 1)
++ Text units 217-217:
we cannot predict particularly being in Ireland where technology and the
network and infrastructure is extremely poor 217
(2 2 1 2) (3 5 2 2 1)
++ Text units 219-219:
so many [students] that come back from the states say that you know in
terms of technology we're not even there 219
(3 5 2 2 1)
++ Text units 300-300:
one thing that the multinationals say about Irish workers is that they
appear to have an ability for creative problem solving 300
(3 5 2 2 1)
++ Text units 302-302:
the multinationals have identified [that Irish people have an ability for
creative problem solving] 302
(3 5 2 2 1)
++ Text units 306-306:
I suppose [the reason why Irish people are creative problem solvers] is
because that people have to struggle under so many constraints that they
actually become really creative in developing [solutions] 306
(2 2 2 1) (3 5 2 2 1)
++ Text units 308-308:
Well the creativity thing is a real i issue as well 308
(3 5 2 2 1)
++ Text units 310-310:
we have nobody who can think up games electronic games 310
(2 2 2 1) (3 5 2 2 1)
++ Text units 312-312:
[Irish students] haven't got the creativity there 312
(3 5 2 2 1)
++ Text units 314-314:
a lot of companies say that they'd love to have Irish students but they
found that people are well they're creative in terms of the short term,
but in terms of doing something radically different [they're not
creative] 314
(3 5 2 2 1)
++ Text units 316-316:
The creativity [in Ireland] is traditionally tied up in music and
literature and things like that rather than technology 316
(3 5 2 2 1)
+++++ ON-LINE DOCUMENT: T6C
++++ Retrieval for this document: 9 units out of 224, = 4.0%
++ Text units 17-17:
It's very interesting coz like he talks about being in Oxford and like
you know he said because he was in Oxford people expect him to be
intelligent and he said you know they actually prepared him for nothing
because they gave him all the answers 17

(3 5 2 2 1)

++ Text units 19-19:

[In college] they never really taught him that there was other problems out there that hadn't been solved 19

(3 5 2 2 1)

++ Text units 21-21:

he thought that everything had been solved because that's what they taught him 21

(3 5 2 2 1)

++ Text units 23-23:

when he [left college] it took him about 5 years to realise that there was a whole pile of things that actually weren't solved 23

(3 5 2 2 1)

++ Text units 25-25:

he [realised that he] might actually have to work on some of the unsolved problems not communicate the ones that had already been dealt with 25

(3 5 2 2 1)

++ Text units 27-27:

he was learning in an environment where the lecturer always had the answer you know and you gave that answer to the lecturer because that was the right answer 27

(3 5 2 2 1)

++ Text units 67-67:

You go for a job in other institutions and you have to stand up and give a lecture as part of your recruitment process 67

(2 2 2 1) (3 5 2 2 1)

++ Text units 69-69:

If you go for a job in the Regional Technical College in Tallaght, you have to do exactly the same thing 69

(2 2 2 1) (3 5 2 2 1)

++ Text units 146-146:

My trip to America showed me that - all the technical support staff in this corporate R&D centres - all the technical support staff have masters not certificates or diplomas 146

(3 5 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T7A

+++ Retrieval for this document: 8 units out of 298, = 2.7%

++ Text units 85-85:

[a university] doesn't have a monopoly on research any more because there are research institutes attached as we know to various organisations in the corporate and private sector in terms of funding etc 85

(3 5 2 2 1)

++ Text units 87-87:

the university is attempting to compete on a very uneven playing pitch [in relation to research] as it were 87

(3 5 2 2 1)

++ Text units 97-97:

[the existence of learning co-operatives] is already beginning for example within the frame of Socrates where the contracts are now institutional and where the institutions are now being encouraged to make a commitment or a liaison with each other in clusters of 5 or 7 and the strength of the application to win the contract is really dependent on that kind of co-operation and that kind of that kind of linking 97

(3 5 2 2 1)

++ Text units 121-121:

After [the 18 - 22 year old market in education] it's a very selective and a very broken kind of market 121

(3 5 2 2 1)

++ Text units 123-123:

No other business would attempt to conduct its affairs in that way [trying to satisfy the customer for all time in one transaction] 123

(3 5 2 2 1)

++ Text units 143-143:

I don't know what employers would say but I'm sure that when the transition from college to work is being attempted, the amount of learning and unlearning that needs to be done perhaps in covert ways in accordance with an unwritten, a hidden curriculum is very very substantial. 143

(1 2 2 1) (3 5 2 2 1)

++ Text units 173-173:

[other organisations offering degrees and accreditation] is of course a heresy. But it's no more of a heresy than was evident in the 1820's when concepts of a civic university, a middle class university stood up to challenge bastions of oxford and Cambridge which gave rise to the establishment of the university of London, based on the models of Bonn, Berlin and Dresden and which in turn gave rise to the establishment in this country of the Queen's colleges that's 150 years ago 173

(3 4 1 2 1) (3 5 2 2 1)

++ Text units 223-223:

one thing that does strike me when I go into other schools in Germany or in Holland or whatever, its not that they're more committed or more professional, or that the teachers are better or whatever, it's that the whole environment which is less static which is less sterile which is less insistent that there is one way to learn 223

(3 5 2 2 1) (3 5 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 9 units out of 279, = 3.2%

++ Text units 188-188:

now your customers are large corporations, not the community at all,, but the large corporations and the more exclusive the university the more they're competing in this way 188

(3 5 2 2 1)

++ Text units 192-192:

I would concur with John, I think that there has been quite an omission so far in our discussion and that is market forces which is effectively what we're talking about - what are the market forces 192

(3 5 2 2 1)

++ Text units 216-216:

[Institutions] are slowed by that process [of extreme competition], they're squeezed by that process 216

(1 2 2 1) (3 5 2 2 1)

++ Text units 224-224:

we're in a strange kind of market situation really in that the private university is very different of course 224

(3 5 2 2 1)

++ Text units 228-228:

they can do it in such and such [private university] - they never tell you it's a private sector university - numbers, funding, trying to get in research funded projects and you're trying to deal with the publication and copyright of material 228

(3 5 2 2 1)

++ Text units 250-250:

'there's a very stimulating learning environment to be found in x place' 250

(3 5 2 2 1)

++ Text units 254-254:

we're fortunate in this country, because rightly or wrongly we're associated with that kind of tradition, reflecting [and good quality thought processes] 254

(3 5 2 2 1)

++ Text units 256-256:

we don't have a huge tradition of inventing [in Ireland], but we do have a huge tradition in developing intellectual processes 256

(3 5 2 2 1)

++ Text units 258-258:

[we do have a huge tradition in Ireland in] writing and thinking in the metaphysical, creative kind of ways and in remarkable ways 258

(3 5 2 2 1)

+++++

+++ ON-LINE DOCUMENT: T7C

+++ Retrieval for this document: 1 unit out of 321, = 0.31%

++ Text units 160-160:

Of course I'm sure that these [are] defence mechanisms that exist in all organisations 160

(3 5 2 2 1)

+++++

++++

+++ Total number of text units retrieved = 214

+++++

++++

Appendix AS: Node 43

(3 5 2 2 2) /context/external/present/con2/unispec

present external contextual issues associated with the organisation

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.

Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:37 pm, Sept 9, 1997.

(3 5 2 2 2) /context/external/present/con2/unispec

*** Definition:

specific references to the university of limerick

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 4 units out of 418, = 0.96%

++ Text units 95-95:

this institute is not a role model 95

(3 5 2 2 2)

++ Text units 99-99:

[this institute is not] identical to any of the other university campus 99

(3 5 2 2 2)

++ Text units 129-129:

But how far behind the top 6 are we [the university] at present? And,

based on what metrics? 129

(2 2 2 2) (3 5 2 2 2)

++ Text units 133-133:

What present on or off campus factors are likely to enhance or degrade

our [the university's] chances of lifting off for 2020 133

(3 5 2 2 2)

+++++

+++ ON-LINE DOCUMENT: REP2

+++ Retrieval for this document: 1 unit out of 215, = 0.47%

++ Text units 192-192:

Similarly, a school of Theology which specialised in the Anthropology of

Religion would bring an exciting edge to our understanding of

spirituality as a universal presence in world culture. 192

(2 3 2 2) (3 5 2 2 2)

+++++

+++ ON-LINE DOCUMENT: REP3

+++ Retrieval for this document: 2 units out of 213, = 0.94%

++ Text units 130-131:

THIS INSTITUTE has linkages with a huge number of other establishments but it is not

always clear how beneficial to the University of Limerick these linkages

are. 130

(3 4 2 2 2) (3 5 2 2 2)

There is a large number of Industrial / Corporate linkages but again

there is no detailed information relating to the value of these linkages

to the well being or competitiveness of the University of Limerick. 131

(3 5 2 2 2)

+++++

+++ ON-LINE DOCUMENT: REP4

+++ Retrieval for this document: 2 units out of 160, = 1.3%

++ Text units 110-110:

If the university cannot reflect these, it will become redundant.
Competitors in the field of education are coming on stream at a rapid
rate. 110

(3 4 3 2 2) (3 5 2 2 2) (3 5 3 2 2)

++ Text units 127-127:

11. We should develop an environment that takes full advantage of the
emerging technologies. These technologies should be used as a supporter
not a dictator of learning. 127

(2 3 2 2) (3 5 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T3A

+++ Retrieval for this document: 4 units out of 387, = 1.0%

++ Text units 242-242:

In the market economy we have lost [our transcendence and our
intellectual inheritance] somewhat 242

(2 1 2 2) (3 5 2 2 2)

++ Text units 255-255:

In the last meeting was the fact that we looked at why should somebody
want to come to the University of Limerick 255

(2 1 1 2) (3 5 2 2 2)

++ Text units 261-261:

Why should I go to Limerick when I can get all this on the internet? 261

(3 5 2 2 2)

++ Text units 275-275:

Now the students come here to get a certification 275

(3 5 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T3B

+++ Retrieval for this document: 4 units out of 385, = 1.0%

++ Text units 251-251:

The Institute of engineers will continue to [adopt the 'work ticketing'
approach] for as long as the University will not say we are the
intellectual educators. We need to confront this. 251

(2 3 2 2) (3 5 2 2 2)

++ Text units 265-265:

People who come on our courses, come on our courses for two or three
reasons 265

(3 5 2 2 2)

++ Text units 267-267:

Yes [people come on our courses] to get a degree 267

(3 5 2 2 2)

++ Text units 269-269:

No [people don't come on our courses to get a degree, they come] to get a
piece of paper 269

(3 5 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T4A

+++ Retrieval for this document: 4 units out of 327, = 1.2%

++ Text units 85-85:

The global competition why choose THIS INSTITUTE 85

(3 5 2 2 2)

++ Text units 89-89:

If you can get a lot of courses on the internet in different ways [why choose THIS INSTITUTE] 89

(3 5 2 2 2)

++ Text units 91-91:

what kind of market place are we in 91

(3 5 2 2 2)

++ Text units 222-222:

In relation to global competition asking the question why come to THIS INSTITUTE if you can get courses delivered elsewhere 222

(3 5 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T6A

+++ Retrieval for this document: 2 units out of 407, = 0.49%

++ Text units 81-81:

Whole community = past present or future students 81

(3 5 2 2 2)

++ Text units 283-283:

We are getting the product of what has come through first and second level education 283

(3 5 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T6B

+++ Retrieval for this document: 2 units out of 355, = 0.56%

++ Text units 44-44:

the gap between what the students, particularly in education, when they leave here and what they see when they get out to the real world is increasing 44

(3 4 2 2 2) (3 5 2 2 2)

++ Text units 142-142:

At the moment here it's incredible how much power the tutor has in terms of delivering or giving material or presenting material and that's not necessarily the same as all the top class universities 142

(3 4 2 2 2) (3 5 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T6C

+++ Retrieval for this document: 4 units out of 224, = 1.8%

++ Text units 71-71:

there are a lot of people who come into the THIS INSTITUTE establishment with extremely good academic qualifications 71

(3 5 2 2 2)

++ Text units 168-168:

industry [is] one of our contributors 168

(3 5 2 2 2)

++ Text units 170-170:

[Industry] wants somebody from management to stand up and say, this is what THIS INSTITUTE is good at 170

(2 3 2 2) (3 5 2 2 2)

++ Text units 172-172:

Industry [doesn't] want to hear any more about - what do you want us [THIS INSTITUTE] to be good at 172

(3 5 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T7A

+++ Retrieval for this document: 2 units out of 298, = 0.67%

++ Text units 223-223:

one thing that does strike me when I go into other schools in Germany or in Holland or whatever, its not that they're more committed or more professional, or that the teachers are better or whatever, it's that the whole environment which is less static which is less sterile which is less insistent that there is one way to learn 223

(3 5 2 2 1) (3 5 2 2 2)

++ Text units 225-225:

[Other European Universities] see everything that happens in school as an opportunity for learning 225

(3 5 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T7B

+++ Retrieval for this document: 1 unit out of 279, = 0.36%

++ Text units 41-41:

I'm not saying that we're any different from other universities - I don't think we are in that way 41

(3 4 2 2 2) (3 5 2 2 2)

+++++

+++ ON-LINE DOCUMENT: T7C

+++ Retrieval for this document: 1 unit out of 321, = 0.31%

++ Text units 146-146:

Well influencing the market is somewhat different and certainly if you have a free choice market out there, that's one where students can decide, as they do the waves change, this year its electronics, next year its humanities, next year its business and so on, and we're driven by that 146

(3 5 2 2 2)

+++++

++++

+++ Total number of text units retrieved = 33

+++++

++++

Appendix AT: Node 44

(3 5 3 1 1) /context/external/future/con1/con1a

future external contextual issues associated with the overall strategic initiative

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.

Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:38 pm, Sept 9, 1997.

(3 5 3 1 1) /context/external/future/con1/con1a

*** Definition:

all groups involved in vision 2020

+++++

+++ ON-LINE DOCUMENT: MEET1B

+++ Retrieval for this document: 1 unit out of 550, = 0.18%

++ Text units 203-203:

We need some external e visioning 203

(3 5 3 1 1)

+++++

+++++

+++ Total number of text units retrieved = 1

+++++

+++++

Appendix AU: Node 45

(3 5 3 2 1) /context/external/future/con2/unigen

future external contextual issues associated with the industry

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.
Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:38 pm, Sept 9, 1997.

(3 5 3 2 1) /context/external/future/con2/unigen

*** Definition:

reference to any aspect of the future of the external context of the organisation's industry

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 2 units out of 418, = 0.46%

++ Text units 109-109:

What on or off campus considerations will be considered to be important
in 2020 109

(3 5 3 2 1)

++ Text units 115-115:

Practices and activities which are presently deemed desirable may already
be being deemed by practitioners as being outmoded for 2020 115

(3 5 3 2 1)

+++++

+++ ON-LINE DOCUMENT: MEET1B

+++ Retrieval for this document: 1 unit out of 550, = 0.18%

++ Text units 93-93:

The first thing that we have to address is what is the environment in
2020 93

(2 2 1 2) (3 5 3 2 1)

+++++

+++ ON-LINE DOCUMENT: REPI

+++ Retrieval for this document: 20 units out of 265, = 7.5%

++ Text units 14-16:

We know that the next 25 years may give rise to developments beyond any
of those that we have outlined in this document. 14

(2 2 1 2) (3 5 3 2 1)

Similarly any changes that we do predict or expect may be accompanied by
implications that we have not identified. 15

(2 2 1 2) (3 5 3 2 1)

We also recognise that perhaps some of our predictions herald changes
that may not occur, or may occur in different ways than we expect. 16

(2 2 1 2) (3 5 3 2 1)

++ Text units 77-78:

The next section (Section 2) outlines some of the changes in the learning
environment that we should expect to see in the coming twenty five years. 77

(2 2 1 2) (3 5 3 2 1)

Section 3 explores some of the potential developments of the future
learning environment. 78

(3 5 3 2 1)

++ Text units 109-109:	
Attempts to establish or maintain autonomy, neutrality and objectivity may no longer be possible.	109
(2 3 2 1) (3 5 3 2 1)	
++ Text units 113-113:	
'The common perception of universities as merely institutions of higher learning is giving way to one where universities are viewed as engines of economic growth and development'.	113
(2 3 2 1) (3 5 2 2 1) (3 5 3 2 1)	
++ Text units 135-136:	
It is likely that in the future, global competition among educational institutions will be extremely intense.	135
(3 5 3 2 1)	
Learners will be able to choose which environment to operate in and to decide to what extent such environments fulfil their needs.	136
(3 5 3 2 1)	
++ Text units 139-139:	
By the year 2020 extent and nature of these changes will have transformed many of the traditional models of education that still exist today.	139
(3 5 3 2 1)	
++ Text units 144-144:	
We need to become the initiators and drivers of a process of transformation as we move from the industrial age to the information age.	144
(1 3 2 2) (3 5 3 2 1)	
++ Text units 153-153:	
There will always be a role for the facilitators of learning as long as we recognise that this is the case.	153
(1 3 2 1) (3 5 3 2 1)	
++ Text units 238-238:	
Given projected developments it is likely that education will frequently be perceived as leisure in particular by the independent student.	238
(2 3 2 1) (3 5 3 2 1)	
++ Text units 241-247:	
Education will frequently be by choice and not by need.	241
(3 5 3 2 1)	
The educational marketplace of the future will be much more competitive than it is now.	242
(3 5 3 2 1)	
The range of competitors that exist will include organisations and groups that have not traditionally competed in the educational arena	243
(3 5 3 2 1)	
As a result, students will have a different understanding of the role adopted and the impact made by universities.	244
(3 5 3 2 1)	
For example, the competition already emerging from privatised educational organisations will have provided students with a wider set of choices within the market.	245
(3 5 3 2 1)	
Because of this, a customer orientation is likely to be more widely adopted in order to attract and to keep students.	246
(3 5 3 2 1)	
Such concepts as customer satisfaction, customer loyalty, and customer focus will be more likely to be part of the vocabulary of university based learning communities.	247

(3 5 3 2 1)

+++++

+++ ON-LINE DOCUMENT: REP2

+++ Retrieval for this document: 4 units out of 215, = 1.9%

++ Text units 83-83:

An examination of the literature suggests that we should be cautious about assuming that technology will change everything for the better.

83

(2 2 1 2) (3 5 3 2 1)

++ Text units 138-138:

The recruitment of postgraduate researchers will be fiercely competitive in the future.

138

(3 5 3 2 1)

++ Text units 171-171:

Any University which faces the daunting task of crossing social and historical boundaries in its educational policies will inevitably gain international recognition for the originality it will unlock.

171

(2 3 2 1) (3 5 3 2 1)

++ Text units 188-188:

We have proposed that the importance of local culture and local issues will increase in the future and become one of the ways in which universities can differentiate themselves.

188

(2 3 2 1) (3 5 3 2 1)

+++++

+++ ON-LINE DOCUMENT: REP3

+++ Retrieval for this document: 2 units out of 213, = 0.94%

++ Text units 146-146:

4.5 The Implications of Emerging Technologies in the Learning Environment 146

(3 5 3 2 1)

++ Text units 154-154:

The emerging technologies have the potential to enhance research activities by:

154

(3 5 3 2 1)

+++++

+++ ON-LINE DOCUMENT: REP4

+++ Retrieval for this document: 7 units out of 160, = 4.4%

++ Text units 46-46:

'[Schools should] say: You are responsible for your own destiny now - the teacher's here to help, but the teacher doesn't know the answer...I want to deal with open-ended problems because the answers to closed-ended problems are going to be terribly available on your television or your computer screen. It is extraordinarily easy to find those kind of answers'.

46

(1 3 2 1) (2 3 2 1) (3 5 3 2 1)

++ Text units 71-74:

SYMBOL 183 \f "Symbol" \s 10 \h The student of the future is likely to be older, more independent and more willing to 'shop around' for the best educational service available

71

(3 5 3 2 1)

SYMBOL 183 \f "Symbol" \s 10 \h The technology of the future will facilitate immediate access to information whether students are at a central location or working from home. It will also enable on-campus activity to return to smaller learning groups and to Socratic principles of education

72

(1 3 2 1) (3 5 3 2 1)

SYMBOL 183 \f "Symbol" \s 10 \h The marketplace for the student of the future will be much more competitive than it is now and the range of competitors that exist will include organisations and groups that have not traditionally competed in the educational arena. 73

(3 5 3 2 1)

SYMBOL 183 \f "Symbol" \s 10 \h The repertoire of ways in which students learn will have become much wider and more varied due to the demands and opportunities provided by increased access to and availability of information 74

(3 5 3 2 1)

++ Text units 80-80:

SYMBOL 183 \f "Symbol" \s 10 \h Understanding, learning, absorption, discussion, criticism and evaluation will be just as important as ever, as information becomes more accessible. 80

(2 3 2 1) (3 5 3 2 1)

++ Text units 97-97:

5. The changes that are underway provide opportunities that have previously been unavailable and will overcome rigidities which have been inherent in all third level institutions. 97

(3 4 1 2 1) (3 5 2 2 1) (3 5 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T2

+++ Retrieval for this document: 27 units out of 548, = 4.9%

++ Text units 211-211:

I hate this vision of the 'lone learner' out there where there's no communication, just this kind of semi mechanistic access to resource 211

(3 5 3 2 1)

++ Text units 231-231:

[Informal self supported learning] may be very expensive in terms of time and commitment 231

(3 5 3 2 1)

++ Text units 233-233:

Emerging technologies can have the potential to vastly increase the range and nature of the learning resources and media 233

(3 5 3 2 1)

++ Text units 235-235:

Limitations [in potential] won't be with the technology, but with the human 235

(3 5 3 2 1)

++ Text units 237-237:

[Limitations will be with the] teacher to organise productive learning experiences and the learner skills to use materials [afforded by the emerging technology] 237

(2 3 2 1) (3 5 3 2 1)

++ Text units 243-243:

Who should structure the learning experience 243

(1 3 2 1) (3 5 3 2 1)

++ Text units 245-245:

Can we have the teacher at a remove [from the remote access student] 245

(3 5 3 2 1)

++ Text units 247-247:

Somebody has to do it [i.e. structure the learning experience

247

(3 5 3 2 1)

++ Text units 249-249:

The learner skills to use the materials productively may be different skills from going into a classroom sitting down and taking notes

249

(2 3 2 1) (3 5 3 2 1)

++ Text units 259-259:

There'll be a great danger if that skill or discipline [of reading large chunks of text] is lost

259

(3 5 3 2 1)

++ Text units 272-272:

[Hypertext's ability to cross reference] is the important development the future knowledge store

272

(3 5 3 2 1)

++ Text units 274-274:

God knows what [the future knowledge store will be like]

274

(3 5 3 2 1)

++ Text units 280-280:

[Learning won't be] dictated by education, it'll be dictated by the entertainment industry

280

(3 5 3 2 1)

++ Text units 283-283:

But you know [whether learning is dictated by entertainment or education] doesn't matter, as long as the appropriate technology is there

283

(3 5 3 2 1)

++ Text units 285-285:

[Entertainment driven learning], is probably the only way [learning] will come cheap enough anyway

285

(3 5 3 2 1)

++ Text units 317-317:

Technology really would allow a return to what you might call the Socratic form of teaching

317

(1 3 2 1) (3 5 3 2 1)

++ Text units 350-350:

There are one or two constraints [associated with the learning environment of the future

350

(3 5 3 2 1)

++ Text units 376-376:

Way down the line there'll clearly be a need for two educational aspects

376

(3 5 3 2 1)

++ Text units 379-379:

One aspect [for which there will clearly be a need in the future] is the need to educate people to further the needs of society from a manufacturing and services point of view

379

(2 3 2 1) (3 5 3 2 1)

++ Text units 381-381:

The other [aspect for which there will clearly be a need in the future] then, is the need to provide education for people who either retire early, who simply don't get a job, who may not want to get a job or

whatever	
381	
(2 3 2 1) (3 5 3 2 1)	
++ Text units 383-383:	
We are not going to have full employment [in future]	383
(3 5 3 2 1)	
++ Text units 387-387:	
In 25 years time the bachelors degree will not be a passport to a job	387
(3 5 3 2 1)	
++ Text units 389-389:	
If we look particularly at the science industry, in fact the bachelors degree will be foundation courses for postgraduate studies	
389	
(3 5 3 2 1)	
++ Text units 391-391:	
Technology will play a major part in getting over information needs	391
(3 5 3 2 1)	
++ Text units 393-393:	
I don't think technology will help in any great way the teaching experience in science areas in trying to get people to use that knowledge	
393	
(3 5 3 2 1)	
++ Text units 399-399:	
What I envisage, is an information system that in fact will be based on the use of technology to acquire information	
399	
(2 3 2 1) (3 5 3 2 1)	
++ Text units 413-413:	
The first world countries [will] become more and more technology dominated	413
(3 5 3 2 1)	
+++++	
+++ ON-LINE DOCUMENT: T2B	
+++ Retrieval for this document: 13 units out of 133, = 9.8%	
++ Text units 63-63:	
Time as unimportant in the future	
63	
(3 5 3 2 1)	
++ Text units 65-65:	
Technology as a remover of geographic limitations	
65	
(3 5 3 2 1)	
++ Text units 67-67:	
technology as a potential producer of the 'lone learner'	67
(3 5 3 2 1)	
++ Text units 79-79:	
Technology = limitless potential	
79	
(3 5 3 2 1)	
++ Text units 83-83:	
Technology as a capacity for increasing the range and nature of learning resources	83
(3 5 3 2 1)	

-H- Text units 87-87:

Technology as the potential developer of a 'sound byte' culture

(3 5 3 2 1)

++ Text units 89-89:

Technology as a potential eliminator of certain skills and disciplines

(3 5 3 2 1)

++ Text units 103-103:

Technology = like air

103

(3 4 3 2 1) (3 5 3 2 1)

++ Text units 105-105:

Technology = the way we live and breathe and interact

105

(3 4 3 2) (3 5 3 2 1)

++ Text units 107-107:

Degree will not be a passport to a job

107

(3 5 3 2 1)

++ Text units 111-111:

Information system will be based on the use of technology to acquire information

111

(3 5 3 2 1)

++ Text units 113-113:

Technology will get over information needs

113

(3 5 3 2 1)

++ Text units 115-115:

Technology will not help to get people to use knowledge

(3 5 3 2 1)

■-H -n -l 1 f+++++ -n -j -t -|-l- -l-1 -l-1 ■-■-■- (-! ■■ {■+++++++++

+++ ON-LINE DOCUMENT: T3A

+++ Retrieval for this document: 21 units out of 387, = 5.4%

++ Text units 62-62:

People won't have to struggle to find out about information but they will still struggle in the same ways as they always have to understand, to apply and to to turn that information into knowledge

62

(3 5 3 2 1)

++ Text units 89-89:

[There will be the notion of a] 'megaversity as opposed to a University

89

(3 5 3 2 1)

++ Text units 97-97:

Technology will become transparent

97

(3 5 3 2 1)

++ Text units 124-124:

In the future we're going to have these city states with the medieval hordes outside with electric fences

124

(3 5 3 2 1)

++ Text units 128-128:

Having enough money to live will not be enough, [people who don't work

now] have all this time on their hands and unlimited access to information

128

(3 5 3 2 1)

++ Text units 180-180:

[In future, people may] meet their needs in different ways

180

(3 5 3 2 1)

++ Text units 212-212:

There are a lot of people, a lot of people would like to do some sort of combined degree, now it may not go across the six colleges of the University but it could be combined across two

212

(2 3 2 2) (3 5 3 2 1)

++ Text units 225-225:

It may be that Motorola University in the future will give work tickets to people OK, with very specific professional skills and tasks, that somebody in AIB would say OK if it's good enough for Motorola, it's good enough for us

225

(3 5 3 2 1)

++ Text units 227-227:

Universities in society in their present construction will be inside in this competitive world

227

(3 5 3 2 1)

++ Text units 229-229:

If somebody in banking wants a certain kind of graduate are they going to go for Motorola University or the University of Limerick

229

(3 5 3 2 1)

++ Text units 257-257:

All these sorts of learning packages will be available from places like MIT

257

(3 5 3 2 1)

++ Text units 259-259:

Unless this place actually fulfils some sort of learning role people could quite happily sit down and get their course on the internet

259

(2 3 2 2) (3 5 3 2 1)

++ Text units 265-265:

[The alternative to the accreditation route is that] there would be centres of learning - whereby its possible to have a community of learning now because there will be so many other institutions facilitated to do what Universities are required to do

265

(2 3 2 1) (3 5 3 2 1)

++ Text units 281-281:

If we have a vision of 2020 as being an intensely competitive place in terms of access to information and ability to certify various skills, competencies and so on. Are we also establishing a vision for the University of Limerick as something that just gets out of that game and becomes much more a centre for community learning and philosophy and learning for its own sake

281

(2 3 2 2) (3 5 3 2 1)

++ Text units 302-302:

why should people want to bother with leisure learning - where are people going to get the resources to do it

302

(3 5 3 2 1)
++ Text units 304-304:
The potential for a University like this could be [to] fill a major need
in society 304

(2 3 2 2) (3 5 3 2 1)
++ Text units 306-306:
There will be a lot of people who will not get jobs on 20 years time 306
(3 5 3 2 1)

++ Text units 308-308:
The concept of leisure learners comes in [because there will be a lot of
people without jobs in 20 years time] 308

(3 5 3 2 1)
++ Text units 310-310:
The other serious statistic that worries me as well is that by the year
2020 for every 100 people under 50, there'll be 200 people over 65
310

(3 5 3 2 1)
++ Text units 312-312:
A degree by 2020 will be like a leaving cert is now
312

(3 5 3 2 1)
++ Text units 314-314:
The Motorola Universities may come in to fill that certification
function 314

(3 5 3 2 1)
+++++

+++ ON-LINE DOCUMENT: T3B
+++ Retrieval for this document: 12 units out of 385, = 3.1%
++ Text units 9-9:

[Private organisations] would have to see that they would have to pay for
[accreditation] that themselves 9
(3 5 3 2 1)

++ Text units 14-14:
[In future there] could be other institutions springing up everywhere
else 14

(3 5 3 2 1)
++ Text units 24-24:
What we need to be very careful about as we project forward that some
areas will become you know [popular] 24

(1 2 2 2) (3 5 3 2 1)
++ Text units 28-28:
Hopefully [the preference for engineering and science among students]
will gradually swing back 28

(3 5 3 2 1)
++ Text units 49-49:
If we agree in principle to our own University moving out into the globe
we have to accept the corollary of that 49

(2 3 2 2) (3 5 3 2 1)
++ Text units 55-55:
We have a kind of you know the gloomy possibility, the frightening

possibility of rich cities with electric fences and the medieval camps outside trying to get in but desperately being kept out that's one vision that's got so many societal implications

55

(2 2 1 2) (3 5 3 2 1)

++ Text units 57-57:

We've got a vision of huge dispersion of accessible information which has another huge set of implications for us

57

(2 2 1 2) (3 5 3 2 1)

++ Text units 255-255:

What will happen is there'll always be a demand for the work ticket, - do we see ourselves in 2020 still providing that ticket?

255

(2 3 2 2) (3 5 3 2 1)

++ Text units 294-294:

In 25 years time what do we mean by society, if you're thinking of society in terms of locale, Irish society, English society, French society

294

(3 5 3 2 1)

++ Text units 310-310:

Society is important but what the heck will it be in 25 years time?

310

(3 5 3 2 1)

++ Text units 312-312:

The multinationals can't get the teachers or expertise they need without contracting out but they will be contracting out to anywhere in the world

312

(3 5 3 2 1)

++ Text units 324-324:

[Flexibility] is going to be one of the key issues for 2020

324

(3 5 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T4A

+++ Retrieval for this document: 7 units out of 327, = 2.1%

++ Text units 242-242:

What we've said about the implications of emerging technologies suggests that the learning environment will be affected dramatically whereas I think that people here have said that the effects aren't too dramatic

242

(1 1 1 2) (3 5 3 2 1)

++ Text units 244-244:

If technology continues at the rate of growth it's at now that it'll practically be invisible

244

(3 5 3 2 1)

++ Text units 272-272:

The problem will be that global competition becomes fierce because people have more information to make decisions about what sort of education they want

272

(3 5 3 2 1)

++ Text units 288-288:

We don't believe that [technology] is going to [drive learning] that's what we're going to say

288

(1 2 1 2) (2 2 1 2) (3 5 3 2 1)

++ Text units 291-291:

[Technology] is going to enable [learning] enormously and it is going to bring new dimensions to the whole thing [learning]

291

(3 5 3 2 1)

++ Text units 293-293:

People won't have to remember information as much and the whole area of managing information will become more and more important, will take on a new role

293

(1 3 2 1) (3 5 3 2 1)

++ Text units 305-305:

I think [the new role of the teacher] is where the importance of research and new dimensions of issues becomes important, because people will already be able to access information that exists or is out there already

305

(2 3 2 2) (3 5 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T4B

+++ Retrieval for this document: 1 unit out of 368, = 0.27%

++ Text units 259-259:

How do you maintain [ethical control through peer participation] in a highly competitive environment

259

(1 3 2 1) (3 5 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T6A

+++ Retrieval for this document: 34 units out of 407, = 8.4%

++ Text units 12-12:

One of the biggest challenges for 2020 = the application of technology

12

(3 5 3 2 1)

++ Text units 19-19:

We're entering into a very communications rich environment

19

(3 5 3 2 1)

++ Text units 21-21:

Future environment will be all pervasive

21

(3 5 3 2 1)

++ Text units 23-23:

Future environment will be low cost / high participation

23

(3 5 3 2 1)

++ Text units 25-25:

Idea of locality will become obsolete

25

(3 5 3 2 1)

++ Text units 27-27:

Emphasis will be increasingly on distance learning and just in time learning

27

(2 3 2 1) (3 4 3 2 1) (3 5 3 2 1)

++ Text units 37-37:

Increased reliance on virtual education forces us to address where we are in the marketplace

37

(3 4 2 2 2) (3 5 3 2 1)

++ Text units 105-105:

Technology will allow us to teach people in different ways

105

(1 3 2 1) (3 5 3 2 1)

++ Text units 115-115:

Future technology = better at data transfer (3 5 3 2 1)	115
++ Text units 117-117:	
Future work stations = more widespread (3 5 3 2 1)	117
++ Text units 119-119:	
Future technology will have more mobile users (3 5 3 2 1)	119
++ Text units 123-123:	
Technology will be available in remote and urban areas (3 5 3 2 1)	123
++ Text units 125-125:	
Human computer interaction and interface design will improve (3 5 3 2 1)	125
++ Text units 127-128:	
Technology will start evolving itself (3 5 3 2 1)	127
Technology will evolve without our control (3 5 3 2 1)	128
++ Text units 132-132:	
Information is going to be more quickly and easily accessed (3 5 3 2 1)	132
++ Text units 134-134:	
Increased information accessibility brings difficulties (3 5 3 2 1)	134
++ Text units 147-147:	
Developments in publishing will affect the academic community (3 5 3 2 1)	147
++ Text units 149-149:	
In future it will be easy to produce courseware (3 5 3 2 1)	149
++ Text units 153-153:	
New courseware has implications for the delivery of information (1 3 2 1) (3 5 3 2 1)	153
++ Text units 166-166:	
Technology allows us to expand what we offer (2 3 2 1) (3 5 3 2 1)	166
++ Text units 190-190:	
Access to information will speed up the research process (1 3 2 1) (3 5 3 2 1)	190
++ Text units 205-206:	
Access to information speeding up the research process needs to be discussed	205
(2 3 1 2) (3 5 3 2 1)	
Smash and grab research = a risk that accompanies speed of information access	206
(2 3 2 1) (3 5 3 2 1)	
++ Text units 222-222:	
Huge amounts of information will be available in the future (3 5 3 2 1)	222
++ Text units 253-253:	
Technology won't cope with ethical problems (3 5 3 2 1)	253
++ Text units 279-279:	

Second level education is unlikely to produce an independent thinking person 279

(3 5 3 2 1)

++ Text units 294-294:

Changing the way that people are taught (before they enter 3rd level education) will hopefully have a positive result

294

(1 3 2 1) (3 5 3 2 1)

++ Text units 305-305:

We'll always have to deal with the raw material (i.e. students coming in from second level) 305

(3 5 3 2 1)

++ Text units 346-346:

In terms of what's going to be very much a transition over the next few decades from a work oriented society to a largely leisure oriented society 346

(3 5 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T6C

+++ Retrieval for this document: 3 units out of 224, = 1.3%

++ Text units 100-100:

In terms of the standards and the quality assurance, that European harmonisation may be something in 25 years time that will be the norm

100

(3 5 3 2 1)

++ Text units 118-118:

industrial liaison [and] R&D networks [are] going to become very important 118

(3 5 3 2 1)

++ Text units 148-148:

in 25 years time a BSc degree will just about get you into some support role 148

(3 5 3 2 1)

+++++

+++ ON-LINE DOCUMENT: T7A

+++ Retrieval for this document: 10 units out of 298, = 3.4%

++ Text units 44-44:

[central questions that must be asked include] obvious things like what social changes can be anticipated, what kind of university institutions is likely to emerge from current developments or structures, it may be ahead, it may be behind 44

(3 4 3 2 1) (3 5 3 2 1)

++ Text units 48-48:

Who will the participants [in education in the future] be? 48

(3 5 3 2 1)

++ Text units 81-81:

There will of course by 2020 be major competitors in the field [of education] 81

(3 5 3 2 1)

++ Text units 99-99:

will there be a place for the smaller learning unit or will there be a bigger learning unit 99

(3 5 3 2 1)

++ Text units 101-101:

there is the notion of the megaversity and there is the notion of this miniversity and em from our point of view here, I think both in Limerick

and in Ireland that we should see the value of the smaller unit, the cost effectiveness of the smaller unit	101	
(3 5 3 2 1)		
++ Text units 137-137:		
The demographic trends would clearly indicate that there will be a shift from the kind of age cohort which we have now to some other age cohort		137
(3 5 3 2 1)		
++ Text units 167-167:		
If we're [this institution] to take the central position as an organisation of learning and as faculty if we are to take a central position as the organisers of learning, we have to recognise that there will be a multiplicity of learning agents in society	167	
(2 3 2 1) (3 5 3 2 1)		
++ Text units 171-171:		
There is no reason why in future various professional agencies, various learning organisations other than universities cannot decide to offer not degrees, to offer attainment credentials which will be far more important or far more creditable in the marketplace than the university degree		171
(3 5 3 2 1)		
++ Text units 199-199:		
[Information and transferral of information] will be possible in a coincidental kind of way in the future	199	
(3 5 3 2 1)		
++ Text units 215-215:		
As an island community and as an economic unit attempting to come to grips with enormous change in the recent past, [learning in networked groups] will be very very challenging	215	
(3 5 1 2 1) (3 5 3 2 1)		
+++++		
+++ ON-LINE DOCUMENT: T7B		
+++ Retrieval for this document: 8 units out of 279, = 2.9%		
++ Text units 186-186:		
[emerging protectionism among universities] is now moving away from the open learning environment to a really closed protected type of context, protecting everything you do and competing with the very people you should be collaborating with	186	
(2 2 2 1) (3 4 2 2 1) (3 5 3 2 1)		
++ Text units 190-190:		
while we haven't got this [competitive, protectionist] culture yet, it will be transferred		190
(3 5 3 2 1)		
++ Text units 194-194:		
What's going to drive us [in the future]	194	
(3 5 3 2 1)		
++ Text units 214-214:		
[Institutions will] get so pressured by the corporate sector that they'll just say this isn't worth it	214	
(2 3 2 1) (3 5 3 2 1)		
++ Text units 218-218:		
something will come along side [traditional universities] as an alternative	218	
(3 5 3 2 1)		
++ Text units 230-230:		
its going to be far more complex with the emerging technology to [deal		

with the publication and copyright of material] 230
(2 3 2 1) (3 5 3 2 1)

++ Text units 232-232: 232
universities will have to find the niche for themselves

(2 3 2 1) (3 5 3 2 1)
++ Text units 242-242:
The kind of learning environment could be an important niche in the
market 242
(3 5 3 2 1)

++++
+++ ON-LINE DOCUMENT: T7C

+++ Retrieval for this document: 4 units out of 321, = 1.2%
++ Text units 13-13:

[in our document we should include] a dialogue about the learning
environment of the future how the marketplace is going to drive it 13
(2 3 1 2) (3 5 3 2 1)

++ Text units 15-15:
[we need to outline in our document] the extent to which on one hand
there may well be trade-off that we're beginning to see in certain
universities and then on the other hand how the type of learning
environment may also indeed em provide a competitive edge that may
otherwise be impossible to achieve 15

(2 3 1 2) (3 5 3 2 1)
++ Text units 41-41:
it's 25 years and anyone in this business who thinks they have a bloody
clue about what's going to happen in 25 years in any business is daft
quite frankly 41

(3 4 2 1 1) (3 5 3 2 1)
++ Text units 43-43:
what happens over the next 5 years is absolutely critically important and
those are the issues we can address and those are the issues we should be
addressing 43

(2 3 1 1) (3 5 3 2 1)
++++
+++ Total number of text units retrieved = 172

++++

Appendix AV: Node 46

(3 5 3 2 2) /context/external/future/con2/unispec

future external contextual issues associated with the organisation

Q.S.R. NUD.IST Power version, revision 3.0.4d GUI.

Licensee: Sarah Moore.

PROJECT: ABCC, User Sarah Moore, 1:39 pm, Sept 9, 1997.

(3 5 3 2 2) /context/external/future/con2/unispec

*** Definition:

the future external context of the University of Limerick in particular

+++++

+++ ON-LINE DOCUMENT: acbdoc

+++ Retrieval for this document: 1 unit out of 418, = 0.23%

++ Text units 121-121:

Where do we [the university] need to be by the year 2005 121

(3 5 3 2 2)

+++++

+++ ON-LINE DOCUMENT: REP1

+++ Retrieval for this document: 3 units out of 265, = 1.1%

++ Text units 79-79:

In section 4, we explore the implications of such changes for the

University of Limerick. 79

(3 5 3 2 2)

++ Text units 140-140:

We believe that if we are not agents in the removal or reordering of
these boundaries, we may become victims of their disappearance. 140

(2 3 2 2) (3 5 3 2 2)

++ Text units 150-150:

We must think of all students as perpetual learners. 150

(1 3 2 2) (3 5 3 2 2)

+++++

+++ ON-LINE DOCUMENT: REP2

+++ Retrieval for this document: 9 units out of 215, = 4.2%

++ Text units 113-114:

If we do not create a learning environment with agreed upon standards and
monitoring systems, then externally decided and imposed standards may
dominate and drive the activities of our organisation. 113

(2 3 2 2) (3 5 3 2 2)

Such externally imposed directives would be more likely to constrain our
ability to decide our own destiny and to adopt an approach which we feel
is most consistent with the emerging values and priorities of the
organisation and its students. 114

(2 3 2 2) (3 4 2 2 2) (3 5 3 2 2)

++ Text units 123-123:

By 2020 students will not seek degree awards from the University of
Limerick because it is geographically adjacent (> 50% do so now) but
because its qualifications are unique in opening career paths, in the
development of required skills, in the pursuit of areas of personal

interest or in the creation of intellectual challenge.	123
(3 5 3 2 2)	
++ Text units 134-136:	
This issue may not be as important for some of the students in the future who will be remote learners rather than 'on location' students.	134
(3 5 3 2 2)	
Nevertheless, the linkages created through the co-operative network will continue to be of central importance to the University and its competitiveness.	135
(3 5 3 2 2)	
This network needs to be maintained and reinforced.	136
(3 5 3 2 2)	
++ Text units 145-145:	
Resources must be allocated to optimise our chances of thriving in the face of global competition.	145
(2 3 2 2) (3 5 3 2 2)	
++ Text units 183-183:	
Spiritual studies should come through the introduction of Philosophy and Theology within the context of an inter cultural globalisation which will be the prime historical and social marker of the next 25 years.	183
(2 3 2 2) (3 5 3 2 2)	
++ Text units 189-189:	
Representing Ireland in the new multimedia world within the context of increased interaction is exactly what the study of anthropology would help to channel.	189
(2 3 2 2) (3 5 3 2 2)	
+++++	
+++ ON-LINE DOCUMENT: REP3	
+++ Retrieval for this document: 10 units out of 213, = 4.7%	
++ Text units 32-32:	
The question we must consider is why people might like to come to this institution versus other places.	32
(2 2 2 2) (3 5 3 2 2)	
++ Text units 42-42:	
The needs of remote learners	42
(3 5 3 2 2)	
++ Text units 129-129:	
Given that by 2020 attracting students to THIS INSTITUTION will be an extremely competitive process, it would be wise to forge linkages and create networks which maximise success.	129
(2 3 2 2) (3 5 3 2 2)	
++ Text units 132-133:	
By 2020 all linkages with outside institutions should have a common theme - they should afford THIS INSTITUTION a competitive edge.	132
(3 5 3 2 2)	
Such linkages will thus be with institutions which can augment the abilities of THIS INSTITUTION centres of excellence in teaching and research and / or provide funding for students in the form of scholarships and training places.	133
(2 3 2 2) (3 5 3 2 2)	
++ Text units 152-152:	
The immediate problem is to gain more experience in the development of courseware and enhanced learning facilities and to understand fully the potential and constraints of the technology.	152

(2 3 2 2) (3 5 3 2 2)
++ Text units 173-174:
The technologies will strengthen links with other educational and research institutions, industry, business and the local community. 173

(3 5 3 2 2)
Collaborative enterprises with these various partners will be enhanced by these developments. 174

(3 5 3 2 2)
++ Text units 176-177:
Information technology will provide the university with extensive marketing opportunities. 176

(3 5 3 2 2)
It will facilitate the university in establishing its national and international roles. 177

(2 3 2 2) (3 5 3 2 2)
+++++

+++ ON-LINE DOCUMENT: REP4
+++ Retrieval for this document: 3 units out of 160, = 1.9%

++ Text units 109-111:
8. If we are to take a central position as the organisers of learning, we have to recognise that there will be a multiplicity of learning agents in society. 109

(2 3 2 2) (3 5 3 2 2)
If the university cannot reflect these, it will become redundant. Competitors in the field of education are coming on stream at a rapid rate. 110

(3 4 3 2 2) (3 5 2 2 2) (3 5 3 2 2)
9. We need to create a learning environment which reflects the local culture within which it exists and one which is inclusive and representative of all members of society 111

(3 4 3 2 2) (3 5 3 2 2)
+++++

+++ ON-LINE DOCUMENT: T2
+++ Retrieval for this document: 3 units out of 548, = 0.55%

++ Text units 352-352:
[Constraints in the future learning environment] when they arise will either be external or possibly internal 352

(3 4 3 2 2) (3 5 3 2 2)
++ Text units 364-364:
We need to take into account things like professional bodies which may become more and more important as time goes on 364

(2 2 2 2) (3 5 3 2 2)
++ Text units 407-407:
The reputation of the University will be based on research reputation 407
(3 5 3 2 2)

+++++

+++ ON-LINE DOCUMENT: T3A
+++ Retrieval for this document: 6 units out of 387, = 1.6%

++ Text units 210-210:
[In future] there's got to be structure and course design and this needs to be more carefully thought out than ever before because information will be coming at us from all sides 210

(2 3 2 2) (3 5 3 2 2)
++ Text units 231-231:

Maybe we'll be forced out of the role of validating qualifications 231
 (2 3 2 2) (3 5 3 2 2)
 ++ Text units 233-233:
 We may of course be asked to contract and bid ourselves 233
 (2 3 2 2) (3 5 3 2 2)
 ++ Text units 235-235:
 We may be asked to participate as a central feature in this constellation
 as a learning institution 235
 (2 3 2 2) (3 5 3 2 2)
 ++ Text units 250-250:
 [We could] have established the University in as many Institutions, in
 Ireland, Europe and the world - but we're going to be in huge competition
 and very sharp competition if we go that route 250
 (2 3 2 2) (3 5 3 2 2)
 ++ Text units 283-283:
 The University will have to see a role for itself by way of
 complimentarity with other institutions as the transcendent intellectual
 broker and that training and certification and information carries on in
 satellites off the central learning leadership 283
 (2 3 2 2) (3 5 3 2 2)
 ++++++
 +++ ON-LINE DOCUMENT: T3B
 +++ Retrieval for this document: 3 units out of 385, = 0.78%
 ++ Text units 12-12:
 We [the University of Limerick] would have to be seen to be the best
 providers of [accreditation] 12
 (3 5 3 2 2)
 ++ Text units 22-22:
 Industry will shop around and find somewhere cheaper 22
 (3 5 3 2 2)
 ++ Text units 272-272:
 I just wonder whether a model of a University in 2020 [isn't] that we
 become a seat of learning and that one of its functions is to if you like
 to contract to professional institutions to provide people with that -
 that's the pragmatic end of it - because if we don't do that then all
 these institutions and colleges will be set up by the industries
 themselves 272
 (2 3 2 2) (3 5 3 2 2)
 ++++++
 +++ ON-LINE DOCUMENT: T6A
 +++ Retrieval for this document: 5 units out of 407, = 1.2%
 ++ Text units 170-170:
 Technology gives us the opportunities to collaborate with other
 organisations 170
 (1 3 2 2) (3 5 3 2 2)
 ++ Text units 172-172:
 Technology gives us opportunities to collaborate if we want to avail of
 them 172
 (1 3 2 2) (3 5 3 2 2)
 ++ Text units 174-174:
 Technology allows is to use other institutions' expertise 174
 (1 3 2 2) (3 5 3 2 2)
 ++ Text units 176-176:
 Technology allows us to broker our own expertise on to other

institutions 176
(1 3 2 2) (2 3 2 2) (3 5 3 2 2)

++ Text units 182-182:
Technology might give us opportunities to bring people to Limerick 182
(3 5 3 2 2)

++++
+++ ON-LINE DOCUMENT: T6C

+++ Retrieval for this document: 7 units out of 224, = 3.1%
++ Text units 59-59:

We'll have equal sitting on course advisory stroke assessment panels if
you like - so there'll be a major input from outside 59
(3 5 3 2 2)

++ Text units 89-89:

If the university continues to shirk those issues, by 2020 well I don't
think that people will wish to come to THIS INSTITUTION because it will offer not much
confidence in its outputs 89
(2 2 2 2) (3 5 3 2 2)

++ Text units 106-106:

If the University of Limerick does not start thinking about how it's
going to improve that [publications] situation in the next five years,
and by 2020, I don't think it will be even a minor player on the world
stage in terms of excellence 106
(2 3 2 2) (3 5 3 2 2)

++ Text units 108-108:

Maybe within a very very tiny area in Ireland [THIS INSTITUTION will be a player] - but
certainly on a world-wide scale it will not be 108
(3 5 3 2 2)

++ Text units 114-114:

I think that industry will be throwing people in here and saying right,
this degree is the closest we can find to what we do. Can you take these
people for us, or we will give these people a scholarship, train them,
we'll take them for a year and train them and then they'll come to work
for us 114
(2 3 2 2) (3 5 3 2 2)

++ Text units 116-116:

We need a huge percentage of those types of interaction [where there is
an agreement between corporate bodies and THIS INSTITUTION to provide skills and
courses leading to an accredited degree as well as training people for a
specific post] from the university 116
(1 3 2 2) (2 3 2 2) (3 5 3 2 2)

++ Text units 175-175:

Then a number of people [from industry] would be prepared to invest large
sums, they'll commit to it, if we know what we're going to be good at 175
(2 3 2 2) (3 5 3 2 2)

++++
+++ ON-LINE DOCUMENT: T7C

+++ Retrieval for this document: 1 unit out of 321, = 0.31%
++ Text units 212-212:

I think the difference about the timing of this exercise is that planned
or coincidental or otherwise that this is critical because we will be
compelled to change and if we don't become proactive about it well then
we'll be dragged kicking and screaming 212
(1 2 1 1) (3 5 3 2 2)

Total number of text units retrieved = 51

Appendix AW: Common themes emerging from the pilot study on the nature of strategic activity

'there is good awareness of the overall objectives of the organisation from the top down, the CEO is extremely well informed, particularly on key strategic issues for each area of the business'

'All members of the top team have their own specific networks of communication, and a clear knowledge as to where to go when information is needed'

'The main criteria for strategic success are profit, return on investment, return on capital employed and cash flow'

'The finance executive is the head of strategy because strategy needs to be finance driven'

'the top management team is responsible for the formulation of strategy, acting as the arbiter of commonality of practice'

'Information gathered is generally accounting based and a lot of information searching and analysis is co-ordinated through a committee'

'Data is pushed down the organisation in a way that is appropriate'

'There is full awareness at top management level of the overall corporate strategy and corporate plan. Informal communication is not common and outside the formal meetings there is not much informal exchange of information'

'there are formalised communication procedures which include the strategic review, the planning process, the marketing plans and a quarterly MD's meeting for the discussion of the progress of key issues'. Strategy meetings examine the implementation factors which need to be addressed.'

Appendix AX: Examples of evidence of perceived non rationality emerging from the pilot study

'The strategy process is very uncoordinated. Different aspects of planning are looked at in the wrong sequence...At the moment there is a disproportionate emphasis on short term plans at the expense of long term planning'

'People responsible for gathering information can have a lot of power in the organisation in that they may present or screen information in a way that is consistent with their own objectives'

'We have a very strong formal structure around which to build our strategies, but it doesn't always work. Some people will always misinterpret signals and ideas, and things sometimes take on a life of their own so that strategy doesn't work the way it should'.

' A lot of information is produced and gathered, but much less is really used or focused on'.

Appendix AY: An Illustration of the Key Research Focus Adopted

fig (f): An Illustration of Research Focus:
Positioning the study in its interdisciplinary context

