
A transversal Analysis of ULLL Strategies based on ALLUME cases using a Strategy-as-Practice Approach

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- Objective of the analysis
 - Discover differences and similarities in the process of strategizing within 10 universities
 - For dissemination :
 - Develop a tool that may help other universities on their route to LLL of
 - Reinforcing current LLL strategies

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- The source material :
 - Qualitative self-assessments from the 10 partner universities
 - University of Sciences and Technologies of Lille 1 (FR)
 - University of Gent (BE)
 - Catholic University of Louvain (BE)
 - University of Tartu (EE)
 - University of Brest (FR)
 - University of Malta (MT)
 - InHolland University (NL)
 - University of Turku (FI)
 - Goldsmiths College (UK)
 - University of Aveiro (PT)
 - Raymond Thomson External Evaluator, University of Strathclyde (UK)

The Strategy-as-Practice approach

→ *“what practitioners are actually doing”*

Authors: Whittington 1996, 2002, 2003 ; Jarzabkowski 2004, 2004, 2007

Principles

- Focusing upon strategists engaged in the real work of strategizing.
 - ‘Strategizing’ concept \equiv ‘doing of strategy’
 - **Examine strategy not as something an organization *has*, but something people *do***

Whittington

1. **Who** does the formal work of Strategizing and how do they get to do it?
2. **How** is the work of Strategizing organized itself?
3. **How and where** is Strategizing work actually done?
4. What are the **skills required** for strategizing work and how are they acquired?
5. What are the **common tools** and techniques of strategizing in their practice?
6. **How** are the products of strategizing **communicated and consumed**?

+ Question on Context: **WHY** ? (Brussels, Allume meeting)

Strategizing Key Questions adapted from the analysis

Why ?	External drivers of change	
	Internal drivers of change	
Who?	Internal actors (function/role)	<ul style="list-style-type: none"> -Do'ers -Influential persons/ Sponsors -Researchers -Decision makers
	External actors	<ul style="list-style-type: none"> -Do'ers -Influential persons/ Sponsors -Researchers -Decision makers

Strategizing Key Questions

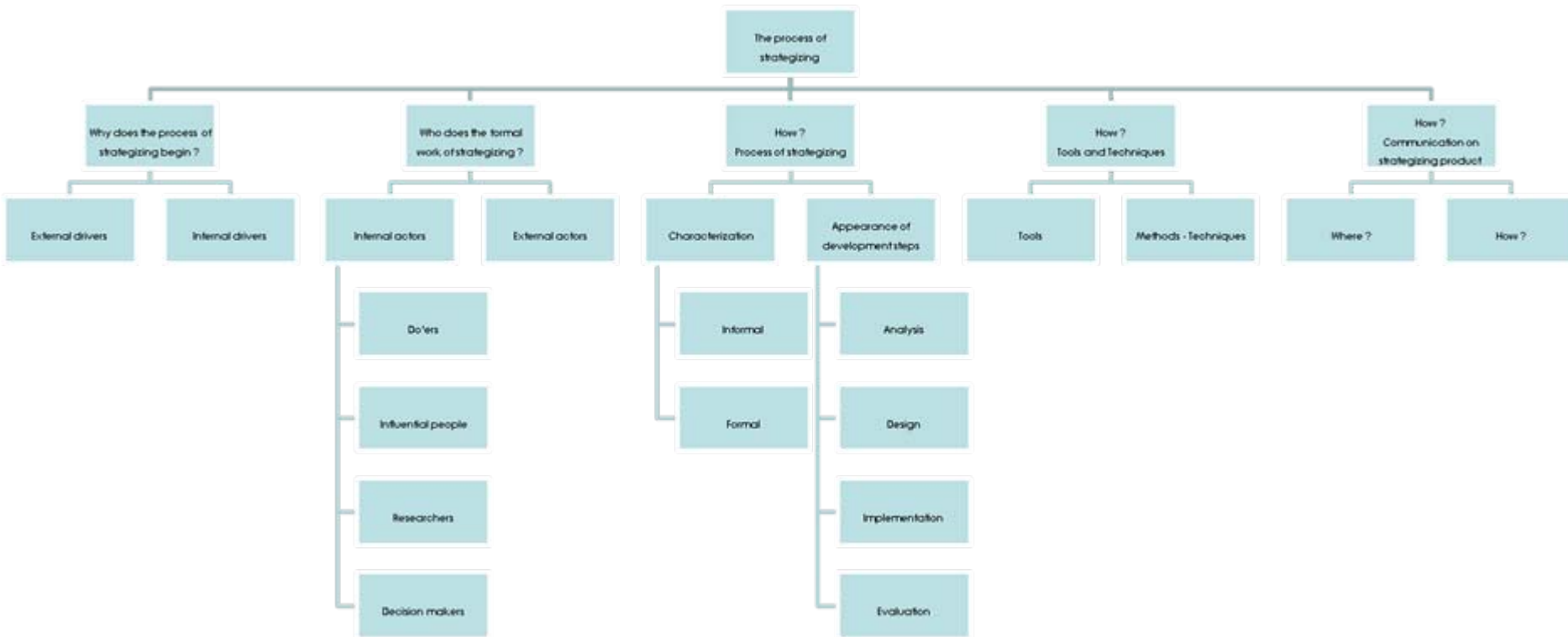
How ? Process of strategizing	Characterization	Informal / Formal
	Appearance of development steps	Analysis Design Implementation Evaluation
How? Tools & techniques used for strategizing	Collection of data Research Indicators	
How? Communication on strategizing product	Internal	Differentiation? For whom?
	External	For whom?

Benefits of this Strategy-as-Practice approach in the case of ULLL strategizing

- *To be close to the reality*
 - *To have a better understanding of the whole ULLL strategizing process in order to be able to improve it and to act on it*
 - *To involve all the potential stakeholders and to sensitize them*
 - *To widen the process to the whole university*
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- *To strengthen the results*

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- Methodology of this analysis
 - The case study method
 - “... an empirical inquiry that investigates a contemporary phenomenon in a real-life context, when the boundaries between phenomenon and context are not clearly evident, and in which multiple empirical sources are used”. Yin, 1989.

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- In qualitative analysis :
 - Behind words, we find meanings
 - To identify meanings : material must be reduced → codes
 - The list of codes is modified as long as new meaning units emerge → saturation.
 - In this case the codes were created by using the categories in Whittington's theory.
 - Construction of matrices on basis of this condensation and categorisation
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Why ?	Meaning units	Codes	P2- Univ Lille	P3- Univ Ghent	P4- UCL	P5- Univ Tartu	P6- Univ Brest	P7- Univ Malta	P8- Univ InHolland	P9- Univ Turku	P10- College Goldsmith	P11- Univ Aveiro
External drivers	Legislation - Politics (National, Regional, Local)	LEGPOL	++	+++	-		+++	++	+	++		+
	Public finance (National)	PUBFIN	+	+	-		+/-	+		+		+
	Europe (Social fund, politics)	EUROP			++	+	+			+		+
	Economical situation	ECON	-	++/-		-	+/-	-	+	--	-	+
	Duty to society - National vision - Development of society	SOC	+++	+	+++	+	++	+	++	+++	+++	++
	Markets	MARKET	+	+	+	-	++	+	+	++		
	Structural problem of funding	FUND								+		
	Demography	DEMOG				+/-					+	+
Internal drivers	Investment - budget	BUDG			-						-	
	Desire to improve access - Awareness	ACCESS		+	++	++	+	+++	+	++/-		++
	Previous experiences of LLL	PREVEX P	++		++	+	+			+		+
	Change in internal organization - Structural change	CHINTOR G		+	+				+	+++		+
	Culture of LLL	LLLCULT		++	+	+	+			++	+	
	Necessity - demand	DEMAND	+	++/-	++	+++		+	+	++		+
	Internal cooperation	INTCOOP		+	+				+	++		++
	University structure	UNIVSTR UCT				+/-		+				

How ? Process of strategizing		Meaning units	Codes	P2 - Univ Lille	P3 - Univ Ghent	P4 - UCL	P5 - Univ Tartu	P6 - Univ Brest	P7 - Univ Malta	P8 - Univ InHolland	P9 - Univ Turku	P10 - College Goldsmith	P11 - Univ Aveiro	
Characterization	Informal	Interaction with society (enterprise, public administration, ...)	INTERSOC	++	++	+		++	+	+++	+++	++	++	
		Cooperation - Coordination	COOP		+++	+	++			++	++		+	
		University culture	UNIVCULT	+		+/-	+				++			
		Various funding bodies	VARFUND	+	+	+	+				+	++		+
		Response to individual objectives of students	INDIV	+++	+++	++					+	++		+
		Increase accessibility to LLL	INCACC	+++	++	+++	++					+++	+	
		Mobilisation - Motivation	MOTIV	++	-	++/-	+	++	+			++		++
		Recognition	RECOG	-		-	+	++/-					-	-
	Formal	University strategy	UNIVSTRAT	++	+	+++	++	+++	+	++	++	+++	+	
		Global strategy	GLOBSTRAT	+	+++	++		+/-				+	+++	
		Creating working groups	WORKOR	+	+	+						+++		
		Implementation plan	IMPPLAN				+					++		
		Allocation contract	ALLOCCONT	+	+	+	+					++		+
		Academical reinforcement - Academic staff involvement	ACAD	+	+	++	++				++	+		
		Specific council	SPECCOUN			+++	+							
		Mainstreaming - Holistic	HOLIS	+++	+++	+	+	+				+++/-	+	
		Collaboration - Partnership	COLLAB	+++	-	++		+++	+	++	++	++	+++	++
		Research based	RESEARCH			+	+	+	+	+	+	+++	+	

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Appearance of development steps	Analysis	Specialisation studies	SPECSTU			+					+			
		Focus on research market	FOCRESMA RK	+							++			
	Design	In regards of learning environment	LEARNENV			+	+					+		
		Networks exploitation	NETEXPL									+	++	
		Monitoring and agree	MONIT			++						++		
		In putting Human resources	HR	++	++	+					+	+		+
	Implementation	Professionalism, Pedagogic training (for teachers)	PEDTRAIN	+	+	+	+++	+++			+	++	+	+
		Setting priorities	PRIOR	+		+		+	+	+	+	++		+
		Special units for LLL	SPECUNIT	++	+	++	++	++			+	+++	++	++
		Special sub groups LLL in council	SUBGR									++		
		New services	NEWSERV	++	++	+		++				+	+	
		Pedagogic innovation	INNOV	+	+	++	+++	+++			++	+		+
		E-learning	ELEARN			+	+++		+	+	+	+	+	+
		Certification - Product range	CERT	+	++	+++	+	++			+		+	
		Internationalisation (Program, audience)	INTERNAT				+	+++			+	++	+	
		Adapting supply - variety of services - Flexible training offer	VARIETY	+++	++ / -	+++	+++	++		+	++	+++	++	+
		Recognition of informal and non formal learning	INFORMLEARN	+++	++	++	++	+			+	+++		++
		University Regulation	UNIVREG				+	+						
		Evaluation	Institutional	EVALINST						+			++	
	Assessment report		ASSESREP			+								
	External structure (private,		EXTERNEVAL						+			+		

How ? Tools and Techniques	Meaning units	Codes	P2 - Univ Lille	P3 - Univ Ghent	P4 - UCL	P5 - Univ Tartu	P6 - Univ Brest	P7 - Univ Malta	P8 - Univ InHolland	P9 - Univ Turku	P10 - College Goldsmith	P11 - Univ Aveiro
Tools	Organization chart - collaborative model - hierarchical structure	ORGCHART	+		+		+			+		
	Special services to learners (support pgm, point for adult students)	SERVSTUD	+++		+		+			+++	+	+
	Independant structure for LLL	INDSTRUCT					-			+		
	External funding	EXTFUND	+	+	+	++				+++		
	Public allocation	PUBFUND	++	+	+ / -	+		+	+	++	+	+
	Cost model	COSTMOD	+	+		+	+			++ / -		
	Mentoring system	MENTORSYS				+				+		
	Quality procedure	QUALPROC			++	+				+		
	Executive board	EXECBOARD	+		+						+	
	Informal learning - RPL - APL	TOOLINFL	++	++	+++	+++	+++		+	++	+	+
	Observatory (Statistical data collecting)	OBSERV			+		+			++		
	IT Support systems	ITSUPSYS		+		++				+	+	
	Strategic plan	STRATPLAN	++			++	+		+	++		
	Financial bonus to promote LLL	FINBONUS		+					+			
	SWOT Analysis	SWOT	+				+					

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Techniques – Methods	Incentives for the involvement	INCENTIV			+					+		
	Support services for the actors	SERVACT		+	+	+			+	++	+	
	Structured course offering	STRUCTOFFER			+	+				+		
	Reinforce networking	NETW		+	+	+	++		+	+++	++	
	Multi-field approach	MULTIAPPR			++					+++		+
	Budget control - management of costs - Self-supporting	MANAGCOST	++		+++	+/-	++			++	+	
	Specific function related to project	SPECFUNCT				+				+		+
	Triangle approach in practice	TRIAPPR	+++		++	+	+		+	+++	+	
	Create image for LLL	IMAG		+	+	+	+				-	
	Mixed audience, group	MIXGROUP	++		++	+						
	Decentralized model	DECENTR	+	++	+++	+	+			+/-		
	Monitoring quality	MONITOR	+		+++				+	++	+	
	Long-term support	LTSUP	+		+/-	+	+			++/-		
	Comparison (national and international)	COMPAR			+			+			+	

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- Triangulation and Validation
 - Perceptions of the 10 universities
 - Comparison between transversal analysis of case studies and perception (Why, how)
 - Conclusion : the analysis is confirmed by the universities perception.
 - The case study is growing up with the exercise yesterday
 - Final objective : a tool

Thank you for your attention.

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ALLUME

