

The Learning Organisation and Learning in the Organisation: The Concept for Improving the Labour Quality in a School

The article seeks to pinpoint the features of a learning organisation in the Estonian school. The article presents a recommended development scheme with methodology, and the model for launching a learning organisation in a school.

Keywords: management of a learning organisation, Estonian school, efficiency of development.

Straipsnyje siekiama išskirti besimokančios organizacijos bruožus Estijos mokykloje. Autoriai pristato nepertraukiamo mokymosi raidos schemą ir metodologiją bei kartu pateikia modelį, kaip mokyklai tapti besimokančia organizacija.

Raktiniai žodžiai: besimokančios organizacijos vadyba, Estijos mokykla, vystymosi efektyvumas.

Цель настоящей статьи – определение признаков самообучающейся организации в эстонской школе. В статью представлена рекомендательная схема развития самообучающейся организации, а также соответствующая методика; кроме этого, выработана модель внедрения самообучающейся организации в школе.

Ключевые слова: управление самообучающейся организацией, эстонская школа, эффективность развития.

Introduction

According to the UNO, human capital accounts for about 60% of a country's wealth. The question is whether and how human capital can be made usable. The quality of labour is tightly correlated to the quality of work done in the general education system.

There has been progress in updating Estonia's educational institutions since re-independence but not at the speed expected by society. Changes in schools remain linked to political developments (over the period of independence 1991-2005 we have had 13 ministers of education!). Ways need to be found to enhance the development of schools

and consider complicated contradicting impacts within the system.

In 2005-2006 a radical reform of the financing system of Estonian general education will take place, seeking to improve the volume of investment into schools' study environments while financing the study costs, and to regulate the system (Reps, 2005). The main issue regarding the quality of work in educational institutions in Estonia is still the high dropout rate – 1243 pupils, and the large number of students repeating a grade: 5729 pupils in grades 1-12 in the 2003/2004 academic year (data of Statistical Office). Unsuccessful studies are not just a one-off act which causes some frustration in the pupil,

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they are a key issue in maintaining the desire to study as a precondition for life-long learning and for labour quality.

The national programme "Education in the 21st century" sets a strategic goal for the development of the school as a learning organisation. However, the programme does not specify the content of the changes needed to achieve the goal. Schools may learn a lot from and apply the methods of efficient business organisation development and management models where the main processes, in terms of their goals, are similar. However, the issue has not been widely treated.

Surveys on the development of the school as an organisation in Estonia have been episodic, currently, there are no surveys underway on the school as a learning organisation. The present article focuses on these issues.

The article seeks to pinpoint the features of a learning organisation in the Estonian school. To this end, the concept of the development and study process of an organisation will be analysed with the focus on the development of the school as an organisation. The model of the learning organisation (P. Senge) and the framework model of the organisation development (T. Mets) serve as the basis.

The article will look at the concepts of development and change, and the background of organisational learning, and it will deal with success factors and factors that influence the development process at school. It will also provide an overview of an empirical study, suggest a development scheme with methods, form a model for launching the school as a learning organisation, and draw conclusions.

Organisational Learning and Knowledge Creation

The learning organisation is a knowledgeably managed organisation where the managers support learning and bear responsibility for

an environment which facilitates learning. Managers' capability is today measured not by what they know or can do, but rather by how they learn, that is, their learning results are assessed.

Learning means a permanent process which results in opportunities, challenges, unexpected situations at work, and any previous experience being turned into a learning experience. The keywords of the process are "analysis", "design", "evaluation" (Gilley, Maycunich, 2000; Sydänmaanlakka, 2002).

"Organisational learning" and "learning organisation" are the main concepts used to describe an organisation's ability to manage change. The word "learning" comes from the Indo-European word *leis*, a noun which means "furrow" or "path". Learning thus acquires the meaning of "gathering experience by following a particular path, presumably for the whole life" (Senge, Kleiner, Roberts *et al*, 2003). The learning organisation and action learning possess an ability to renew through changes in the process and working methods. In practice, renewal means that the organisation is continuously ready to acquire new competences and implement them immediately, whether individually, in a group, or in the organisation. Basic models of learning at work represent simple processes for turning duties and daily problems or opportunities into learning experiences. The process seeks to activate learning at work by using systematic planning of the acquired knowledge, action, evaluation, understanding, application and transfer (Sydänmaanlakka, 2002; Marsick, O'Neil, Watkins, 2002; Sanchez, 2003). The model for building up a learning organisation is proposed as containing five cycles, most importantly, precise perception of the action, creation of the need, and selection of the experience and data (Merali, 2003; Sanchez, 2003). Learning is also defined as "the detection and correction of errors". "Error is mismatch: a condition of learning and matching is a second condition of learning"

(Argyris, 1976). Researchers have identified the following levels of systematic learning: zero, single loop, double loop and triple loop learning (e.g. Argyris, 1977; Georges, Romme, Witteloostuijn, 1999). The mistake is to “define learning too narrowly as mere problem solving ...”. It is a reflection of how people “think – that is cognitive rule” (Argyris, 1999). Triple loop learning concerning “structures and strategies for learning” is a relevant “overall learning infrastructure” as well as “competences and skills to use this infrastructure”. All types of learning and “particularly triple loop learning are concerned with structural patterns”: mental maps, facilitating structures, etc. (Georges *et al*, 1999).

Organisational learning mostly originates from a company’s internal and external environment, business processes, resources, knowledge, etc. and also serves as cognitive mapping. A cognitive map is defined as “mental constructs which we use to understand and know our environment” (Spicer, 1998).

Consequently, the characteristics of organisational learning are those of a process as well as those of an infrastructure and are of mental origin, and these different characteristics form the three different dimensions of organisational learning and organisation development.

Therefore it may be claimed that new knowledge creation is realised by an interaction of:

- the main process,
- learning (sometimes partly training)
- mental systems,

which together provide a framework for organisation learning and development (Figure 1).

Organisational learning is not a cumulative result of members’ learning but a new quality. “Learning in organisations means continuously checking each experience and its transfer so that it is accessible for the whole organisation, something which is vital for the objectives of the organisation” (Senge, Kleiner, Roberts *et al*, 2003). Mental mod-

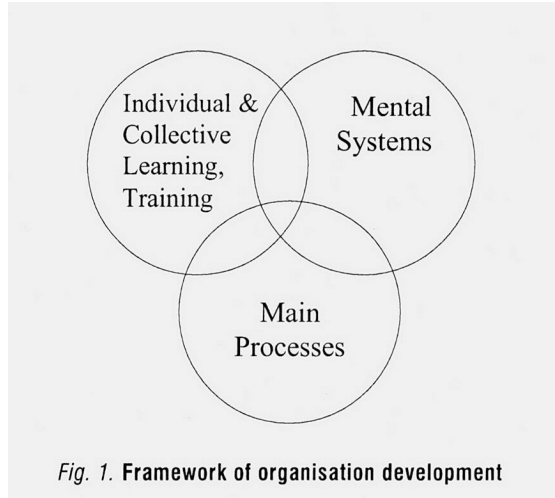


Fig. 1. Framework of organisation development

els and cognitive maps created in the main and learning (training) processes guide the behaviour of an organisation’s members, in conjunction with their shared values.

Particularly effective are facilitating (Long, 1992) and learning leadership styles.

Success Factors in the School

The Report to UNESCO from the International Commission on Education for the Twenty-first Century reflects the primary desire that all talents be used to the maximum to reduce academic failure, and to avoid the feeling among young people that they are excluded and have no prospects. In order to improve the quality of education and to shape society as a whole, three aspects are suggested: raising the quality of teachers; compiling and developing curricula; managing schools (Delors, 1999).

This empirical truth is especially dependent on the quality of work of an educational organisation in terms of both the organisation’s development and its management. It should help establish some footholds to navigate in today’s complicated, tumultuous world. Education renewal is mostly guaranteed by finding new reform strategies through large-scale dialogue (Elliott, 1991; Delors, 1999; Hanson,



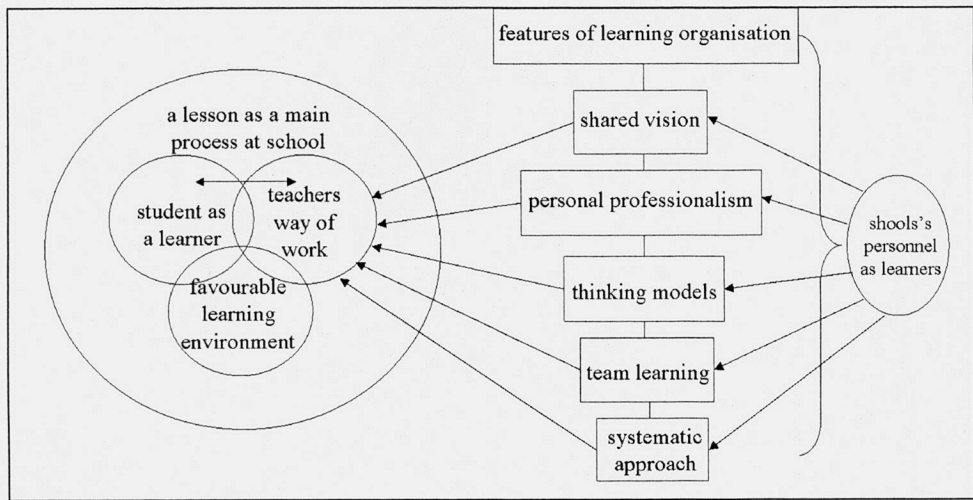


Fig. 2. Connections between factors of development of the main process

2001; Weedall, 2004). The primary carriers and creators of educational values in a school are the teachers and pupils. Unless the so-called “heart” of a school is reached, only limited or incremental change will follow. On the basis of the survey results we may say that Estonian schools still follow the principles of an industrial age. Earlier surveys have shown that the main problems in Estonian schools are the inefficient management of pupils’ time in lessons (by teachers); the teacher as a subject and pupils as objects (teachers’ attitudes, orientation towards results as subject specialists); and modest communication and cooperation with parents (Torokoff, 2001; 2003; 2005).

The authors have suggested using the following **success factors, analogous to those used in businesses**, to estimate the success of education: continuously analysed and improved working processes; an open system of information exchange; development opportunities (Hinton, 2004; Schechter, 2004; Connolly, Dunning, James, 2002).

Through teachers’ personal professionalism and values, the pupils’ attitudes and opinions are influenced, their values shaped, and systematic thinking taught. The above prin-

ciples are highly compatible with the learning organisation’s model. Figure 2 describes briefly the features of the basic principles of the learning organisation by P. Senge and its relation to T. Mets’s framework of an organisation’s development process.

Practical work in a school in the general education system, or the more essential main process, evolves in the working relationship of the pupil and the teacher (see Figure 2), which forms the **useful factor of all the work carried out in the system**. A number of authors have stressed that the effective application of human resources begins from the best possible utilisation of people’s time and talents, and they have suggested that educational institutions implement the model of the learning organisation (Senge, Kleiner, Roberts *et al*, 2003; Lam, Chan, Pan *et al*, 2003; Davies, 2002; Dwyer, 2001, Bogler, 2001; Simonaitiene, 2001). They stress that it offers the best way of coping with fundamental changes in the environment; new roles for the teacher and teaching in education and for the teachers’ job satisfaction; and the positive effect of relations between the development of a learning organisation and school culture. To perfect working methods, and develop

pupils' desire to learn, a group of teachers cooperates to obtain new knowledge, skills, attitudes, experience and contacts, which brings about changes in the activities of the group members (see Figure 2) and has an impact on the quality of their work.

The labour market is and will be changing as rapid technological developments present challenges to the labour force, and, moreover, in a dynamic environment it is necessary to withdraw from previously gained knowledge from time to time. In information and communication technology (ICT), which determines modern technical progress, generations are replaced every three years. These aspects necessitate life-long learning. If pupils are taught to learn in the educational organisation and they have the desire to learn, they will more easily overcome changes in their working life. Life-long learning should become a life-style. The aim of life-long learning is present both in educational organisations and in business.

Methodology

The empirical survey was carried out in March-April 2005 in four Estonian schools: Põltsamaa, Mõisaküla, and Lihula upper secondary schools and Sillaotsa basic school. Another group of respondents were pedagogues who were participating in further training courses in Kuressaare, Valga and Tallinn.

330 questionnaires were distributed personally, 198 were returned (60%). The sample contained 148 teachers (75%), 22 school managers (11%), 18 officials in other positions (9%) and 10 questionnaires (5%) where the post had not been indicated. Respondents' ages were given as: up to 25 – 6%, 26-35 – 20%, 36-45 – 29%, 46-55 – 23%, 56-65 – 10%, over 65 – 4%, not indicated – 8%. 79% of respondents were female and 13% male, 8% did not specify gender.

The research used a combination of quali-

tative and quantitative methods.

A special questionnaire was prepared for the survey by M. Torokoff, which was based on the features of a learning organisation and the model of organisation development by T. Mets (see Figure 1 and 2); an expert group was also involved. The questionnaire consisted of five sections with 10-12 statements in each section. The statements were to be evaluated on a 10-point scale (1 – do not agree, and 10 – I fully agree with the statement). It also contained seven open-ended questions on the main process, joint learning and values at school. Factor analysis was used in the data analysis. The planned model foresaw five factors (including features of both Senge's model of the learning organisation and Mets's model), but after the factor analysis three factors were distinctive, which is characteristic of Mets's model of an organisation's development (Mets, 2002). Cronbach's alpha was used to check the scales' reliability. The first factor is values (8 statements, $\alpha = 0.862$), the second factor is individual and joint learning (6 statements, $\alpha = 0.737$), and the third factor is main process (6 statements, $\alpha = 0.721$). The accepted value for reliability in social sciences is 0.7 or over (Ogbonna *et al*, 2000). The result is therefore acceptable. The data processing programme SPSS 12.0.1. version was used.

Results and Discussion

The main results of the survey are briefly presented in Tables 1 and 2 presents the three factors with statements, its basis being the Mets model of organisation development. In order to better identify the spheres in need of organisational development, most essential connections are focused on, and the statements are analysed one by one.

It appeared that the highest correlations occur in statements related to teacher's values, which was apparently predictable.

Through teachers' personal professionalism and values the pupils' attitudes and opinions are influenced and their values shaped. Values are acquired by copying the examples of authoritative leaders. For instance, polite teachers give students justified marks ($r = 0,68$; $p < 0,01$). There is a link between teachers' and pupils' frustration: when pupils ignore rules of conduct, a polite teacher is more offended. From the aspect of development, that link displays the low tolerance level of the teachers, as the young people are only learning to communicate and behave adequately, and the teacher's role is to analyse, explain and influence pupils' fundamental human values. The results also show that polite teachers are tolerant towards contradictions. From the point of view of the development process, arising contradictions should be removed immediately because over a longer period they will inhibit cooperation and impede both the individual's and the organisation's development. From the school's point of view, information gathering is valuable along with its profound strategic analysis, while only good information allows a good strategy to be created. The mean result in the value factor was teachers' efforts to achieve quality. The open responses also showed that high academic progress is among the three most frequently referred to fundamental values of the school. Estonian schools are ranked by their examination results and teachers and pupils receive awards for high achievements in contests. However, many children are unhappy and discontinue their studies. Fact-centred teaching is still dominant. The responses, not included in the factor analysis, revealed that colleagues are not invited to lessons to introduce new methods, there are no regular analysis or development discussions with managers. In the main process factor a feature appeared that teachers value regular control, and analysis and interpretation of results.

It should be only natural in school for

teachers to improve both their behavioural skills and subject knowledge (Delors, 1999). C. Schecther (2004) has pointed out in the treatment of specific issues of general educational institutions that work in a school is fairly autonomous and teachers can work without much contact with their colleagues. Therefore, there is little dependence on colleagues and team learning and professional dialogues have a modest role; however, the article's authors cannot agree with that statement. The results of this article show that good work may impact the results of colleagues' work and their experience can be learnt from. The survey revealed a positive aspect that teachers seek parents' advice on teaching and educating, and parents' ideas are considered, which makes it an essential efficient cooperation and success factor. In the development process, a constant exchange of ideas is extremely important, as is the tendency and need for team learning, and common discussions, as shown in the survey: regular counselling of teachers is carried out to achieve objectives better.

The questionnaire included seven open-ended questions seeking to receive more information on fundamental values and the main process in schools, but more profound analysis of these responses is not included in this article. It was evident in the survey that the most frequently occurring teachers' wishes were that reforms not hinder their work; less bureaucracy; less interruption and discussion in order to work in peace; measurable aims; and a less modest common vision of the future in five years. Teachers' cooperation at school was given a high place, but new methods in their ways of working are introduced only by a few teachers; team learning and learning from experience happens at random in schools.

If data is generalised we may say, on the basis of this survey, that the development process in the schools remains random and chaotic. The development process in schools

Table 1
Descriptive statistics (Mean - M, Std. Deviation - SD) and Pearson correlation coefficients

	Mean	SD	V1	V2	V3	V4	V5	V6	V7	V8	L1	L2	L3	L4	L5	L6	P1	P2	P3	P4	P5	
V1	7,34	2,27																				
V2	6,97	2,63	0,65*																			
V3	7,69	2,30	0,75*	0,68*																		
V4	7,03	2,31	0,57*	0,58*	0,59*																	
V5	7,89	2,07	0,63*	0,48*	0,51*	0,57*																
V6	7,33	2,22	0,40*	0,32*	0,35*	0,39*	0,35*															
V7	7,11	2,35	0,38*	0,33*	0,37*	0,42*	0,35*	0,38*														
V8	6,58	2,97	0,30*	0,45*	0,34*	0,47*	0,21*	0,31*	0,27*													
L1	5,82	3,12	-0,07	-0,06	-0,03	0,18'	0,10	0,10	0,13	0,10	0,43*											
L2	7,01	2,60	-0,03	0,03	-0,04	0,15'	0,10	0,27*	0,13	0,16'	0,39*	0,38*										
L3	6,60	2,90	-0,17'	-0,17'	-0,16'	0,04	-0,10	0,09	0,06	-0,07	0,39*	0,38*	0,21*									
L4	6,40	2,79	-0,04	0,02	-0,03	0,15'	0,13	0,12	0,08	0,11	0,47*	0,56*	0,39*	0,34*								
L5	6,52	2,73	0,09	0,03	0,03	0,13	0,07	0,11	0,09	0,14	0,32*	0,21*	0,39*	0,07	0,10							
L6	5,54	2,99	-0,21*	-0,22*	-0,20*	0,03	-0,18'	-0,08	0,03	0,03	0,30*	0,22*	0,27*	0,07	0,10	0,07						
P1	5,97	2,46	0,03	0,03	0,01	0,01	0,08	0,06	0,09	-0,06	-0,05	0,11	0,15	0,12	0,06	0,07						
P2	5,81	2,66	-0,01	0,05	-0,08	-0,04	0,02	-0,02	0,09	-0,02	0,15'	0,15'	0,12	0,21*	0,08	0,10	0,39*					
P3	6,39	2,65	-0,02	0,08	-0,01	0,05	0,05	0,02	0,18'	0,11	0,14	0,12	0,16'	0,13	0,04	0,13	0,36*	0,22*				
P4	6,43	2,45	0,08	0,03	-0,06	-0,02	-0,01	-0,09	0,13	0,00	0,08	0,07	0,05	0,19*	0,02	0,05	0,22*	0,52*	0,29*			
P5	7,43	2,14	0,04	0,14	0,05	0,04	0,08	0,07	0,03	0,00	0,01	0,11	0,02	0,03	0,00	-0,17'	0,40*	0,24*	0,34*	0,18'		
P6	7,85	2,06	0,02	0,06	0,00	0,03	0,06	0,04	0,18'	0,00	0,12	0,08	0,11	0,14	-0,03	0,12	0,24*	0,22*	0,38*	0,27*	0,21*	

*p < 0,01; 'p < 0,05; two-tailed

Table 2

Results of factor analysis				
Question	Factor Name	Values	Individual and joint learning	Main process
	Cronbach's alpha	0,862	0,737	0,721
V1	Civility	0,867		
V2	Mistake acknowledgement	0,833		
V3	Justified marking	0,804		
V4	Time management	0,781		
V5	Quality effort	0,721		
V6	Dignity	0,635		
V7	Devotion	0,576		
V8	Frustration	0,499		
L1	Learn from parents		0,764	
L2	Learn from colleagues		0,693	
L3	Plan change		0,677	
L4	Development seminars		0,621	
L5	Job consultancy		0,580	
L6	Overcoming contradictions		0,572	
P1	Collegial impact			0,678
P2	Surveys			0,677
P3	Expertise			0,636
P4	Supervision&analysis			0,630
P5	Cooperation with family			0,583
P6	Different opinions			0,545
Cumulative variance explained, %		21,863	36,471	49,087

Note: Extraction method: Principal component analysis; rotation method: varimax with Kaiser normalisation; rotation converged in five iterations.

is not systematic. A general concept of the development plan is absent, it will be presented by the authors in this article. The base model of the questionnaire, which arose from Senge's 5-factor model, covered the structure of the questionnaire as the result of the factor analysis, *which is characteristic of Mets's 3-factor model: mental systems (value factor); individual and team learning factor, and the main process factor.*

Suggested General Scheme and Methods for the Development Process

How can balance in the system, the ability to self-reform, and integrity be ensured, and priorities determined? In the future, communications problems in hi-tech societies may cause serious malfunctioning, and thus skills of a new type will be required, which are

behavioural rather than intellectual (Delors, 1999, Calabrese, Roberts, 2002). What can make the management of a teaching organisation which is characteristic of an industrial age more efficient and turn it into a learning organisation? How can a school culture based on change, flexibility and continuous improvement be created, while stability and security are retained?

After a systematic analysis of the current situation and based on the empirical survey, we suggest a model of the development process of the learning organisation which is, on the one hand, based on long-term knowledge of educational processes and survey results (Torokoff, 2001; 2003; 2004) and on the other hand, on over five years of experience in moderating the development processes of businesses (Mets, 2002).

The model concludes introductory stages and the main process – organisational learning:

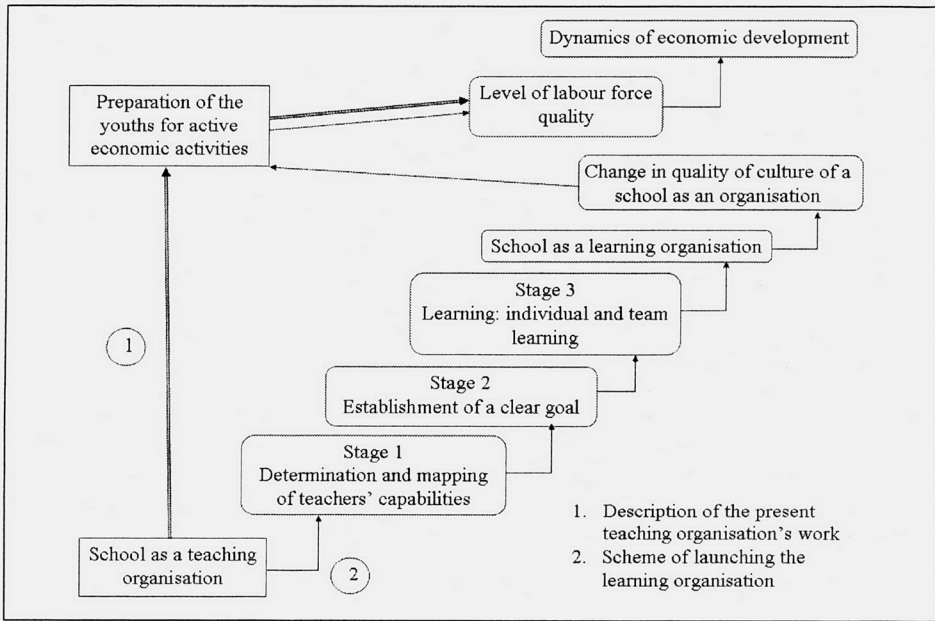


Fig. 3. Strategic model for launching the work of the learning organisation in an educational organisation

1. Preliminary stage. Comprehension of the problem by the manager. If necessary, the involvement of an external consultant. Preliminary agreements.

2. Strategic diagnostics and analysis of the company, which generally include:

- interviews with key persons;
- monitoring of in-company processes;
- overview of job management and internal procedures;
- overview of financial accounting and initial analysis;
- complete concise analysis, findings and conclusions.

3. Establishment of the general goals of the development process and the planning of the following steps. In this stage it is necessary to evaluate the readiness of the management and their devotion to the process, i.e. their readiness for team learning.

4. Determination of the urgency of changes, assignment of roles in development activities. Launch of indispensable measures.

5. Organisational learning. The content

of the process largely depends on the strategic position of the company and the development level of the team. In the course of the process both individual and team capabilities (Stage One) of the organisation members and leaders are increased and their common mental fund grows (Stage Two), which results in the business process development (Stage Three). The experience gained from the development of the business process re-launches Stage One. In reality the development process will go on, connecting and passing the above-described stages simultaneously, i.e. taking place in all stages at the same time with mutual impact (Mets, 2002).

A three-dimensional learning-based organisation development environment is thus formed. The process-related character describes the strategy cycle as a whole, which is fed back and continuous, and parts of which are interconnected. The above general plan is adapted to suit educational organisations and the model suggested (Figure 3) describes how to launch a learning organisation in a school



so that it would result in value being placed on the goal, main process and culture, so that all members of the organisation would participate in it as long as they are employed by that organisation, and so that people would achieve the objectives agreed upon. There are three stages:

1. Determination and mapping of teachers' capabilities (S E) based on the job performance evaluation model (Torokoff, 2001; 2004).
2. Establishment of a clear and precise goal which arises from Stage One or the mapping of work quality/organisational learning ability.
3. Learning (individual and team learning) arising from Stages One and Two, which let us view the school from an organisational viewpoint as a *learning organisation*.

The process of changing a school – replacing management of a teaching organisation with management of a learning organisation will change attitudes and create a *new quality of organisational culture*. The result is an increase in the level of work quality of the general education system, which in its turn has an impact on labour quality and promotes the shaping of the lifelong learning society.

Preconditions for Shaping the Learning Organisation in a School

The implementation of the above model in a school (Figure 3) requires the existence of certain prerequisites, as is the case in the achievement of any essential organisational change. **The first prerequisite** is the shaping of the school's goals and the main or learning process according to the fundamental competence of society – the need for lifelong learning. **The second prerequisite** is the existence of the learning process model which is oriented to the creation of the above fundamental competence. Only a correctly targeted, interpreted and accomplished learning process can

succeed. The teacher's professionalism lies at its centre. **The third prerequisite** is sufficient empowerment of the leader of the change, i.e. personal interest of the top managers in the introduction of change, their right to make decisions and take responsibility.

Fulfilment of the above prerequisites calls, in its turn, for the development and acceptance of the strategic concepts in education at all levels of society. An indicator of the quality of work of the whole education system may be taken from a lesson delivered by a teacher. The teacher's professionalism is revealed in the main process, and prerequisites for learning are created here and values corrected. Similar claims can be made concerning the director's role in the school. Basic principles of responsibility in the management of change are violated in a situation where the members of the academic commission (teachers) assess and make decisions on their own work. The school director is dependent on the academic commission and thus cannot fulfil the top manager's role.

Conclusions

As a result of the factor analysis of the given survey, the structure of the questions was made more operational, which is more characteristic of the Mets's framework model than of Senge's model. The analysis revealed that the school's development process may be mapped through research into the main processes, learning and mental systems. The factor of values is the highest ranked in schools, the teachers' fundamental values had the highest indicator among statistical mean indicators; however, the management of the development process lacks system and concept. The article suggests a recommended development scheme for schools along with methods of shaping the model to launch the school as a learning organisation. This model is based on the practices of business organisations and includes

three stages: diagnostics of teachers' capacities; setting up of the objectives; individual and team learning.

When data is generalised we may say, on the basis of this survey, in order to guarantee change, flexibility and improvement, the following conditions should be met:

1. The position of top manager should be introduced with all the relevant tasks, rights and responsibilities in the general education system, at the managerial level which yields most results (the director does not have such a role according to Estonian legislation).

2. A lesson delivered by the teacher should be considered an indicator of the quality of work of the whole education system. The teacher's professionalism is revealed in the main process, and prerequisites for learning are created here and values corrected.

This is an opportunity to evoke change in the ways of working of those teachers who work autonomously, with team learning as an additional value. If the model is introduced, the management style in schools will change, the prerequisites for the prevention of destructive processes in the main process will be created, and the desire for lifelong learning will be retained.

Senge's model may not have been operational due to chaotic development activities.

The resulting research tasks for the future: to cluster schools on the basis of the additional data available, or the respondents' positions and the authors see the following steps in the follow-up of the survey:

- Including private schools in the sample, which will allow research into whether the different basis for the form of property and organisation of studies is more effectively reflected in the organisation development process.

- Improving the questionnaire on the learning organisation for use in business organisations.

- Comparing management of schools' development processes with management of the development processes in organisations in other fields.

The role of life-long learning in knowledge-based economy cannot be underestimated. School can act as a representative of the knowledge-based society and economy only if it is able to learn and develop itself. We believe that each school is unique and special just as its members are. Organisational learning provides an opportunity for a school to open abilities of its members. The very special task of the head of a school is to supervise the teamwork of teachers in the school as a learning organisation.

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BESIMOKANTI ORGANIZACIJA IR MOKYMASIS ORGANIZACIJOJE: DARBO KOKYBĖS GERINIMO KONCEPCIJA MOKYKLOJE

S a n t r a u k a

Straipsnyje išskiriami besimokančios organizacijos bruožai Estijos mokykloje, kadangi tokio pobūdžio tyrimai šioje srityje dar nebuvo atlikti. Autoriai nagrinėja vystymosi ir pokyčių sąvokas, organizacinę mokymąsi, sėkmės faktorius, o taip pat faktorius, kurie įtakoja mokyklos vystymosi procesą. Straipsnio tyrimas apie besimokančią organizaciją remiasi anketa, kurią autoriai sudarė pagal P. Senge besimokančios organizacijos modelį ir pagal T. Mets besivystančios organizacijos modelį.

Anketos, kuri remiasi P. Senge 5-faktorių modeliu, pagrindą sudaro faktorių analizė paremta T. Mets 3-jų faktorių modeliu susidedančiu iš: pagrindinio proceso, individualaus ir bendro mokymosi bei mentalinės (vertybių) sistemos. P. Senge modelis negalėjo būti pritaikytas dėl chaotiško ir nereguliaraus mokyklos vystymosi.

Remiantis tyrimo duomenis, apibendrintai galima teigti, kad vystymosi procesas mokyklose vyksta be sistemos ir koncepcijos. Straipsnyje pristatoma rekomenduojama vystymosi schema ir metodai padedantys mokyklai tapti besimokančia organizacija. Šis modelis remiasi verslo organizacijų praktika ir susideda iš trijų etapų: mokytojų galimybių nustatymo, užsibrėžto tikslo įvardijimo, individualaus ir bendro mokymosi.

Norint įgyvendinti pokyčius, pasiekti lankstumą bei įgyvendinti minėtą modelį mokykloje, reikia išpildyti tokias sąlygas:

1. Įvesti švietimo sistemoje aukščiausio vadovo (*angl.* top manager) pareigybę su visomis jai priklausančiomis funkcijomis ir atsakomybe, nes tai leistų pasiekti geriausių rezultatų (Pagal Estijos įstatymus

mokyklos direktorius neturi tiek galimybių).

2. Visoje švietimo sistemoje mokytojo pamoka turi būti traktuojama kaip darbo kokybės indikatorius. Mokytojo profesionalumas atsiskleidžia pagrindiniame procese, todėl būtent pamokoje yra sudaromos geriausios prielaidos mokymuisi bei kuriama vertybių sistema.

Aukščiau išdėstyta sistema leidžia keisti darbo įpročius tų mokytojų, kurie buvo įpratę dirbti autonomiškai, kartu panaudojant bendrą mokymąsi kaip pridėtinę vertę. Jeigu autorių pasiūlytas modelis bus įgyvendintas, valdymo stilius ir mokytojų darbo kokybę mokyklose pasiekis ir pagrindiniame procese problemų jo dalyviams sumažės (iškritimas iš mokyklos ir dalyko kartojimas), o kartu bus išsaugotas poreikis nepertraukiamai mokytis visą gyvenimą, kas neišvengiamai gerins darbo kokybę.

Mokymosi visą gyvenimą reikšmė žinių ekonomikoje negali likti nevertinta. Mokykla gali tapti žinių visuomenės bei ekonomikos atstovu tik tuo atveju, jeigu ji pati sugebės mokytis ir vystytis. Autorių nuomone, kiekviena mokykla yra unikali, o jos nariai ypatingi. Organizacinis mokymasis sudaro sąlygas mokyklos nariams atskleisti savo galimybes. Mokyklos vadovui, kuriant mokyklą kaip besimokančią organizaciją, tenka ypatingas vaidmuo koordinuojant bei prižiūrint mokytojų kolektyvo darbą.

Straipsnyje pristatyta koncepcija ir tyrimas gali būti įdomus švietimo sistemos atstovams pereinamosios ekonomikos šalyse, kur problemos ir vykstantys procesai yra panašūs kaip Estijoje.

Мадэ ТОРОКОФФ, Тонис МЕТС

КОНЦЕПЦИЯ СОВЕРШЕНСТВОВАНИЯ КАЧЕСТВА РАБОТЫ В ШКОЛЕ: САМООБУЧАЮЩАЯСЯ ОРГАНИЗАЦИЯ И ОБУЧЕНИЕ В ОРГАНИЗАЦИИ

Резюме

Авторы статьи поставили себе задачу – определить признаки самообучающейся организации в эстонской школе. Подобного исследования школы, как самообучающейся организации до настоящего времени в Эстонии не проводилось, поэтому данная работа может иметь практическое и теоретическое значение. В статье рассматриваются понятия разви-

тия и происходящих перемен, подоплека организационного обучения, указаны факторы, приносящие удачу и влияющие на процесс развития в школе, а также дается обзор эмпирического исследования. Авторы статьи разработали специальный вопросник для исследования самообучающейся организации в Эстонии, взяв за основу модель аналогичной орга-

низации, выработанную П. Сенге, и модель каркаса развития организации, выработанную Т. Метса.

В результате факторного анализа из базовой модели вопросника, основанной на пятифакторной модели, созданной П. Сенге, была охвачена лишь структурированность вопросника, которая характеризует трехфакторную модель, выработанную Т. Метса: основной процесс, индивидуальное и совместное обучение, а также ментальная система (так называемая система ценностей). По мнению авторов статьи, модель аналогичной организации, созданная П. Сенге могла не сработать из-за хаотической и нерегулярной деятельности по развитию школы.

Обобщив полученные данные, можно на основании настоящего исследования утверждать, что управление процессом развития в школе проходит бессистемно, также отсутствует четкая концепция развития школы в Эстонии. В статье представлена рекомендательная схема развития для школы и соответствующая методика в целях создания модели внедрения самообучающейся организации в эстонской школе. Представленная модель основывается на практике коммерческих организаций и предусматривает последовательное прохождение трех этапов – это диагностика способностей учителей, постановка цели и, наконец, индивидуальное и совместное обучение.

Для обеспечения перемен, гибкости и усовершенствования модели эстонской школьной системы следует выполнить следующие условия:

1. На наиболее результативном уровне управ-

ления в общеобразовательной системе предлагается создать должность высшего руководителя со всеми обязанностями, правами и всей присущей этой должности ответственностью (согласно действующим сегодня в Эстонии законам, директор общеобразовательной школы не играет такой роли).

2. Показателем качества работы всей системы следует считать непосредственно сам урок, который проводит учитель в школе. Только в этом основном процессе выявляется профессиональное мастерство учителя, именно здесь создаются условия для учебы, формируется ценностная ориентация.

Вышеописанное является одной из возможностей изменить приемы работы автономно работающих учителей, используя при этом совместное обучение как дополнительную ценность. Если бы в эстонских школах внедрили представленную модель самообучающейся организации, то изменился бы стиль управления школой и качество работы учителей в школах, также были бы созданы предпосылки для предотвращения и уменьшения проблем у участников основного процесса – учебы, школьного урока (выбытие из школы и повторение классного курса), также сохранилось бы желание учиться на всю жизнь, что в конечном счете, повышает качество рабочей силы в целом.

Представленная концепция и исследование могли бы представлять более широкий интерес в странах с так называемой переходной экономикой, где проблематика и процессы сходны с происходящим в Эстонии.