



Nurturing a Quality Culture in Teaching and Learning

Dealing with ambivalences from an institutional perspective

Oliver Vettori

**Oliver Vettori
Manfred Lueger
Monika Knassmüller**

Vienna University of Economics &
Business Administration

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Contextual frame



WU Wien

national regulations
unfavourable resource situation
internal development strategy

**participating in Round II of the Quality Culture Project
network coordinator for the Teaching & Learning NW**

Project Goals

raising institutional quality awareness
discussing options for strengthening an internal QC
developing implementation strategies

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Difficulties along the road...



Quality as a dynamic, multidimensional and perspective-bound concept

Culture as a complex, interaction-based, and continuously changing “fabric of meaning”

Quality Cultures as stakeholder-dependent, historically grown and learning-oriented social phenomena



QM is contingent upon differing quality notions and latencies and takes place in heterogeneous, often contradictory contexts (“zones of ambivalence”)

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Zones of ambivalence (1)



Zone 1: Strategies

management-driven

process control
predictability and control
leadership

stakeholder-oriented

process promotion
discourse oriented
redistribution of responsibilities

Zone 2: Paradigms of evaluation

control-oriented

summative evaluations
controlling tools
causal studies

development-oriented

formative evaluations
feedback instruments
indication of problems

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Zones of ambivalence (2)



Zone 3: Process

standardisation

routinisation
standardisation
manageability

innovation

flexibility
tolerance of heterogeneity
risk acceptance

Zone 4: Relevance

external

external stakeholders
outward-orientation
accountability

internal

internal stakeholders
inward-orientation
internal developments

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... and some final challenges



Organisational beliefs and values are **not** homogeneous, not even within a stakeholder group

Quality **cannot** be decreed

Permanent control or standardisation are **no** guarantors for success and transparency

External and internal requirements **cannot** be satisfied by one and the same strategy

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Conclusion: Strategic options



Empowering the stakeholders to develop their own quality goals, initiatives and measures

Guaranteeing **transparency and common standards** without succumbing to a purely formal quality approach

Showing **trust** without disregarding the risks involved

Strengthening **reciprocal communication** processes

Balancing the delegation and acceptance of **responsibility**

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