Employers' Use and Awareness of Vocational Learning Approaches

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DfEE

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Executive Summary

Sample Structure

In total we achieved 1,632 responses to the survey with roughly equal proportions from each of the 12 regions. Of the two additional samples 283 extended SME and 406 UfI sector responses were achieved: 91 Environmental companies, 95 Automotive companies, 108 Multimedia companies and 112 Retail/ distribution companies. In addition, 18 case studies were also completed with a range of SMEs from one-man bands to larger SMEs employing 250 people and represented both manufacturing and the service sector to explore issues identified in the survey in more detail.

Over 300 respondents (19% of the sample) were classified as ILT users with the highest proportion of ILT users in the pubic sector. Of the four UfI Sectors, the sector with the highest proportion of ILT users is Retail/Distribution (30%) followed by multimedia (21%). Both Automotive and Environmental sectors have less than 10% ILT users.

The use of computers by employees as part of their daily work differs significantly by occupation. Over 60% of managers/professionals use computers and 28% of office and support staff compared with only 6% of technical and operative staff.

Training Facilities

Whilst overall the proportion of companies with dedicated training resources is low at first sight (42%) there are several groups within the sample which seem to invest more and have a wider range of provision than others. Where there is greater investment it tends to be as a result of the commitment of an individual at a senior managerial level.

The respondents most likely to have more resources dedicated to training are larger service and public sector companies. The lowest proportion of companies with facilities are in Wales (27%), Northern Ireland (21%) and the Eastern Region (32%) compared to Yorkshire & Humberside (52%), London (48%) North West (47%) and South East (47%).

The most common training resource is a senior manager responsible for training whilst only 4% of respondents have a facility for training staff at the site and 8% a separate facility located at a different site. One in three companies that do have a separate training facility are likely to have developed this as a full learning centre. This suggests that where companies make a commitment to support training, they are willing to invest in the necessary facilities and many believe they are getting a return on their investment.

The use of on-line learning is still low even amongst the most proactive companies

Training Activity

Although the proportion of respondents undertaking training in the previous 12 months is relatively low (39%), this reflects the fact that only a small number of respondents with fewer that 5 employees, which account for significant proportion of companies, undertake training. Training activity is concentrated in the service sector and in larger companies with the highest incidence of training in Scotland and the lowest in the East Midlands, West Midlands and North East.

Lower levels of training activity are evident amongst smaller companies, companies based in the North East, West Midlands or East Midlands and those operating in the manufacturing or primary sector. The majority of companies not undertaking training had not attempted to do so, stating that they had no identified need for training. Very few of the companies that had not provided training had investigated provision with a view to providing training but prevented from doing so.

A higher proportion of office and management staff receive training than any other occupation and the most common training provided includes management training, ILT user training, health and safety and customer care.

All companies favour on-the-job training whether they invest in additional training resources or not. Investment in more sophisticated resources more often than not provides an opportunity for staff to undertake further or optional training and does not replace on-the-job activity. Whilst on-the-job training is the most frequent form of training for all staff, managers and professionals are more likely to receive formal training than other employees and this is more likely to lead to a qualification.

It seems that SMEs are currently very dependent on other businesses and business support organisations for identifying and recommending training. Without this help they feel they do not have enough knowledge about quality or content of training courses and materials on offer.

ILT Based Training

The ILT tools used most commonly for both managerial and other staff are software packages installed on the user's computers and CD-ROMS. However, the use of ILT as well as non-ILT based materials as a means of delivering training is higher for managers that other staff. This is not surprising given that a higher proportion of other staff training is undertaken on-the-job, and therefore does not require training materials, whilst managers are more likely to receive formal training.

Almost a fifth of the sample, 19%, are identified as ILT users having used ILT to deliver training in the previous 12 months. The characteristics of these companies however, suggest that the use of ILT is concentrated in larger companies and those in the service sector, in part reflecting the pattern of computer use within companies.

The nature of the ILT utilised also differs in sophistication with larger companies more likely to have access to more sophisticated facilities. The survey identified that larger companies are more likely to have access to and make use of interactive and adaptable ILT materials as well as conferencing facilities compared to smaller companies.

Whilst there are a number of companies for whom ILT is a key part of their training activities there is a large component of business that do not make use of ILT at all for training purposes. These companies tend to be concentrated in the primary, construction and retail and transport sectors – partly a reflection the nature of the employment in those sectors and in some cases the relatively low use of technology for business services.

However, smaller companies across all sectors are also less actively using ILT based training as well as being less likely to provide training at all.

Companies seem less willing to use ILT if they feel their employees are not computer literate and that the delivery method may distract from the content of the learning material. In addition, it seems essential that ILT materials are designed well. In a number of case studies employees are using paper-based versions of the ILT based materials because they felt the paper-based versions are easier to use or provided more detail.

Views of provision and methods

Companies using ILT can be split into four groups: smaller SMEs motivated by flexibility and time saving but requiring mentoring; medium and larger SMEs committed to promoting 'learning' more widely within the company; companies that sought a specific training 'topic' that happened to be delivered via ILT; and, companies in remote rural locations without easy access to training providers.

Those companies that use ILT for training believe it is flexible, cost effective, and reliable and focuses on the needs of people, although there is concern about the isolation, the lack of support and the inability to monitor progress. For the smaller companies in particular the role of the mentor is seen as the most positive and crucial features of the training. In larger companies encouragement by a training or line manager has proved vital for the completion of training packages. This has been more practical in companies employing learning centre managers.

Generally, however, there is still some way to go in terms of employers' rating of the suitability, availability and quality of different types of ILT based training. Only software based on computers and CD ROMs received a positive rating in relation to these attributes. This is particularly true of the perceptions of those not currently using ILT based training.

Those companies that have not used ILT based learning find it more difficult to identify the advantages of such delivery, although a number recognise the potential of more flexible provision. The main concerns of this group relate to the cost and effectiveness of such methods as well as the issues associated with the lack of support identified by users.

In terms of employees, ILT based training is more likely to be used by managers than other staff. In part this reflects the fact they are more likely to have access to computers and that they are more likely to receive training in general. This is also true for employees of service sector companies who are more able to fit the training around their work patterns.

However, the success of ILT within the company depends on a number of factors including:

- Whether the company and the individual recognises that although ILT offers significant flexibility there remains the need for dedicated time to complete the training

- The characteristics of the individual, the level of personal motivation and self determination, is central to ensuring the training is prioritised

- The work patterns of the employee, e.g. shift work, will impact on the suitability of ILT as well as flexible learning packages more generally

- Aptitude towards ICT in general will affect employees' (and companies') readiness to undertake training in this way.

Future use of ILT

For those that have used ILT based training the majority will continue to use it, despite the reservations mentioned in the previous chapter. In addition, there is a significant proportion of companies that actively undertake training and are considering using ILT based training for the first time.

For those companies that are actively training but not expecting to use ILT training the main reasons are because they believe it is not suitable for the type of training they are seeking to deliver or that they are not interested in using ILT at all. Those employers that have not trained in the previous 12 months are also less likely to use ILT based training in the future and for similar reasons, although there is a small number that felt they did not have enough experience of these methods of training.

Encouragement to use ILT

From the results of the study it is possible to identify four groups of companies in terms of the future likely use of ILT based training.

Companies currently using ILT based training including: a) smaller SMEs accessing the training via a provider and motivated by flexibility and time saving but requiring mentoring; b) medium and larger SMEs committed to promoting 'learning' more widely within the company; and, c) companies seeking a specific training 'topic' for whom the mode of delivery is secondary. The survey indicates that this group will generally continue using ILT base training methods. However, continued use of ILT will depend on a number of factors including:

- ■ the need for dedicated time to complete the training

- ■ the characteristics of the individual employees and their attitudes towards the training

- ■ the work patterns of the employee

- ■ employees' aptitude towards ICT in general

Companies currently training but not using ILT. These will be more difficult to convince of the benefits of ILT because the person responsible does not perceive there to be any benefits for the company from doing so. This is confirmed by the fact that relatively few companies in this category stated they were unhappy with their current training practices and likely to change. Many stated that in their view ILT it is not suitable for the type of training they are seeking to deliver and in some cases companies remain disinterested in using ILT at all.

Employers not undertaking training, a group dominated by SMEs, are also less likely to use ILT based training in the future. Better information provision of the nature and availability of training packages seems the most obvious way to improve levels of use. For example,

- ■ small, mature businesses with little expectation of growth in either output or employment terms is the largest and the most difficult group of businesses to penetrate. The first hurdle will be to promote the need for training itself amongst this group, and a key method of engaging this group is often through a specific business problem

- ■ small, young companies that are seeking and expecting to grow often do not have time or money to train new people and lack formal management skills. These organisations are likely to be receptive to quick solutions and require little administration.

Better information provision of the nature and availability of training packages seems to be the most obvious way to improve levels of use. However, the results of the survey indicate that there seems to be little that can be done to encourage the last two groups of companies to use ILT based training. A small number may be persuaded by financial support or easier identification of high quality materials.

Measuring changes in training practices

The study team was also tasked with identifying possible indicators that would serve as a benchmark to measure future trends. The current position nationwide is summarised below:

- staff training was provided by 39% of respondents throughout the UK over the previous 12 months

- 42% of companies have dedicated training resources and 58% have none

- of those with dedicated training resource less than half (49%) have a nature of separate room set aside for staff training and a third (33%) a Learning/training centre

- 19% of respondents stated that they provided staff training using ILT

- the most common training method used over the previous 12 months is on-the-job instruction with no qualification (used by 29% of respondents for manager training and 42% for other staff training)

- the most common training material used over the previous 12 months is paper based text books (used by 47% of respondents for manager training and 39% for other staff training)

- the most common ILT training materials used over the previous 12 months is software installed on own computer (used by 31% of respondents for manager training and 23% for other staff training)

- the likely future use of ILT-based training amongst current users is 88% but only 27% amongst non-users.

1.   Introduction

Background

1.1   The Government's Green Paper "The Learning Age" emphasises both the economic and social benefits of increasing participation in learning and for the first time sets out a clear vision of how this goal can be achieved.

1.2   A major challenge identified is to increase employers', particularly SMEs', participation in learning.   It is anticipated that the effective development, promotion and delivery of flexible learning, especially flexible learning that uses ILT will play a major part in overcoming the barriers to learning identified by employers.

1.3   In September 1999 Segal Quince Wicksteed (SQW) was commissioned by DfEE to undertake research to assess employers' use and awareness of flexible learning and to examine how different methods of learning are being implemented by companies.   The research particularly focussed on small and medium sized enterprises' (SMEs) use of Information and Learning Technology (ILT) and had three key objectives:

■   to gauge the current level of awareness and use of more flexible learning methods amongst employers

■   to ascertain how ILT is being used for learning purposes in SMEs and where it is not, what are the barriers preventing further take up of this method of learning

■   to identify the factors which enable flexible learning to be successfully implemented in some SMEs and not in others.

Methodology

1.4   Flexible learning is a common-place term in the education and training sector.   However, the concept and definition overlaps with other frequently used terms such as open or distance learning.   Generally, these are used to describe learning that emphasises ease of access.   However, the key principle seems to be that flexible learning is centred on the individual's needs or as is commonly described "learning what you want, where you want, when you want, at the pace you want".   This is the working definition that has shaped our approach to this research since it is not too narrow and likely to become obsolete and avoids the danger of getting drawn into an academic debate when the primary aim of the research is to gain practical feedback from employers on the methods of learning they are aware of and are using.

1.5   Communicating the agreed definition to employers through a survey posed a separate problem as businesses tend not to be aware of the terms used by education and training sectors.   Therefore, in undertaking the research we have not used the term 'flexible learning' directly with employers and have instead concentrated on identifying the specific method of delivery to avoid using a term that employers are not familiar with and thereby be in danger of not capturing all the relevant training activity.

1.6   Our research was undertaken in two stages:

   ■   a telephone survey with a representative sample of 1,633 employers between March and May 2000

   ■   case studies with 18 SMEs, during the summer of 2000, that have successfully implemented flexible learning in the work place.

1.7   This report combines the findings of the telephone survey and case studies to provide a holistic picture of employers' approaches to training and their use of Information Learning Technology (ILT).   The remainder of this chapter outlines the methodology used for the employer survey and for selecting the case studies.   It also sets out the characteristics of the companies that participated in the research.

Survey methodology

Sample

1.8   The research sought to undertake a telephone survey with a total of 1,600 companies identified from a commercial database.   In order to ensure geographical coverage of the survey a sample frame was constructed based on 100 responses from the 12 regions (Scotland, Wales Northern Ireland and nine English RDA regions).   It was then stratified to ensure a representative response from each region by size of company and industry sector. In the report this is referred to as the total sample.

1.9   The total sample also included:

   ■   400 companies within the four University for Industry (UfI) target sectors.   These were identified through definitions provided by UfI (see Annex A).   The UfI boosted sample was defined and analysed on a national level with targets for regional representation.   This sample is referred to as the UfI Sectors sample in the analysis

■ extended interviews with 200 SMEs, 100 that provided ILT based training and 100 that provided non-ILT based training during the previous 12 months. These were selected on a random basis from the full sample. The analysis refers to this sample as the extended SME sample.

1.10 Results were weighted prior to analysis based on region, sector and size to ensure the sample is representative at a national and regional level.

Pilot

1.11 We undertook a pilot survey of 40 companies, drawn up by size, sector and use of ILT for training, during December and January 1999-2000. The aim of the pilot was to test the survey questionnaire and to ascertain the impact of mailing potential respondents before telephone contact was made.

1.12 A hundred and fifty employers were sent a letter on DfEE headed paper outlining the purpose of the survey and giving notice that they might be contacted in the course of the following week. A further 165 were not contacted by letter. The pilot found that the overall response rate for pre-mailed contacts was 20% compared to the overall response rate for non-mailed contacts of 12%. Given the poor overall response rate obtained during the pilot, it was recommended to pre-mail a sample of 8,000 employers for the main survey. A sample population of this size allows for a response rate of 20%.

1.13 A second key finding of the pilot survey was that the wording of the questionnaire contributed towards a poor response to some of the questions. In particular, employers are not comfortable or familiar with the terminology 'staff development' and 'learning opportunities'. It was therefore agreed to revert to using 'training' which was substituted successfully during the pilot. The term 'training' has also been used in this report to report the findings although the term 'learning' is also used where relevant. For further details of the pilot survey, the Pilot Report is attached in Annex B.

Employer Survey

1.14 DfEE issued a letter to the selected companies to make them aware of the survey in early March and the companies were interviewed during March, April and May 2000. The employer survey covered the following broad areas:

■ *company information:* sector, size, status

■ *training resources:* whether company has designated training resources or facilities

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- *training activity:* the extent and nature of training activity

- *use of ILT:* the extent to which companies use ILT based methods for training

- *views on provision:* in relation to quality, appropriateness and advantages of different methods

- *future use of ILT:* and support required.

Characteristics of respondents

1.15 In total we achieved 1,632 responses to the survey with roughly equal proportions from each of the 12 regions. Of the two additional samples 283 extended SME and 406 UfI sector responses were achieved. The characteristics of the total, and where appropriate those of the SME and UfI samples, are outlined in the following sections.

Sector

1.16 The table on the following page demonstrates respondents to the total sample followed closely the national structure with the largest proportion coming from the wholesale/retail trade, financial intermediation and manufacturing sectors.

Table 1.1: Response by sector

	UK		Total Sample	
National SIC Breaks	**No.**	**%**	**No.**	**%**
Agriculture, hunting, forestry & fishing	179,485	9%	112	9%
Mining, quarrying inc oil & gas extraction	1,855	0.09%	7	1%
Manufacturing	182,780	9%	149	12%
Electricity, gas & water supply	315	0.02%	1	0.1%
Construction	212,115	10%	74	6%
Wholesale & retail trade	576,665	28%	474	39%
Transport & communication	84,165	4%	59	5%
Financial intermediation	534,470	26%	210	17%
Public administration & defence	86,055	4%	88	7%
Other services	183,155	9%	52	4%
Total	**2,041,060**	**100%**	**1,226**	**100%**

1.17 In total we interviewed 406 companies in the UfI target sectors. These included:

- 91 environmental companies

- 95 automotive companies

- 108 multimedia companies

- 112 retail/ distribution companies.

Employment sizeband

1.18   The overall size structure of the total sample broadly reflects that of the national structure, although the sample is skewed away from the smaller (1-4 employees) businesses in order to ensure a higher level of response for companies in larger sizebands.

Table 1.2: Respondents by sizeband

	Sample Framework		Total Sample	
National Sizeband	**No.**	**%**	**No.**	**%**
1-4	1,536,585	75%	772	47%
5-10	303,965	15%	400	25%
11-24	125,945	6%	247	15%
25-49	37,375	2%	99	6%
50-99	17,245	0.8%	43	3%
100-199	9,750	0.5%	34	2%
200-499	5,735	0.3%	18	1%
500+	4,460	0.2%	10	1%
DK	0	0%	9	1%
Total	**2,041,060**	**100%**	**1,632**	**100%**

Location

1.19   Table 1.3 below sets out the number of interviews achieved in each region and compares this with the representation of each region in the weighted data set. The weighting given to each regional sample ensures accurate national representation, i.e. the South East and London represent a higher proportion of the weighted sample compared to Wales, Northern Ireland and the North East.

Table 1.3: Regional representation of responses

	Number of Interviews		Weighted representation	
NE	122	7%	53	3%
NW	148	9%	143	9%
Y&H	134	8%	109	7%
EM	116	7%	110	7%
WM	135	8%	138	8%
Eastern	127	8%	131	8%
SE	192	12%	277	17%
London	150	9%	269	16%
SW	183	11%	191	12%
Wales	116	7%	69	4%
Scotland	126	8%	110	7%
N Ireland	83	5%	31	2%
TOTAL	**1,632**	**100%**	**1,633**	**100%**

Status of organisation

1.20   The following table illustrates the status of the companies contacted for the total sample (1,632). The majority of those interviewed are independent businesses reflecting the size structure of the sample.

Table 1.4: Status of organisation

Status		No.	%
	Independent Business	1,370	84%
	Branch/Subsidiary of a larger business	198	12%
	HQ	26	2%
	Public Sector Organisation	21	1%
	Registered Charity	10	0.6%
	Other	6	0.4%
Total	Weighted	1,633	
	Un-weighted	*1,632*	

Note: % calculated on weighted total

Users of ILT for training

1.21   Over 300 respondents (19% of the sample) were classified as ILT users (those having used ILT for training in the previous 12 months). On the whole these were companies in service sector industries with the highest proportion in other services (39%) and public administration and defence (29%). This compares with companies in the primary and secondary industries where ILT use is less widespread. For example, only 8% of companies in the construction industry and 11% in manufacturing are ILT users. Table 1.5 gives a more detailed breakdown of these variations.

Table 1.5: Use of ILT by sector

National SIC Breaks	ILT User
Agriculture, hunting, forestry & fishing	10%
Mining, quarrying inc oil & gas extraction	16%
Manufacturing	11%
Electricity, gas & water supply	0%
Construction	8%
Wholesale & retail trade	16%
Transport & communication	14%
Financial intermediation	32%
Public administration & defence	29%
Other services	39%
Total Weighted	**312**
Unweighted	*354*

Base: All respondents
% calculated on weighted total

1.22   Larger companies are more likely to use ILT. Over 50% of companies with over 50 employees make use of ILT compared with only 17% of companies in the smallest sizeband.

Table 1.6: ILT use by sizeband

ILT Status		Sizeband			
		1-10	11-49	50-199	200+
ILT Users		17%	31%	52%	54%
Non-ILT User		83%	70%	48%	38%
Total	Weighted	1428	150	25	13
	Unweighted	*1172*	*346*	*77*	*27*

Base: All respondents
*% calculated on weighted total

1.23   In the four UfI target sectors, the highest proportion of ILT users is retail and distribution (30%). Both automotive and environmental sectors have less than 10% ILT users.

Table 1.7: ILT users by UfI sector

ILT Status		UfI Sector Sample			
		Multimedia	Auto	Retail/Distrib.	Environ
ILT User		21%	7%	30%	9%
Non-ILT User		79%	93%	70%	91%
Total	Weighted	108	95	112	91
	Unweighted	*108*	*95*	*112*	*91*

Base: All respondents   *% calculated on weighted total

Employees' use of computers

1.24   The use of computers as part of employees' daily work reflects the same trend with the highest proportion of staff using computers employed by larger service sector companies.

1.25   The use of computers as part of daily work also differs significantly by occupation. Only 20% of the respondents employing operational staff report that these employees use a computer and the proportion of respondents with craft workers using a computer is also quite low (38%). In contrast, 71% of the respondents employing office workers and 62% of the respondents with managerial or professional staff stated that these employees make use of computers in their daily work. The table below gives some indication of the number of employees concerned. The reported number of employees is over 43,000 of which 45% use a computer as part of their daily work.

Table 1.8: Proportion of staff using a computer as part of their daily work

Base: Respondents That Employ Any of The Staff Specified

Occupations	Number of employees	Using PCs		Not using PCs	
Managers/Professional	7,673	5,332	69%	2,180	28%
Office workers and Support staff	13,572	10,929	81%	1,844	14%
Technical and Craft staff	6,736	1,863	28%	4,468	66%
Operative staff	11,960	2,165	18%	6,632	55%
Total	**43,260**	**19,683**	**45%**	**11,941**	**28%**

1.26   This pattern is reflected in the responses from different sectors. At the extremes, only 30% of agricultural companies stated that employees use computers whereas over 62% of business services and financial sector stated that all of their employees use computers as part of their daily work. Other sectors, for example manufacturing or health, indicate a wider range of use levels. Whilst 32% of manufacturing and 31% of health companies said that no employees use computers, 30% stated that all their employees use computers as part of their daily work.

Case Studies

1.27   The case studies provided an opportunity to explore some of the issues identified in the survey in more detail with a range of SMEs. The issues covered included:

-     the nature of the flexible learning being undertaken and the materials used and the extent to which it is embedded within the company

-     the source, nature and quality of the materials used, including the impact on training costs

-     the reasons behind the use of flexible learning and the perceived advantages and disadvantages

-     the suitability of different methods of learning for different employees

-     the use of ILT based flexible learning materials

-     likely future use of flexible learning and in particular ILT based learning

1.28   The topic guides used for the case studies are attached in Annex C.

1.29   Companies were identified mainly through recommendation from training or industry organisations such as the NTOs, FE colleges and ADAPT programmes. The case studies included a range of companies ranging from one-man bands to larger SMEs employing 250 people and represented both manufacturing (including textiles, motor industry, plastics, coatings, and biotechnology) and the service sector (including transport, health care, arts and other services). Details of the sector, location and size of these companies is set out in Table 1.9.

Table 1.9: Case Studies by sector, location and size

Industry	Location	Company Size
Manufacturing		
Textiles		
Case Study 1	Blackburn	160
Motor Industry		
Case Study 2	Ayr	250
Plastics		
Case Study 3	Blackburn	4
Coatings		
Case Study 4	Cardiff	60
Case Study 5	Aberdeen	65
Case Study 6	West Yorkshire	120
Case Study 7	Bolton	22
Case Study 8	Manchester	175
Case Study 9	Essex	250
Case study 10	Uxbridge	250
Biotechnology		
Case Study 11	Surrey	15
Service Sector		
Transport		
Case Study 12	Bracknell	4
Health Care		
Case Study 13	Ascot	200
Arts		
Case Study 14	Surrey	1
Case Study 15	Lincoln	1
Case Study 16	Leicester	3
Case Study 17	Corby	1
Other Services		
Case Study 18	Peterhead	1

1.30   Achieving the eighteen case studies proved a difficult exercise for a number of reasons:

■ the number of companies identified through the survey was smaller than anticipated and their willingness to take further part in the study not forthcoming

■ not all organisations contacted were able to give examples of companies that are pro active in their use of flexible learning, especially IT based flexible learning

■ a significant number of companies contacted did not wish to take part mainly because they did not have the time to participate but in a few instances because they did not consider that the company qualified (i.e. are not pro active in terms of their attitude to training)

Report structure

1.31   The remainder of the report reflects the structure of the questionnaire outlined earlier and where appropriate, interweaves the findings from the case studies:

■   Chapter 2: Training systems and resources

■   Chapter 3: Training activity

■   Chapter 4: Use of ILT based training

■   Chapter 5: Views of provision and methods

■   Chapter 6: Future use of ILT

■   Chapter 7: SME extended survey

■   Chapter 8: UfI sectors

■   Chapter 9: Conclusions and recommendations.

2. Training systems and resources

Introduction

2.1   This chapter examines the nature of respondents' systems and resources dedicated to staff training. This provides a context for understanding the types of companies that may be using different approaches to learning.

2.2   In this chapter and throughout the report we have used the phrase 'training resources' to encompass training systems, such as appraisals, training plans and budgets, as well as training resources, such as a training manager or a training facility.

Training Resources and Facilities

2.3   Just over two fifths of respondents (42%) stated that they have dedicated training resources. This proportion differs between:

- *regions*, the proportion with training resources is significantly higher in Yorkshire & Humberside, London, the South East, and the North West, but is very low in Northern Ireland, Wales and the Eastern region

Table 2.1: Training resources by region	
Regions	**Have training facilities**
Y & H	52%
London	48%
NW	47%
SE	47%
EM	44%
Scotland	40%
SW	36%
NE	35%
WM	35%
Eastern	32%
Wales	27%
N Ireland	21%
Total **Weighted**	**1,633**
Unweighted	*1,632*
Base: All respondents *% calculated on weighted total	

- *sectors,* there is a noticeably higher proportion of respondents with training resources in the service sector. At the extremes are public administration and defence with 80% of respondents with dedicated training resources and primary industries such as mining with only 32% responding positively

**Table 2.2: Proportion of respondents with training resources by sector**

National SIC Breaks	
Mining, quarrying inc oil & gas extraction	32%
Manufacturing	38%
Electricity, gas & water supply	50%
Construction	38%
Wholesale & retail trade	38%
Transport & communication	53%
Financial intermediation	49%
Public administration & defence	80%
Other services	47%
Total **Weighted**	**1,633**
Unweighted	*1,632*

Base: All respondents
* % calculated on weighted total

■ company *size,* 93% of companies employing over 100 employees have dedicated training resources compared to 32% of companies in the 1-4 employee sizeband and 61% of those with 5-10 employees.

Chart 2.1: Training resources by size of company
*Base: All Respondents (weighted sample 1,633; unweighted sample 1,632)*
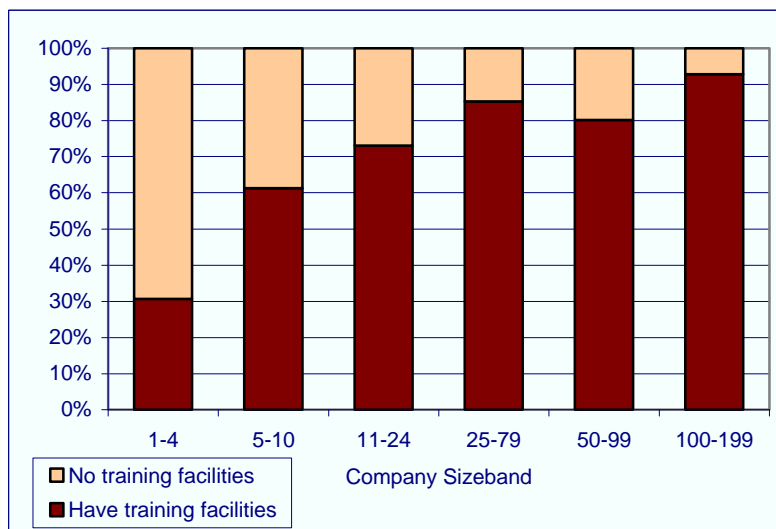
Nature of dedicated staff training resources

2.4   The most common training resource is a senior manager responsible for training within the company, this is true of 27% of all respondents (see Chart 2.1 below). A further 18% have a training plan and the same number have a formal appraisal system. The least common dedicated training resource is a separate facility for training, which has been set up by only 12% of respondents.

Chart 2.2: Nature of training resources
*Base: All Respondents (weighted sample 1,632; unweighted sample 1,633)*
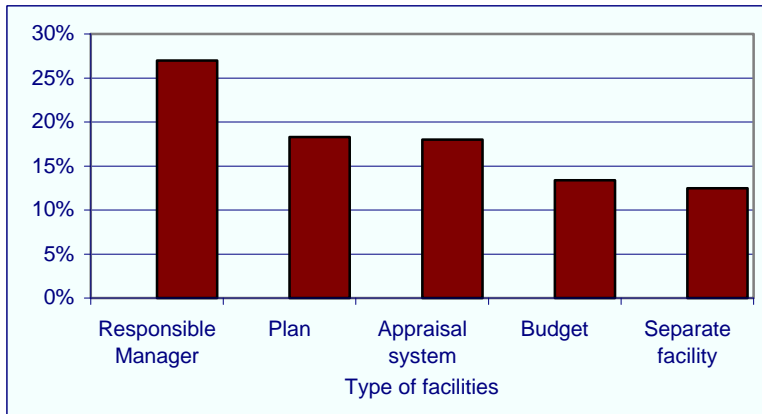
2.5   Again, there are variations in the nature of resources dependent on the sample characteristics. For example:

■   the trend described above is reflected throughout the ***regions*** with the exception of the North East, where the most common training resource is a designated training plan (29%)

■   in terms of ***sizeband*** the nature of the resource varies with size of company. Smaller companies tend to have a training manager but no budget whereas larger companies utilise a wider range of resources.   Charts 2.3a-d illustrates the difference across the range of sizebands

Chart 2.3: Training resource by size of company
Base: All Respondents

13
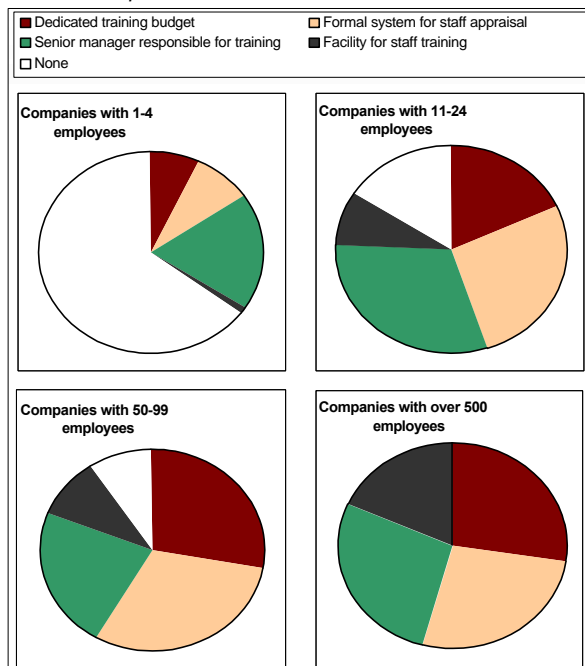
■　　the *sector* with the widest range of resources and facilities is the public administration and defence sector, with each of the different resources adopted by between 40% and 60% of respondents. Other service sector industries also appear to have a higher proportion of companies with training resources, in particular a combination of budgets, appraisal systems and separate facilities. Construction, transport and energy industries also have a high proportion of respondents with a responsible manager but few other committed resources whereas agriculture has very few respondents with any training resources at all in place. Chart 2.4 illustrates the difference across the sectors

Chart 2.4: Training resource by sector
Base: All Respondents (% calculated from weighted sample)
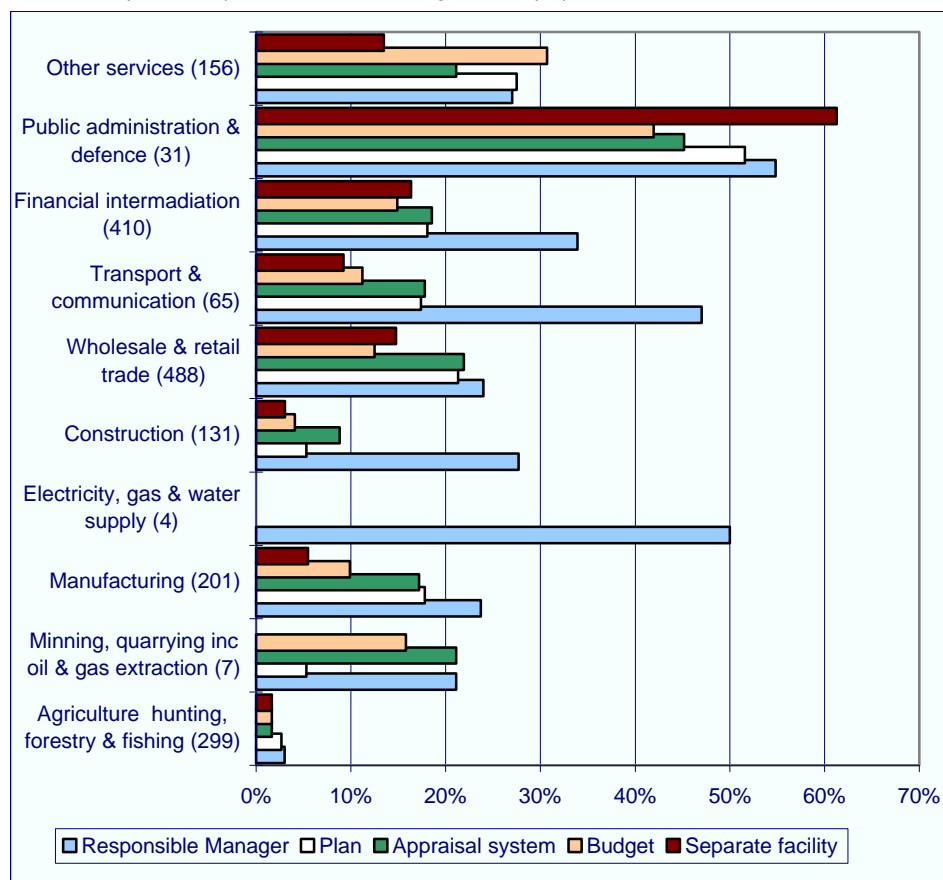
2.6　　The tendency for SMEs, even those actively promoting training within the company, to operate without a budget is borne out by the case studies. Out of the 18 companies, only 6 have a dedicated budget with the majority relying on informal processes to obtain funding for training. However, in most cases this is not considered a negative factor by training managers as it offers greater flexibility to obtain the training needed without the constraints of a fixed budget. Whilst this obviously works to the advantage of those implementing training in more proactive companies, in companies that do not promote training the need to request and justify funding for training on an ad hoc basis may be a barrier.

2.7   The lack of separate facilities in the smaller companies could also, on face value, be taken as a negative factor in terms of their commitment to training. However, further investigation through the case studies indicates that this is not necessarily the case. In particular, for the micro companies (i.e. those employing between 1-4 people) a separate training room is not an option for both:

■   business reasons e.g. because of the cost or lack of space

■   practical reasons e.g. such a facility is not necessary for training to take place because the levels of disruption are not so great with only two or three people.

Characteristics of separate training facilities

2.8   Just over 12% of the total sample stated that they have separate training facilities in place. Nearly half of these have a room set aside for training. One third of those with training facilities have learning centres[1]. Fewer companies have in place computers for training (25%) and a resource library (20%). Just 9% of respondents with separate training facilities stated that these are on-line. This would seem to indicate that where companies make a commitment to training they are willing to invest in the necessary facilities but that overall this represents a very small proportion of the population.

Chart 2.5: Characteristics of training facilities
Base: Respondents with separate training facility (weighted sample 168, unweighted sample 254)
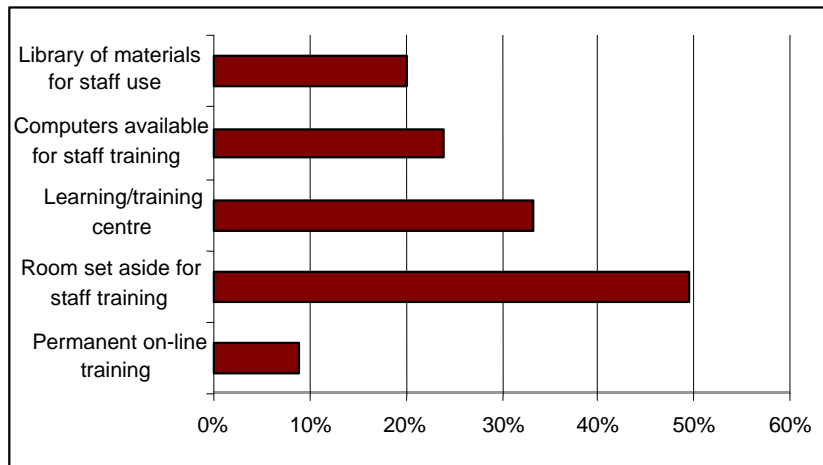
2.9   The case studies indicate that where companies have invested in the necessary facilities they experience benefits to their investment, both directly and indirectly. In particular those case studies with Learning Centres experienced:

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[1] for the purpose of this study the following definition was agreed with DfEE 'a permanent accommodation that is staffed and resourced on a continuous basis'

- ■ an increase in the level of training being undertaken by employees, both job related and for personal interest

- ■ training available is of a more flexible nature, which can be adjusted to meet business demands

- ■ financial benefits-having purchased the packages they can be utilised with any number of employees so despite the initial outlay the benefits make it cost effective

- ■ customers acknowledge that the company has a dedicated training facility.

2.10 The pattern of investment in training facilities is common across the UK with no significant regional variations. However, there are differences between sectors and according to the size of companies. Generally speaking, the number of manufacturing/production companies with a separate facility is lower than the service sector. However this does not mean that the service sector facilities are more sophisticated. Indeed, whilst a room set aside for training is the most common facility across all sectors, the companies with a learning centre and ILT based facilities come from a range of sectors.

2.11 In relation to company size, larger companies are both more likely to have separate facilities and have more sophisticated resources. For example, whilst over a third (34%) of those in the 1-4 sizeband with a separate facility use on-line or training centres, 71% of those employing over 100 with separate facilities have these features available.

2.12 The instance of on-line learning, however, remains relatively low. The case studies suggest that even where on-line training is available, in the majority of cases the ILT based training is delivered by CD-ROM. Very little training is actually undertaken on-line and the usual practice is to download text based documents that are then either printed and used in paper format or completed off-line. There seems to be a mixture of reasons for this:

- ■ the perceived or real cost of being on-line by businesses

- ■ the impracticality of retaining a connection over a long period of time for small companies, in particular if the telephone line is also used for voice or e-mail

- ■ the nature of many training products.

2.13 The case studies also highlighted that a key factor influencing the pattern of investment and the approach companies adopt to training is an individual's commitment to the value of

training for the company and the employees. Even in the more proactive companies visited, more often than not the decision to invest in training facilities, the nature of those facilities and the decision to investigate different methods of training has been driven by the training manager, or one key individual with some training responsibilities, rather than as a result of company policy or decision. In some companies visited, although this individual ensures that training is an important aspect of the company culture it does not receive support from all senior managers. The individual responsible for training had often entered the company under a different role that changed after the flexible learning facility was introduced. For example, one Learning Centre Manager took a personal interest in the opening of the facility and ended his role in the financial management of the company to undertake this new role full time.

2.14   Two case studies in particular illustrate the importance of the position in the company of the person promoting training to the level of training possible within the organisation:

■   *Case Study 1: Independent manufacturing company employing 166 people.* The company considers itself to be not very advanced in its understanding of training. Training is seen as a means of solving problems as and when they arise and traditionally tended to be a reactive exercise. However, the training manager is now a member of senior management and has succeeded in taking the company through IiP and through that process has been able to influence the level of investment in the company and open resource a Learning Centre.

■   *Case Study 2: Independent manufacturing company employing 250 people.* Although the company has a formal training plan in place, training is not actively promoted within the production departments/teams. However, limited provision of flexible learning has been maintained in one team by the team manager, although the Production Director has opposed wider workforce involvement. Consequently, the benefit of the training has been limited to a small number of staff rather than being a company wide activity.

Summary

2.15   Whilst overall the proportion of companies with dedicated training resources is low at first sight there are several groups within the sample which seem to invest more and have a wider range of provision than others. Where there is greater investment it tends to be as a result of the commitment of an individual at a senior managerial level.

2.16   The respondents most likely to have more resources dedicated to training are larger service and public sector companies, which goes some way to explaining the regional disparities between for example the South East and the North East.

2.17   One in three companies that do have a separate training facility are likely to have developed this as a full learning centre. This suggests that where companies make a commitment to support training, they are willing to invest in the necessary facilities and many believe they are getting a return on their investment.

2.18   The use of on-line learning is still low even amongst the most proactive companies.

3.   Training activity

Introduction

3.1   Having illustrated the nature of investment in training resources, this chapter goes on to explore the level of training activity undertaken during the previous 12 months.

Training undertaken

3.2   Over one third (39%) of respondents have undertaken training in the 12 months previous to the survey. At first glance this would seem to compare unfavourably with previous surveys, particularly Skills Needs in Britain (SNIB), which in 1998 indicated that 91% had undertaken on-the-job training in the previous 12 months and 38% had undertaken off-the-job training. However, it is important to note the impact of the sample structure on this response rate, in particular in relation to company size. Unlike the SNIB survey the sample, outlined in chapter 1 included companies employing fewer than 25 employees. As is illustrated in the chart below only 31% of the companies employing between 1 and 4 employees (which make up 47% of the sample) have undertaken training in the previous 12 months. For all other sizebands the proportion undertaking training is over half, even as high as 80% of companies employing over 100 employees.

Chart 3.1: Training undertaken in the previous 12 months by size of company
Base: All Respondents (weighted sample 1,633; unweighted sample 1,632)
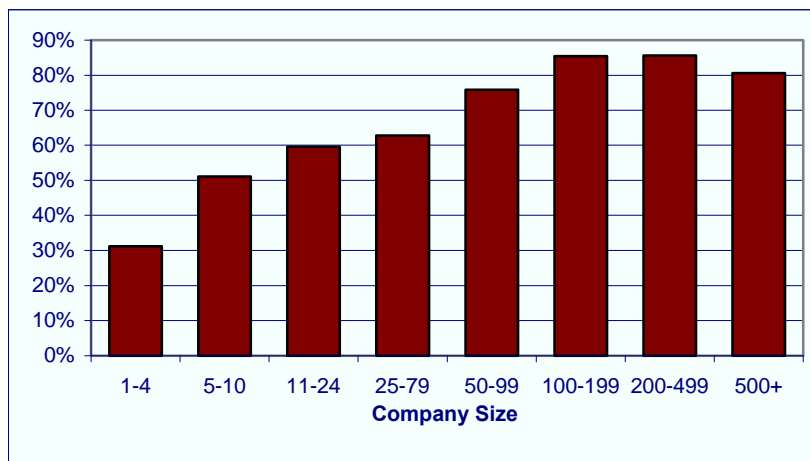
3.3   Therefore, what appears at first glance to be a much smaller proportion of companies undertaking training is perhaps merely a more accurate reflection of the level of company training activity throughout the business community.

3.4   Other factors influencing the response rate include location and sector and are discussed below.

3.5 The difference between the level of training undertaken in each region is clearly shown in Table 3.1. This proportion differs significantly between the regions with the highest proportion of companies undertaking training in Scotland and lowest proportion from the East Midlands, West Midlands and, in particular, the North East.

| Table 3.1: Training undertaken in the previous 12 months by region				
			Total	
Regions	Staff Training		Weighted	Unweighted
Scotland	54%		110	126
N Ireland	51%		31	83
NW	49%		143	148
Y & H	47%		109	134
SE	42%		277	192
Eastern	41%		131	127
UK	**39%**		**1,633**	**1,632**
London	37%		269	150
SW	36%		191	183
Wales	33%		69	116
EM	31%		110	116
WM	27%		138	135
NE	18%		53	122

Base: All respondents
*% calculated on weighted total

3.6 Reflecting the finding of the previous chapter, the highest proportion of those undertaking training, in terms of sector variation, came from the service sectors. The highest proportion recorded is 81% of the public administration and defence respondents, whilst the lowest level of training is undertaken by agricultural (22%) and manufacturing (30%) companies.

Chart 3.2 Training in the previous 12 months by sector
Base: All Respondents (weighted sample 1,633; unweighted sample 1,632)
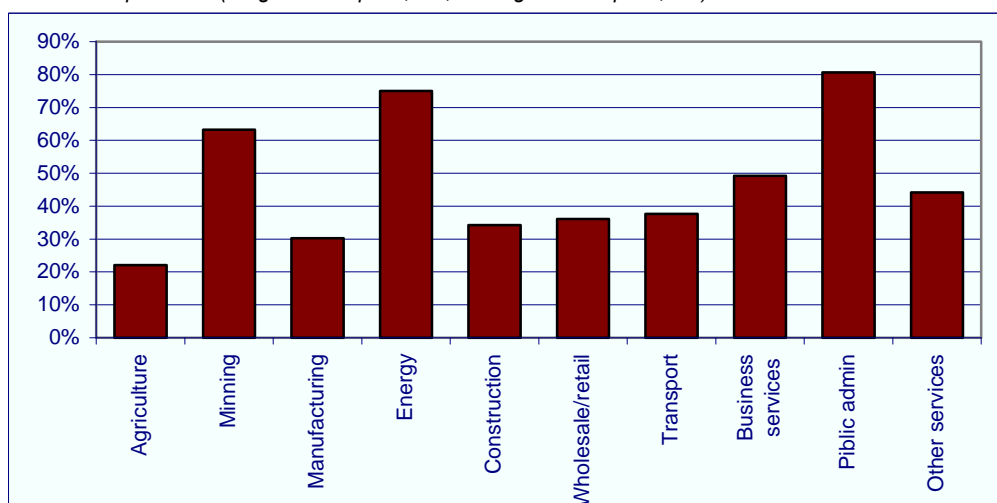
3.7   This lower level of training undertaken by non-service sector companies goes some way to explaining the regional variances described earlier. The South East and London, which are dominated by the service sector, are also regions with higher proportions of training being undertaken compared to the Midlands, which has a higher proportion of production companies.

Employees receiving training

3.8   The survey also identified significant differences between the level of training undertaken by different types of employees over the previous 12 months. The group of employees most likely to have received training are managers (18%) and those least likely are technical and craft workers and operative staff (5%). However, this figure may also be distorted by the fact that smaller companies will have a higher proportion of employees in 'managerial' roles.

Chart 3.3: Training in the previous 12 months received by employee type
Base: All Respondents (weighted sample 1,633; unweighted sample 1,632)
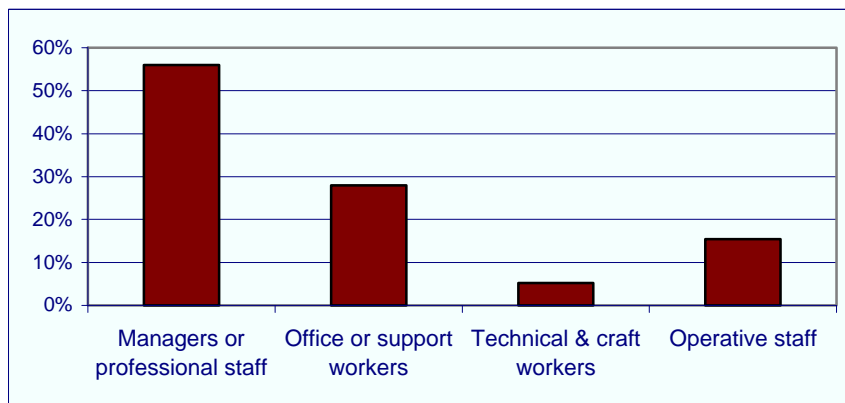
3.9   This is reflected by the case studies. In the companies interviewed employing less than 4 people all those receiving training are classed as managers. However, in the remainder of the case studies the balance is significantly different with a much wider range of employees receiving training. In all of the manufacturing companies interviewed the flexible learning has been provided for all staff but taken up more readily by support, technical and operative staff compared to management staff. The technical courses in particular are used to train young recruits with the necessary job skills.

3.10   In terms of training areas, there is similarity in the nature of the training provided for managers and professionals and for other staff. The range of training is illustrated by the table below which also indicates the proportion of training undertaken by skill area. The main differences between the groups are:

■   management training is the most common for managers (38%) followed by IT user skills (33%)

■ health & safety (34%) and customer care (25%) is the most common training for other staff.

Table 3.2: Skills areas where training has been provided

Skills Area	Management	Other Staff
Management Training	**38%**	8%
Computing/IT User	**33%**	**24%**
Health & Safety	**27%**	**34%**
Customer Care	**20%**	**25%**
Computing/IT Support	19%	13%
Finance/Accounts	17%	15%
Industry/Market Knowledge	17%	15%
Technical/Professional Development	16%	16%
Marketing/Sales	13%	16%
Team Working	13%	16%
Quality	12%	16%
Communication Skills	12%	15%
Time Management	11%	8%
Clerical/Admin Skills	10%	16%
Supervisory	10%	7%
Typing/WP	9%	9%
Machine Operation	7%	11%
Induction	7%	11%
Production Process	6%	7%
Foreign Language Skills	3%	1%
Other	13%	8%
None	3%	4%
Total **Weighted**	**488**	**461**
Unweighted	577	617

Base: Respondents that have trained managers/other staff
Multiple Responses
Unprompted response

3.11 Some variation is evident in the type of training between sectors, for example:

■ non-managerial staff in the hotel and restaurant sector are most likely to have received customer care training (32%), whilst non-managerial staff in the primary and manufacturing industries are most likely to have received training in machine operation (manufacturing 24%, construction 30% and agriculture and fishing 50%)

■ those employed in health and social work are more likely to be trained in teamwork (39%) compared with only 9% of the employees in the manufacturing sector.

3.12 To a large extent the difference in the type of training undertaken reflects the nature of the sector and this is again borne out in regional differences. For example, for other staff the dominance of health and safety training prevailed throughout the regions, except the South East and East Midlands where clerical and administration training makes up the greatest proportion.

3.13   There is also a tendency for interpersonal skills such as time management and team working to be more evident throughout the service sectors. For example, 25% of companies in the retail sector trained managers in team working compared to only 12% of companies in the manufacturing sector. A similar pattern is evident by comparing size of companies.   Smaller companies tend not to provide interpersonal skills training. As the chart below illustrates, by comparing the training undertaken by the smaller companies in the sample, the proportions undertaking training in clerical and IT user skills are more balanced across the sizebands than the interpersonal skills.

Chart 3.4: Training undertaken by managers by size of company
Base: All Respondents ((weighted sample 1,633; unweighted sample 1,632)
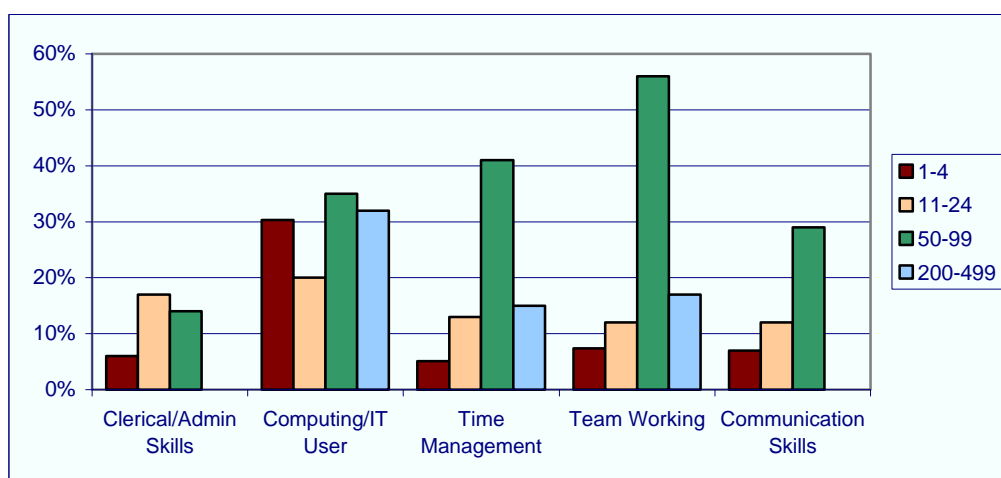
Nature of Training Provision

3.14   The most frequently used training is on-the-job training that does not lead to a qualification. Respondents use this form of training most frequently for other staff (42%). However, fewer companies (29%) use on-the-job training most frequently for managers or professionals. This group are more likely to have been on seminars/workshops.

Table 3.3: Most frequent training used for managers & other staff

Training Method	Managers	Other Staff
On-the-job instruction & qualification	10%	14%
On-the-job instruction & no qualification	29%	42%
Seminars/workshops	26%	11%
Class-based & qualification	13%	14%
Class-based & no qualification	7%	5%
Providing materials & qualification	4%	2%
Providing materials & no qualification	4%	2%
Total **Weighted**	**488**	**461**
Unweighted	577	617

Base: Respondents that have trained managers/other staff
Multiple Responses
% calculated on weighted total

23

3.15   The least frequently used training is provision of materials either with or without qualifications attached, indeed over 70% of respondents noted that no managers or other staff are trained using this method. This would seem to indicate the employers and employees still prefer training, which includes face-to-face contact and personal support. The case study interviews with the micro businesses (with 1-4 employees) also emphasised this fact: the 'mentoring' linked to the management training being undertaken was a crucial feature of the training for owner managers with no other managerial support within the company.

3.16   Although the trend is similar, differences in emphasis are also evident between the nature of training provided by those that have used ILT and those that have not. The general pattern is that ILT users are more likely to use class based training and materials frequently than non-ILT users. However, the highest proportion of both groups uses on-the-job training most frequently.

Table 3.4: Method used most frequently to train staff by the use of ILT				
	Managers		Other Staff	
Training Method	ILT User	ILT Non-User	ILT User	ILT Non-User
On-the-job instruction & qualification	9%	12%	9%	18%
On-the-job instruction & no qualification	**30%**	**28%**	**40%**	**43%**
Seminars/workshops	20%	32%	9%	12%
Class-based & qualification	16%	9%	22%	8%
Class-based & no qualification	10%	3%	7%	3%
Providing materials & qualification	6%	1%	1%	2%
Providing materials & no qualification	13%	3%	2%	2%
Total Weighted	**266**	**222**	**201**	**260**
Unweighted	297	280	266	351

Base: Respondents That Used Any of The Specified Methods To Train Managers/Other Staff
 *% calculated on weighted total

3.17   The case studies identified that a broad range of training materials are often combined by companies but also reinforce the fact that on-the-job training is the most favoured as well as more flexible approach to training amongst all companies, no matter what the level of investment in training resources. The key difference between companies, which became evident through the case studies, is that those showing commitment to investing in training are more likely to invest in materials for employees to use as and when the need arises as well as using on-the-job training. Therefore, greater investment does not mean that companies rely less on on-the-job training but that this is supplemented by additional training opportunities for staff. This is particularly true of the companies that have developed a Learning Centre.

■   *Case study 3: Manufacturing Company with 200 employees:* The Learning Centre was opened in March 1999 and initially the subject areas were restricted to those most closely related to immediate workplace needs such as health and

safety training. However, the company diversified the range of subjects on offer to accommodate individual preferences and now offers over 180 different courses covering communication skills, finance, IT, languages, marketing and sales, operational management and people skills. The Centre has also opened its doors to a wider audience and now allows employees' family members to use the facilities at off-peak times.

3.18   As mentioned earlier one of the main reasons for utilising materials instead of formal courses is the ability to re-use the training with a number of employees. However, there are also negative aspects which companies need to overcome as illustrated by the following case study:

■   *Case Study 4: Manufacturing company employing 65 people:* The impact of flexible learning within the company has been quite profound. They have moved from a situation where no training was being undertaken 2 years ago to a point where they now have several people on the distance-learning course. Despite this turn around there are some barriers preventing the company doing more flexible learning. Firstly, the status of the company as a SME means that time is limited. Secondly, trainees have a tendency not to complete the course and therefore in future the company plans to make completion of the course one of the conditions of employment written into their contract.

3.19   The case studies also reinforced the fact that qualifications, in the main, are not central to a business's requirement from training. For a large number the only need for qualifications are to provide employees with a sense of achievement or for marketing purposes. However, there are several caveats to this general rule:

■   Companies are more likely to invest in training with qualifications or training from providers with a national profile for more senior employees. For example, management training is perceived as being more expensive hence there is more of a desire to gain accredited recognition for training undertaken

■   companies place more value on qualifications in relation to professional/technical training, especially if providing long-term training (e.g. HND/C, degree) for a junior member of staff.

■   IT user training is the area where qualifications are least sought after and materials used most frequently.

Sourcing of training

3.20 Training undertaken is provided through in-house and external sources in even proportions. However, materials are generally sourced in-house whereas courses are generally sourced externally. This trend is similar for managers and other staff and for both the service and manufacturing sectors.

Chart 3.5: Source of training provision
Base: All Respondents Providing Training

Legend:
- Materials provided by the company
- Materials sourced externally
- Courses provided by company
- Courses sourced externally
- Other
- Non Known

Values shown: 16%, 26%, 2%, 28%, 11%, 16%
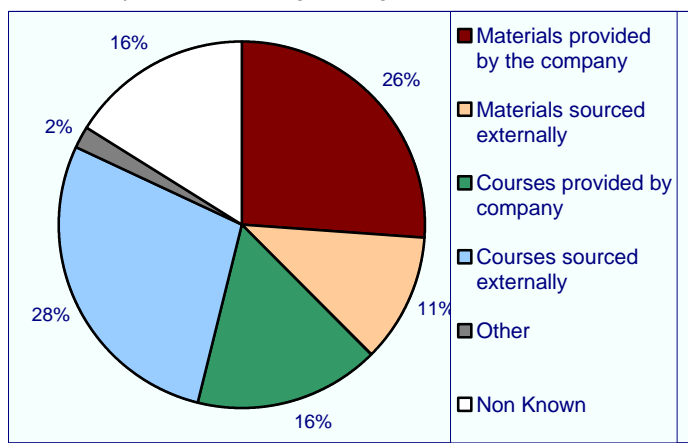
3.21 It is likely that training sourced in-house makes up a large proportion of the training undertaken on-the-job. One indication of this is that the majority of training that is not on-the-job is undertaken at the provider's premises as is illustrated in the following table for non-managerial staff.

Table 3.5: Main location of the last staff training activity for non-managerial staff

Locations	Other staff
At the provider's premises	46%
At this location's training centre	4%
At company training centre elsewhere	4%
At employees' workstation	3%
At a rented venue	2%
Total **Weighted**	**103**
Unweighted	112

Base: Respondents for whom the format of last staff training was not on-the-job (Multiple Response)
*% calculated on weighted total

3.22 From the case studies it appears that the most proactive companies are often linked into local and national networks. These contacts provide them with easy access to training, both materials and courses, thus allowing them to build on their existing resources. Often the relationships starts with one contact or by accessing one training course, which made it possible for them to tap into the provision network. Typically this featured a relationship with one of the promotional organisations (e.g. Business Link, a local college or NTO).

Several of the companies stress that without this key contact they have no knowledge about the training that exists or confidence in its quality. This lack of general awareness is the situation for the majority of those respondents not undertaking training. However, they have not had the benefit of the initial contact and access to the provision network.

Those not undertaking training

3.23   As indicated earlier, the larger proportion of the sample, 61%, have not undertaken any training in the previous 12 months. These companies tend to be:

■   smaller companies

■   operating in the manufacturing or primary sector.

3.24   The regions with the highest proportion of companies not providing training were the North East, West Midlands or East Midlands. The responses provide no clear indication why companies are less likely to provide training although a higher proportion than the average in each region stated that they rely on learning-by-doing only.

3.25   The majority of this group (64%) has never provided any training and is primarily made up of smaller companies. In contrast, companies that have provided training between 12 and 24 months ago tend to be larger as the table below shows. For example, 69% of companies employing between 1-4 employees have never provided training compared to 18% of the companies employing between 25-99 employees. All of the companies employing over 100 employees have provided training within the previous two years.

Table 3.6: Last time respondent provided staff training opportunities

Time Lapse	Company Size				
	1-4	5-10	11-24	25-99	100+
Less than 2 years ago	12%	33%	45%	59%	100%
More than 2 years ago	16%	9%	9%	12%	0%
Have not provided any	69%	50%	30%	18%	0%
Total **Weighted**	794	134	43	17	4
Unweighted	572	181	84	35	7

*Base: Respondents That Have Not Provided Staff Training In The Previous 12 Months *% calculated on weighted total*

3.26   The main reasons given by companies for not having undertaken any training in the previous 12 months are that:

- ■ the company is a sole trader (31%) and presumably the owner does not perceive that they have a training need or consider learning undertaken on an informal basis as 'training'

- ■ they have no issues to address (23%)

- ■ employees' have the right skills required.

3.27 Nearly all (96%) of the companies that have not undertaken training in the previous 12 months stated that there was no need for training. Only a very small proportion (4%) felt they have not been able to do so for one or other reason. The exception to this is Scotland, which has a lower percentage of companies that has not provided any training (56% compared to 61% nationally), a higher proportion of which (16%) has been unable to provide training.

3.28 Of the companies not able to undertake training, fewer than half have undertaken any investigation into availability of training, citing lack of time as the main obstacle.

Summary

3.29 Although the proportion of respondents undertaking training in the previous 12 months is relatively low (39%), this reflects the fact that only a small number of respondents with fewer that 5 employees, which account for significant proportion of companies, undertake training. Training activity is concentrated in the service sector and in larger companies with the highest incidence of training in Scotland and the lowest in the East Midlands, West Midlands and North East.

3.30 Lower levels of training activity are evident amongst smaller companies, companies based in the North East, West Midlands or East Midlands and those operating in the manufacturing or primary sector. The majority of companies not undertaking training had not attempted to do so, stating that they had no identified need for training. Very few of the companies that had not provided training had investigated provision with a view to providing training but prevented from doing so.

3.31 A higher proportion of office and management staff receive training than any other occupation and the most common training provided includes management training, ILT user training, health and safety and customer care.

3.32 All companies favour on-the-job training whether they invest in additional training resources or not. Investment in more sophisticated resources more often than not provides an opportunity for staff to undertake further or optional training and does not replace on-

the-job activity. Whilst on-the-job training is the most frequent form of training for all staff, managers and professionals are more likely to receive formal training than other employees and this is more likely to lead to a qualification.

3.33   It seems that SMEs are currently very dependent on other businesses and business support organisations for identifying and recommending training materials. Without this help they feel they do not have enough knowledge about quality or content of training courses and materials on offer.

4. ILT based training

Introduction

4.1 As outlined in Chapter 1, 19% of the total sample (312 respondents) are identified as ILT user, i.e. companies that have used ILT, although only 306 respondents have provided training in the previous 12 months. This chapter looks in more detail at the use of ILT to determine the extent to which ILT is being utilised and in what way.

Materials use for training

4.2 Respondents were asked to specify the range of training materials used for managers or professionals and other staff. Overall both groups use all the types of materials to some extent, but in each case a higher proportion of companies use them to train managers. This reflects the fact that a much higher proportion of training for non-managerial staff is undertaken on-the-job and is therefore less likely to involve using training materials of any kind.

4.3 The most popular training tools for both groups of employees is non-ILT based textbooks, video tapes and self-completion paper based workbooks. The most commonly used ILT based tools are software installed on businesses' own computers and software accessed via CD-ROMS. A relatively high proportion (18%) use on-line learning, again primarily for managers, although far fewer respondents, 8% for managers and 6% other staff, use training via a company intranet.

Chart 4.1: Proportion of companies using various training tools
Base: All respondents that provided training during the previous 12 months (637 weighted, 751 unweighted)
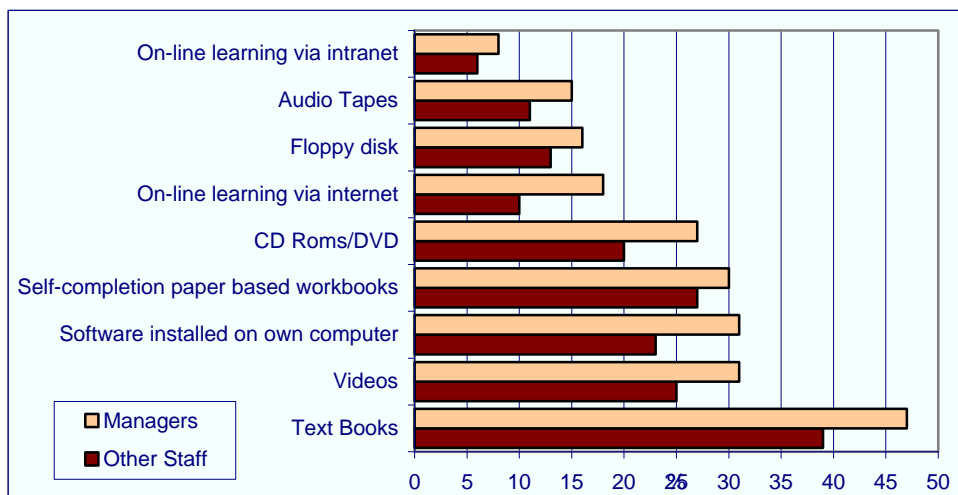
4.4 However, as is evident from the case studies, even where training is being undertaken via ILT the learners invariably use this tool in conjunction with a paper based 'back-up'. Being able to 'hold it in my hand' is a statement made frequently when asked why.

■ ***Case Study 5: manufacturing company employing 4 people.*** The IT user training is delivered via e-mail onto the user's computer. In this instance the trainee prints out the content of the training, including the guide/instructions, the examples and the exercises and completes the training modules on paper before attempting them on the computer using the paper version as a guide and reference.

4.5 This illustrates why one of the training managers consulted as part of the case studies would not promote ILT more widely. He felt that some of the less computer literate employees might struggle with the training not because of the content but the mode of delivery.

4.6 In several instances the use of both types of learning also reflected the quality of the products being used. Where the quality of the ILT facilities were not high enough trainees resorted to using paper based materials over which they felt they have more control.

■ ***Case Study 6: Biotechnology Company employing 15 people***. The training provided consists of modules in Applied Microbiology aimed at technical level employees and seeks to improve their knowledge of areas relevant both to their current role and future career. The training is available on line and although the employee uses this facility the textbook is preferred because it provides the level of detail required by someone that has already completed a bioscience degree. They felt that less detail is available on the website and it is not as easy to navigate and draw information from.

4.7 Some trends are evident from the survey data relating to the use of different learning materials by different types of companies:

■ *in relation to regions:*

◆ training for managers is provided through a broader range of tools in London, South West and the North East regions. The highest proportion of companies using on-line facilities for managers are Scotland (16%), Northern Ireland and East Midlands (15%) and the South East (14%)

◆ training provided for other staff tends to be less varied in delivery, particular in the Eastern region where textbooks are the only tools used by over 10% of the companies providing training. The South West, North East and Scotland provide a narrower range of tools. 17% of the companies providing training for other staff in Northern Ireland utilise on-line training tools compared to very low proportions in all other regions

■   *in relation to sizeband* the data indicates that larger companies are more likely to utilise ILT tools, which would be expected given the larger number of these companies with more sophisticated training facilities (outlined in chapter 2). Certainly the larger SMEs in the case study sample make more widespread use of the ILT based tools both in terms of the range of training implemented and the nature of employees (i.e. employees from a range of occupations within the company) with access to these opportunities

■   *in relation to sectors* it is evident that service sector companies embrace ILT based methods more so than manufacturing/production companies. The chart below illustrates the different patterns of usage between production and service sector companies.

Chart 4.2: Proportion of companies using ILT based methods for training other staff by sector
Base: All respondents that provided training during the previous 12 months (637 weighted, 751 unweighted)
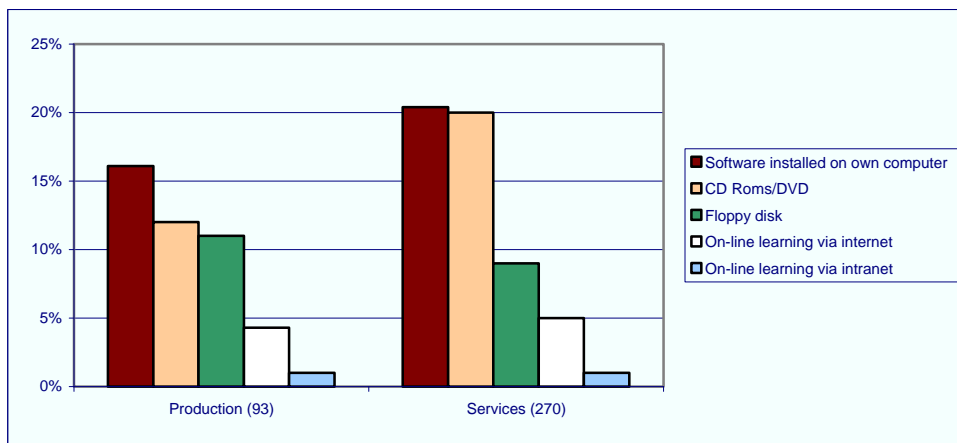
Embedding ILT

4.8   One measure of the embeddedness of ILT is the proportion of companies using these tools to train all their staff, as Chart 4.3 on the following page illustrates. However, there are two issues to consider:

■   the actual numbers utilising these tools are low: For example, even the most extensively used tool, text books, is only used with all staff by 20% of those providing training to other staff and by 30% of those providing training to managerial staff

■   whilst companies are using ILT tools for managers a much lower proportion are using these methods more widely throughout their workforce.

4.9   A second means of establishing the embeddedness of ILT is the range of sophistication of the ILT tools being used. The companies identified as providing training through ILT-based tools were also asked about the features of their ILT based training tools. The most common features

include e-mailing facilities and self-completion tasks (both over 35% for managerial and other staff). Also a significant proportion (around 30%) are using material with the ability to adapt the content to their business needs. The difference between the materials being used for managers and for other staff is that a higher proportion of the ILT based materials used for managerial training (28%) includes an interactive element compared to the proportion used for training other staff (18%).

Chart 4.3: Proportion of companies using different training tools for all managerial of non-managerial staff
Base: All respondents that provided training during the previous 12 months (637 weighted, 751 unweighted)
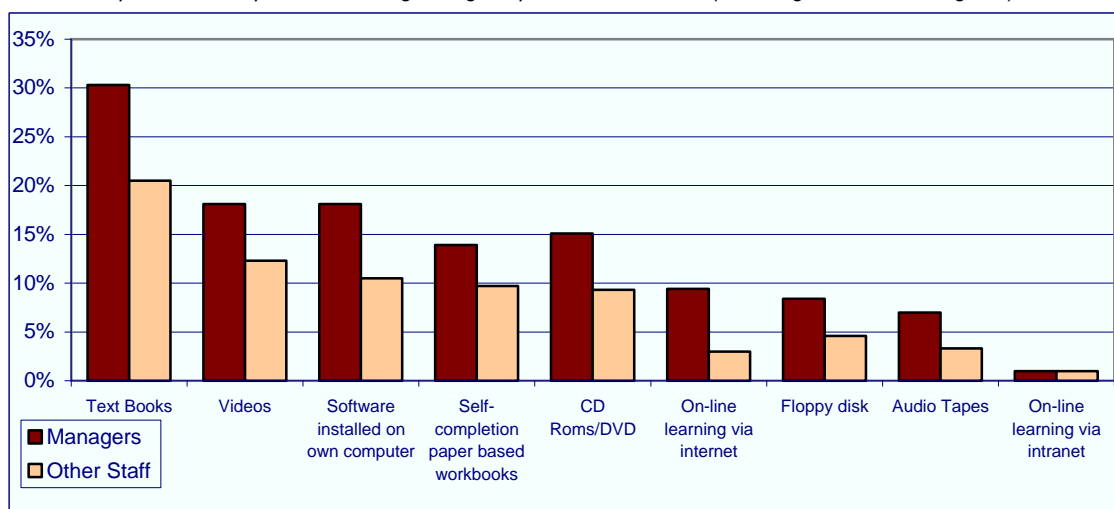
4.10   Although there are no significant differences in the sophistication of materials used by location or sector, the survey does seem to identify a correlation between the size of the company and the sophistication of ILT materials used for training, reflecting the general pattern of investment described in previous chapters. In all cases the use of the more sophisticated ILT is more evident amongst larger companies, in particular the proportion of companies using materials with conferencing and interactive features. Table 4.1 shows the varying levels of use of more or less sophisticated materials. The difference is best illustrated by comparing responses of companies in the sizebands 1-10 employees and 50-199 employees.

Table 4.1: Components of ILT based materials use for training managers

Components	Total	1-10	11-49	50-199	200+
				Sizeband	
Communication using e-mail	49%	**50%**	47%	**62%**	0%
Tasks for self-completion	45%	**40%**	47%	**62%**	67%
Ability to adapt content to bus needs	32%	**31%**	39%	**23%**	33%
Interactive element	28%	**27%**	22%	**31%**	50%
Conferencing facilities	18%	**19%**	6%	**31%**	17%
Number of respondents Weighted	277	215	36	13	6
Unweighted	*299*	*158*	*93*	*31*	*14*

Base: respondents that use ILT to train managers
*% calculated on weighted total

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Companies not using ILT based training materials

4.11   The survey respondents using less sophisticated ILT based training materials and least likely to be making any use of ILT based training can be characterised

- *by sector*: production companies, in particular those in the construction, energy and agriculture sectors and also the retail and transport sectors, which rely very heavily on on-the-job training

- *by size:* as mentioned earlier smaller companies, in particular those employing fewer than 10 employees

- *by location:* companies based in the North East of which only 6% are ILT users, West Midlands (12%), and the East of England (13%).

Summary

4.12   The ILT tools used most commonly for both managerial and other staff are software packages installed on the user's computers and CD-ROMS. However, the use of ILT as well as non-ILT based materials as a means of delivering training is higher for managers that other staff.   This is not surprising given that a higher proportion of other staff training is undertaken on-the-job, and therefore does not require training materials, whilst managers are more likely to receive formal training.

4.13   Almost a fifth of the sample, 19%, are identified as ILT users having used ILT to deliver training in the previous 12 months. The characteristics of these companies however, suggest that the use of ILT is concentrated in larger companies and those in the service sector, in part reflecting the pattern of computer use within companies.

4.14   The nature of the ILT utilised also differs in sophistication with larger companies more likely to have access to more sophisticated facilities. The survey identified that larger companies are more likely to have access to and make use of interactive and adaptable ILT materials as well as conferencing facilities compared to smaller companies.

4.15   Whilst there are a number of companies for whom ILT is a key part of their training activities there is a large component of business that do not make use of ILT at all for training purposes. These companies tend to be concentrated in the primary, construction and retail and transport sectors – partly a reflection the nature of the employment in those sectors and in some cases the relatively low use of technology for business services.

4.16   However, smaller companies across all sectors are also less actively using ILT based training as well as being less likely to provide training at all.

4.17   Companies seem less willing to use ILT if they feel their employees are not computer literate and that the delivery method may distract from the content of the learning material. In addition, it seems essential that ILT materials are designed well. In a number of case studies employees are using paper based versions of the ILT based materials because they felt the paper based versions are easier to use or provided more detail.

5.   Views of provision and methods

Introduction

5.1   Having established the nature of the training being undertaken and the extent to which ILT based training is a component of that activity, the survey then sought to understand the views and perceptions of respondents regarding the training provision available with a view to identifying where the biggest gaps exist. This chapter therefore highlights:

- ■   respondents' level of satisfaction with the different training tools on four criteria: value for money, suitability, availability and quality

- ■   the perceived advantages and disadvantages of ILT based training comparing the responses of those that are utilising these training tools and those that are not

- ■   the suitability of flexible learning and ILT based training for different staff and employees' readiness and ability to utilise this form of training delivery

Satisfaction with ILT based training

Value for Money

5.2   The majority of companies, both those responding to the survey and the case studies, considered on-the-job training to be the best value for money followed by formal courses/workshops for both managers and other staff training. A significantly smaller proportion of the respondents considered that the ILT training methods were the best value for money, as illustrated in Table 5.1 on the following page.

5.3   Comparison based on the employees receiving the training highlights the fact that employers prefer to use on-the-job training for other staff. 51% of the respondents stated that this was the best value for money for other staff training compared with 39% of respondents for manager training. In contrast a higher proportion of respondents select CD ROMs/DVD, formal courses and software installed on own computer as value for money for managers.

5.4   However, it is likely that these ratings merely reflect the varying use of the different methods. Therefore, to qualify this response the following chart compares the responses by those businesses classified as ILT-users and non-ILT users.

Table 5.1: Staff training activity considered best value for money

| Training activity	Managers	Other Staff
On-the-job instruction	39%	51%
Formal course/workshop	24%	21%
CD ROMs/DVD	10%	3%
Software installed on own computer	6%	2%
Text Books	5%	5%
On-line learning via internet	2%	1%
Self-completion paper based workbooks	2%	1%
Audio Tapes	2%	0%
Videos	1%	1%
Floppy disk	*	0%
On-line learning via intranet	0%	0%
Total weighted	**488**	**461**
unweighted	*577*	*617*

Base: Respondents that have trained managers/professionals & other staff

5.5 The most obvious difference between ILT-users and non-ILT users is the proportion that considers on-the-job training best value for money. This is illustrated in Charts 5.1a and 5.1b below.

5.6 Over 60% of the non-ILT users consider on-the-job learning the best value or money for other staff compared to over 30% of the ILT-users. In contrast, seminars/workshops are considered best value for money by a similar proportion of ILT and non-ILT users. It would seem the ILT based materials are considered better value for money for management staff and are as well regarded as the more traditional methods of training e.g. textbooks by ILT users.

Chart 5.1a: Training materials considered best value for money for training managers by ILT users & non-users.
Base: All respondents using these tools to provide training during the previous 12 months

37
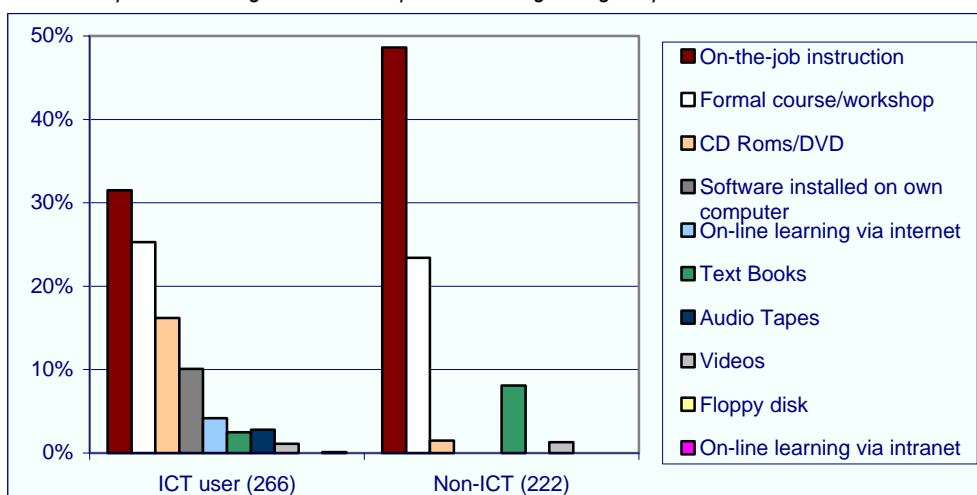
Chart 5.1b: Training materials considered best value for money for training other staff by ILT users & non-users.
Base: All respondents using these tools to provide training during the previous 12 months
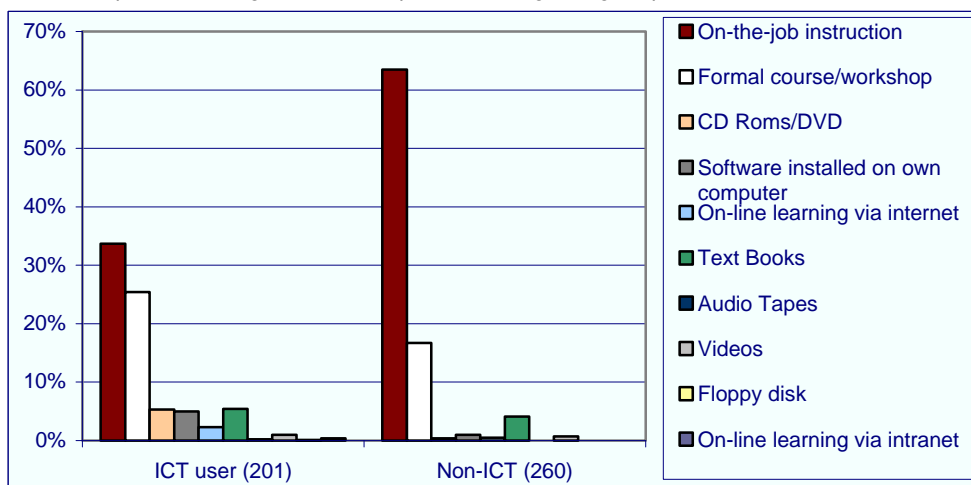
5.7   It is not possible to comment on the economic argument in relation to the case study companies as in the majority of cases the companies accessed the training material free of charge or at a reduced rate through publicly funded programmes. These included mainly ESF activity such as the ADAPT programme and training material supplied through industry organisations.

5.8   However, one concern for training promoters to deal with is the perceived cost of on-line-learning. Training managers in three companies stated that this method is not considered viable by senior managers in the company as employees would need to spend long periods of time on the internet. This accompanied by the added costs associated with purchasing the equipment to undertake the ILT based training such as additional PCs or laptops would, in their views, make it too costly for the company.

Suitability, Availability and Quality

5.9   A more discerning measure of ILT based provision is the rating given by those using these tools. The charts below illustrate the mean rating given for the different tools by respondents that utilise these to undertake training with either manager or other staff.

5.10   The managerial or professional level training is rated more highly than that for other staff with marked differences in the rating given to CD-ROMS over the intranet and on-line training. However, the charts indicate that respondents are generally less, rather than more, happy with the existing provision:

■   software installed on the company's own computer is the only tool consistently rated positively (i.e. higher than 3 on a scale of 1-5)

■ CD ROMs for manager/professional training received a positive rating whilst the rating for other staff is negative

■ on-line learning via an intranet received the lowest mean score most probably relating to practical issues such as practicality of staying on line over relatively long periods of time and cost of being on-line rather than content of the training itself.

5.11 The companies tending to rate on-line learning more highly included service sector companies, very small companies (employing between 1-4 people) and companies from Scotland.

Chart 5.2: Rating of training tools *(5 = high, 1 = low)*
Base: All respondents using these tools to provide training during the previous 12 months

Manager Training Tools

Other Staff Training Tools
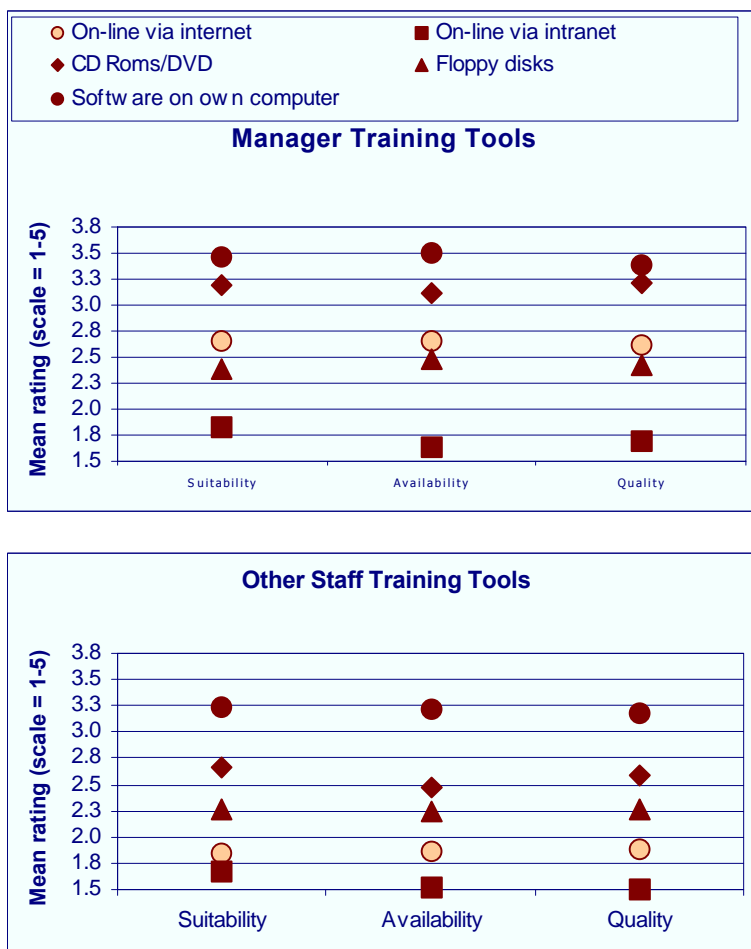
5.12 In the case studies however, it became evident that the rating attributed to the different training materials used seemed to reflect more the awareness of the company in general than the actual availability of the training. For example, three of the companies visited which are arts based companies, employing between 1-4 people, have only become aware of the training they are utilising, which happened to be ILT based, as a result of contacting a provider organisation, in this instance an industry organisation, that signposted them to the training. Otherwise, none of these companies have sought or utilised other training and therefore do not have a benchmark to judge on the general availability, suitability of quality of the specific products or comment more generally. As SMEs in particular tend to look for training when an issue arises they do not have a general idea of the provision available.

5.13 Larger companies and SMEs are however more able to comment on this and their response indicates that the main issue is not a single issue but a combination of the availability, quality and

affordability.

5.14   A statement by one training manager, repeated several times throughout the consultations, is that the company has thought about using on-line methods of learning but considered it as too costly. However, when probed further it became evident that the high cost of on-line learning is a perceived obstacle rather than an actual one. In reality the main constraint for the manager in question was not knowing where to look for such training. The case studies identified that what is crucial for this and other very small companies is a point of contact that they feel they can rely on to supply training when needed. Many use Business Link in this way.

5.15   In terms of quality and suitability, the feedback is mixed. In most cases the ILT packages have drawbacks in terms of the scope for interaction but also more basic elements such as the ease of navigation through the course and graphic presentation. In more than one instance this fact contributed to the trainers reverting back to paper based support tools instead of completing the course using the ILT materials. Therefore the feedback from the training managers and employees consulted during the case studies is pertinent on two levels.

■   on a general level the prevailing opinion is that training materials left a lot to be desired and the main difficulty for businesses is knowing how to recognise what is a good or bad option

■   in terms of ILT the opinion is that the quality is generally lower but that more often than not it is still used because of the limited number of alternatives available.

5.16   This latter point manifested itself in the case of an open learning package developed for the paint industry. Several of the case studies have used the package, which includes audio, video and textbook materials, aimed at developing industry specific knowledge and skills of junior staff. Feedback from training managers and from learners indicates that the quality of the training, e.g. the quality of the audiotapes, is particularly poor and deterred some trainees from using the training, although the content is suitable. However, the product is still being used and the course completed by trainees although the quality was not satisfactory as it is the only training available in a flexible format.

5.17   Company size and the resources available has a considerable impact on the scale of the difficulty encountered. The smaller SMEs (1-4 people) are those without the knowledge or the time to investigate training and therefore are more prone to give up because they do not know what to use. Whereas the larger companies are more likely to investigate different packages because the training would be used for a larger number of staff and therefore the scale of the investment is greater. This is one of the key roles for the learning centre managers. The following example is

typical of the case studies with learning centres.

- ■ *Case study 7: Textiles manufacturing company employing 166 people.* The company's training manager, who has a Certificate in Training Practices, plays a proactive role in managing and supporting the training activity undertaken by staff. This includes screening all flexible learning material before the company invests and before any member of staff uses the material. This allows him to assess a) the quality of the material, b) the suitability of the content for the company's needs and situation and c) the level of the training. Consequently he is able to sanction the training for each individual employee based on the appropriateness of the training.

Motivation to use flexible learning

5.18 One of the aspects investigated in the case studies is why companies have chosen to use the ILT based training. In one respect it is difficult to pull together the myriad reasons why companies have followed the flexible learning route as circumstance seems to have played a larger part than principle in the decision making process. For a large number, especially of the smaller companies, the use of the flexible training material has been expedient rather than intentional. In some instances this form of training is the training offered/recommended to them by providers or that they stumbled across. In other instances the fact that the training undertaken was public-sector supported had been an important financial incentive influencing the companies' decision to take up the training on offer.

5.19 However, discounting these companies, of those that have consciously sought flexible training there are three groups:

- ■ *Smaller SMEs* (i.e. employing between one and four people). Time saving is the key motivation for using flexible learning methods. For several the tutor support (often more akin to mentoring) is a decisive factor.

- ■ *Medium and larger SMEs committed to promoting learning* more widely within the company that consider flexible opportunities as a means of encouraging employees to undertake training by participating on a level and at a time convenient to them. The option is also financially appropriate for companies seeking to set up a library of resources that can be utilised by several members of staff over a period of time.

- ■ *Companies that have sought specific training that happened to be delivered flexibly.* For these companies the primary motive is either the qualification required or the relevance of the training to their industry. The delivery is a secondary consideration initially but, having said that, the flexibility offered by the packages would prompt these companies to seek training of this nature in future.

5.20   The crucial elements in the decision making process of the companies can be summarised as:

- sourcing the training – knowing where to look and how to make their decision

- the circumstances of the company / employee

- the motives for obtaining the training – company wide strategy or expedient solution.

5.21   An additional factor, which steered companies and employees towards ILT based training, is the opportunity to improve computer skills as a result of undertaking the training. In some instances positive experiences at work have encouraged individuals to make more use of or invest in home computers.

Perceived advantages, disadvantages and benefits of ILT based training

Advantages

5.22   Table 5.2 shows the range of perceived advantages identified through the survey that companies undertaking training in the previous 12 months ascribed to ILT based training. The table provides a further comparison between companies using ILT based tools for training and those that are not.

Table 5.2: Advantages of using ILT-based methods - ILT users & non-users		
Reasons	**ILT Users**	**Non-ILT Users**
Flexibility	*39%*	*16%*
Fits the needs of individuals	*35%*	*9%*
Speed of access	*29%*	*9%*
Cost effectiveness	*28%*	*9%*
Allows people to work at own pace	*26%*	*9%*
Does not disrupt normal work	*25%*	*6%*
Self Monitoring	17%	3%
Training can be tailored to meet employee need	14%	2%
Ability to customise training to own needs	12%	4%
Better trained employees benefit company	12%	1%
Access to a broader range of subjects	11%	5%
Staff enjoy training through ILT	11%	1%
A lot of people can use one package	*9%*	*1%*
Provides more flexible access to tutor	*8%*	*1%*
Access to broader group of people	*7%*	*1%*
Wider range of subject to choose from	*6%*	*2%*
Increases efficiency & knowledge of staff	*2%*	*0%*
Weighted	**312**	**332**
Unweighted	*354*	*410*
Base: All ILT non-users & users that trained employees during the previous 12 months		

5.23   All respondents recognised similar advantages to ILT based methods of training although those that have utilised ILT based training during the previous 12 months are more likely to identify a broader range advantages. The main advantages identified by both groups are the flexibility ILT based training provides the user and the ability to fit individuals' needs. In addition, important features for companies are that training allows speed of access, is cost effective and need not

disrupt normal work.

5.24   Each of these however could be considered as 'practical' advantages rather than advantages in terms of content. Relatively few companies identified such advantages. For example few ILT users consider the ability to customise training (12%) and to access a wider range of subjects (11%) an advantage. This may merely reflect the relatively low level of sophistication of packages being used by the majority of companies. Considering the views of those consulted during the case studies it is surprising that only 9% in the survey identify flexible access to a tutor as a benefit.

5.25   The case studies confirmed these findings. In most cases the first response of both the employees and the training managers is 'flexibility'. Further probing identified that this referred to both the flexibility of content, i.e. trainees could select the most relevant aspects of the training without having to complete the entire package, and flexibility in undertaking the training, i.e. trainees could fit it around their work. Thus, the response 'flexibility' is used to encapsulate the other key benefits identified in the survey.

■   *Case study 8: Other services company employing 2 permanent staff.* The owner and manager of the business, from Scotland, saw the potential benefits of open learning especially because of the remote location and the need to keep up with the latest information and training provision available. On-line learning was seen as one way of addressing this. The training had avoided the need to travel thereby saving time and allowed the staff to undertake the training around the work schedules thus creating less disruption and avoiding the need to employ temporary cover staff.

■   *Case study 9: Nursing home employing 120 people.* The majority of the training provided by the company is on-the-job training because of the practical nature of the work and the shift working patterns. Also the transient nature of the workforce has implications for the cost of training. However, the HR manager had recently started using an open learning package for basic IT user skills having recognised a need to improve skills levels. This type of training package had been sought to allow the training to be undertaken during work hours as the manager is required to be on the premises at all times when on shift and also available to respond to any problems that might arise. Notwithstanding the disruptions, the manager had managed to follow the course during work hours taking advantage of quieter times during the day to access the training.

Disadvantages

5.26   In terms of the disadvantages of ILT, these are similar across all survey respondents and considered to be primarily the lack of supervision and tuition and isolation. Experience seems to have lead to differences in emphasis between those respondents that use ILT and those that do

not. Of those respondents that use ILT for training a significantly higher proportion (20%) identify lack of supervision as a disadvantage followed by isolation (14%) and difficulty monitoring progress (11%).

5.27   However, for those that do not use ILT the disadvantage identified by the highest proportion of respondents is isolation (14%), cost (10%) and lack of tuition (9%). These contrasts are illustrated in Chart 5.3 below. This highlights an interesting disparity between the views of those with experience of using ILT-based learning tools and the perceptions of those that do not, for example in relation to cost and effectiveness, and suggests that there is a need to address perception in order to encourage future use.

5.28   The case studies reflected this to a certain extent but the emphasis of the responses is different. The issue brought up most frequently in the discussions is the difficulty employees found fitting the training in around their work. This is an interesting finding as it directly contradicts the benefit that the companies stated the training provided. It highlights the tension that exists between the pressure of work and the need for training and that this is not necessarily overcome by use of flexible learning methods. Commitment on the part of the individual and the employer remains the central ingredient to ensure that the training is undertaken and also completed.

Chart 5.3: Disadvantages of ILT based methods identified by respondents
Base: Respondents that provided training the previous 12 months
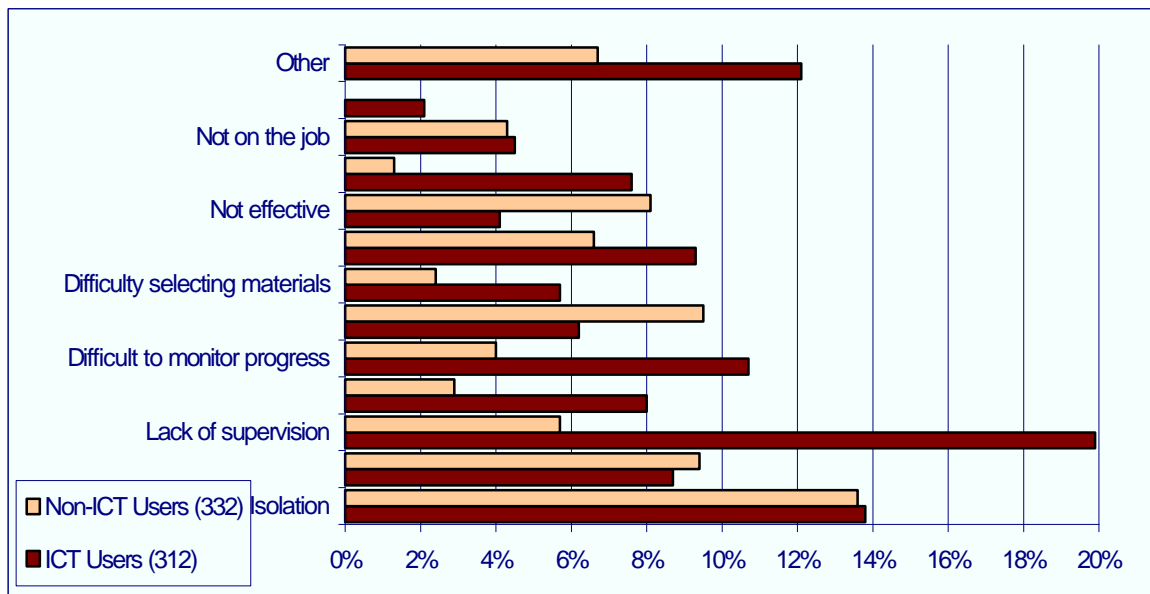
Benefits

5.29   Those that have use ILT based training tools identified similar business benefits when asked directly. Cost effectiveness is rated as the main business benefit by 33% of those that have use ILT based training tools followed by flexibility (30%) and reliability (24%).

Table 5.3: Benefits of using ILT	
Benefits	**ILT Users**
Flexibility	30%
Standards are better	11%
People really do learn	13%
Wide range of subjects	9%
Customise training to business needs	14%
Cost effectiveness	33%
Reliability	24%
Quicker access to training	14%
Staff enjoy training through ILT	7%
Does not disrupt normal work	10%
Individual staff preferences	6%
Better trained employees benefit company	21%
A lot of people can use one package	7%
Training can be tailored to meet employee need	10%
Other	7%
Total **Weighted**	**312**
Unweighted	*354*
Base: All ILT Users	

The suitability of flexible learning and ILT based training

5.30   Without exception, both the employees and training managers consulted in the case studies, recognised that flexible learning and ILT based learning is not suitable in all circumstances or for all employees. The reasoning behind this conclusion involved consideration of several factors.

Corporate approach to training

5.31   One of the key factors in whether flexible methods are used to undertake training is the culture of the company. The first hurdle is the general attitude towards training itself and the extent to which training is promoted within the company and the second hurdle is whether the training manager or senior managers in the company subscribe to and encouraged staff to follow the flexible learning route. This is a crucial factor because, without the opportunities created by companies through provision of the training or consideration taken of the time and support needed to complete the training, employees are not able to pursue the training activity.

5.32   Several of the case studies described situations where the company and the senior management are not very advanced in their understanding of training, that by and large it is seen as a means of solving problems as and when they arise. The training tends therefore to be reactive and not

proactive as are staff attitudes towards training. This is illustrated clearly by one of the manufacturing case studies where, although the training manager sought to promote training the general attitude of other senior managers is that training should only be used to address immediate difficulties. This makes the promotion of training at more junior levels difficult.

5.33   In another of the case study companies the issue has not been the lack of support in terms of acknowledging the need for training but the fact that this did not translate to recognition that the training would require dedicated staff time. As a result the time for the training is not being set aside regularly or honoured by other members of staff and therefore the flexible ILT training has not been completed.

5.34   Where companies promote training but do not have anyone employed in a supporting role the take up is considerably lower than in those companies with an employee with dedicated responsibility for providing learning support.

The character of the individual

5.35   In those companies where the opportunity to undertake training exists the personality of the individual is a critical factor. In the companies where the learning centres have been set up the managers are able to comment that the first individuals to use the centre are those already undertaking training, often out of work and driven by personal motivation. The interviews with employees suggest that one of the key factors in relation to flexible learning with no set timetable is the motivation of the individual to complete the training, often spurred on by the achievement of the qualification. Indeed, several of the employees consulted judged whether the flexible and ILT training route was suitable or not depending on their self-discipline as well as personal motivation.

5.36   It is however encouraging hearing of examples of some employees that have been reticent at first when asked to undertake the training but have as a result progressed. The initial reticence is often generated by lack of confidence from poor achievement when younger, a long time since any training has been undertaken or suspicion of the flexible learning method with a preference for workshop/formal course based learning.

5.37   To redress this companies had sometimes resorted to using incentives. For example, a coatings company offered financial incentives to junior staff to undertake technical based training. Another company was considering making use of the Learning Centre a formal requirement of its annual appraisal systems.

Employee's role

5.38   In some instances the role of the individual has an impact on whether flexible learning is suitable for them. This is evident in one case study in particular:

■ *Case study 10: manufacturing company employing 20 people.* The company is currently supporting two employees that are undertaking training through flexible learning methods. The first employee is an 18 year old employed in a technical capacity and undertaking a part-time degree course. The training is flexible enough to allow him to combine the work-based-activities with his day-to-day work but also provides him with a structure with fixed deadlines, which ensured that the work is completed. The second employee is the company secretary also providing day-to-day administrative support. The erratic nature of the workload meant that a fixed timescale and framework would not be a suitable method of ensuring the training is completed. Instead the ILT based training course allowed the employee to access the modules as required depending on the task in hand and the pressure of work at that time.

The nature of the flexible training package

5.39 Taking into account the fact that different people have different learning preferences, as reflected in the example above, the different features and elements of the package also affect its suitability. An example of this is the level of support included in the training package. The individuals consulted ranged from those that would not have undertaken any of the training without a close relationship with a tutor fulfilling a mentoring role, to others that are happier to complete the textbook or CD-ROM unsupported. The majority did indeed prefer an element of support for the following reasons:

■ many found it difficult to sustain motivation to complete the packages with no support

■ lack of support meant that when some encountered a barrier or difficulty the training would be set aside and not completed as there is no one to turn to for a solution

■ some trainees valued the opportunity to discuss the training with a tutor and would otherwise find the experience lonely

■ the technical/IT capabilities of individuals varied within companies and therefore the technical support meant that for them a main barrier was overcome.

Qualifications

5.40 The kudos attached to attending a course or seminar or the organisations hosting the training i.e. a university, is also quoted as one of the difficulties encouraging employees to accept flexible learning as a valid experience.

5.41 The qualifications attached to the training are one of the key ways employers and employees use to gauge the quality and suitability of the training. However a mixed response is received from

the case studies with some employers and employees stating that qualifications are not important, only that employees are able to carry out their work better on completion. Others stated that the qualification is important in terms of recognition and future career development.

5.42   From the case studies, the companies that were currently engaged in training not linked to a qualification tended to be the smaller SMEs, and especially the one-man-bands. This pattern reflects the motive for undertaking the training which in the main was to resolve a current need for their business.

ILT

5.43   Another factor considered by training managers is the employees' aptitude towards computers, which affects the readiness and ability to utilise ITL based training. In this respect the quality of the package is very important as it can prove to be a de-motivating factor for those not predisposed towards computers more generally. The degree to which this is an issue for a company depends on the nature of the company itself i.e. service sector employees are more likely to use IT as part of their daily work whereas those in the manufacturing sector may find access to the equipment more of a barrier.

Summary

5.44   Companies using ILT can be split into four groups: smaller SMEs motivated by flexibility and time saving but requiring mentoring; medium and larger SMEs committed to promoting 'learning' more widely within the company; companies that sought a specific training 'topic' that happened to be delivered via ILT; and, companies in remote rural locations without easy access to training providers.

5.45   Those companies that use ILT for training believe it is flexible, cost effective, and reliable and focuses on the needs of people, although there is concern about the isolation, the lack of support and the inability to monitor progress. For the smaller companies in particular the role of the mentor is seen as the most positive and crucial features of the training. In larger companies encouragement by a training or line manager has proved vital for the completion of training packages. This has been more practical in companies employing learning centre managers.

5.46   Generally, however, there is still some way to go in terms of employers' rating of the suitability, availability and quality of different types of ILT based training. Only software based on computers and CD ROMs received a positive rating in relation to these attributes. This is particularly true of the perceptions of those not currently using ILT based training.

5.47 Those companies that have not used ILT based learning find it more difficult to identify the advantages of such delivery, although a number recognise the potential of more flexible provision. The main concerns of this group relate to the cost and effectiveness of such methods as well as the issues associated with the lack of support identified by users.

5.48 In terms of employees, ILT based training is more likely to be used by managers than other staff. In part this reflects the fact they are more likely to have access to computers and that they are more likely to receive training in general. This is also true for employees of service sector companies who are more able to fit the training around their work patterns.

5.49 However, the success of ILT within the company depends on a number of factors including:

■ Whether the company and the individual recognises that although ILT offers significant flexibility there remains the need for dedicated time to complete the training

■ The characteristics of the individual, the level of personal motivation and self determination, is central to ensuring the training is prioritised

■ The work patterns of the employee, e.g. shift work, will impact on the suitability of ILT as well as flexible learning packages more generally

■ Aptitude towards ICT in general will affect employees' (and companies') readiness to undertake training in this way.

6.   Future use of ILT

Introduction

6.1   Having ascertained respondents' perceptions of the current provision of training materials and in particular ILT-based materials, the survey and the case studies sought to identify what future trends are likely to be in respect of patterns of use of ILT based training. This chapter sets out the levels of likely future use of ILT based training, the characteristics of companies likely to do so, the reasons for these preferences and what would encourage more companies to utilise these training methods.

Levels of future use of ILT

6.2   The pattern of response in relation to likely future used of ILT based training mirrors current practice. The highest proportion of companies predisposed to using ILT based training in future are those currently doing so: The majority of respondents currently using ILT to train staff will continue to do so (88%) and a quarter (27%) of those not currently using ILT stated that they are likely to start using ILT to deliver training. This trend is confirmed by the case studies. All of the companies interviewed are intending to continue using the flexible training methods that they have utilised, although in some cases the same packages would not be used again.

Chart 6.1: Likelihood that those providing training will use ILT in future
Base: All Respondents that provided training in the previous 12 months
Note: Percentages may not add up to 100% as a result of excluding respondents that couldn't answer the question
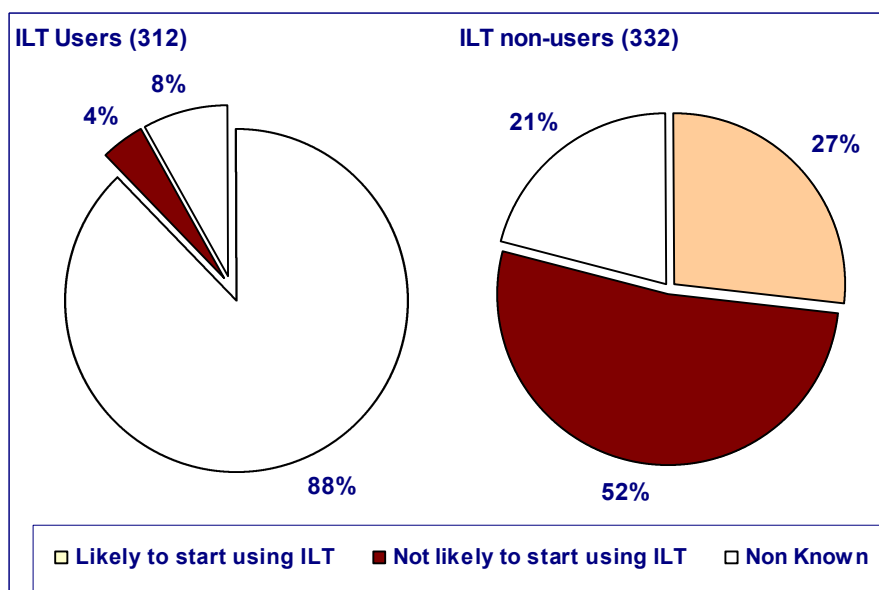
6.3   Of those that have not provided training in the previous 12 months, a quarter indicated that they are likely to provide training in future and make use of one or more of the ILT based methods. However, a further 40% stated that although likely to provide training in future (139 respondents) they would make use only of non-ILT based methods (on the job, text books and videos).

6.4   The reasons given for not using ILT in the future also differ in emphasis depending on the characteristics of the businesses. Of those that have provided training but have not and are not considering using ILT in future:

- 20% are not interested in using ILT in general and would therefore not use it for training

- 14% would not use it as they have no previous experience

- 16% stated that ILT based methods are not suitable for their training requirements

- other reasons given by respondents included ILT based methods being perceived as too costly, lack of new systems to support ILT training and a preference for training with more supervision.

6.5   Of those that have provided training but are non-ILT users the reasons for not using ILT in future are similar to the previous group:

- 26% stated that it is not suitable for their staff

- 29% that it is not suitable for the type of training undertaken

- 22% that they are not interested in ILT.

6.6   Only around 10% of this group stated that they would not use ILT for financial reasons.

6.7   The case studies included a mix of companies: Some will continue to use flexible and ILT based training because they had at the outset decided that this was a suitable method for training and others that have been persuaded by their experiences to use it again. None of those we spoke with stated that they would not use/consider ILT based training again based on their experience although some did say that they would target particular employees, in particular in relation to personal motivation and existing ICT skills, and others that they would not use the same packages. The reasons for continued use included the following reasons:

- the company has committed to the training by buying the packages

- the training forms a central part of the training provision made by the company and required by staff

■ the training is the only training available in the areas required

■ the flexibility provided by the ILT based materials proved suitable for company's work patterns

6.8 The main reason that employers will not promote continued use of the packages used to date is dissatisfaction with the quality of the products. Quality issues raised during the case study interviews include the need for the ILT packages to contain a complete version of the training and to have added value for the trainee. In particular there is a need for

■ ***audio tapes*** to retain interest without the benefit of having a trainer present

■ ***videos*** to be up to date and the way they date very quickly (even earlier 1990s look dated by today)

■ ***CD-ROMs*** to include the full range features, not merely contain a word document that may as well be a book

Characteristics of companies and use of ILT in future

6.9 As indicated above, the future use of ILT based training is likely to mirror the current pattern of use by respondents. It is therefore likely that the concentration of use will remain in the service sector and by larger companies and those with a culture that promotes training more generally (into which category the majority of the case studies fell).

6.10 In relation to the pattern of use, respondents currently providing non-ILT training for staff, and unlikely to change their training patterns in future to include ILT training make up a higher proportion of

■ respondents from Northern Ireland, North East, East Midlands, East of England and London

■ respondents from the sectors relying most heavily on on-the-job training, in particular construction, retail and transport sectors

■ smaller companies, in particular those employing less than 10 employees.

6.11 The likelihood of using ILT based learning in future is further reduced amongst companies with these characteristics that are currently not providing any training, dominated by smaller companies that do not consider they have any training needs, as discussed in Chapter 2.

Encouragement to use ILT

6.12   As became evident from the case studies one of the main ways to encourage training is to improve the signposting for companies.

6.13   More specifically in terms of encouraging ILT, the survey identified that for those not currently using or planning to use ILT for training there seems to be little that would persuade them otherwise: For those companies currently undertaking staff training but not utilising ILT over 45% stated that nothing would encourage them to change their training habits. However, those respondents that would consider ILT identified access to the appropriate technology (11%), financial support and support to identify material (9%), as the main sources of encouragement.

Table 6.1: Methods which might encourage non-ILT users to make more use of ILT	
Methods	**% of responses**
Access to appropriate material	11%
Financial support	9%
Support to identify appropriate material	9%
Proven results	5%
More info about training	5%
Access to tech	3%
Support to deliver training	1%
premises	1%
Support to identify appropriate qualifications	0%
cheaper calls	0%
Total **weighted**	332
Base: All ILT Non-users that train staff	

6.14   The evidence from the case studies confirms these as the key factors. Particularly pertinent is the fact that many of the smaller companies are using training packages that have been offered to them by providers thereby saving them the need to spend time investigating potential training packages and reducing the financial implication. Many of these companies stated that if the need arises they would return to the original provider for support in future and do not know where else to start looking.

Summary

6.15   For those that have used ILT based training the majority will continue to use it, despite the reservations mentioned in the previous chapter. In addition, there is a significant proportion of companies that actively undertake training and are considering using ILT based training for the first time.

6.16   For those companies that are actively training but not expecting to use ILT training the main reasons are because they believe it is not suitable for the type of training they are seeking to deliver or that they are not interested in using ILT at all. Those employers that have not trained in

the previous 12 months are also less likely to use ILT based training in the future and for similar reasons, although there is a small number that felt they did not have enough experience of these methods of training.

6.17   Better information provision of the nature and availability of training packages seems to be the most obvious way to improve levels of use. However, the results of the survey indicate that there seems to be little that can be done to encourage the last two groups of companies to use ILT based training. A small number may be persuaded by financial support or easier identification of high quality materials.

7. SME Extended Survey

Introduction

7.1   This chapter is divided into two parts. The first section compares the characteristics of training provided by companies in the extended SME sample with the characteristics of the last training provided by companies in the total sample to identify any differences in training practices. The second section sets out the results to the extended questionnaire that investigated in more depth the motives for utilising different types of training and satisfaction with the training. Where suitable, details from the case studies are also included in this chapter.

7.2   The extended SME sample is made up of 283 SMEs that are undertaking training, of which 50% are ILT-users and the other 50% are non-users. The table below shows the size distribution of the extended SME sample.

Table 7.1: Extended SME sample respondents by sizeband

Sizeband	extended SME sample	
	No	**%**
1-4	96	26%
5-10	110	30%
11-24	76	21%
25-49	62	17%
50-99	20	6%
100-199	2	1%
200-499	0	-
500+	0	-
Total	**366**	**100%**

Nature of training provided

7.3   A wide range of training is undertaken by both management and other staff.   But the most frequently provided training

- *For management staff* is management and IT training (22%) followed by technical/ professional development (11%)

- *for other staff* is customer care training (19%).

7.4   This follows the same trend as the total sample as indicated in the table on the following page. The key differences between this sample and the total sample are the instances of health and safety, clerical and administrative and interpersonal skills such as time management, communication and team working training provided.

Table 7.2: Skill areas where training has been provided

Skill Area	Management/Professional		Other Staff	
	SME	TOTAL	SME	TOTAL
Management training	22%	38%	0%	8%
Finance/accounts	5%	17%	8%	15%
Clerical/admin skills	1%	10%	5%	16%
Typing/WP	-	9%	0%	9%
Computing/IT user	22%	33%	13%	24%
Computing/IT support	5%	19%	1%	13%
Customer care	5%	20%	19%	25%
Quality	3%	12%	1%	16%
Marketing/sales	1%	13%	3%	16%
Industry/market knowledge	3%	17%	5%	15%
Supervisory	1%	10%	0%	7%
Production process	-	6%	1%	7%
Machine operation	2%	7%	5%	11%
Technical/professional development	11%	16%	5%	16%
Health & safety	5%	27%	9%	34%
Time management	0%	11%	-	8%
Team working	2%	13%	0%	16%
Communication skills	0%	12%	2%	15%
Foreign language skills	4%	3%	-	1%
Induction	-	7%	1%	11%
Other	6%	13%	3%	8%
Total *Weighted*	*255*	*488*	*292*	*461*
Unweighted	*249*	*577*	*228*	*617*

Base: Respondents that have trained managers/other staff
Multiple Responses

7.5 The decision to select training is generally made by the owner of the SME, in particular for management training (54% and 40% for other staff). 19% of respondents stated that line managers select other staff training whereas around 14% of training is identified via HQ. The case studies highlighted the close relationships that existed in the smaller companies between the managing director/owner and the employees. This meant that decision making processes are not formalised and, although the training needs receive a sanction from the MD, it was more often than not sought and sourced by the individual employee.

Source of Training

7.6 Training for both managers and other staff is sourced externally by a significant proportion of the respondents, more so than indicated in the main survey. Over 50% of the management training is from external sources as is 38% of the training for other staff. This reflects the fact that whilst many larger companies have in-house resources to both develop and deliver training, smaller companies are more dependent on external provision.

7.7 The source of the training accessed is extremely varied both within occupation category and between the categories.

7.8 On-the-job training figures highly with 55% of both management and other staff training provided in this way. The main differences between the groups, illustrated in Chart 7.1 below, are:

■ managers are more likely to undertake training leading to a qualification

■ seminars or workshops represent 17% of the training undertaken by managers and only 7% for other staff

■ 15% of other staff attended a formal accredited course compared to 6% of managers.

Chart 7.1: Source of external training
Base: All SMEs sourcing training externally(145, 86)
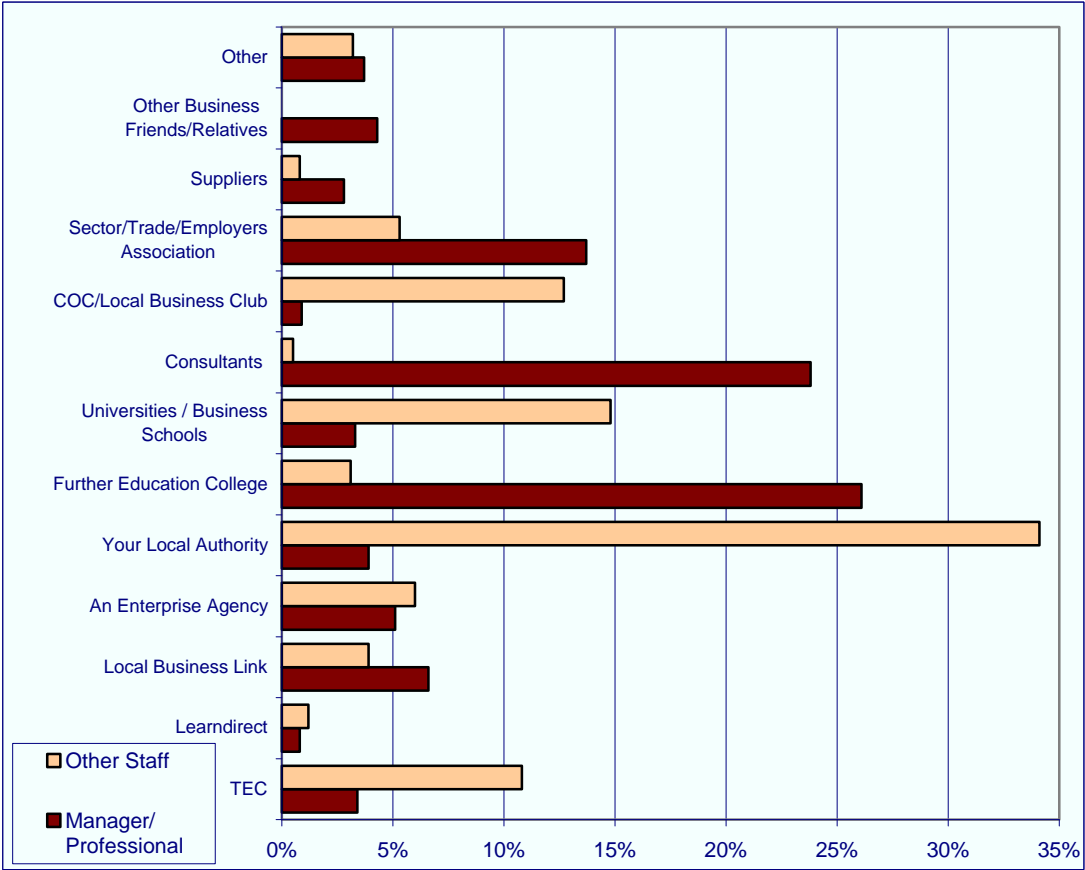
7.9 The location of the training also reflects the high proportion of training sourced externally. The largest proportion of training is undertaken at the provider's premises. However, given the high proportion of on-the-job training provided for other staff it is somewhat surprising that only 3% of the training is at the employees' workstation/desk and that 46% is at the providers' premises. This may merely reflect the fact that employers did not include the on-the-job training in this equation. It is also interesting that 7% of the manager training is undertaken at a time and location selected by the trainee but none of the other staff undertook training on this basis.

Table 7.3: Main location of last training activity

Training	Manager/ Professional	Other Staff
Unweighted Total	*131*	*112*
Weighted Total	**126**	**103**
At employees' workstation / desk	11%	3%
At the provider's premises	33%	46%
At this location's training centre / facilities	11%	4%
At the company's training centre / facilities elsewhere	11%	4%
At a time and location selected by the trainee (i.e. at home/library)	7%	-
At a rented venue (i.e. hotel)	10%	2%
Other	1%	-

Base: SME Respondents for whom last staff training is not on-the-job

Nature of training provided

7.10 As with the total sample, the training undertaken by the extended SME sample relies on more traditional tools: textbooks, videos and self-completion paper based workbooks. However, the proportion of SMEs providing ILT based training undertaken is lower than the total sample for both managers and other staff. For example, 27% of the total sample indicated that they use software on the business's own computer for training but only 8% of the extended SME sample used this for the last manager training undertaken. Also, 20% of the total sample indicated that they use software accessed from CD-ROMS to train other staff but only 4% of the extended SME sample used this for the last training completed by members of staff other than managers.

Table 7.2: Method use for last off-the-job training activity
Base: SME Respondents for whom last staff training is not on-the-job (Managerial Staff 126/Other Staff103)
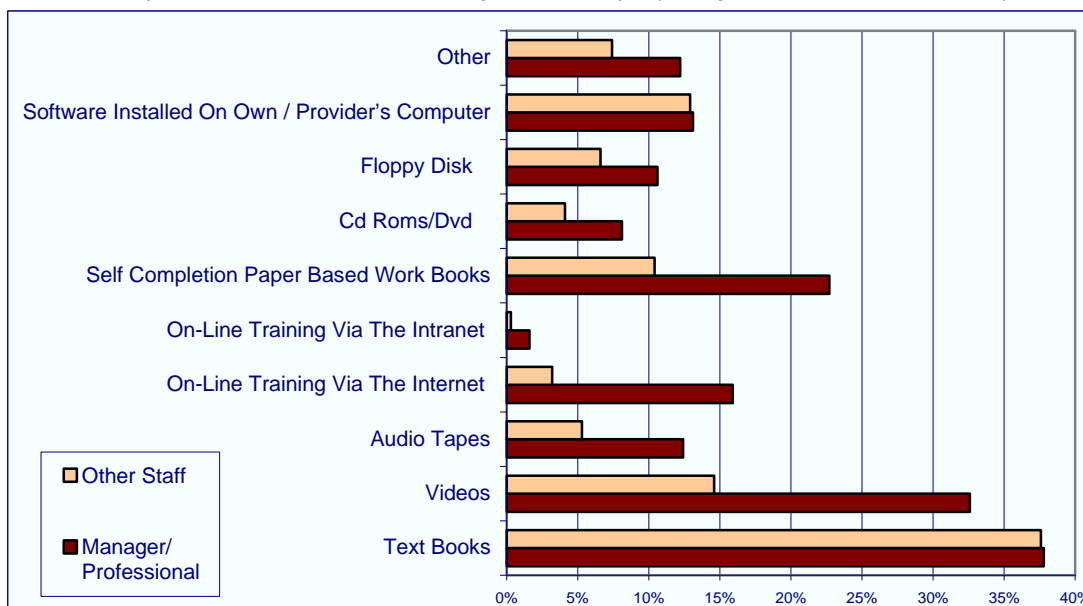
Sophistication of ILT Tools

7.11   Previous analysis in Chapter 3 highlighted that SMEs are the least advanced in terms of the level of sophistication of the ILT tools being used. The findings for the extended SME sample, accepting the relatively low number of respondents, mirror this finding: The majority of the companies using ILT based methods use materials which include self completion tasks and e-mail interaction with much fewer using more advanced features (e.g. conferencing facilities).

7.12   The responses confirm the earlier finding that training provided for management staff is generally more sophisticated than that provided for other staff: The proportion of respondents which use ILT materials with interactive/adaptable feature for management training is significantly higher than in training for other staff.

7.13   As mentioned earlier in Chapter 6 many of the smaller case study companies the sophistication of the training was directly related to the fact that the companies had loan of ILT facilities to allow them to use the training packages as part of publicly funded programmes. Without provision of these facilities the companies in question would not have been able to invest in the necessary ILT to allow them to undertake the training, as is the case, it would seem, for the majority of SMEs.

Basis for selecting training activities

7.14   The survey found that regardless of the nature of the training, the main reasons for selecting the training undertaken is primarily the practical experience afforded, access to industry specialists and the needs of those undertaking the training as is illustrated below.

7.15   These reasons differ slightly depending on the nature of the training provided:

- the main reasons given for selecting *on-the-job training* for both managers and other staff are practical experience and suitability for the individuals being trained

- *seminars/workshop* are selected for these reasons and also the qualification and access to industry experts

- *formal class based training* is selected mainly to suit the trainee

- *training leading to a qualification* is often selected because of the nature of the qualification although for the majority of companies this is not of the main deciding factor

- for managers, the *use of materials* for the flexibility and less disruption during working hours.

7.16   These sentiments are echoed in the case studies which also brought out one additional factor, i.e. for the micro companies, having tutor support included with the training packages was central.

Chart 7.3: Reasons for choosing training
Base: SME Respondents for who provided training in the previous 12 months (Managerial Staff 272/Other Staff228)
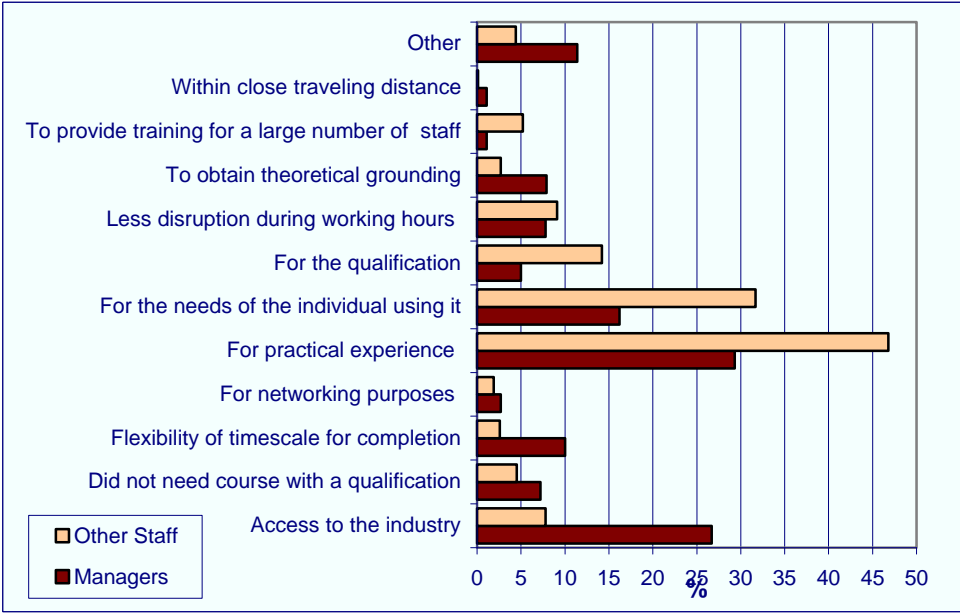
Satisfaction with the training

7.17   Over 41% of respondents stated that other staff training fully met their expectations and a further 35% that it is too early to tell. A slightly higher proportion, 57% sated that manager training did so with 20% stating that it is too early to tell.

7.18   Only 7% of respondents are of the view that manager training provided has not met their objectives and less than 1% stated that the other staff training had not done so.

7.19   Chart 7.4 on the following page shows the slight variances between the satisfaction levels with the different type of training undertaken. The levels are broadly similar across all training types with only slightly higher levels of dissatisfaction with managers' training through on-the-job instruction and the seminar/class based training. What is difficult to judge from this survey is how much the level of satisfaction is determined by different levels of initial expectations. For example, the higher level of satisfaction with materials which would not lead to a qualification may result from lower expectations compared, say, to the formal class based learning leading to a qualification.

60

Chart 7.4: Satisfaction levels with training: did training meet objectives
Base: SME respondents that have training management staff (274) or other staff (228)
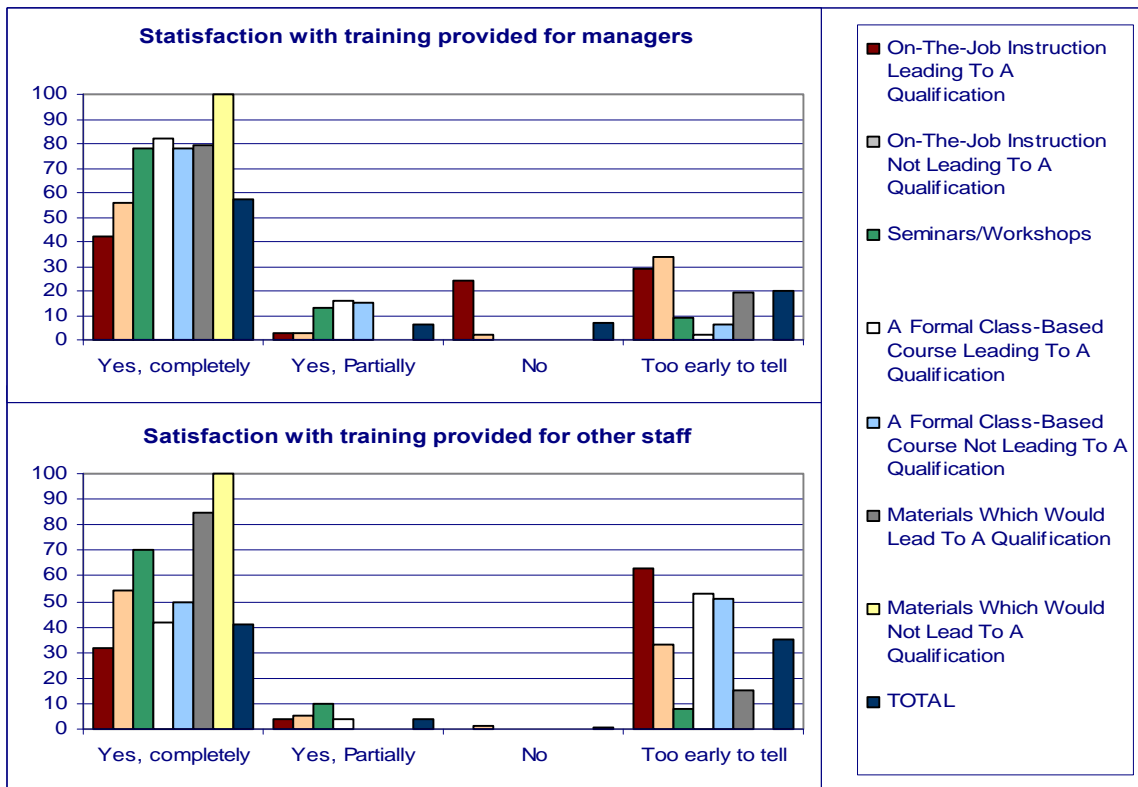
7.20 In relation to the type of material use, the levels of satisfaction are again broadly similar although generally higher for the training provided for managers compared to other staff training provision. For example, 87% of respondents that had used textbooks to training managers indicated satisfaction with the training compared to only 42% of the respondents that had used textbooks for other staff training. There is no clear distinction between the satisfaction levels for ILT or non-ILT based methods.

Table 7.4: Proportion of respondents for who training fully met their objectives

Materials	% of those using these methods indicating satisfaction with the training	
	Managers	**Other staff**
Text Books	87%	42%
Videos	79%	50%
Audio Tapes	90%	52%
On-Line Training Via The Internet*	100%	64%
On-Line Training Via The Intranet*	50%	-
Self Completion Paper Based Work Books	86%	77%
CD ROMs/DVD	82%	59%
Floppy Disk	61%	42%
Software Installed On Own / Provider's Computer	55%	60%
TOTAL	57%	41%

Base: SME respondents that provided training
*for these training methods total number of respondents is only 20 companies

Future use of training

7.21   The SMEs that considered the training to have met their objectives were also asked whether they would use the same training again in future. The majority responded positively with 75% stating that they would use the management training and 60% that they would use the training provided for other staff. Very few (around 1%) stated that they would not use the training again whilst the majority stated that they did not know.

7.22   In relation to the nature of the training materials, again, there is no distinction between the likelihood of using ILT or non-ILT based materials for manager training. However, a much lower proportion of respondents using non-ILT based materials for training other staff thought they would use the same training again.

Table 7.5: Proportion of respondents that would use the same training in future

	To train managers	To train other staff
non-ILT based materials	93%	64%
ILT based materials	92%	93%
TOTAL	75%	60%
Weighted total	*193*	*136*
Base: SMEs that would use the same training again		

7.23   The companies that stated the training had not met their objectives were asked how they would access training in future. The number of respondents is very small but all said would ask external providers.

Summary

7.24   The pattern of training amongst the extended SME sample mirrors very closely that of the total sample with similar proportions utilising both traditional and ILT based training. However, a significant proportion of the training is sourced externally, reflecting the fewer resources available in house in small companies.

7.25   The use of ILT based training materials is less frequent amongst SMEs with a higher reliance on traditional tools. However, the proportion providing training by utilising software on their own computers and through textbooks is the same for managers and for other staff. In contrast, a significantly higher proportion have provided video or workbook based training for managers.

7.26   The key reasons for selecting the training provided are practical experience, the needs of the trainee and access to industry experts. For training linked to qualifications the qualification is also a motive. However very few other reasons are given by a significant number of respondents.

7.27   The majority of respondents are entirely satisfied that the training has met their objectives and are likely to use the same training again. Of the very small proportion that are not satisfied the majority said that they would seek advice to source future training.

8.   UfI Sectors

Introduction

8.1   As discussed in Chapter 1, the survey sample include a boosted the number of responses from the UfI key sectors. This chapter sets out the results of the survey in relation to these four sectors. From a total of 406 respondents in the UfI sector sample the split between the four key UfI sectors is:

- ■   91 Environmental companies

- ■   95 Automotive companies

- ■   108 Multimedia companies

- ■   112 Retail/ distribution companies.

8.2   The size structure of the UfI sectors sample is illustrated below comparing the distribution achieved with the total sample for the survey.

Table 8.1: UfI Sectors Sample by Sizeband		
Sizeband	**Total Sample**	**UfI Sample**
1-4	47%	49%
5-10	25%	25%
11-24	15%	12%
25-49	6%	6%
50-99	3%	2%
100-199	2%	3%
200-499*	1%	2%
500+	1%	1%
DK	1%	0.2%
Total	**1,632**	**406**

Training

8.3   Looking at the UfI sectors sample analysis there is one trend which is evident throughout the data: The performance of the sectors varies significantly, with the retail/distribution sector consistently performing above average compared to the total sample. The multimedia sector is generally similar to the sample average and both automotive and environmental perform consistently worse that the total sample average.

8.4   The two tables on the following page illustrate this. Table 8.2 shows how the sectors differ from the total sample in terms of the proportion with or without dedicated training resources and Table

8.3 illustrates this point in relation to the proportion of respondents that have undertaken training in the previous 12 months.

Table 8.2: Ufl sectors' training resources

	Total Sample	Multi-media	Auto-motive	Retail/ Distrib.	Environ-mental
Have training resources	42%	48%	30%	66%	24%
Did not have training resources	58%	52%	70%	34%	76%
Total	*1,633*	*108*	95	*112*	91

Base: All Ufl respondents

Table 8.3: Training undertaken by Ufl sector

	Total Sample	Multi-media	Auto-motive	Retail /Distrib.	Environ-mental
Staff Training	39%	36%	17%	45%	26%
No Staff Training	61%	64%	83%	55%	74%
Total	*1,633*	*108*	*95*	*112*	*91*

Base: All Ufl respondents

8.5 Training undertaken in the previous 12 months varied between the four sectors. Whereas, 45% of the respondents from the retail/distribution sector stated that they have undertaken training, as few as 17% from the automotive sector have done so.

8.6 Of those not providing training (277 respondents) the majority for three of the sectors have not done so at all, again illustrating the fact that the retail sector is the most proactive in terms of training.

Table 8.4 Last time respondent provided staff training opportunities

Time Lapse	Total Sample	Multi-media	Auto-motive	Retail/ Distrib.	Environ-mental
Less than 2 yrs ago	17%	30%	30%	44%	2%
More than 2 yrs ago	15%	7%	9%	10%	27%
Have not provided any	64%	57%	57%	42%	70%
Total	*995*	*69*	*79*	*62*	*67*

Base: respondents that have not provided staff training in the previous 12 months
*% calculated on weighted total

8.7 The reasons given by the majority of these respondents for not carrying out training seem to reflect the fact that small companies account for a large segment of the sample. For multimedia, automotive and retail over 30% stated that they have not trained as they primarily learn by doing. Other reasons are that they are sole traders or that they employ the right people and have no issues to address. Whilst the same three reasons are most prominent for environmental companies only a relatively small proportion stated that they don't train because they 'learn by doing'.

Nature of training facilities

8.8 SMEs in both the retail and multimedia sectors which stated that they have dedicated training resources tended to have a wider range of resources than those in the other two sectors (Table 8.5). The automotive sector is most likely to have a training plan, whilst the environmental sector is most likely to have a manager responsible for training. .

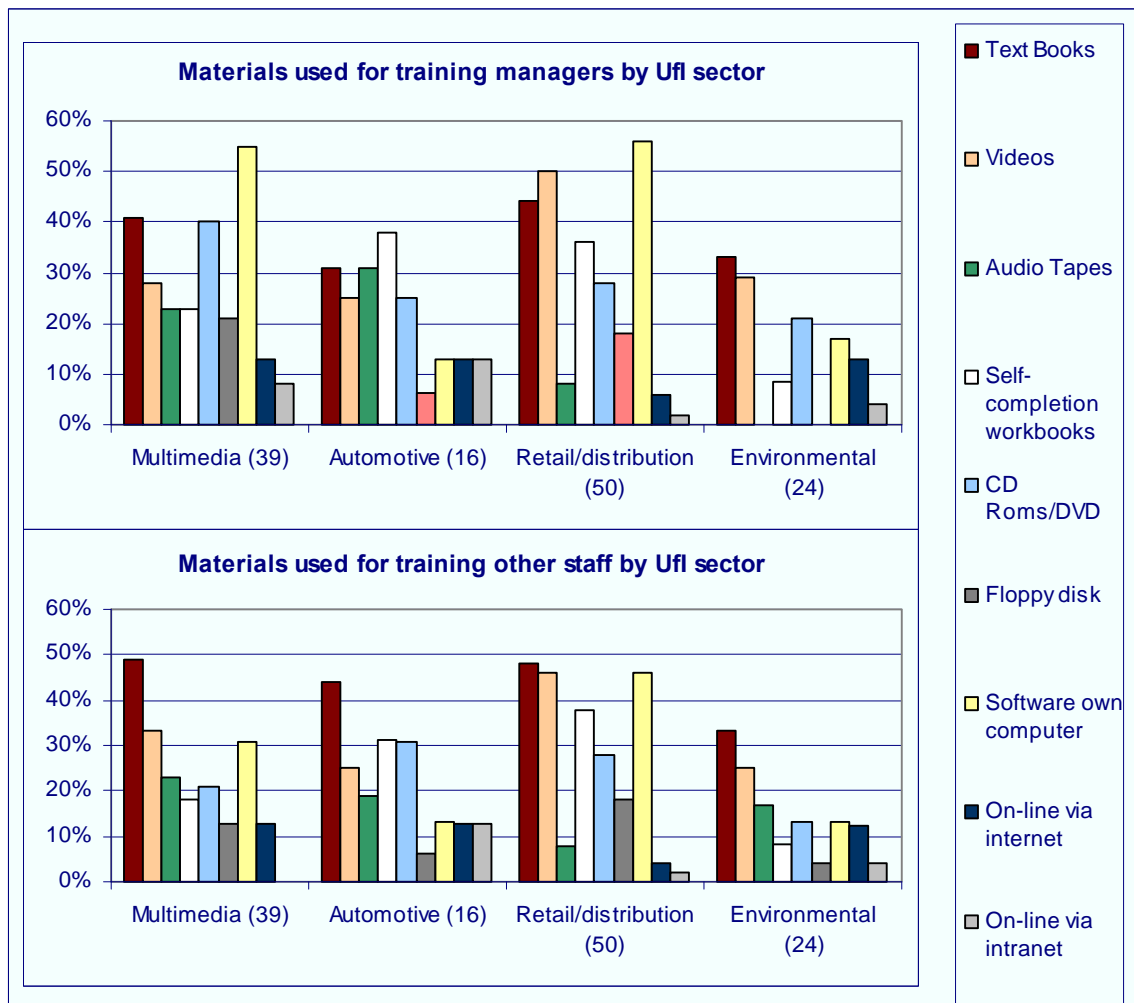| Table 8.5: Nature of training resources					
Type of resource	Total Sample	Multi-media	Auto-motive	Retail /Distrib.	Environ-mental
Responsible Manager	27%	38%	7%	46%	19%
Plan	18%	25%	20%	49%	10%
Appraisal system	18%	30%	13%	35%	7%
Budget	13%	28%	8%	27%	6%
Separate facility (on Site)	4%	7%	0%	17%	1%
Separate facility (off Site)	8%	7%	4%	22%	3%
Total	1,633	*108*	95	*112*	91

Base: All UfI Sample Respondents
Multiple Responses
Note: % calculated on weighted total

8.9 However, the numbers of respondents with training facilities is extremely small, as the table below shows. Only 4 automotive companies and 3 from the environmental sector responded to this question. A higher proportion of both retail and multimedia sector companies responded positively, reinforcing the fact that both the are more sophisticated in relation to training than the other two sectors.

8.10 The most common facility, reflecting the results of the total sample, is a room set aside for training. A higher proportion of Multi media sector respondents have a learning centre than the other sectors. As with the total sample only a very small proportion have on line facilities for training.

Nature of Training Undertaken

8.11 The majority of the 129 UfI respondents that have provided training use conventional non-ILT based methods. This is illustrated in Chart 8.1 on the following page, which highlights the pattern of use for managers and other staff in each of the four sectors. The chart highlights the difference between the multimedia and retail sectors compared to the automotive and environmental sectors in relation to the proportion of respondents making use of ILT based training methods. The retail sector in particular also makes use of videos whereas the multimedia sector respondents are making more use of CD ROMs/DVDs.

Chart 8.1: Nature of training provision for managers
Base: All UfI Respondents providing training

Materials used for training managers by UfI sector

Sectors: Multimedia (39), Automotive (16), Retail/distribution (50), Environmental (24)

Materials used for training other staff by UfI sector

Sectors: Multimedia (39), Automotive (16), Retail/distribution (50), Environmental (24)

Legend: Text Books, Videos, Audio Tapes, Self-completion workbooks, CD Roms/DVD, Floppy disk, Software own computer, On-line via internet, On-line via intranet

8.12   On the whole, training is sourced from within the company, following the same trend as the total sample: Across all sectors the type of training used most often is materials provided by the company followed by courses provided y the company. The exception to this is the automotive sector, which is more likely to use courses sourced externally, and the environmental sector, more likely to use materials sourced externally.   These patterns of provision are similar or training provided for both management and other staff.

ILT Based learning

8.13   Given the low number of respondents using ILT based methods for training the analysis can only be taken as an indication of the trends in relation to the components of the training materials.

8.14   The survey findings show that the most commonly used for both managers and other staff, across each sector, are packages including self-completion tasks, packages utilising e-mail facilities and those with an interactive element.

8.15   Multimedia companies seem more likely than the other three sectors to make use of packages that included elements that can be adapted to business needs. However, very little training including conferencing facilities is being used.

Views of training provision

8.16   Each sector considered on-the-job instruction to be the best value for money in relation to training provided for both managers and other staff, followed by formal courses/workshops. Software, either installed on own computer or accessed via CD-ROM or DVD is considered value for money by between 15% and 30% of respondents. Exceptions to this trend include:

- multimedia sector respondents which considered software as the second best value for money

- automotive sector respondents which did not consider software value for money instead favoured text books

- retail sector respondents which also considered videos as best value for money.

8.17   Respondents were also asked to rate training provision in relation to suitability, availability and quality. The UfI respondents generally gave very low rating to different training methods on each of these counts. Taking 5 as a high and 1 as a low score:

- *training accessed by software on own computer* received the highest rating on each count, scoring over 3 consistently by multimedia companies and retail companies but receiving lower scores (between 1.4 and 2.8) by respondents from the other two sectors

- *CD ROMS* received a higher score for suitability than they did for availability and quality

- *training provided via the internet or intranet* did not receive a score higher than 2 in terms of suitability, availability or quality in relation to training either for managers or other staff. The majority of the respondents giving a lower score are multimedia companies who may have higher expectations than companies from other sectors.

8.18   The most commonly cited advantages to ILT based learning are flexibility, allowing people to work at their own pace and fitting the needs of individuals, its cost effectiveness and the speed of access. A broader range of disadvantages were identified, including issues relating to the nature of the training such as isolation, not suiting everyone, lack of supervision and practical issues such as cost and the fact that it cannot be completed on-the-job, i.e. requires employees to spend time away from their work.

Future use of ILT

8.19   The survey results indicate a difference between those that are currently using ILT based training and respondents that are not in relation to their likely future training practice. In each of the sectors, as with the total sample, a higher proportion of those currently using ILT states that they will continue to do so in future.

8.20   Those currently using ILT but unlikely to continue using it in future stated cost (automotive sector), preference for training with more supervision (retail sector), and no interest, cost and not suitable (environment sector) as the main reasons behind this decisions.

8.21   Of those not currently using ILT, that the majority do not anticipate starting to use ILT in the future. Non-users are not likely to start because they considered ILT based learning is not suitable for either their staff or the training they undertake as well as lack of interest.

8.22   Very few respondents identified anything that would encourage them to make more use of ILT, in keeping with the responses by the total sample. Those issues that are identified related to access to technology or support either to identify or use appropriate training.

Summary

8.23   On the whole the UfI responses mirror the responses of the total sample in relation to the proportion training and the nature of the resources and provision. Also, comparison of the responses from the Multimedia and Retail sectors with those from the Automotive and Environment sectors brings out the same distinctions between the service and production sectors as those identified in the analysis of the total sample.

9. Conclusions and Recommendations

Introduction

9.1   This final chapter of the report seeks to pull together the main findings of the study and draw out relevant issues for training providers and policy makers.

9.2   The chapter also seeks to set out a number of indicators identified from the survey, which could be used as a benchmark to gauge future improvements in the way employers approach training and staff development.

Summary of findings

Companies investing / undertaking training

9.3   The number of companies with dedicated training resources and those providing training, as a proportion of the total sample, is low. This is particularly true of smaller SMEs, and in particular those with fewer than 5 employees. However, there are several groups that seem to invest more in training and offer a wider range of provision for employees than others, often as a result of the commitment of an individual at a senior managerial level. The fact that one in three of the companies with a separate training facility are likely to have developed this as a full learning centre suggests that, where companies make a commitment to support training, they are willing to invest in the necessary facilities and many believe they are getting a return on their investment.

- Generally speaking, the respondents most likely to have more resources dedicated to training and be actively involved in providing training opportunities are

  - larger companies

  - service sector or public sector companies.

- Lower levels of training activity are evident amongst

  - smaller companies

  - those operating in the manufacturing or primary sector.

9.4   Several possible explanations for the lower level of training activity amongst SMEs are identified through the study, in particular

- The reasons given for not undertaking training by micro companies included the fact that the company is a sole trader, that they have no issues to address and that employees have all the right skills. This may indicate that the owner is either not able to perceive that they have a training need or does not consider learning undertaken on an informal basis as 'training'

- SMEs are currently very dependent on other businesses and business support organisations for identifying and recommending training materials. Without this help they feel they do not have enough knowledge about quality or content of training courses and materials on offer. Therefore SMEs without access to this network are not likely to a) identify training needs or b) source training material

Nature of training

9.5 All companies questioned favour on-the-job training and investment in more sophisticated resources more often than not provides an opportunity for staff to undertake further or optional training but does not replace on-the-job activity. This is reflected by the fact that use of ILT and in particular on-line learning is still low even amongst the most proactive companies.

9.6 However, whilst on-the-job training is the most frequent form of training for all staff, managers and professionals are more likely to receive formal training than other employees and this is more likely to lead to a qualification. And the use of ILT as well as non-ILT based materials as a means of delivering training is higher for managers than other staff. This is not surprising given that a higher proportion of other staff training is undertaken on-the-job, and therefore does not require training materials, whilst managers are more likely to receive formal training.

9.7 To a large extent the UfI responses mirror the trends evident in the total sample in relation to the proportion training and the nature of the resources and provision. The sample also illustrates the distinctions between the service and production sectors through comparison of the responses from the Multimedia and Retail sector with those from the Automotive and Environment sectors.

ILT Users

9.8 Almost a fifth of the sample are identified as ILT users having used ILT to deliver training in the previous 12 months. The characteristics of these companies however, suggest that

- the use of ILT is concentrated in larger companies and those in the service sector

- businesses not making use of ILT at all for training purposes tend to be smaller companies or concentrated in the primary, construction and retail and transport sectors

This reflects in part the nature of the employment in those sectors but also the pattern discussed earlier.

9.9   The nature of the ILT utilised also differs in sophistication with larger companies which are more likely to have access to more sophisticated facilities. The survey identified that larger companies are more likely to have access to and make use of interactive and adaptable ILT materials as well as conferencing facilities compared to smaller companies.

9.10   Companies seem less willing to use ILT if they feel their employees are not computer literate and that the delivery method may distract from the content of the learning material. In addition it seems essential that ILT materials are designed well: in a number of case studies employees are using paper based versions of the ILT based materials because they felt the paper based versions are easier to use or provided more detail.

Future use of ILT

9.11   From the results of the study it is possible to identify four groups of companies in terms of the future likely use of ILT based training.

Companies currently using ILT based training

9.12   This group of companies although including a large proportion of larger companies includes: a) smaller SMEs accessing the training via a provider and motivated by flexibility and time saving but requiring mentoring; b) medium and larger SMEs committed to promoting 'learning' more widely within the company; and, c) companies seeking a specific training 'topic' for whom the mode of delivery is secondary.

9.13   Generally speaking, these companies will have experienced benefits from using ILT based training and have made some investment in ILT materials. The level of sophistication and extent to which ILT is a mainstream training option will differ, often relating to company size, depending on resources available to invest and training needs. However, the success of ILT will depend on a number of factors including:

■   Regardless of whether companies and employees recognises that although ILT offers significant flexibility, there remains the need for dedicated time to complete the training

■   The characteristics of the individual employee, the level of personal motivation and self determination, is central to ensuring the training is prioritised.

- The work patterns of the employee, e.g. shift work, will impact on the suitability of ILT as well as flexible learning packages more generally

- Aptitude towards ICT in general will affect employees' (and companies') readiness to undertake training in this way.

Companies currently training but not using ILT

9.14 Companies that are actively training but not expecting to use ILT training will be more difficult to convince of the benefits of ILT because the person responsible does not perceive there to be any benefits for the company from doing so. This is confirmed by the fact that relatively few companies in this category stated they were unhappy with their current training practices and likely to change. Many stated that in their view ILT it is not suitable for the type of training they are seeking to deliver and in some cases companies remain disinterested in using ILT at all.

9.15 The difficulty here will be to attract the businesses' interest in ILT as a viable option.

Employers not undertaking training

9.16 Employers that have not trained in the previous 12 months, a group dominated by SMEs, are also less likely to use ILT based training in the future. Better information provision of the nature and availability of training packages seems the most obvious way to improve levels of use. For example,

- small, mature businesses with little expectation of growth in either output or employment terms is the largest and the most difficult group of businesses to penetrate. The first hurdle will be to promote the need for training itself amongst this group, and a key method of engaging this group is often through a specific business problem

- small, young companies that are seeking and expecting to grow often do not have time or money to train new people and lack formal management skills. These organisations are likely to be receptive to quick solutions and require little administration.

9.17 However, the results of the survey indicate that this will be an uphill task as there seems to be little that can be done to encourage the last two groups of companies to use ILT based training. A small number may be persuaded by financial support or easier identification of high quality materials.

Measuring changes in training practices

9.18   As mentioned earlier the study team was also tasked with identifying possible indicators that would serve as a benchmark to measure future trends. The table on the following page sets out statistics from this study that summarise the current position nationwide.

Table 9.1: Possible benchmarking indicators

Indicator	Basis for inclusion	Current position
1. staff training provided over the previous 12 months	A benchmark of activities	**Training undertaken in the previous 12 months by region** _% Providing_ — _Total Sample_ **Regions Staff training _Weighted Unweighted_** **Scotland** 54% 110 _126_ **N Ireland** 51% 31 _83_ **NW** 49% 143 _148_ **Y & H** 47% 109 _134_ **SE** 42% 277 _192_ **Eastern** 41% 131 _127_ **UK 39% 1,633 _1,632_** **London** 37% 269 _150_ **SW** 36% 191 _183_ **Wales** 33% 69 _116_ **EM** 31% 110 _116_ **WM** 27% 138 _135_ **NE** 18% 53 _122_
2. company training resources	Gives an indication of the level of commitment to training in the company	**Proportion of Companies with Training Facilities By Total Sample** **Type of Facilities No %** Written & working training plan 298 18% Dedicated training budget 219 13% Formal system for staff appraisal 294 18% Senior manager responsible for training 441 27% Facility for staff training 71 4% Separate facility for staff training 133 8% Other 7 0% None 939 58% **Total Sample: Weighted 1,633** _Unweighted 1,632_
3. nature of separate training facilities	Provides further indication of companies' commitment to learning and the extent of their investment	**Nature of Separate Training Facility** **Type of facility No %** Permanent on-line training 15 9% Room set aside for staff training 83 49% Learning/training centre 56 33% Computers available for staff training 42 24% Library of materials for staff use 34 20% **Total number of Weighted 168** **companies with separate facility _Unweighted 254_**

Table 9.1: Possible benchmarking indicators (continued)

4.	staff training provided using ILT	Provides baseline of companies using ILT based methods of delivering training	**ILT Use By Sizeband**				
				Sizeband			
			ILT Status	**1-4**	**5-49**	**50-199**	**200+**
			ILT Users	17%	31%	52%	54%
			Non-ILT User	83%	70%	48%	38%
			Total Weighted	**1,428**	**150**	**25**	**13**
			Unweighted	*1,172*	*346*	*77*	*27*

5.	training methods used over the previous 12 months	A benchmark of the different ways training is being delivered	**Most frequent training used for managers & other staff**		
			Training Method	**Managers**	**Other Staff**
			On-the-job instruction & qualification	10%	14%
			On-the-job instruction & no qualification	29%	42%
			Seminars/workshops	26%	11%
			Class-based & qualification	13%	14%
			Class-based & no qualification	7%	5%
			Providing materials & qualification	4%	2%
			Providing materials & no qualification	4%	2%
			Total Weighted	**488**	**461**
			Unweighted	*577*	*617*

6.	training materials used over the previous 12 months	A benchmark of the different materials being utilised by employers	**Material Used For Staff Training**		
			Materials	**Managers**	**Other Staff**
			Text Books	47%	39%
			Videos	31%	25%
			Software installed on own computer	31%	23%
			Self-completion paper based workbooks	30%	27%
			CD ROMs/DVD	27%	20%
			On-line learning via internet	18%	10%
			Floppy disk	16%	13%
			Audio Tapes	15%	11%
			On-line learning via intranet	8%	6%

7.	likely future use of ILT-based training	Indication of future trends	**Future use of ILT methods**	**Non-Users**		**Users**	
				No.	%	No.	%
			Likely to use ILT	89	27%	274	88%
			Not likely to use ICT	173	52%	13	4%
			Total Weighted	**332**		**312**	
			Unweighted	410		354	

APPENDIX A

UfI Sector Definitions

Definition of Ufi's Targeted Industrial Sectors

The following paper attempts to arrive at a 'best-fit' definition of Ufi's priority sectors. It is already widely recognised that the nature of a number of the sectors handed down by Government is such that a definition based on scientific principles is very problematic. This analysis will therefore concentrate on providing as much clarity as is feasible but also recognises that grey areas will remain.

There are significant benefits to be have from an agreed definition of the sectors. Such a definition will allow accurate targeting of organisations (e.g. through direct mail) and would create a clear basis for discussion/negotiation with partners such as NTOs and regional organisations. It should be stated clearly at the outset, though, that in order to plug the gaps created by the deficiencies of the SIC framework in this context qualitative analysis will be required.

The most widely use system of classifying businesses and organisations in the UK economy is the Standard Industrial Classification system. For those not familiar with this framework, the SIC system allocates companies according to their principal economic activity, described in terms of the output of the characteristic goods and services.

Under each sector I have listed the various activities, which might reasonably be thought eligible for consideration. As far as possible I have attempted to use widely accepted definitions of sectoral groupings (e.g. those produced by NTOs or trade bodies) as a basis for SIC mapping. There are a number of general problems:

❑ Many of the activities contained within existing sectoral definitions are defined primarily in terms of processes as opposed to outputs

❑ Some activities are of a very specific nature and cannot be isolated using the SIC system (e.g. particular types of consultancy)

❑ Some of the sectors are developing into an amalgam of an industry sector focus and a more generic approach (e.g. the environmental sector has now broadened to include environmental functions within the general business population as well as companies which specialise in servicing environmental markets)

❑ Some of the NTO sub-sectors have been defined without reference to the SIC framework and cannot be accurately mapped.

Sector: Retail and distribution

Retail and Distribution is certainly the most easily defined of Ufi's priority sectors. Retail is a very distinct activity in itself and the Distributive NTO's definition of its own sectoral coverage provides further clarity as regards the 'distribution' component. A lack of linkages between the core retail sector and activities like national postal services limits the overall coherence of this grouping, however.

The activities covered by the NTO are as follows:

- Distribution & Warehousing
- Dry Cleaning & Laundry
- Funeral Services
- Gambling and Betting
- Home Shopping
- National Postal Services
- Rental
- Retailing

In addition to these sectors, a strong case could be make for the inclusion of wholesale activity (total employment: 1.071m) within the broad focus of this sectoral grouping.

Activities for consideration	SIC Codes	Employees[1]	Units
Transport and storage			
Parts of this section seem relevant, including:			
Cargo handling	63.11	6,124	366
Storage and warehousing	63.12	85,301	6,351
Activities of other transport agencies (includes activities like freight forwarding, goods handling)	63.40	66,333	6,839
Ishing and dry cleaning of textile and fur products	93.01	37,689	5,835
Funeral and related activities	93.03	18,244	2,916
Gambling and betting	92.71	75,062	9,902
Retail sale via mail order houses (included above)	52.61	49,369	1,991
National post activities	64.11	212,167	4,768
Renting of machinery and equipment without operator and of personal and household goods	71	134,476	18,892
Retail trade, repair of personal and household goods This division includes: – Re-sale (sale without transformation) of new and use goods to the general public for personal or household consumption or utilisation, by shops, department stores, stalls, mail-order houses, hawkers and peddlers, consumer co-operatives, etc. – Repair and installation of personal or household goods	52	2,246,410	248,635

Automotive Components

Although vehicle manufacturers and first tier suppliers of automotive components are easily identifiable using the SIC framework, it is virtually impossible to isolate the companies that sit below them in the supply chain on this basis. For example, the sector covering the manufacture of bearings, gears, gearing and driving elements has been included, even though output from this area is not exclusively destined for the automotive sector. It is likely that a significant proportion will be absorbed by the automotive industry, however. Other sectors, within the fabricated metal products and machinery/equipment divisions have not been included, despite the undoubted involvement of some companies in the automotive supply chain, because this would widen coverage excessively.

Activities for consideration	SIC Codes	Employees	Units
Manufacture of bearings, gears, gearing and driving elements	29.14	20,821	679
Manufacture of electrical equipment for engines and vehicles	31.61	13,434	286
Manufacture of motor vehicles, trailers and semi – trailers Of which:	34	225,020	3,673
Manufacture of motor vehicles	34.10	94,586	1,037
Manufacture of bodies (coachwork) for motor vehicles;manufacture of trailers and semi-trailers	34.20	29,964	1,013
Manufacture of parts and accessories for motor vehicles and their engines	34.30	100,470	1,623
Manufacture of motorcycles	35.41	1,148	136

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[1] The source for numbers of employees and 'units' (which are roughly equivalent to enterprises) is the Annual Employment Survey 1997. The data presented here relates to Great Britain. Northern Ireland data will be available shortly.

Sector: Environmental Services

The UfI Development Plan refers to a total of 5,000 businesses operating in environmental markets; however, the Environmental Industries Sector is almost impossible to define in terms of the standard industrial classification system. A range of broad descriptions have been produced, but most focus in on the following sectors:

- Air Pollution Control
- Contaminated Land Remediation
- Energy Management
- Environmental Monitoring
- Environmental Services
- Marine Pollution Control
- Noise and Vibration Control
- Water Supply and Iste Water Treatment
- Iste Management

A number of problems are encountered when one attempts to map these descriptions in terms of SIC codes. For example, the SIC code relating to consultancy is not sufficiently specific to take account of the various types of environment-related consultancy activities. Similarly, environment-related equipment makers are subsumed within the SIC class relating to the manufacture of general-purpose machinery. The following table overstates the size of the environmental sector because of these reasons.

Activities for consideration	SIC Codes	Employees	Units
Processing of nuclear fuel (includes treatment of nuclear iste)	23.3	12,411	17
Retreading and rebuilding of rubber tyres	25.12	2,253	97
Recycling	37	9,942	1,183
Collection, purification and distribution of water	41	37,581	1,059
Demolition and wrecking of buildings; earth moving (includes landfill and other land reclamation work)	45.11	17,713	2,448
Insulation work activities	45.32	11,137	1,289
Wholesale of iste and scrap	51.57	12,945	2,447
Architectural and engineering activities and related technical consultancy (includes environmental and energy efficiency consultants)	74.20	285,147	55,314
Technical testing and analysis (includes pollution measuring)	74.30	25,860	2,380
Sewage and refuse disposal, sanitation and similar activities	90	75,089	4,265

Many companies, in sectors such as mechanical engineering and construction, are also involved in servicing environmental markets as a secondary activity, which further complicates the situation. It is likely that land-based and related industries will now be included within the broad umbrella of the environmental sector, in respect of UfI commissioning policy. This would extend coverage to the following industry groups, significantly extending the sector's size in terms of employment and population of businesses:

- Agriculture (SIC 01)   employs 547,000 people working within 239,000 farms
- Landscaping (included within SIC 01.41)   employs 90,000 people (LANTRA estimate)
- Environmental conservation   employs 47,000 people (LANTRA estimate)
- Fencing   -
- Fish farming (SIC 05.02)   employs 7,500 people (LANTRA estimate)
- Fisheries management   -
- Floristry   -
- Game conservation   -

	Horticulture (SIC 01.12)	employs 60,000 people working within 10,000 nurseries
	Tree production and management	employs 18,700 people (LANTRA estimate)
	Turf management	employs 23,000 people (LANTRA estimate)

Beyond the core activity of agriculture the remaining land-based sectors are as difficult to define in hard terms as many of the environmental industries. Some of the activities cannot be isolated as distinct entities using the SIC system, others are of a very nebulous nature. This means that LANTRA (the NTO responsible for the land-based industries) is forced to rely on informed estimates of the size of each 'sector'.

It should be noted that UfI's focus on environment-related skills has been significantly modified so that it is no longer a purely industry-sector based approach but instead takes account of the skill needs of the general SME population insofar as they relate to environmental issues.

Multimedia

It is difficult to define the multimedia sector in general terms and virtually impossible to do so with reference to the SIC framework. SIC makes no provision for and 'information sector'.

The multimedia sector, in terms of its output, has three defining features[2]:

❑ It exists within a digital information environment

❑ It is interactive in nature

❑ It combines a number of media elements (text, sound, images etc)

Because SIC is an output-based, rather than process-based, classification system it is not well suited to the task of isolating multimedia organisations. A list of relevant activities can be drawn up, but with the proviso that not all the companies covered by the sectors will be engaged in the use of multimedia technologies. Sectors which can be assumed to be reasonably 'core' are as follows:

Activities for consideration	SIC Codes	Employees	Units
Publishing of journals and periodicals (includes computer media reproduction)	22.13	49,863	3,045
Other publishing (includes computer games publishing)	22.15	12,892	2,505
Software consultancy and supply (includes computer games design and computer consultancy [software])	72.20	216,087	57,640

Other sectors which contain an even more limited component of companies with an exposure to multimedia technologies are listed below:

	Telecommunications consultancy activities	part of 74.20
	Internet access providers	part of 64.20
	Advertising	74.40
	Publishing (including newspapers, books, sound recordings)	22.1
	Motion pILTure and video production	92.11
	Radio and television activities	92.20

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[2] Based on definition contained in *The UK Multimedia Industry*, Informed Sources, 1999.

It is assumed that the coverage of the multimedia sector extends only to those organisations whose core products and services are based on multimedia technologies rather than the broader range of companies that employ these technologies within their ancillary business processes. However, there is no doubt that a proportion of the learning materials developed under the aegis of the multimedia sector will be of (increasing) relevance to the latter group of companies.

APPENDIX B

Pilot report

DfEE OPEN LEARNING

PILOT SURVEY 1999
WRITTEN REPORT

- JANUARY 2000-

Prepared by :-

SQW & BMG

TABLE OF CONTENTS

1.0: INTRODUCTION

1.1 *BACKGROUND TO THE PILOT*

○ BMG was commissioned by SQW to carry out a pilot survey for the DfEE Open Learning Survey during December 1999. The objective of the research is to investigate the use of Information and Communications Technology (ICT) for staff development by employers. The aim of the pilot was to test the survey questionnaire and to ascertain the impact of mailing potential respondents before telephone contact was made, so that the most productive methodology may be adopted for the main survey due to take place in January 2000.

1.2 *METHODOLOGY*

○ A sample of 40 interviews was established for the pilot, to be obtained from employers located across the United Kingdom. Quotas were drawn up by size, sector, use of ICT and methodology used, full details of which can be found in Appendix 1.

○ 79 employers from the manufacturing sector and 72 from other sectors were sent a letter on DfEE paper outlining the purpose of the survey and giving notice that BMG might contact the company in the course of the following week. Not all records provided named contacts, and in the event not all letters were received by respondents in the time available, due to delays in the Christmas post. Contact details for a further 98 manufacturing and 67 non-manufacturing employers were prepared for use by interviewers without any prior mailing.

○ Interviewing took place between 17th December 1999 and 5th January 2000. A total of 37 interviews were completed in this time, owing to the great difficulty in obtaining interviews during the Christmas season. It is likely that the response rate would improve at a different time of year.

○ Each interview took place by telephone with the named contact if provided, or with the person with responsibility for planning and implementation of staff training and development at the site, should that have been more appropriate. For smaller sites this member of staff may have been the head of the business at the site of interview. Interviews lasted between 5 and 40 minutes, depending on the complexity of the responses provided.

2.0: COMPARISON OF METHODOLOGIES

In order to ensure fair analysis of response rates, only telephone contact with companies resulting in a successful interview, a refusal, or a recommendation to 'ring back' has been included in calculations. Thus unobtainable numbers, answerphone messages and 'no response' attempts have been excluded.

2.1 RESPONSE RATE FOR PRE-MAILED CONTACTS

○ The overall response rate for pre-mailed contacts was 20%.

○ Among the pre-mailed companies contact was made with a member of staff for 62 companies engaged in manufacturing and for 46 engaged in other sectors. These provide a response rate for pre-mailed manufacturing organisations of 15% and a rate of 28% among pre-mailed non-manufacturing contacts, despite the fact that not all letters had been received by respondents. Thus 'service' sector employers appear more likely to be willing to participate in the research.

2.2 RESPONSE RATE FOR NON-MAILED CONTACTS

○ The overall response rate for non-mailed contacts was 12%.

○ Among non-mailed companies, contact was made with a member of staff for 79 companies engaged in manufacturing and for 43 engaged in other sectors. These figures provide a response rate for non-mailed manufacturing employers of 5% and for other sectors a rate of 26%.

2.3 NAMED CONTACTS

○ Interviewers experienced some difficulty in identifying the member of staff most appropriate for interview, since even named contacts provided were not necessarily the person with responsibility for Personnel & Training. In at least one case this difficulty led to a refusal to participate in the survey.

2.4 CONCLUSIONS

○ The pilot experienced a poor response rate overall, regardless of methodology used. In normal conditions a rate of 25%-33% is expected for telephone employer surveys where no previous notice of the survey has been given. It is likely that the lower response from employers for the pilot was influenced by the onset of the Christmas season, as many retailers were too busy to be interviewed and a number of manufacturing and education employers had or were about to shut down for the holiday period. However, other influences are also likely to be present.

○ It should be noted that interviews with non-mailed companies were the first to be attempted and therefore interviewers were less familiar with the questionnaire at this point. It was noticeable that daily averages amongst the interviewing team improved drastically after a very slow start. The need to complete the pilot before Christmas may also have made interviewers more persistent as the holiday approached.

2.5 RECOMMENDATIONS

♦ Potential respondents should be given advance notice of the survey on DfEE headed paper in order to help improve response rates.

♦ Given the poor overall response rate obtained during the pilot, it is recommended that a sample of 8000 employers is pre-mailed for the main survey. A sample population of this size allows for a response rate of 20%.

♦ Where at all possible contacts should be provided with the name of the Head of Personnel and Training at the site of interview.

3.0: QUESTIONNAIRE

3.1 STRUCTURE

○ The main difficulty faced by interviewers is the complexity of the questionnaire. The distance covered by some of the skips means that interviewers lose their flow, and become disorientated. They are therefore less able to smooth the progress of the interview and inspire confidence and engagement amongst respondents.

○ It takes a few days before interviewers are comfortable with the structure of the questionnaire, and this slows progress down in the beginning. This delay occurred despite the provision of a 'map' of the questionnaire for interviewers.

○ For the most part it is not clear how the questionnaire structure could be improved, as it is not possible to predetermine the appropriate route until the interview is under way. Completion of Sections 5 and 6 arises from responses provided at Section 4, and therefore questions must flow in this order.

3.2 TIME TAKEN FOR INTERVIEWS

○ Interviewers found it hard to provide respondents with a precise idea at the beginning of the interview of how long the process would take, and this was felt to be off-putting to potential respondents.

○ Individual interviews ranged between 5 and 40 minutes in length, depending on the responses provided. Although this can be explained to a respondent, the possibility of embarking on an interview that might last up to 30 minutes remains daunting, and was felt to have dissuaded some respondents from taking part, particularly in the period approaching Christmas. At another time the problem might not be so acute, and the provision of more time in Field might enable an appointment to be made for an interview at a later date, which was not practicable during the pilot survey. However, it remains a matter of some concern.

3.3 IDENTIFICATION OF ICT USE

○ **Given the need to obtain a quota of interviews with ICT users, it is not practicable to locate the identification of use or non-use of ICT methods for staff development in the middle of the questionnaire. Therefore a question has been introduced at the start of the interview, to determine whether ICT training methods have been used. This enables interviewers to target ICT users only, which may prove important in the 'mopping up' process of the main Fieldwork.**

○ **ICT users under the current definition are comparatively rare. One interviewer queried whether the use of PC-controlled equipment (such as an electronic point of sale) in its 'training' mode might be included in the definition of ICT use.**

3.4 TERMINOLOGY

○ **Interviewers found that respondents did not understand some of the terminology used in the questionnaire, or were liable to become disengaged because of it. For example, interviewers found that more success in obtaining and completing interviews was experienced by replacing the term 'staff development' with 'staff training'. Although the two terms are not synonymous, 'training' is a term clearly understood by employers, and one to which they relate and are more likely to respond.**

○ The use of clear, ordinary and direct language is more likely to result in a successful interview with employers, and therefore, although the questionnaire is clear and well-written, it may nevertheless be appropriate to consider whether there are any other occasions where the language could be simplified still further.

○ In a number of interviews the use of the word 'materials' (Q4.1 codes 6 and 7: 'materials which would/would not lead to a qualification') was not understood by employers. It is felt that the flow of an interview would be improved by the provision of examples, or a definition of this term.

○ Similarly interviewers expressed some uncertainty as to what was meant by the provision of training in 'micro computing' at Q4.7. It was also felt that this codeframe would benefit from the addition of a code for Health & Safety training. Should the survey not wish to cover such statutory training provision, this would need to be made clear in the question.

○ It was found by interviewers that Q4.10 requires prompting on their part so that respondents understood what was meant by 'skills areas'. Without prompting respondents provided answers which did not meet the information needs of the client.

3.5 ROUTING

○ Despite the difficulty in maintaining the flow of an interview arising from the length of some skips, only one was felt by interviewers not to make sense. This was in Section 3 – Barriers to Learning among the questions for respondents who have not provided training for staff in the last year as they have no need to train.

○ Q3.3 asks if the respondent will have any business development needs in the near future. Those who respond 'no', 'don't know' or who refuse to respond are then directed to Q3.10 'Would you consider using any of these (the following) methods to undertake staff development?' Respondents objected to this question and the two that follow on the grounds that such questions are irrelevant as they do not need to train their staff. Interviewers found that little improvement was made by emphasising the hypothetical nature of Q3.10.

3.6 CODEFRAMES

○ It was found that existing codeframes are sufficiently comprehensive with the exception of the 'Health & Safety' training code for Q4.7 mentioned previously, and that a code for 'None' is required for Q2.1 'Does your business have (any of the following)…?'

3.7 CONCLUSIONS

O   The structure of the questionnaire is the main cause of difficulty for interviewers, but the situation improves with experience. Aside from the lengthy skips interviewers found little problem with the questionnaire, beyond a few instances of wording which could be clarified.

O   There were no complaints from respondents about repetition in the questioning, but the length of the questionnaire is a considerable drawback. It may be a lesser evil at a quieter time of year, but the interviewer is required to exert more than normal powers of persuasion and encouragement to obtain interviews and to keep a respondent engaged. This is likely to affect response rates in the main survey as well as the pilot. It is particularly likely to affect response rates for in-depth interviews.

3.8 RECOMMENDATIONS

♦   Allowance should be made during planning of the main survey for the slow start likely to occur in Field, and the difficulty in obtaining interviews. This affects both scheduling, resourcing and the size of the sample population provided.

♦   A final review should be made of the questionnaire in the light of comments regarding the clarity of some terminology used and the inclusion of suggested extra codes. This will avoid confusion amongst respondents and speed up the interview process.

♦   The structure and routing of the questionnaire should be reviewed in order to ensure that minimal disruption is caused to the interview process, and that all routing is appropriate.

4.0: APPENDIX 1 – QUOTAS FOR THE PILOT

PILOT:	QUOTA:	DONE:	TO DO:
Total			
In-depth	10	8	2
Shorter	30	29	1
	40	**37**	**3**
Size			
<10	10	20	-10
11-50	10	10	0
51-200	10	6	4
>200	10	1	9
	40	**37**	**3**
Sector			
Manufacturing	10	15	-5
Retail/Distbn	5	3	2
Services	10	12	-2
Public	5	6	-1
UFI sectors	10	0	10
	40	**21**	**19**
Open learning (appx)			
Open learning users	6	*	6
ICT users	10	9	1
ICT non-users	5	28	-23
	21	**37**	**-16**

* No interviews proved possible with Open learning users as in the event no contacts were provided.

5.0: APPENDIX 2 – PILOT QUESTIONNAIRE

SQW / DFEE USE AND AWARENESS OF OPEN LEARNING

SURVEY 1999

CASE NO:	STAMP NO:
INTERVIEWER NAME:	INTERVIEW DATE:
INTERVIEWER ID:	INTERVIEW DAY:

READ:

Good morning / afternoon. My name is … and I'm calling from BMG in Birmingham on behalf of **the Department for Education and Employment (DfEE)**.

MAILED CONTACTS: Could I please speak to *<contact>*?

NON-MAILED: Could I please speak to the person at this site with responsibility for planning & implementation of staff training & development?

WHEN THROUGH TO RIGHT PERSON, READ:

BMG is carrying out survey for the DfEE to understand how businesses address staff development needs. Your company has been selected at random from Yellow Pages…

FOR MAILED CONTACTS: …and you should recently have received a letter from the DfEE to say that BMG might call.

ALL: … Could I please take **15-30 minutes** of your time to go through some questions relating to staff development and training? If you would prefer I can arrange a more convenient time to call back, or alternatively should I speak to someone else within the organisation?

RECORD:

1 YES NOW – **CONTINUE**

2 YES BUT NOT ME – **RECORD APPROPRIATE DETAILS UNDER CONTACT 2 ON BACK PAGE**

3 YES, BUT LATER – **RECORD APPOINTMENT TIME & DATE:**

   TIME: _____ AM/PM   DAY: _____ DAY DATE: _____/12/99

4   NO – **THANK & CLOSE**

Read:: To make sure I fill my quotas I need to check with you…

a) Have you provided any training or development for your staff using any of the following methods in the last 12 months?

   READ OUT LIST:

   1   On-line learning via the internet
   2   On-line learning via an intranet (internal internet accessed by staff only)
   3   CD ROMs / DVD
   4   Floppy disks

   CODE AS:

YES – ICT USER	1
NO – NON ICT USER	2

NOW CHECK YOUR QUOTAS – IF NECESSARY THANK & CLOSE!

Section 1 *Business Characteristics*

Q1.1   *Can you tell me how many of your staff are…*

READ OUT 1- 4. WRITE NUMBER FOR ALL CODES IN Q1.1. PLEASE MAKE SURE 1 – 4 = 5	**Q1.1 No.**	**Q1.2 % pc**
1 MANAGERS OR PROFESSIONAL STAFF 9997 DK 9998 REF		9997 DK 9998 REF
2 OFFICE WORKERS AND SUPPORT STAFF (E.G. FINANCE/SALES) 9997 DK 9998 REF		9997 DK 9998 REF
3 TECHNICAL AND CRAFT WORKERS 9997 DK 9998 REF		9997 DK 9998 REF
4 OPERATIVE STAFF (WAREHOUSE/PRODUCTION/SHOP ASSISTANTS) 9997 DK 9998 REF		9997 DK 9998 REF
5 ALL STAFF (TOTAL) **PLEASE MAKE SURE 1-4 = 5** 9997 DK 9998 REF		9997 DK 9998 REF

Q1.2   *Of the staff in these groups working at this site, what percentage use a computer (PC) as part of their daily work ?*
   READ OUT 1- 5 AT Q1.1. WRITE % WITH PC UNDER Q1.2 ABOVE FOR EACH.

Q1.3   What is the main business activity at this location?

WRITE IN VERBATIM. RECORD ENOUGH DETAIL FOR 4 DIGIT SIC CODING

SIC CODE **(LETTER)**	

Q1.4 Is the business an…

READ OUT OPTIONS 1 – 5. CODE ONE ONLY.

INDEPENDENT BUSINESS	1
BRANCH / SUBSIDIARY OF A LARGER BUSINESS	2
HQ	3
PUBLIC SECTOR ORGANISATION	4
REGISTERED CHARITY	5
OTHER - **PLEASE SPECIFY:**	95
DON'T KNOW	97
REFUSED	98

Q1.5 Approximately what was the turnover of your business at this site in its last financial year?

PROMPT IF NECESSARY (ROTATED). CODE ONE ONLY.

£0 - £499,999	1
£500,000 - £999,000	2
£1 MILLION - £2.5 MILLION	3
£2.5 MILLION - £5 MILLION	4
£5 MILLION – £10 MILLION	5
£10 MILLION – £20 MILLION	6
MORE THAN £20 MILLION	7
DON'T KNOW	8
REFUSED	9
NOT RELEVANT	10

Q1.6 Over the last three years, how has the business' turnover changed?
READ OUT OPTIONS 1 – 5. CODE ONE ONLY.

GROWN BY MORE THAN 10%	1
GROWN BY BETWEEN 5-10%	2
STAYED THE SAME SIZE	3
DECLINED BY BETWEEN 5-10%	4
DECLINED BY MORE THAN 10%	5
DON'T KNOW	9
REFUSED	7
NOT RELEVANT	8

Section 2 *Learning Practices*

READ: Now I have some questions on learning practices in your company.

Q2.1 Does your business have… ?
READ OUT OPTIONS 1- 6. CODE ALL THAT APPLY.

A WRITTEN AND WORKING TRAINING PLAN WHICH COVERS THIS SITE	1	
A DEDICATED TRAINING BUDGET WHICH COVERS THIS SITE	2	**GO TO Q2.3**
A FORMAL SYSTEM FOR APPRAISING STAFF	3	
A PERSON AT SENIOR MANAGEMENT LEVEL RESPONSIBLE FOR LEARNING AND STAFF DEVELOPMENT FOR THIS SITE	4	
A SEPARATE FACILITY FOR STAFF DEVELOPMENT / LEARNING ACTIVITIES AT THIS SITE	5	
ACCESS TO SEPARATE FACILITY FOR STAFF DEVELOPMENT / LEARNING ACTIVITIES AT ANOTHER COMPANY SITE	6	
NONE	7	
OTHER **– PLEASE SPECIFY:**	95	**GO TO Q2.3**
DON'T KNOW	97	
REFUSED	98	

Q2.2   Is this facility…?
READ OUT OPTIONS 1- 4. CODE ALL THAT APPLY.

A LEARNING CENTRE (IE. PERMANENT ACCOMMODATION THAT IS STAFFED AND RESOURCED ON A CONTINUOUS BASIS	1
A PERMANENT ON-LINE LEARNING FACILITY (E.G. ELECTRONIC LEARNING OR ELECTRONIC LIBRARY VIA AN INTRANET)	2
A ROOM SET ASIDE FOR LEARNING / STAFF DEVELOPMENT	3
COMPUTERS / MACHINES AVAILABLE FOR LEARNING / STAFF DEVELOPMENT	4
A LIBRARY OF MATERIALS AVAILABLE FOR USE BY STAFF	5
DON'T KNOW	6
REFUSED	7

ALL RESPONDENTS:

Q2.3   Have you organised or provided any staff development opportunities in the last 12 months?
DO NOT PROMPT. CODE ONE ONLY.

YES	1	GO TO Q2.5
NO	2	
DON'T KNOW	3	

THOSE WHO HAVEN'T PROVIDED TRAINING IN LAST 12 MONTHS:

Q2.4   When was the last time you provided any staff development opportunities?
DO NOT PROMPT. CODE ONE ONLY.

13-18 MONTHS AGO	1
19-24 MONTHS AGO	2
OVER 2 YEARS AGO	3
HAVE NOT PROVIDED ANY	4
DON'T KNOW	5
REFUSED	6

NOW GO TO SECTION 3 BARRIERS TO LEARNING (OPPOSITE).

Q2.5 What % of the following groups of staff undertook any staff development in the last 12 months?

READ OUT OPTIONS 1- 5. WRITE IN A PERCENTAGE FOR EACH.		%
TOTAL OF ALL STAFF		0 NONE 997 DK 998 REF
MANAGERS OR PROFESSIONAL STAFF		0 NONE 997 DK 998 REF
OFFICE WORKERS AND SUPPORT STAFF (E.G. FINANCE/SALES)		0 NONE 997 DK 998 REF
TECHNICAL AND CRAFT WORKERS		0 NONE 997 DK 998 REF
OPERATIVE STAFF		0 NONE 997 DK 998 REF

NOW GO TO Section 4 Learning Provision (PAGE 22).

Section 3 *Barriers to Learning*

ALL WHO HAVEN'T PROVIDED TRAINING IN LAST 12 MONTHS:

Q3.1 Can you say why you have not organised or provided any staff development in the last 12 months? Is it because there is …?
PROMPT AND CODE ONE.

NO NEED TO UNDERTAKE STAFF DEVELOPMENT	1	
NOT ABLE TO UNDERTAKE STAFF DEVELOPMENT	2	**GO TO Q3.18, PAGE 13**

WHERE <u>NO NEED</u> FOR STAFF DEVELOPMENT:

Q3.2 Why is there no need to provide staff development?
DO NOT PROMPT. CODE ALL THAT APPLY.

LOW STAFF TURNOVER	1
WE ONLY EMPLOY PEOPLE WITH THE RIGHT SKILLS	2
NO ISSUES TO ADDRESS	3
LEARNING BY DOING ONLY / AS WE GO ALONG	4
OTHER – **PLEASE SPECIFY :**	95
DON'T KNOW	97
REFUSED	98

Q3.3 Do you think that you will have any business development needs in the near future? (i.e. in the next 18 months)
DO NOT PROMPT. CODE ONE ONLY.

YES	1	
NO	2	**CHECK DETAILS**
DON'T KNOW	3	
REFUSED	4	**THANK AND CLOSE.**

WHERE WILL HAVE BUSINESS DEVT. NEEDS IN NEXT 18 MONTHS:

Q3.4 Do you anticipate that either yourself or your staff will need to develop new or existing skills to respond to this challenge?
DO NOT PROMPT. CODE ONE ONLY.

YES	1	
NO	2	
DON'T KNOW	3	GO TO Q3.10
REFUSED	4	

WHERE SELF OR STAFF WILL NEED TO DEVELOP SKILLS:

Q3.5   How will you meet these skills needs?
DO NOT PROMPT. CODE ALL THAT APPLY. AFTER EACH RESPONSE ASK 'ANYTHING ELSE?'

LEARN AS WE GO ALONG	1	GO TO 3.10
SEEK EXTERNAL CONSULTANCY SUPPORT	2	
APPROACH BUSINESS SUPPORT AGENCY	3	
IDENTIFY SPECIFIC TRAINING COURSES	4	
IDENTIFY APPROPRIATE SEMINARS/WORKSHOPS	5	
RESEARCH THE ISSUE THROUGH BOOKS ETC	6	
OTHER – **PLEASE SPECIFY:**	95	
DON'T KNOW	97	
REFUSED	98	

ALL WHERE WILL SEEK HELP:

Q3.6   Which external organisation would be the first organisation that you would contact for advice or support?
DO NOT PROMPT. CODE ALL THAT APPLY UNDER Q3.6

Q3.6		Q3.7
1	TRAINING & ENTERPRISE COUNCIL **SCOTLAND = LOCAL ENTERPRISE COMPANY (LEC)** **N. IRELAND = TRAINING & ENTERPRISE AGENCY (T&EA)**	1
2	*LEARNDIRECT*	2
3	LOCAL BUSINESS LINK	3
4	AN ENTERPRISE AGENCY	4
5	YOUR LOCAL AUTHORITY	5
6	A FURTHER EDUCATION COLLEGE	*6*
7	UNIVERSITIES / BUSINESS SCHOOLS	7
8	CONSULTANTS	8
9	A CHAMBER OF COMMERCE OR LOCAL BUSINESS CLUB/NETWORK	9
10	A SECTOR/TRADE/EMPLOYERS ASSOCIATION (E.G. ENGINEERING EMPLOYERS FEDERATION)	10
11	SUPPLIERS	11
12	CUSTOMERS	12
13	ACCOUNTANTS/AUDITORS/LAWYERS	13
14	OTHER BUSINESS FRIENDS OR RELATIVES	14
95	OTHER – **PLEASE SPECIFY** :	95
96 - GO TO Q3.9	NONE	96
97	DON'T KNOW	97
98 - GO TO Q3.9	REFUSED	98

Q3.7   And what other organisations might you contact for help as your second choice?

Q3.8   What sort of advice or support would you need (from these organisations)?
DO NOT PROMPT. CODE ALL THAT APPLY.

FINANCIAL SUPPORT	1
SUPPORT TO IDENTIFY APPROPRIATE MATERIAL	2
SUPPORT TO DELIVER LEARNING / STAFF DEVELOPMENT	3
APPROPRIATE TECHNOLOGY	4
SPACE / PREMISES TO DELIVERY THE LEARNING / STAFF DEVELOPMENT	5
SUPPORT TO IDENTIFY APPROPRIATE QUALIFICATIONS	6
OTHER - PLEASE SPECIFY:	95
DON'T KNOW	97
REFUSED	98

Q3.9   What format would you prefer for this staff development?
PROMPT IF NECESSARY (ROTATED). CODE ONLY ONE.

ON-THE-JOB INSTRUCTION LEADING TO A QUALIFICATION	1
ON-THE-JOB INSTRUCTION NOT LEADING TO A QUALIFICATION	2
SEMINARS/WORKSHOPS	3
A FORMAL CLASS-BASED COURSE LEADING TO A QUALIFICATION	4
A FORMAL CLASS-BASED COURSE NOT LEADING TO A QUALIFICATION	5
MATERIALS WHICH WOULD LEAD TO A QUALIFICATION	6
MATERIALS WHICH WOULD NOT LEAD TO A QUALIFICATION	7
OTHER – PLEASE SPECIFY:	95
DON'T KNOW	97
REFUSED	98

ALL WITH <u>NO NEED</u> FOR STAFF DEVELOPMENT:

Q3.10 Would you consider using any of these methods to undertake staff development?
READ OUT OPTIONS 1-8. CODE ALL THAT APPLY.

TEXT BOOKS	1	
VIDEOS	2	
AUDIO TAPES	3	
ON-LINE LEARNING VIA THE INTERNET	4	GO TO Q3.13
ON-LINE LEARNING VIA INTRANET	5	
SELF COMPLETION PAPER BASED WORK BOOKS	6	
CD ROMS/DVD	7	GO TO Q3.13
FLOPPY DISK	8	
OTHER – PLEASE SPECIFY **:**	95	
NONE	96	
DON'T KNOW	97	
REFUSED	98	

THOSE WHO WON'T USE ICT FOR STAFF DEVELOPMENT:

Q3.11 Why do you think that you will not use on-line learning, CD-ROMs or floppy disks to undertake staff development?
DO NOT PROMPT. CODE ALL THAT APPLY.

PREFER LEARNING WITH MORE SUPERVISION	1
NOT SUITED FOR THE TYPE OF LEARNING WE UNDERTAKE	2
ONLY SUITED TO A LIMITED NUMBER STAFF	3
TOO COSTLY	4
DO NOT HAVE NEW ENOUGH SYSTEMS TO SUPPORT ICT LEARNING	5
DO NOT HAVE ENOUGH COMPUTERS TO PROVIDE LEARNING ON THEM	6
DID NOT CONSIDER THESE METHODS	7
HAVE OWN IN-HOUSE MATERIALS	8
NOT HAPPY WITH THE QUALITY	9
OTHER – **PLEASE SPECIFY:**	95
DON'T KNOW	97
REFUSED	98

Q3.12 Would anything encourage you to make more use of on-line learning or CD-ROMs?

DO NOT PROMPT. CODE ALL THAT APPLY.

FINANCIAL SUPPORT	1
SUPPORT TO IDENTIFY APPROPRIATE MATERIAL	2
ACCESS TO APPROPRIATE TECHNOLOGY	3
SUPPORT TO DELIVER TRAINING	4
PREMISES	5
SUPPORT TO IDENTIFY APPROPRIATE QUALIFICATIONS	6
OTHER - PLEASE SPECIFY:	95
NONE	96
DON'T KNOW	97
REFUSED	98

NOW CHECK RESPONDENT'S DETAILS.

CLOSE AND THANK FOR CO-OPERATION

THOSE WHO MAY USE ICT FOR STAFF DEVELOPMENT (CODES 4-5, 7-8 AT Q3.10):

Q3.13 In what circumstances would you use on-line learning or CD-ROMs/floppy disks to undertake staff development?

DO NOT PROMPT. CODE ALL THAT APPLY.

TO OBTAIN RELEVANT QUALIFICATION	1
COST EFFECTIVE	2
IF IT SUITED THE INDIVIDUAL	3
IF MATERIALS WERE AVAILABLE	4
TO OVERCOME NEED FOR LEARNING DURING WORKING HOURS	5
IF I KNEW WHERE TO LOOK	6
IF I HAD THE ABILITY TO CUSTOMISE LEARNING PACKAGE FOR OWN NEEDS	7
IF COMPANY HAD BETTER COMPUTER SYSTEMS	8
OTHER **– PLEASE SPECIFY:**	95
DON'T KNOW	96
REFUSED	97

Q3.14 Can you identify any **advantages** of using on-line learning or CD-ROMs to undertake staff development?

DO NOT PROMPT. CODE ALL THAT APPLY UNDER Q3.14 - ALL.	Q3.14 - all	Q3.15 - main
FLEXIBILITY	1	1
ALLOWS PEOPLE TO WORK AT THEIR OWN PACE	2	2
FITS THE NEEDS OF INDIVIDUALS	3	3
WIDER RANGE OF SUBJECTS / COURSES TO CHOOSE FROM	4	4
ABILITY TO CUSTOMISE LEARNING PACKAGE TO OWN NEEDS	5	5
COST EFFECTIVENESS	6	6
DOES NOT DISRUPT NORMAL WORK	7	7
BETTER TRAINED EMPLOYEES BENEFIT THE COMPANY	8	8
A LOT OF PEOPLE CAN USE/BENEFIT FROM ONE PACKAGE	9	9
TRAINING CAN BE TAILORED TO MEET EMPLOYEE NEED	10	10
OTHER **– PLEASE SPECIFY:**	95	95
NONE	96	96
DON'T KNOW	97	97
REFUSED	98	98

Q3.15 Which would you say is the **main** advantage?
CODE ONE ONLY UNDER Q3.15 ON THE TABLE ABOVE.

Q3.16 Can you identify any **disadvantages** of using these methods to undertake staff development?

DO NOT PROMPT. CODE ALL THAT APPLY UNDER Q3.16.	Q3.16 - all	Q3.17 - main
ISOLATION	1	1
LACK OF TUITION	2	2
LACK OF SUPERVISION	3	3
DIFFICULTY GAUGING LEVEL OF QUALITY	4	4
DIFFICULT TO MONITOR PROGRESS	5	5
COST OF MATERIALS	6	6
DIFFICULTY SELECTING APPROPRIATE MATERIAL	7	7
NOT EVERYONE IS SUITED TO OPEN LEARNING	8	8
NOT EFFECTIVE ENOUGH	9	9
APATHY / MOTIVATION PROBLEM	10	10
	11	11
OTHER **– PLEASE SPECIFY:**	95	95
NONE	96	96
DON'T KNOW	97	97
REFUSED	98	98

Q3.17 Which would you say is the **main** disadvantage?
CODE ONE ONLY UNDER Q3.17 ON THE TABLE ABOVE.

> **NOW CHECK RESPONDENT'S DETAILS.**
>
> **CLOSE AND THANK FOR CO-OPERATION**

ALL <u>NOT ABLE</u> TO UNDERTAKE STAFF DEVELOPMENT:

Q3.18 How far did you investigate undertaking staff development?
PROMPT IF NECESSARY (ROTATED). CODE ONE ONLY.

LOOKED AT COMPANY/INTERNAL PROVISION	**1**	**GO TO Q3.21**
OBTAINED LIST OF POSSIBLE PROVIDERS	**2**	
OBTAINED LIST OF POSSIBLE ACTIVITIES	**3**	
INVESTIGATED CONTENT OF ACTIVITIES	**4**	**GO TO Q3.20**
INVESTIGATED DELIVERY OF ACTIVITIES	**5**	
INVESTIGATED COST OF ACTIVITIES	**6**	
DID NOT INVESTIGATE ANY STAFF DEVELOPMENT ACTIVITIES	**7**	
DON'T KNOW	**8**	**GO TO Q3.27**
REFUSED	9	

Q3.19 Why did you not investigate any staff development activities?
DO NOT PROMPT. CODE ALL THAT APPLY.

DID NOT HAVE TIME	**1**
DID NOT KNOW WHERE TO LOOK	**2**
DID NOT KNOW WHAT TO LOOK FOR	**3**
DID NOT KNOW WHO TO CONTACT	**4**
DID NOT THINK THE APPROPRIATE INFORMATION WOULD BE AVAILABLE	**5**
OTHER: PLEASE SPECIFY	**95**
NO PARTICULAR REASON	**96**
DON'T KNOW	**97**
REFUSED	**98**

NOW GO TO Q3.27 (PAGE 18)

NOT ABLE TO TRAIN BUT INVESTIGATED EXTERNAL PROVISION:

Q3.20   Which external organisations did you obtain information about?

DO NOT PROMPT. CODE ALL THAT APPLY. After each response ask: is there anything else?

TRAINING & ENTERPRISE COUNCIL **SCOTLAND = LOCAL ENTERPRISE COMPANY (LEC)** **NORTHERN IRELAND = TRAINING & ENTERPRISE AGENCY (T&EA)**	**1**
LEARNDIRECT	**2**
LOCAL BUSINESS LINK	**3**
AN ENTERPRISE AGENCY	**4**
YOUR LOCAL AUTHORITY	**5**
A FURTHER EDUCATION COLLEGE	**6**
UNIVERSITIES / BUSINESS SCHOOLS	**7**
CONSULTANTS	**8**
A CHAMBER OF COMMERCE OR LOCAL BUSINESS CLUB/NETWORK	**9**
A SECTOR/TRADE/EMPLOYERS ASSOCIATION (E.G. ENGINEERING EMPLOYERS FEDERATION)	**10**
SUPPLIERS	**11**
CUSTOMERS	**12**
ACCOUNTANTS/AUDITORS/LAWYERS	**13**
OTHER BUSINESS FRIENDS OR RELATIVES	**14**
OTHER – **PLEASE SPECIFY :**	**95**
NONE	**96**
DON'T KNOW	**97**
REFUSED	**98**

Q3.21   What topics did you investigate?

DO NOT PROMPT. CODE ALL THAT APPLY. After each response ask: is there anything else?

MANAGEMENT DEVELOPMENT	**1**
SUPERVISORY SKILLS	**2**
SALES	**3**
IT USER	**4**
IT SUPPORT	**5**
ACCOUNTANCY/BOOK KEEPING	**6**
PRODUCTION PROCESSES	**7**
MACHINE OPERATION	**8**
TYPING / WORD PROCESSING	**9**
CLERICAL SKILLS	**10**
TIME MANAGEMENT	**11**
CUSTOMER CARE	**12**
MARKETING	**13**
HEALTH AND SAFETY	**14**
OTHER – **PLEASE SPECIFY** :	**95**
NONE	**96**
DON'T KNOW	**97**
REFUSED	**98**

Q3.22   What types of activity did you consider?

CODE ALL THAT APPLY. AFTER EACH RESPONSE ASK: is there anything else?

ON-THE-JOB INSTRUCTION LEADING TO A QUALIFICATION	**1**	
ON-THE-JOB INSTRUCTION NOT LEADING TO A QUALIFICATION	**2**	
SEMINARS/WORKSHOPS	**3**	
A FORMAL CLASS-BASED COURSE LEADING TO A QUALIFICATION	**4**	
A FORMAL CLASS-BASED COURSE NOT LEADING TO A QUALIFICATION	**5**	
MATERIALS WHICH WOULD LEAD TO A QUALIFICATION	**6**	
MATERIALS WHICH WOULD NOT LEAD TO A QUALIFICATION	**7**	
OTHER – **PLEASE SPECIFY :**	**95**	
NONE IN PARTICULAR	**96**	**GO TO Q3.26**
DON'T KNOW	**97**	
REFUSED	**98**	

Q3.23 Which of these different methods of undertaking staff development did you consider?

READ OUT OPTIONS 1 – 8.   CODE ALL THAT APPLY.

TEXT BOOKS	1	**GO TO Q3.26**
VIDEOS	2	
AUDIO TAPES	3	
ON-LINE LEARNING VIA THE INTERNET	4	
ON-LINE LEARNING VIA THE INTRANET	5	
SELF COMPLETION PAPER BASED WORK BOOKS	6	**GO TO Q3.26**
CD ROMS/DVD	7	
FLOPPY DISK	8	
OTHER – **PLEASE SPECIFY :**	95	**GO TO Q3.26**
NONE	96	
DON'T KNOW	97	
REFUSED	98	

THOSE WHO CONSIDERED ICT-BASED METHODS OF STAFF DEVELOPMENT:

Q3.24 Did these computer-based methods include…?

READ OUT OPTIONS 1 - <u>95</u>. CODE ALL THAT APPLY.

COMMUNICATION WITH OTHERS THROUGH E-MAIL	1
CONFERENCING FACILITIES E.G. MASTER CLASSES	2
AN INTERACTIVE ELEMENT I.E. DID IT RESPOND DIFFERENTLY DEPENDING ON YOUR INPUT	3
ABILITY TO ADAPT CONTENT OR CONTEXT TO YOUR BUSINESS NEEDS	4
TASKS FOR SELF COMPLETION	5
ANY OTHER SPECIAL FEATURES? PLEASE SPECIFY:	95
NONE	96
DON'T KNOW	97
REFUSED	98

Q3.25 Why did you consider these computer-based methods of undertaking staff development?

DO NOT PROMPT. CODE ALL THAT APPLY.

FLEXIBILITY	1
FOR THE QUALIFICATION	2
GOOD QUALITY MATERIALS/PROVISION	3
WIDE RANGE OF SUBJECTS / COURSES TO CHOOSE FROM	4
COST EFFECTIVENESS	5
DOES NOT DISRUPT NORMAL WORK	6
CAN BE COMPETED DURING NORMAL WORK	7
A LOT OF PEOPLE CAN USE/BENEFIT FROM ONE PACKAGE	8
TRAINING CAN BE TAILORED TO MEET EMPLOYEE NEEDS	9
OTHER – **PLEASE SPECIFY** :	95
NO PARTICULAR REASON	96
DON'T KNOW	97
REFUSED	98

Q3.26 Having carried out initial investigations, why did you find it difficult to meet your need?

DO NOT PROMPT. CODE ALL THAT APPLY. After each response ask: Is there anything else?

COULD NOT AFFORD TO RELEASE STAFF TIME	1
THE RELEVANT MATERIAL AVAILABLE WAS TOO EXPENSIVE	2
COULD NOT FIND TIME TO UNDERTAKE THE LEARNING/STAFF DEVELOPMENT	3
THE MATERIALS/PROVISION AVAILABLE WAS OF POOR QUALITY	4
THE MATERIALS/PROVISION AVAILABLE DID NOT ADDRESS THE SKILLS NEEDS WE WERE TRYING TO ADDRESS	5
UNABLE TO FIND MATERIALS/PROVISION LOCALLY	6
UNABLE TO FIND MATERIALS/PROVISION NATIONALLY	7
DID NOT KNOW WHERE TO LOOK FOR MATERIALS/PROVISION	8
OTHER – **PLEASE SPECIFY** :	95
NO PARTICULAR REASON	96
DON'T KNOW	97
REFUSED	98

ALL NOT ABLE TO TRAIN IN LAST 12 MONTHS:

Q3.27 Which of the following factors would have would have been most helpful to overcome your difficulty?

READ OUT AND CODE ALL THAT APPLY.

MORE TIME TO INVESTIGATE	1
MORE KNOWLEDGE OF WHERE TO LOOK	2
SIGNPOSTING SERVICES	3
ACCESS TO MORE INFORMATION	4
LEARNING AVAILABLE DURING THE EVENINGS	5
OTHER – PLEASE SPECIFY :	95
NONE	96
DON'T KNOW	97
REFUSED	98

Q3.28 In future, would you consider using any of the following methods to undertake staff development?

READ OUT OPTIONS 1 – 8. CODE ALL THAT APPLY.

TEXT BOOKS	1	
VIDEOS	2	
AUDIO TAPES	3	
ON-LINE LEARNING VIA THE INTERNET	4	GO TO Q3.31
ON-LINE LEARNING VIA THE INTRANET	5	
SELF COMPLETION PAPER BASED WORK BOOKS	6	
CD ROMS/DVD	7	GO TO Q3.31
FLOPPY DISK	8	
OTHER – **PLEASE SPECIFY :**	95	
NONE	96	
DON'T KNOW	97	
REFUSED	98	

THOSE WHO WOULD NOT USE ICT-BASED METHODS:

Q3.29 Why do you think that you will not make more use of computer based methods of undertaking staff development?

DO NOT PROMPT. CODE ALL THAT APPLY. After each response ask: Is there anything else?

PREFER LEARNING WITH MORE SUPERVISION	1
ONLY USE IN-HOUSE TRAINING	2
NOT SUITED FOR THE TYPE OF LEARNING WE UNDERTAKE	3
DO NOT HAVE APPROPRIATE TECHNOLOGY TO USE THESE	4
TOO EXPENSIVE	5
OTHER – PLEASE SPECIFY:	95
NO PARTICULAR REASON	96
DON'T KNOW	97
REFUSED	98

Q3.30 Would anything encourage you to make more use of on-line learning or CD-ROMs?

DO NOT PROMPT. CODE ALL THAT APPLY

FINANCIAL SUPPORT	1
SUPPORT TO IDENTIFY APPROPRIATE MATERIAL	2
ACCESS TO APPROPRIATE TECHNOLOGY	3
SUPPORT TO DELIVER TRAINING	4
PREMISES	5
SUPPORT TO IDENTIFY APPROPRIATE QUALIFICATIONS	6
OTHER **- PLEASE SPECIFY:**	95
NONE	96
DON'T KNOW	97
REFUSED	98

RECORD & CHECK CONTACT DETAILS.
CLOSE AND THANK FOR CO-OPERATION

ALL WHO WOULD CONSIDER USING ICT-BASED METHODS OF TRAINING

Q3.31 Why might you use computer-based methods to undertake staff development?
DO NOT PROMPT. CODE ALL THAT APPLY.

TO OBTAIN RELEVANT QUALIFICATION	1
COST EFFECTIVE	2
IF IT SUITED THE INDIVIDUAL	3
TO OVERCOME NEED FOR LEARNING DURING WORKING HOURS	4
IF HAD THE ABILITY TO CUSTOMISE LEARNING PACKAGE FOR OWN NEEDS	5
IF COMPANY HAD BETTER ICT SYSTEMS	6
OTHER **– PLEASE SPECIFY:**	95
NO PARTICULAR REASON	96
DON'T KNOW	97
REFUSED	98

Q3.32 Can you identify any **advantages** of using computer-based methods to undertake staff development?

DO NOT PROMPT. CODE ALL THAT APPLY FOR Q3.32.	**Q3.32 - all**	**Q3.33 - main**
FLEXIBILITY	1	1
ALLOWS PEOPLE TO WORK AT THEIR OWN PACE	2	2
FITS THE NEEDS OF INDIVIDUALS	3	3
WIDER RANGE OF SUBJECTS / COURSES TO CHOOSE FROM	4	4
ABILITY TO CUSTOMISE LEARNING PACKAGE TO OWN NEEDS	5	5
COST EFFECTIVENESS	6	6
DOES NOT DISRUPT NORMAL WORK	7	7
BETTER TRAINED EMPLOYEES BENEFIT THE COMPANY	8	8
A LOT OF PEOPLE CAN USE/BENEFIT FROM ONE PACKAGE	9	9
TRAINING CAN BE TAILORED TO MEET EMPLOYEE NEED	10	10
OTHER **– PLEASE SPECIFY:**	95	95
NONE	96	96
DON'T KNOW	97	97
REFUSED	98	98

Q3.33 Which would you say is the **main** advantage of computer-based training methods**?**
CODE ONE UNDER Q.33 ON THE TABLE ABOVE.

Q3.34 Can you identify any **disadvantages** of using computer-based methods to undertake staff development?

DO NOT PROMPT. CODE ALL THAT APPLY FOR Q3.34	**Q3.34 – all**	**Q3.35 - main**
ISOLATION	1	1
LACK OF TUITION	2	2
LACK OF SUPERVISION	3	3
DIFFICULTY GAUGING LEVEL OF QUALITY	4	4
DIFFICULT TO MONITOR PROGRESS	5	5
COST OF MATERIALS	6	6
DIFFICULTY SELECTING APPROPRIATE MATERIAL	7	7
NOT EVERYONE IS SUITED TO OPEN LEARNING	8	8
NOT EFFECTIVE ENOUGH	9	9
APATHY / MOTIVATION PROBLEM	10	10
OTHER **– PLEASE SPECIFY:**	95	95
NONE	96	96
DON'T KNOW	97	97
REFUSED	98	98

Q3.35 Which would you say is the **main** disadvantage of computer-based training methods?
CODE ONE UNDER Q.35 ON THE TABLE ABOVE.

> **RECORD & CHECK CONTACT DETAILS.**
> **CLOSE AND THANK FOR CO-OPERATION**

Section 4 *Learning Provision*

ALL WHERE STAFF DEVELOPMENT HAS TAKEN PLACE:

Q4.1   On a scale of 1 to 5, if 1 is no use at all and 5 is extensive use, how much did you use the following for your A) management/professional staff and for B) other staff in the last 12 months?

READ OUT OPTIONS 1-7. RECORD RATING FOR EACH OPTION. 1 = NO USE AT ALL; 5 = EXTENSIVE; 6 = DK; 7 = REF	A) MANAG / PROF	B) OTHER STAFF
1 ON-THE-JOB INSTRUCTION LEADING TO A QUALIFICATION 	6 DK 7 REF	6 DK 7 REF
2 ON-THE-JOB INSTRUCTION NOT LEADING TO A QUALIFICATION 	6 DK 7 REF	6 DK 7 REF
3 SEMINARS/WORKSHOPS 	6 DK 7 REF	6 DK 7 REF
4 A FORMAL CLASS-BASED COURSE LEADING TO A QUALIFICATION 	6 DK 7 REF	6 DK 7 REF
5 A FORMAL CLASS-BASED COURSE NOT LEADING TO A QUALIFICATION 	6 DK 7 REF	6 DK 7 REF
6 PROVIDING MATERIALS WHICH WOULD LEAD TO A QUALIFICATION (E.G. VIDEO/WORK BOOK) 	6 DK 7 REF	6 DK 7 REF
7 PROVIDING MATERIALS WHICH WOULD NOT LEAD TO A QUALIFICATION (E.G. VIDEO/WORK BOOK) 	6 DK 7 REF	6 DK 7 REF

Q4.2   Which (method) did you use most frequently?

RECORD ONE CODE FROM LIST ABOVE FOR….	A) MANAG / PROF	B) OTHER STAFF
Option:		

Q4.3 Again, on a scale of 1 to 5, if 1 is no use at all and 5 is extensive use, how frequently in the last 12 months did you use the following for a) management and b) other staff development….?

READ OUT OPTIONS 1 – 4. RECORD RATING FOR EACH OPTION FOR:	A) MANAG / PROF	B) OTHER STAFF
1 MATERIALS (I.E. WORK BOOK) PROVIDED BY THE COMPANY	6 DK 7 REF	6 DK 7 REF
2 MATERIALS (I.E. WORK BOOK) SOURCED FROM EXTERNAL TRAINING PROVIDER	6 DK 7 REF	6 DK 7 REF
3 COURSES PROVIDED BY THE COMPANY	6 DK 7 REF	6 DK 7 REF
4 COURSES SOURCED FROM EXTERNAL TRAINING PROVIDER	6 DK 7 REF	6 DK 7 REF
95 OTHER – **PLEASE SPECIFY :**	6 DK 7 REF	6 DK 7 REF

Q4.4 Which (method) did you use most frequently?

CODE ONE OF THE ABOVE FOR….

	A) MANAG/ PROF	B) OTHER
Option:		

Q4.5 Again, on a scale of 1 to 5, if 1 is no use at all and 5 is extensive use, how frequently have you used the following with management/professional staff and for other staff in the last 12 months?

READ OUT OPTIONS 1 - 8. RATE EACH OPTION.	A) MANAG/ PROF	B) OTHER	
1 TEXT BOOKS	6 DK 7 REF	6 DK 7 REF	
2 VIDEOS	6 DK 7 REF	6 DK 7 REF	
3 AUDIO TAPES	6 DK 7 REF	6 DK 7 REF	
4 ON-LINE LEARNING VIA THE INTERNET	6 DK 7 REF	6 DK 7 REF	CHECK CODED ICT USER AT FRONT, THEN GO TO Q4.6
5 ON-LINE LEARNING VIA THE INTRANET	6 DK 7 REF	6 DK 7 REF	
6 SELF COMPLETION PAPER BASED WORKBOOKS	6 DK 7 REF	6 DK 7 REF	
7 CD ROMS/DVD	6 DK 7 REF	6 DK 7 REF	CHECK CODED ICT USER AT FRONT, THEN GO TO Q4.6
8 FLOPPY DISK	6 DK 7 REF	6 DK 7 REF	
95 OTHER – **PLEASE SPECIFY :**	6 DK 7 REF	6 DK 7 REF	

IF NOT USED ICT - CHECK CODED NON-ICT AT FRONT

THEN IF PROVIDED STAFF DEVELOPMENT FOR MANAGERS / PROFESSIONALS, GO TO SECTION 4A (PAGE 26)

IF PROVIDED DEVELOPMENT FOR OTHER STAFF ONLY GO TO SECTION 4B (PAGE 28)

ALL WHO HAVE USED ICT-BASED METHODS:

Q4.6 Did these computer-based materials include the following? (for either managerial or other staff.)

READ OUT OPTIONS 1-95 for A) and B). CODE ALL THAT APPLY.	A) MANAG / PROF	B) OTHER
COMMUNICATION WITH OTHERS THROUGH E-MAIL (TUTOR / OTHER PARTICIPANTS)	1	1
CONFERENCING FACILITIES E.G. MASTER CLASSES	2	2
AN INTERACTIVE ELEMENT I.E. DID IT RESPOND DIFFERENTLY DEPENDING ON YOUR INPUT	3	3
ABILITY TO ADAPT CONTENT OR CONTEXT TO YOUR BUSINESS NEEDS	4	4
TASKS FOR SELF COMPLETION	5	5
ANY OTHER SPECIAL FEATURES– **PLEASE SPECIFY**:	95	95
DON'T KNOW	97	97
REFUSED	98	98

IF PROVIDED STAFF DEVELOPMENT FOR MANAGEMENT / PROFESSIONAL STAFF - GO TO SECTION 4A (OPPOSITE)

IF PROVIDED STAFF DEVELOPMENT FOR OTHER STAFF <u>ONLY</u> - GO TO SECTION 4B (PAGE 28, Q4.10)

Section 4A – Management / Professional Staff

Q4.7 In which skills areas did you provide staff development for management/ professional staff in the last 12 months?
PROMPT IF NECESSARY. CODE ALL THAT APPLY.

ACCOUNTANCY/BOOK KEEPING	1
CLERICAL/ADMIN SKILLS	2
COMPUTING	3
CUSTOMER CARE	4
MACHINE OPERATION	5
MANAGEMENT TRAINING	6
MARKETING	7
PRODUCTION PROCESSES	8
SALES	9
SUPERVISORY	10
TECHNICAL / PROFESSIONAL DEVELOPMENT	11
TIME MANAGEMENT	12
TYPING / WORD PROCESSING	13
HEALTH & SAFETY	14
Other – **PLEASE SPECIFY:**	95
NONE	96
DON'T KNOW	97
REFUSED	98

Q4.8 From your experience, how would you rate the following **management** staff development activities for a) suitability, b) availability and c) quality of provision, if 1 is very poor and 5 is excellent?

READ OUT. RATE OPTIONS 1-9 FOR A), B) & C)

	A) SUITABILITY	B) AVAILABILITY	C) QUALITY
	RATING: 1 = VERY POOR; 5 = EXCELLENT; 6 = DK; 7 = N/A, 8 = REF		
1 ON-THE-JOB INSTRUCTION (SHOWING BY DOING)	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF
2 TEXT BOOKS	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF
3 VIDEOS	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF
4 AUDIO TAPES	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF
5 ON-LINE LEARNING VIA THE INTERNET	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF
6 ON-LINE LEARNING VIA THE INTRANET	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF
7 SELF COMPLETION PAPER BASED WORK BOOKS	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF
8 CD ROMS/DVD	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF
9 A FORMAL COURSE/WORKSHOP	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF

Q4.9 Which (option) would you consider is the best value for money ?
WRITE IN ONE CODE FROM THE LIST (1-9) ABOVE:

IF PROVIDED <u>OTHER STAFF</u> LEARNING ACTIVITY (SEE Q4.5) GO TO SECTION 4B

OTHERWISE, FOR SME IN-DEPTH – GO TO SECTION 5: SME PROVISION OF LEARNING (PAGE 30)

IF NOT SME IN-DEPTH:

ICT USERS GO TO SECTION 6A (PAGE 44)

NON ICT USERS GO TO SECTION 6B (PAGE 49)

Section 4B – Other Staff

ALL WHO PROVIDE STAFF DEVELOPMENT FOR OTHER STAFF:

Q4.10 In which skills area did you provide staff development for your other staff in the last 12 months?

PROMPT IF NECESSARY. CODE ALL THAT APPLY.

ACCOUNTANCY/BOOK KEEPING	1
CLERICAL/ADMIN SKILLS	2
COMPUTING	3
CUSTOMER CARE	4
MACHINE OPERATION	5
MANAGEMENT TRAINING	6
MARKETING	7
PRODUCTION PROCESSES	8
SALES	9
SUPERVISORY	10
TECHNICAL / PROFESSIONAL DEVELOPMENT	11
TIME MANAGEMENT	12
TYPING / WORD PROCESSING	13
HEALTH & SAFETY	14
Other – **PLEASE SPECIFY:**	95
NONE	96
DON'T KNOW	97
REFUSED	98

Q4.11 From your experience, how would you rate the following **OTHER** staff development activities for a) suitability, b) availability and c) quality of provision, if 1 is very poor and 5 is excellent?

READ OUT. RATE OPTIONS 1-9 FOR A), B) & C)

	A) SUITABILITY	B) AVAILABILITY	C) QUALITY
	RATING: 1 = VERY POOR; 5 = EXCELLENT; 6 = DK; 7 = N/A, 8 = REF		
1 ON-THE-JOB INSTRUCTION (SHOWING BY DOING)	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF
2 TEXT BOOKS	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF
3 VIDEOS	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF
4 AUDIO TAPES	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF
5 ON-LINE LEARNING VIA THE INTERNET	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF
6 ON-LINE LEARNING VIA THE INTRANET	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF
7 SELF COMPLETION PAPER BASED WORK BOOKS	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF
8 CD ROMS/DVD	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF
9 A FORMAL COURSE/WORKSHOP	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF	6 DK 7 N/A 8 REF

Q4.12 Which (method) would you consider is the best value for money ?
CODE ONE OPTION (1-9) FROM THE TABLE ABOVE:

FOR SME IN-DEPTH INTERVIEWS – GO TO SECTION 5: SME PROVISION OF LEARNING OVERLEAF

OTHERWISE – ICT USERS GO TO SECTION 6A (PAGE 44)

NON ICT USERS GO TO SECTION 6B (PAGE 49)

Section 5 *SME Learning Provision*

READ:

I would now like to ask you some questions about specific staff development which you have provided, firstly for your management / professional staff and then for your other staff.

Section 5A – Learning provision: Management/Professional Staff
READ:

All questions in this section refer to the **last** staff development activity undertaken by your **management** staff.

Q5.1   Can you tell me on what topic was **the last** staff development activity undertaken by your management staff?
   DO NOT PROMPT. CODE ONE ONLY

ACCOUNTANCY/BOOK KEEPING	1
CLERICAL SKILLS	2
COMPUTING	3
CUSTOMER CARE	4
MACHINE OPERATION	5
MANAGEMENT TRAINING	6
MARKETING	7
PRODUCTION PROCESSES	8
SALES	9
SUPERVISORY	10
TECHNICAL / PROFESSIONAL DEVELOPMENT	11
TIME MANAGEMENT	12
TYPING / WORD PROCESSING	13
HEALTH AND SAFETY	14
Other – **PLEASE SPECIFY:**	95
NONE PROVIDED	96
DON'T KNOW	97
REFUSED	98

Q5.2 How many of your management staff undertook this activity?

RECORD NUMBER OR % IF NOT POSSIBLE:

No:	%:
997 DK	997 DK
998 REF	998 REF

Q5.3 Who selected the staff development activity last undertaken?
DO NOT PROMPT. CODE ONE ONLY.

THE PERSON IN CHARGE OF TRAINING	1
THE INDIVIDUAL USING IT	2
THE LINE MANAGER	3
THE PROVIDER	4
COMBINATION OF THE ABOVE	5
OTHER – **PLEASE SPECIFY** :	95
DON'T KNOW	97
REFUSED	98

Q5.4 By whom or which organisation was the activity provided? (if any)
READ OUT. CODE ONE ONLY.

IN-HOUSE PROVIDER	1	GO TO Q5.6
EXTERNAL PROVIDER	2	
NONE	3	
DON'T KNOW	4	GO TO Q5.6
REFUSED	5	

THOSE WHO HAVE USED EXTERNAL PROVIDERS:

Q5.5 Which (type of) external organisation did you use (for this development activity)?
DO NOT PROMPT. CODE ONE ONLY.

TRAINING & ENTERPRISE COUNCIL SCOTLAND = LOCAL ENTERPRISE COMPANY (LEC) NORTHERN IRELAND = TRAINING & ENTERPRISE AGENCY (T&EA)	1
LEARNDIRECT	2
LOCAL BUSINESS LINK	3
AN ENTERPRISE AGENCY	4
YOUR LOCAL AUTHORITY	5
A FURTHER EDUCATION COLLEGE	6
UNIVERSITIES / BUSINESS SCHOOLS	7
CONSULTANTS	8
A CHAMBER OF COMMERCE OR LOCAL BUSINESS CLUB/NETWORK	9
A SECTOR/TRADE/EMPLOYERS ASSOCIATION (E.G. ENGINEERING EMPLOYERS FEDERATION)	10
SUPPLIERS	11
CUSTOMERS	12
ACCOUNTANTS/AUDITORS/LAWYERS	13
OTHER BUSINESS FRIENDS OR RELATIVES	14
OTHER **– PLEASE SPECIFY :**	95
DON'T KNOW	96
REFUSED	97

ALL SME IN-DEPTH WHO'VE TRAINED MANAGERS:

Q5.6 How was this last staff development undertaken?
PROMPT IF NECESSARY (ROTATED). CODE ONE ONLY.

ON-THE-JOB INSTRUCTION LEADING TO A QUALIFICATION	1	GO TO Q5.10
ON-THE-JOB INSTRUCTION NOT LEADING TO A QUALIFICATION	2	
SEMINARS/WORKSHOPS	3	
A FORMAL CLASS-BASED COURSE LEADING TO A QUALIFICATION	4	
A FORMAL CLASS-BASED COURSE NOT LEADING TO A QUALIFICATION	5	
MATERIALS WHICH WOULD LEAD TO A QUALIFICATION (E.G. WORK BOOK)	6	
MATERIALS WHICH WOULD NOT LEAD TO A QUALIFICATION (E.G. WORK BOOK)	7	
OTHER – **PLEASE SPECIFY :**	95	
DON'T KNOW	97	
REFUSED	98	

WHERE TRAINING WAS NOT PROVIDED ON-THE-JOB:

Q5.7   Where was the staff development activity delivered?
PROMPT IF NECESSARY (ROTATED). CODE ONE ONLY.

AT EMPLOYEES' WORKSTATION / DESK	1
AT THE PROVIDER'S PREMISES	2
AT THIS LOCATION'S LEARNING CENTRE / FACILITIES	3
AT THE COMPANY'S LEARNING CENTRE / FACILITIES ELSEWHERE	4
AT A TIME AND LOCATION SELECTED BY THE TRAINEE (I.E. AT HOME/LIBRARY)	5
OTHER – **PLEASE SPECIFY :**	95
DON'T KNOW	97
REFUSED	98

Q5.8   Which of these different methods were used?
READ OUT OPTIONS 1-8. CODE ALL THAT APPLY.

TEXT BOOKS	1	
VIDEOS	2	GO TO Q5.10
AUDIO TAPES	3	
ON-LINE LEARNING VIA THE INTERNET	4	
ON-LINE LEARNING VIA THE INTRANET	5	
SELF COMPLETION PAPER BASED WORK BOOKS	6	GO TO Q5.10
CD ROMS/DVD	7	
FLOPPY DISK	8	
OTHER – **PLEASE SPECIFY :**	95	GO TO Q5.10
DON'T KNOW	97	
REFUSED	98	

WHERE USED ICT-BASED METHODS:

Q5.9 Did these computer-based methods include…?
READ OUT 1-95 AND CODE ALL THAT APPLY.

COMMUNICATION WITH OTHERS THROUGH E-MAIL (TUTOR / OTHER PARTICIPANTS)	1
CONFERENCING FACILITIES E.G. MASTER CLASSES	2
AN INTERACTIVE ELEMENT I.E. DID IT RESPOND DIFFERENTLY DEPENDING ON YOUR INPUT	3
ABILITY TO ADAPT CONTENT OR CONTEXT TO YOUR BUSINESS NEEDS	4
TASKS FOR SELF COMPLETION	5
OR WERE THERE ANY OTHER SPECIAL FEATURES– **PLEASE SPECIFY:**	95
DON'T KNOW	97
REFUSED	98

ALL SME IN-DEPTH WHO'VE TRAINED MANAGERS:

Q5.10 Why did you choose this type of staff development?
DO NOT PROMPT. CODE ALL THAT APPLY.

ACCESS TO THE INDUSTRY EXPERT	1
DID NOT NEED COURSE WITH A QUALIFICATION	2
FLEXIBILITY OF TIMESCALE FOR COMPLETION	3
FOR NETWORKING PURPOSES	4
FOR PRACTICAL EXPERIENCE	5
FOR THE NEEDS OF THE INDIVIDUAL USING IT	6
FOR THE QUALIFICATION	7
LESS DISRUPTION DURING WORKING HOURS	8
TO OBTAIN THEORETICAL GROUNDING	9
TO PROVIDE TRAINING FOR A LARGE NUMBER OF STAFF	10
WITHIN CLOSE TRAVELLING DISTANCE	11
OTHER **– PLEASE SPECIFY:**	95
NO PARTICULAR REASON	96
DON'T KNOW	97
REFUSED	98

Q5.11   Did the staff development undertaken meet your objectives?

DO NOT PROMPT. CODE ONE ONLY.

YES, COMPLETELY	1	
YES, PARTIALLY	2	
NOT AT ALL	3	GO TO *Q5.14*
TOO EARLY TO TELL	4	GO TO Q5.13
OTHER – **PLEASE SPECIFY :**	95	
DON'T KNOW	97	GO TO Q5.13
REFUSED	98	

ALL YES/OTHER:

Q5.12   What were your objectives and how did the development activity meet them?
RECORD VERBATIM.

DON'T KNOW	97
REFUSED	98

ALL EXCEPT THOSE WHERE TRAINING DID NOT MEET OBJECTIVES AT ALL (ALL BUT CODE 3 AT Q5.11):

Q5.13   Would you use the same form of staff development again?
CODE ONE ONLY.

YES	1
NO	2
OTHER – **PLEASE SPECIFY :**	95
DON'T KNOW	96
REFUSED	97

NOW GO TO Section 5b – Learning provision for other staff (PAGE 37)

ALL WHERE TRAINING DID NOT MEET OBJECTIVES AT ALL:

Q5.14 Why did it not meet your objectives?
WRITE IN VERBATIM

DON'T KNOW	97
REFUSED	98

Q5.15 How would you go about looking for further staff development in future?
DO NOT PROMPT. CODE ALL THAT APPLY.

USE COMPANY RESOURCES	1
USE PREVIOUS SUPPLIERS	2
LOOK ON THE INTERNET	3
LOOK IN LOCAL LIBRARY / COLLEGE	4
ASK BUSINESS FRIEND'S / FAMILY'S ADVICE	5
ASK EXTERNAL ORGANISATION'S ADVICE	6
OTHER – **PLEASE SPECIFY :**	95
DON'T KNOW	97
REFUSED	98

Section 5b – Learning provision for Other staff

Now I'd like to ask about learning provision for other staff.

IF NOT TRAINED OTHER STAFF, GO TO SECTION 6 USE OF ICT (PAGE 45)

ALL SME IN-DEPTH WHO'VE TRAINED OTHER STAFF:

Q5.16 Now can you tell me what topic was the last staff development activity undertaken by your other staff?

DO NOT PROMPT. CODE ONE ONLY.

ACCOUNTANCY/BOOK KEEPING	1
CLERICAL SKILLS	2
COMPUTING	3
CUSTOMER CARE	4
MACHINE OPERATION	5
MANAGEMENT TRAINING	6
MARKETING	7
PRODUCTION PROCESSES	8
SALES	9
SUPERVISORY	10
TECHNICAL / PROFESSIONAL DEVELOPMENT	11
TIME MANAGEMENT	12
TYPING / WORD PROCESSING	13
HEALTH AND SAFETY	14
Other – **PLEASE SPECIFY:**	95
DON'T KNOW	97
REFUSED	98

Q5.17 Approximately how many of your staff undertook this activity?

RECORD NUMBER OR % IF NOT POSSIBLE:

NO.	%.
997 DK	997 DK
998 REF	998 REF

Q5.18   Who selected this last staff development activity?
DO NOT PROMPT. CODE ONE ONLY.

THE PERSON IN CHARGE OF TRAINING	1
THE INDIVIDUAL USING IT	2
THE LINE MANAGER	3
THE PROVIDER	4
COMBINATION OF THE ABOVE	5
OTHER – **PLEASE SPECIFY :**	95
DON'T KNOW	97
REFUSED	98

Q5.19   By whom or which organisation was the activity provided? (if any)
READ OUT 1 + 2. CODE ONE ONLY.

IN-HOUSE PROVIDER	1	GO TO Q5.21
EXTERNAL PROVIDER	2	
NONE	3	
DON'T KNOW	4	GO TO Q5.21
REFUSED	5	

THOSE WHO USED EXTERNAL PROVISION:

Q5.20 Which external organisation did you use?

DO NOT PROMPT. CODE ONE ONLY.

TRAINING & ENTERPRISE COUNCIL **SCOTLAND = LOCAL ENTERPRISE COMPANY (LEC)** **NORTHERN IRELAND TRAINING & ENTERPRISE AGENCY (T&EA)**	1
LEARNDIRECT	2
LOCAL BUSINESS LINK	3
AN ENTERPRISE AGENCY	4
YOUR LOCAL AUTHORITY	5
A FURTHER EDUCATION COLLEGE	6
UNIVERSITIES / BUSINESS SCHOOLS	7
CONSULTANTS	8
A CHAMBER OF COMMERCE OR LOCAL BUSINESS CLUB/NETWORK	9
A SECTOR/TRADE/EMPLOYERS ASSOCIATION (E.G. ENGINEERING EMPLOYERS FEDERATION)	10
SUPPLIERS	11
CUSTOMERS	12
ACCOUNTANTS/AUDITORS/LAWYERS	13
OTHER BUSINESS FRIENDS OR RELATIVES	14
OTHER – **PLEASE SPECIFY :**	95
DON'T KNOW	97
REFUSED	98

ALL SME IN-DEPTH:

Q5.21 How was the staff development undertaken?
PROMPT IF NECESSARY (ROTATED). CODE ONE ONLY.

ON-THE-JOB INSTRUCTION LEADING TO A QUALIFICATION	**1**	GO TO Q5.25
ON-THE-JOB INSTRUCTION NOT LEADING TO A QUALIFICATION	**2**	
SEMINARS/WORKSHOPS	**3**	
A FORMAL CLASS-BASED COURSE LEADING TO A QUALIFICATION	**4**	
A FORMAL CLASS-BASED COURSE NOT LEADING TO A QUALIFICATION	**5**	
MATERIALS (E.G. WORK BOOK) WHICH WOULD LEAD TO A QUALIFICATION	**6**	
MATERIALS (E.G. WORK BOOK) WHICH WOULD NOT LEAD TO A QUALIFICATION	**7**	
OTHER – **PLEASE SPECIFY :**	**95**	
DON'T KNOW	**97**	
REFUSED	**98**	

ALL WHERE ON-THE-JOB INSTRUCTION NOT PROVIDED:

Q5.22 Where was the staff development activity delivered?
PROMPT IF NECESSARY (ROTATED). CODE ONE ONLY.

AT EMPLOYEE'S WORKSTATION / DESK	1
AT THE PROVIDER'S PREMISES	2
AT THIS LOCATION'S LEARNING CENTRE / FACILITIES	3
AT THE COMPANY'S LEARNING CENTRE / FACILITIES ELSEWHERE	4
AT A TIME AND LOCATION SELECTED BY THE TRAINEE (I.E. AT HOME/LIBRARY)	5
OTHER – **PLEASE SPECIFY :**	95
DON'T KNOW	97
REFUSED	98

Q5.23 Which of these different methods were used ?
READ OUT OPTIONS 1 - 8. CODE ALL THAT APPLY.

TEXT BOOKS	1	GO TO Q5.25
VIDEOS	2	
AUDIO TAPES	3	
ON-LINE LEARNING VIA THE INTERNET	4	
ON-LINE LEARNING VIA THE INTRANET	5	
SELF COMPLETION PAPER BASED WORK BOOKS	6	GO TO Q5.25
CD ROMS/DVDS	7	
FLOPPY DISK	8	
OTHER – **PLEASE SPECIFY :**	95	GO TO Q5.25
DON'T KNOW	97	
REFUSED	98	

ALL WHO USED ICT-BASED METHODS:

Q5.24   Did the computer based methods include?
READ OUT AND CODE ALL THAT APPLY.

COMMUNICATION WITH OTHERS THROUGH E-MAIL (TUTOR / OTHER PARTICIPANTS)	1
CONFERENCING FACILITIES E.G. MASTER CLASSES	2
AN INTERACTIVE ELEMENT I.E. DID IT RESPOND DIFFERENTLY DEPENDING ON YOUR INPUT	3
ABILITY TO ADAPT CONTENT OR CONTEXT TO YOUR BUSINESS NEEDS	4
TASKS FOR SELF COMPLETION	5
OR WERE THERE ANY OTHER SPECIAL FEATURES– **PLEASE SPECIFY**:	95
DON'T KNOW	96
REFUSED	97

ALL SME IN-DEPTH WHO'VE TRAINED OTHER STAFF:

Q5.25   Why did you choose this type of staff development?
DO NOT PROMPT. CODE ALL THAT APPLY.

FOR THE QUALIFICATION	**1**
FOR THE NEEDS OF THE INDIVIDUAL USING IT	**2**
FOR PRACTICAL EXPERIENCE	**3**
ACCESS TO THE INDUSTRY EXPERT	**4**
FLEXIBILITY OF TIMESCALE FOR COMPLETION	**5**
WITHIN CLOSE TRAVELLING DISTANCE	**6**
TO PROVIDE TRAINING FOR A LARGE NUMBER OF STAFF	**7**
FOR NETWORKING PURPOSES	**8**
LESS DISRUPTION DURING WORKING HOURS	**9**
TO OBTAIN THEORETICAL GROUNDING	**10**
DID NOT NEED COURSE WITH A QUALIFICATION	**11**
OTHER – **PLEASE SPECIFY**:	**95**
DON'T KNOW	**97**
REFUSED	**98**

Q5.26 Did the staff development undertaken meet your objectives?
DO NOT PROMPT. CODE ONE ONLY.

YES, COMPLETELY	**1**	
YES, PARTIALLY	**2**	
NOT AT ALL	**3**	**GO TO Q5.29**
TOO EARLY TO TELL	**4**	**GO TO Q5.28**
OTHER – **PLEASE SPECIFY :**	**95**	
DON'T KNOW	**97**	**GO TO Q5.28**
REFUSED	98	

ALL WHERE DEVELOPMENT MET OBJECTIVES TO SOME EXTENT:

Q5.27 What were your objectives and how did the development activity meet them?
WRITE IN VERBATIM

DON'T KNOW	97
REFUSED	98

ALL EXCEPT THOSE WHERE DEVELOPMENT DID NOT MEET OBJECTIVES AT ALL

Q5.28 Would you use the same form of staff development again?
CODE ONE ONLY.

YES	1
NO	2
OTHER – **PLEASE SPECIFY :**	95
DON'T KNOW	97
REFUSED	98

ICT USERS – GO TO SECTION 6A (PAGE 44)

NON ICT USERS – GO TO SECTION 6B (PAGE 49)

WHERE DEVELOPMENT DID NOT MEET OBJECTIVES AT ALL:

Q5.29 Why did it not meet your objectives?
WRITE IN VERBATIM

DON'T KNOW	97
REFUSED	98

Q5.30 How would you go about looking for further staff development in future?
DO NOT PROMPT. CODE ALL THAT APPLY.

USE COMPANY RESOURCES	1
USE PREVIOUS SUPPLIERS	2
LOOK ON THE INTERNET	3
LOOK IN LOCAL LIBRARY / COLLEGE	4
ASK BUSINESS FRIEND'S / FAMILY'S ADVICE	5
ASK EXTERNAL ORGANISATION'S ADVICE	6
OTHER – **PLEASE SPECIFY :**	95
DON'T KNOW	96
REFUSED	97

ICT USERS – GO TO SECTION 6A (OPPOSITE)

NON ICT USERS – GO TO SECTION 6B (PAGE 49)

Section 6 *Use of ICT*

Section 6A – ICT Users (see front of q're)

READ:

> You've mentioned that you used a combination of methods including CD-ROMs or on-line learning to deliver staff development …

Q6.1   What do you perceive as the **advantages** of using these (methods) to deliver staff development activity?

DO NOT PROMPT. CODE ALL THAT APPLY FOR Q6.1.

	Q6.1- all	Q6.2 - main
FLEXIBILITY	1	1
ALLOWS PEOPLE TO WORK AT THEIR OWN PACE	2	2
FITS THE NEEDS OF INDIVIDUALS	3	3
ACCESS TO BROADER GROUP OF PEOPLE / OTHER TRAINERS	4	4
STAFF ENJOY LEARNING THROUGH ICT	5	5
ACCESS TO A BROADER RANGE OF SUBJECT AREAS	6	6
WIDER RANGE OF SUBJECTS / COURSES TO CHOOSE FROM	7	7
PROVIDES MORE FLEXIBLE ACCESS TO TUTOR / TRAINER	8	8
COST EFFECTIVENESS	9	9
SPEED OF ACCESS	10	10
DOES NOT DISRUPT NORMAL WORK	11	11
ABILITY TO CUSTOMISE LEARNING PACKAGE TO OWN NEEDS	12	12
BETTER TRAINED EMPLOYEES BENEFIT THE COMPANY	13	13
A LOT OF PEOPLE CAN USE/BENEFIT FROM ONE PACKAGE	14	14
TRAINING CAN BE TAILORED TO MEET EMPLOYEE NEED	15	15
OTHER **– PLEASE SPECIFY:**	95	95
NONE	96	96
DON'T KNOW	97	97
REFUSED	98	98

Q6.2   Which would you say is the **main** advantage?
CODE ONE UNDER Q6.2 ON THE TABLE ABOVE.

Q6.3 What do you perceive as the **disadvantages** of using these to deliver staff development activity?

DO NOT PROMPT. CODE ALL THAT APPLY FOR Q6.3.	Q6.3 – all	Q6.4 – main
ISOLATION	1	1
LACK OF TUITION	2	2
LACK OF SUPERVISION	3	3
DIFFICULTY GAUGING LEVEL OF QUALITY	4	4
DIFFICULT TO MONITOR PROGRESS	5	5
COST OF MATERIALS	6	6
DIFFICULTY SELECTING APPROPRIATE MATERIAL	7	7
NOT EVERYONE IS SUITED TO THESE METHODS OF LEARNING	8	8
NOT EFFECTIVE ENOUGH	9	9
APATHY / MOTIVATION PROBLEM	10	10
OTHER **– PLEASE SPECIFY:**	95	95
NONE	96	96
DON'T KNOW	97	97
REFUSED	98	98

Q6.4 Which would you say is the **main** disadvantage?
CODE ONE UNDER Q6.4 ON THE TABLE ABOVE.

Q6.5 What do you perceive are the **benefits** to your company of using these methods?

DO NOT PROMPT. CODE ALL THAT APPLY FOR Q6.5.	Q6.5 – all	Q6.6 - main
FLEXIBILITY	1	1
STANDARDS ARE BETTER OF MATERIALS	2	2
PEOPLE REALLY DO LEARN	3	3
WIDE RANGE OF SUBJECTS / COURSES TO CHOOSE FROM	4	4
CUSTOMISE LEARNING TO BUSINESS NEEDS	5	5
COST EFFECTIVENESS	6	6
STAFF ENJOY LEARNING THROUGH ICT	7	7
DOES NOT DISRUPT NORMAL WORK	8	8
INDIVIDUAL STAFF PREFERENCES	9	9
BETTER TRAINED EMPLOYEES BENEFIT THE COMPANY	10	10
A LOT OF PEOPLE CAN USE/BENEFIT FROM ONE PACKAGE	11	11
TRAINING CAN BE TAILORED TO MEET EMPLOYEE NEED	12	12
OTHER - **PLEASE SPECIFY:**	95	95
NONE	96	96
DON'T KNOW	97	97
REFUSED	98	98

Q6.6 Which would you say is the **main** benefit?
CODE ONE UNDER Q6.6 ON THE TABLE ABOVE.

Q6.7 Are you likely to continue using computer-based learning for providing staff development activity?
DO NOT PROMPT. CODE ONE ONLY.

YES	1	GO TO Q6.10
NO	2	
DON'T KNOW	3	GO TO Q6.9
REFUSED	4	

55

THOSE NOT LIKELY TO CONTINUE TO USE ICT-BASED METHODS:

Q6.8 Why do you think that you will not make more use of these computer-based delivery methods?

DO NOT PROMPT. CODE ALL THAT APPLY.

PREFER LEARNING WITH MORE SUPERVISION	1
NOT SUITED FOR THE TYPE OF LEARNING WE UNDERTAKE	2
ONLY SUITED TO A LIMITED NUMBER STAFF	3
TOO COSTLY	4
DO NOT HAVE THE SYSTEM TO SUPPORT IT LEARNING	5
DO NOT HAVE SUFFICIENT IT PROVISION FOR LEARNING	6
HAVE OWN IN-HOUSE MATERIALS	7
WORK WITH IT ALL DAY AND NEED A CHANGE	8
NOT HAPPY WITH THE QUALITY	9
OTHER **– PLEASE SPECIFY:**	95
NO PARTICULAR REASON	96
DON'T KNOW	97
REFUSED	98

ALL EXCEPT THOSE DEFINITELY INTENDING TO USE ICT IN FUTURE:

(Q6.8 + Q6.7 CODES 3+4):

Q6.9 Would anything encourage you to make more use of on-line learning or CD-ROMs?

DO NOT PROMPT. CODE ALL THAT APPLY

FINANCIAL SUPPORT	1
SUPPORT TO IDENTIFY APPROPRIATE MATERIAL	2
ACCESS TO APPROPRIATE TECHNOLOGY	3
SUPPORT TO DELIVER TRAINING	4
PREMISES	5
SUPPORT TO IDENTIFY APPROPRIATE QUALIFICATIONS	6
OTHER - **PLEASE SPECIFY:**	95
NOTHING	96
DON'T KNOW	97
REFUSED	98

RECORD & CHECK RESPONDENT'S DETAILS.

CLOSE AND THANK FOR CO-OPERATION

THOSE LIKELY TO USE ICT IN FUTURE:

Q6.10 Thank you for your responses to this survey. We are also trying to identify companies who currently use computer-based learning for staff development to contribute towards a best practice guide. Would you be willing to participate as a case study?

YES	1	GO TO QX
NO	2	GO TO BOX #

QX: 'Whom should we contact?'

RECORD DETAILS BELOW:

Name	
Job Title	
Telephone Number	

 # NOW RECORD CONTACT DETAILS.
CLOSE AND THANK FOR CO-OPERATION

Section 6B – Non ICT User (see front of q're)

ALL NON-ICT USERS:

READ:

You mentioned that you had not used methods such as CD-ROMs or on-line learning to deliver staff development……

Q6.11 Why have you not used these methods to provide staff development activity?
DO NOT PROMPT. CODE ALL THAT APPLY.

PREFER LEARNING WITH MORE SUPERVISION	1
NOT SUITED FOR THE TYPE OF LEARNING WE UNDERTAKE	2
ONLY SUITED TO A LIMITED NUMBER STAFF	3
TOO COSTLY	4
DO NOT HAVE NEW ENOUGH SYSTEMS TO SUPPORT ICT LEARNING	5
DO NOT HAVE ENOUGH COMPUTERS TO PROVIDE LEARNING ON THEM	6
DID NOT CONSIDER THESE METHODS	7
HAVE OWN IN-HOUSE MATERIALS	8
NOT HAPPY WITH THE QUALITY	9
OTHER – **PLEASE SPECIFY:**	95
NO PARTICULAR REASON	96
DON'T KNOW	97
REFUSED	98

Q6.12 Are you likely to start using these methods for providing staff development activity?
DO NOT PROMPT. CODE ONE ONLY.

YES	1	GO TO Q6.14
NO	2	
DON'T KNOW	3	GO TO Q6.15
REFUSED	4	

THOSE WHO WON'T USE ICT METHODS:

Q6.13 Why do you think that you will not make more use of these delivery methods?
DO NOT PROMPT. CODE ALL THAT APPLY.

PREFER LEARNING WITH MORE SUPERVISION	1
ONLY USE IN-HOUSE TRAINING	2
NOT SUITED FOR THE TYPE OF LEARNING WE UNDERTAKE	3
WILL NOT HAVE APPROPRIATE ICT TO PROVIDE LEARNING OPPORTUNITIES	4
WILL ALWAYS BEE TOO EXPENSIVE	5
OTHER – **PLEASE SPECIFY:**	95
NO PARTICULAR REASON	96
DON'T KNOW	97
REFUSED	98

NOW GO TO Q6.15 OVERLEAF

THOSE WHO WILL USE ICT METHODS (CODE 1 AT Q6.12):

Q6.14 Why would you use these to deliver staff development activity?
DO NOT PROMPT. CODE ALL THAT APPLY.

TO OBTAIN RELEVANT QUALIFICATION	1
COST EFFECTIVE	2
IF IT SUITED THE INDIVIDUAL	3
TO OVERCOME NEED FOR LEARNING DURING WORKING HOURS	4
IF HAD THE ABILITY TO CUSTOMISE LEARNING PACKAGE FOR OWN NEEDS	5
IF COMPANY HAD BETTER ICT SYSTEMS	6
OTHER **– PLEASE SPECIFY:**	95
NO PARTICULAR REASON	
DON'T KNOW	96
REFUSED	97

Q6.15 Would anything encourage you to make more use of on-line learning or CD-ROMs?

DO NOT PROMPT. CODE ALL THAT APPLY.

FINANCIAL SUPPORT	1
SUPPORT TO IDENTIFY APPROPRIATE MATERIAL	2
ACCESS TO APPROPRIATE TECHNOLOGY	3
SUPPORT TO DELIVER TRAINING	4
PREMISES	5
SUPPORT TO IDENTIFY APPROPRIATE QUALIFICATIONS	6
OTHER - **PLEASE SPECIFY:**	95
NOTHING	96
DON'T KNOW	97
REFUSED	98

Q6.16 Can you identify any **advantages** of using these (ICT) methods to deliver staff development activity?

DO NOT PROMPT. CODE ALL THAT APPLY FOR Q6.16.	Q6.16 – all	Q6.17 - main
FLEXIBILITY	1	1
ALLOWS PEOPLE TO WORK AT THEIR OWN PACE	2	2
FITS THE NEEDS OF INDIVIDUALS	3	3
WIDER RANGE OF SUBJECTS / COURSES TO CHOOSE FROM	4	4
ABILITY TO CUSTOMISE LEARNING PACKAGE TO OWN NEEDS	5	5
COST EFFECTIVENESS	6	6
DOES NOT DISRUPT NORMAL WORK	7	7
BETTER TRAINED EMPLOYEES BENEFIT THE COMPANY	8	8
A LOT OF PEOPLE CAN USE/BENEFIT FROM ONE PACKAGE	9	9
TRAINING CAN BE TAILORED TO MEET EMPLOYEE NEED	10	10
OTHER **– PLEASE SPECIFY:**	95	95
NONE	96	96
DON'T KNOW	97	97
REFUSED	98	98

Q6.17 Which would you say is the **main** advantage?
CODE ONE UNDER Q6.17 ON THE TABLE ABOVE.

Q6.18 Can you identify any **disadvantages** of using these to deliver staff development activity?

DO NOT PROMPT. CODE ALL THAT APPLY FOR Q6.18.	Q6.18 – all	Q6.19 - main
ISOLATION	1	1
LACK OF TUITION	2	2
LACK OF SUPERVISION	3	3
DIFFICULTY GAUGING LEVEL OF QUALITY	4	4
DIFFICULT TO MONITOR PROGRESS	5	5
COST OF MATERIALS	6	6
DIFFICULTY SELECTING APPROPRIATE MATERIAL	7	7
NOT EVERYONE IS SUITED TO OPEN LEARNING	8	8
NOT EFFECTIVE ENOUGH	9	9
APATHY / MOTIVATION PROBLEM	10	10
OTHER **– PLEASE SPECIFY:**	95	95
NONE	96	96
DON'T KNOW	97	97
REFUSED	98	98

Q6.19 Which would you say is the **main** disadvantage?
CODE ONE UNDER Q6.19 ON THE TABLE ABOVE.

NOW RECORD AND CHECK RESPONDENTS' DETAILS OVERLEAF.

THEN THANK AND CLOSE

RECORD CONTACT DETAILS:

CONTACT 1 – CONTACT SHEET																							
Name:																							
Job Title:																							
Responsibility:																							
CONTACT 2 – ALTERNATIVE SUGGESTION																							
Name:																							
Job Title:																							
Responsibility:																							
CONTACT 3																							
Name:																							
Job Title:																							
Responsibility:																							

PLEASE CHECK <u>COMPANY CONTACT DETAILS & SIZE</u> AT END OF INTERVIEW:

COMPANY CONTACT DETAILS:																							
Company ID:																							
Company Name:																							
Address 1:																							
Address 2:																							
Address 3:																							
POST TOWN																							
County:																							
Postcode:																							
Tel (inc STD):																							

RECORD OTHER DETAILS FROM CONTACT SHEET:

COMPANY CONTACT DETAILS:			
Region:	1 NORTH EAST	5 WEST MIDLANDS	9 SOUTH WEST
	2 NORTH WEST	6 EASTERN	10 WALES
	3 YORKS/HUMBERSIDE	7 SOUTH EAST	11 SCOTLAND
	4 EAST MIDLANDS	8 LONDON	12 N. IRELAND
Sector (1 LETTER SIC)			
Size:			
Mailed:	1 YES 2 NO		
Open learning:	1 YES 2 NO	(NOT PILOT)	

APPENDIX C

Questionnaire

Sqw / Dfee Use And Awareness Of Open Learning

Survey 2000

Case No:	Stamp No:
Interviewer Name:	Interview Date:
Interviewer Id:	Interview Day:

Read:

Good Morning / Afternoon. My Name Is … And I'm Calling From Bmg In Birmingham On Behalf Of **The Department For Education And Employment (Dfee).** Could I Please Speak To **<Contact>**?

If Not Available, Check If Likely Never To Be Available. If So, Ask: Could I Please Speak To The Person At This Site With Responsibility For Planning & Implementation Of Staff Training & Development?

When Through To Right Person, Read:

Bmg Is Carrying Out Survey For The Dfee To Understand How Businesses Address Staff Training And Development Needs. Your Company Has Been Selected At Random From A Commercial Business Database And You Should Recently Have Received A Letter From The Dfee To Say That Bmg Might Call.

Could I Please Take **15-30 Minutes** Of Your Time To Go Through Some Questions Relating To Staff Development And Training? If You Would Prefer I Can Arrange A More Convenient Time To Call Back, Or Alternatively Should I Speak To Someone Else Within The Organisation?

Record:

1   Yes Now – **Continue**

2   Yes But Not Me – **Record Appropriate Details Under Contact 2 On Back Page**

3   Yes, But Later – **Record Appointment Time & Date:**

   Time: _____ Am/Pm   Day: _____ Day   Date: _____/12/99

4   No – **Thank & Close**

Quota Check - All Respondents:

a) Have You Provided Any Training Or Development For Your Staff Using Any Of The Following Methods In The Last 12 Months?

   Read Out And Code All That Apply

1	On-Line Training Via The Internet	
2	On-Line Training Via An Intranet (Internal Internet Accessed By Staff Only)	**Code As Ict User (1) Below**
3	Cd Roms / Dvd	
4	Floppy Disks	
5	Software Installed On Own / Provider's Computer	
6	None Of The Above	**Code As Non Ict User (2)**

   Code As:

Ict User	1
Non Ict User	2

b) During The Past Year, Have You Funded Or Arranged Any Of The Following Types Of Training For Your Employees.....? **Read Out And Code All That Apply**

   1   On The Job Training At Your Establishment While Doing Their Job: That Is Training Carried Out At The Individuals Immediate Work Position.
   2   Off The Job Training That Is Training Away From The Immediate Work Position And Can Include Full Or Part Time Courses, Correspondence Or Distance Learning Etc.
   3   Neither, No One Did Any Training   **Thank & Close**

Now Check Your Quotas – If Necessary Thank & Close!

Section 1 *Business Characteristics*

Q1.   Can You Tell Me How Many Of Your Staff Are…?

Read Out 1- 5. Record No. Of Staff In Each Group Under Q1.

Please Make Sure Sum(1: 4) = 5

	Q1 No.	Q2 % Use Pc
1 Managers Or Professional Staff	 9997 Dk 9998 Ref	% 9997 Dk 9998 Ref
2 Office Workers And Support Staff (E.G. Finance/Sales)	 9997 Dk 9998 Ref	% 9997 Dk 9998 Ref
3 Technical And Craft Workers	 9997 Dk 9998 Ref	% 9997 Dk 9998 Ref
4 Operative Staff (Warehouse/Production/Shop Assistants)	 9997 Dk 9998 Ref	% 9997 Dk 9998 Ref
5 All Staff (Total) **Please Make Sure Sum(1:4) = 5**	 9997 Dk 9998 Ref	% 9997 Dk 9998 Ref

For Each Group In Which Staff Are Employed Ask:

Q2.   What Percentage Of Your *<Read Group>* Staff At This Site, Use A Computer (Pc) As Part Of Their Daily Work ?

Read Out Groups Coded At Q1. Write % With Pc Under Q2 Above For Each.

Q3.   What Is The Main Business Activity At This Location?

Write In Verbatim. Record Enough Detail For 4 Digit Sic Coding

	Sic Code **(4 Digit)**

Q4. Is The Business At This Site An… ?

Read Out Options 1 – 95. Code One Only.

Independent Business	**1**
Branch / Subsidiary Of A Larger Business	**2**
Hq	**3**
Public Sector Organisation	**4**
Registered Charity	**5**
Something Else? - **Please Specify:**	**95**
Don't Know	**97**
Refused	**98**

Q5. Approximately What Was The Turnover Of Your Business At This Site In Its Last Financial Year?

Prompt If Necessary (Rotated). Code One Only.

£0 - £499,999	**1**
£500,000 - £999,000	**2**
£1 Million - £2.5 Million	**3**
£2.5 Million - £5 Million	**4**
£5 Million – £10 Million	**5**
£10 Million – £20 Million	**6**
More Than £20 Million	**7**
Don't Know	**8**
Refused	**9**
Not Relevant	**10**

Q6. Over The Last Three Years, How Has The Business' Turnover Changed? Has It…?

Read Out Options 1 – 5. Code One Only.

Grown By More Than 10%	**1**
Grown By Between 5-10%	**2**
Stayed The Same Size	**3**
Declined By Between 5-10%	**4**
Declined By More Than 10%	**5**
Don't Know	**6**
Refused	**7**
Not Relevant	**8**

4

Section 2 *Training Practices*

Read: Now I Have Some Questions On Training Practices In Your Company.

Q7.   Does Your Business Have… ?

Read Out Options 1- 6. Code All That Apply.

A Written And Working Training Plan / Programme Which Covers This Site	**1**	
A Dedicated Training Budget Which Covers This Site	**2**	**Go To Q9**
A Formal System For Appraising Staff	**3**	
A Person At Senior Management Level Responsible For Training And Staff Development For This Site	**4**	
A Separate Facility For Staff Development / Training Activities At This Site	**5**	
Access To Separate Facility For Staff Development / Training Activities At Another Company Site	**6**	
Other – **Please Specify:**	**95**	**Go To Q9**
None	**96**	
Don't Know	**97**	
Refused	**98**	

Those Who Use A Separate Training Facility:

Q8.   Is This Separate Facility…?

Read Out Options 1- 5. Code All That Apply.

A Learning/Training Centre (Ie. Permanent Accommodation That Is Staffed And Resourced On A Continuous Basis)	1
A Permanent On-Line Learning/Training Facility (E.G. Electronic Learning Or Electronic Library Via An Intranet)	2
A Room Set Aside For Training / Staff Development	3
Computers / Machines Available For Training / Staff Development	4
A Library Of Materials Available For Use By Staff	5
Don't Know	6
Refused	7

All Respondents:

Q9. Have You Organised Or Provided Any Staff Training Opportunities In The Last 12 Months?

Do Not Prompt. Code One Only.

Yes	**1**	**Go To Q11**
No	**2**	
Don't Know	**3**	

Those Who Haven't Provided Training In Last 12 Months:

Q10. When Was The Last Time You Provided Any Staff Training Opportunities?

Do Not Prompt. Code One Only.

13-18 Months Ago	**1**
19-24 Months Ago	**2**
Over 2 Years Ago	**3**
Have Not Provided Any	**4**
Don't Know	**5**
Refused	**6**

Now Go To Section 3 Barriers To Training (Overleaf).

Where Staff Training Has Taken Place In Last 12 Months:

Q11. How Many Of The People In The Following Groups Of Staff Have Undertaken Any Staff Training In The Last 12 Months?

Read Out Options 1- 5. Record No. For Each. If Unable, Record % For Each.

		No.	%	
1	Managers Or Professional Staff			**0 None** **997 Dk** **998 Ref**
2	Office Workers And Support Staff (E.G. Finance/Sales)			**0 None** **997 Dk** **998 Ref**
3	Technical And Craft Workers			**0 None** **997 Dk** **998 Ref**
4	Operative Staff			**0 None** **997 Dk** **998 Ref**
5	Total Of All Staff			**0 None** **997 Dk** **998 Ref**

Section 3 *Barriers To Training*

All Who Haven't Provided Training In Last 12 Months:

Q12. Can You Say Why You Have Not Organised Or Provided Any Staff Training In The Last 12 Months? Is It Because There Is …?

Prompt And Code One.

No Need To Undertake Staff Training	1	
Not Able To Undertake Staff Training	2	**Go To Q29, Page 16**

7

Where <u>No Need</u> For Staff Training:

Q13. Why Is There No Need To Provide Staff Training?

Do Not Prompt. Code All That Apply.

Low Staff Turnover	**1**
Only Have Long-Term Serving Employees	**2**
We Only Employ People With The Right Skills	**3**
Use Contract / Agency Staff Only	**4**
Sole Trader (No-One To Train)	**5**
No Issues To Address	**6**
Training By Doing Only / As We Go Along	**7**
Other – **Please Specify :**	**95**
Don't Know	**97**
Refused	**98**

Q14. Do You Think That You Will Have Any Business Development Needs In The Near Future (I.E. In The Next 18 Months) ?

Do Not Prompt. Code One Only.

Yes	**1**	
No	**2**	**Check Details**
Don't Know	**3**	**Thank And Close.**
Refused	**4**	

Where Will Have Business Devt. Needs In Next 18 Months:

Q15. Do You Anticipate That Either Yourself Or Your Staff Will Need To Develop New Or Existing Skills To Respond To This Challenge?

Do Not Prompt. Code One Only.

Yes	**1**	
No	**2**	
Don't Know	**3**	**Go To Q21**
Refused	**4**	

Where Self Or Staff Will Need To Develop Skills:

Q16. How Will You Meet These Skills Needs?

Do Not Prompt. Code All That Apply. After Each Response Ask 'Anything Else?'

Learn As We Go Along	**1**	**Go To Q21**
Seek External Consultancy Support	**2**	
Approach Business Support Agency	**3**	
Identify Specific Training Courses	**4**	
Identify Appropriate Seminars/Workshops	**5**	
Research The Issue Through Books Etc	**6**	
Other – **Please Specify:**	**95**	
Don't Know	**97**	
Refused	**98**	

All Where Will Seek Help:

Q17. Which External Organisation Would Be The First Organisation That You Would Contact For Advice Or Support In Meeting These Skills Needs?

Do Not Prompt. Code One Under Q17

Q17		Q18
1	Training & Enterprise Council **Scotland = Local Enterprise Company (Lec)** **N. Ireland = Training & Enterprise Agency (T&Ea)**	**1**
2	Learndirect	**2**
3	Local Business Link	**3**
4	An Enterprise Agency	**4**
5	Your Local Authority	**5**
6	A Further Education College	*6*
7	Universities / Business Schools	**7**
8	Consultants	**8**
9	A Chamber Of Commerce Or Local Business Club/Network	**9**
10	A Sector/Trade/Employers Association (E.G. Engineering Employers Federation)	**10**
11	Suppliers	**11**
12	Customers	**12**
13	Accountants/Auditors/Lawyers	**13**
14	Other Business Friends Or Relatives	**14**
95	Other – **Please Specify** :	**95**
96 – Go To Q20	None	**96**
97	Don't Know	**97**
98 - Go To Q20	Refused	**98**

Q18. And What Other Organisations Might You Contact For Help As Your Second Choice?

Code All Second Choice Under Q18 Above

Q19. What Sort Of Advice Or Support Would You Need From These Organisations?

Do Not Prompt. Code All That Apply.

Financial Support	**1**
Support To Identify Appropriate Material	**2**
Access To Appropriate Technology	**3**
Support To Deliver Training	**4**
Premises / Space To Deliver Training	**5**
Support To Identify Appropriate Qualifications	**6**
Other **- Please Specify**:	**95**
None	**96**
Don't Know	**97**
Refused	**98**

Q20. What Format Would You Most Prefer For This Staff Training?

Prompt If Necessary (Rotated). Code One Only.

On-The-Job Instruction Leading To A Qualification	**1**
On-The-Job Instruction Not Leading To A Qualification	**2**
Seminars/Workshops	**3**
A Formal Class-Based Course Leading To A Qualification	**4**
A Formal Class-Based Course Not Leading To A Qualification	**5**
Materials Which Would Lead To A Qualification	**6**
Materials Which Would Not Lead To A Qualification	**7**
Other – **Please Specify**:	**95**
Don't Know	**97**
Refused	**98**

All With <u>No Need</u> For Staff Training:

Q21. Would You Consider Using Any Of These Methods To Undertake Staff Training?

Read Out Options 1-9. Code All That Apply.

Text Books	1	
Videos	2	
Audio Tapes	3	
On-Line Training Via The Internet	4	**Go To Q24**
On-Line Training Via Intranet	5	
Self Completion Paper Based Work Books	6	
Cd Roms/Dvd	7	**Go To Q24**
Floppy Disk	8	
Software Installed On Own / Provider's Computer	9	
Other – **Please Specify :**	95	
None	96	
Don't Know	97	
Refused	98	

Those Who Won't Use Ict For Staff Training:

Q22. Why Do You Think That You Will Not Use On-Line Training, Cd-Roms Or Floppy Disks To Undertake Staff Training?

Do Not Prompt. Code All That Apply.

No Need To Train	1
No Interest	2
No Previous Experience	3
Prefer Training With More Supervision	4
Not Suited For The Type Of Training We Undertake	5
Only Suited To A Limited Number Staff	6
Too Costly	7
Do Not Have New Enough Systems To Support Ict Training	8
Do Not Have Enough Computers To Provide Training On Them	9
Do Not Have Enough Rooms / Suitable Facilities	10
Did Not Consider These Methods	11
Have Own In-House Materials	12
Not Happy With The Quality	13
Other – **Please Specify:**	95
Don't Know	97
Refused	98

Q23. Would Anything Encourage You To Make More Use Of On-Line Training Or Cd-Roms?

Do Not Prompt. Code All That Apply.

Proven Results	1
Financial Support	2
Support To Identify Appropriate Material	3
Access To Appropriate Technology	4
Support To Deliver Training	5
Premises / Space To Deliver Training	6
Support To Identify Appropriate Qualifications	7
Other **- Please Specify:**	95
None	96
Don't Know	97
Refused	98

> **Now Check Respondent's Details.**
> **Close And Thank For Co-Operation**

Those Who May Use Ict For Staff Development (Codes 4-5, 7-8 At Q21):

Q24. In What Circumstances Would You Use On-Line Training Or Cd-Roms/Floppy Disks To Undertake Staff Training?

Do Not Prompt. Code All That Apply.

To Obtain Relevant Qualification	1
(If It Were) Cost Effective	2
If It Suited The Individual	3
If Materials Were Available	4
To Overcome Need For Training During Working Hours	5
If I Knew Where To Look	6
If I Had The Ability To Customise Training Package For Own Needs	7
If Company Had Better Computer Systems	8
Other **– Please Specify:**	95
Don't Know	96
Refused	97

Q25. Can You Identify Any **Advantages** Of Using On-Line Training Or Cd-Roms To Undertake Staff Training?

Do Not Prompt. Code All That Apply Under Q25 - All.

	Q25 – All	Q26 - Main
Flexibility	1	1
Allows People To Work At Their Own Pace	2	2
Self Monitoring	3	3
Fits The Needs Of Individuals	4	4
Access To Broader Group Of People / Other Trainers	5	5
Staff Enjoy Training Through Ict	6	6
Access To A Broader Range Of Subject Areas	7	7
Wider Range Of Subjects / Courses To Choose From	8	8
Provides More Flexible Access To Tutor / Trainer	9	9
Cost Effectiveness	10	10
Speed Of Access	11	11
Does Not Disrupt Normal Work	12	12
Ability To Customise Training Package To Own Needs	13	13
Better Trained Employees Benefit The Company	14	14
A Lot Of People Can Use/Benefit From One Package	15	15
Training Can Be Tailored To Meet Employee Need	16	16
Other **– Please Specify:**	95	95
None	96	96
Don't Know	97	97
Refused	98	98

Q26. Which Would You Say Is The **Main** Advantage?

Code One Only Under Q26 On The Table Above.

Q27. Can You Identify Any **Disadvantages** Of Using These Methods To Undertake Staff Training?

Do Not Prompt. Code All That Apply Under Q27

	Q27 – All	Q28 - Main
Isolation	1	1
Lack Of Tuition	2	2
Lack Of Supervision	3	3
Difficulty Gauging Level Of Quality	4	4
Difficult To Monitor Progress	5	5
Cost Of Materials	6	6
Difficulty Selecting Appropriate Material	7	7
Not Everyone Is Suited To Open Training	8	8
Not Effective Enough	9	9
Apathy / Motivation Problem	10	10
Not On The Job	11	11
Other **– Please Specify:**	95	95
None	96	96
Don't Know	97	97
Refused	98	98

Q28. Which Would You Say Is The **Main** Disadvantage?

Code One Only Under Q28 On The Table Above.

> **Now Check Respondent's Details.**
> **Close And Thank For Co-Operation**

All <u>Not Able</u> To Undertake Staff Development:

Q29. How Far Did You Investigate Undertaking Staff Training?

Prompt If Necessary (Rotated). Code One Only.

Looked At Company/Internal Provision	**1**	**Go To Q32**
Obtained List Of Possible Providers	**2**	
Obtained List Of Possible Activities	**3**	
Investigated Content Of Activities	**4**	**Go To Q31**
Investigated Delivery Of Activities	**5**	
Investigated Cost Of Activities	**6**	
Did Not Investigate Any Staff Development Activities	**7**	
Don't Know	**8**	**Go To Q38**
Refused	**9**	

Q30. Why Did You Not Investigate Any Staff Development Activities?

Do Not Prompt. Code All That Apply.

Did Not Have Time	**1**
Did Not Know Where To Look	**2**
Did Not Know What To Look For	**3**
Did Not Know Who To Contact	**4**
Did Not Think The Appropriate Information Would Be Available	**5**
Other: **Please Specify**	**95**
No Particular Reason	**96**
Don't Know	**97**
Refused	**98**

Not Able To Train But Investigated External Provision:

Q31. Which External Organisations Did You Obtain Information About?

Do Not Prompt. Code All That Apply. After Each Response Ask: Is There Anything Else?

Training & Enterprise Council **Scotland = Local Enterprise Company (Lec)** **Northern Ireland = Training & Enterprise Agency (T&Ea)**	**1**
Learndirect	**2**
Local Business Link	**3**
An Enterprise Agency	**4**
Your Local Authority	**5**
A Further Education College	**6**
Universities / Business Schools	**7**
Consultants	**8**
A Chamber Of Commerce Or Local Business Club/Network	**9**
A Sector/Trade/Employers Association (E.G. Engineering Employers Federation)	**10**
Suppliers	**11**
Customers	**12**
Accountants/Auditors/Lawyers	**13**
Other Business Friends Or Relatives	**14**
Other – **Please Specify :**	**95**
None	**96**
Don't Know	**97**
Refused	**98**

Q32. What Topics Did You Investigate?

Do Not Prompt. Code All That Apply. After Each Response Ask: Is There Anything Else?

Management Training	**1**
Finance / Accountancy / Book Keeping	**2**
Clerical / Admin Skills	**3**
Typing / Word Processing	**4**
Computing / It User	**5**
Computing / It Support	**6**
Customer Care	**7**
Quality	**8**
Marketing / Sales	**9**
Industry / Market Knowledge	**10**
Supervisory	**11**
Production Processes	**12**
Machine Operation	**13**
Technical / Professional Development	**14**
Health & Safety	**15**
Time Management	**16**
Team Working	**17**
Communication Skills	**18**
Foreign Language Skills	**19**
Induction	**20**
Other – **Please Specify:**	**95**
None	**96**
Don't Know	**97**
Refused	**98**

Q33. What Types Of Activity Did You Consider?

Code All That Apply. After Each Response Ask: Is There Anything Else?

On-The-Job Instruction Leading To A Qualification	1	
On-The-Job Instruction Not Leading To A Qualification	2	
Seminars/Workshops	3	
A Formal Class-Based Course Leading To A Qualification	4	
A Formal Class-Based Course Not Leading To A Qualification	5	
Materials Which Would Lead To A Qualification	6	
Materials Which Would Not Lead To A Qualification	7	
Other – **Please Specify :**	95	
None In Particular	96	**Go To Q37**
Don't Know	97	
Refused	98	

Q34. Which Of These Different Methods Of Undertaking Staff Training Did You Consider?

Read Out Options 1 – 9.   Code All That Apply.

Text Books	1	
Videos	2	**Go To Q37**
Audio Tapes	3	
On-Line Training Via The Internet	4	
On-Line Training Via The Intranet	5	
Self Completion Paper Based Work Books	6	**Go To Q37**
Cd Roms/Dvd	7	
Floppy Disk	8	
Software Installed On Own / Provider's Computer	9	
Other – **Please Specify :**	95	**Go To Q37**
None	96	
Don't Know	97	
Refused	98	

Those Who Considered Ict-Based Methods Of Staff Training:

Q35. Did These Computer-Based Methods Include…?

Read Out Options 1 - 95. Code All That Apply.

Communication With Others Through E-Mail	1
Conferencing Facilities E.G. Master Classes	2
An Interactive Element I.E. Did It Respond Differently Depending On Your Input	3
Ability To Adapt Content Or Context To Your Business Needs	4
Tasks For Self Completion	5
Any Other Special Features? **Please Specify**:	95
None	96
Don't Know	97
Refused	98

Q36. Why Did You Consider These Computer-Based Methods Of Undertaking Staff Training?

Do Not Prompt. Code All That Apply.

Flexibility	1
For The Qualification	2
Good Quality Materials/Provision	3
Wide Range Of Subjects / Courses To Choose From	4
Cost Effectiveness	5
Does Not Disrupt Normal Work	6
Can Be Competed During Normal Work	7
A Lot Of People Can Use/Benefit From One Package	8
Training Can Be Tailored To Meet Employee Needs	9
Other – **Please Specify** :	95
No Particular Reason	96
Don't Know	97
Refused	98

Q37. Having Carried Out Initial Investigations, Why Did You Find It Difficult To Meet Your (Training) Need?

Do Not Prompt. Code All That Apply. After Each Response Ask: Is There Anything Else?

Could Not Afford To Release Staff Time	1
The Relevant Material Available Was Too Expensive	2
Could Not Find Time To Undertake The Training/Staff Development	3
The Materials/Provision Available Was Of Poor Quality	4
The Materials/Provision Available Did Not Address The Skills Needs We Were Trying To Address	5
Unable To Find Materials/Provision Locally	6
Unable To Find Materials/Provision Nationally	7
Did Not Know Where To Look For Materials/Provision	8
Other – **Please Specify** :	95
No Particular Reason	96
Don't Know	97
Refused	98

All Not Able To Train In Last 12 Months:

Q38. Which Of The Following Factors Would Have Would Have Been Most Helpful To You In Overcoming Your Difficulty?

Read Out And Code All That Apply.

More Time To Investigate	1
More Knowledge Of Where To Look	2
Signposting Services	3
Access To More Information	4
Training Available During The Evenings	5
Other – **Please Specify** :	95
None	96
Don't Know	97
Refused	98

Q39. In Future, Would You Consider Using Any Of The Following Methods To Undertake Staff Training?

Read Out Options 1 – 9. Code All That Apply.

Text Books	**1**	
Videos	**2**	
Audio Tapes	**3**	
On-Line Training Via The Internet	**4**	**Go To Q42**
On-Line Training Via The Intranet	**5**	
Self Completion Paper Based Work Books	**6**	
Cd Roms/Dvd	**7**	**Go To Q42**
Floppy Disk	**8**	
Software Installed On Own / Provider's Computer	**9**	
Other – **Please Specify :**	**95**	
None	**96**	
Don't Know	**97**	
Refused	**98**	

Those Who Would Not Use Ict-Based Methods:

Q40. Why Do You Think That You Will Not Make More Use Of Computer Based Methods Of Undertaking Staff Training?

Do Not Prompt. Code All That Apply. After Each Response Ask: Is There Anything Else?

No Interest	**1**
No Previous Experience	**2**
Prefer Training With More Supervision	**3**
Not Suited For The Type Of Training We Undertake	**4**
Only Suited To A Limited Number Staff	**5**
Too Costly	**6**
Do Not Have New Enough Systems To Support Ict Training	**7**
Do Not Have Enough Computers To Provide Training On Them	**8**
Do Not Have Enough Rooms / Suitable Facilities	**9**
Did Not Consider These Methods	**10**
Have Own In-House Materials	**11**
Not Happy With The Quality	**12**
Other – **Please Specify:**	**95**
Don't Know	**97**
Refused	**98**

Q41. Would Anything Encourage You To Make More Use Of On-Line Training Or Cd-Roms?

Do Not Prompt. Code All That Apply

Proven Results	**1**
Financial Support	**2**
Support To Identify Appropriate Material	**3**
Access To Appropriate Technology	**4**
Support To Deliver Training	**5**
Premises / Space To Deliver Training	**6**
Support To Identify Appropriate Qualifications	**7**
Other **-** Please Specify:	**95**
None	**96**
Don't Know	**97**
Refused	**98**

Record & Check Contact Details.

Close And Thank For Co-Operation

All Who Would Consider Using Ict-Based Methods Of Training:

Q42. Why Might You Use Computer-Based Methods To Undertake Staff Training?

Do Not Prompt. Code All That Apply.

To Obtain Relevant Qualification	**1**
Cost Effective	**2**
If It Suited The Individual	**3**
To Overcome Need For Training During Working Hours	**4**
If Had The Ability To Customise Training Package For Own Needs	**5**
If Company Had Better Ict Systems	**6**
Flexibility	**7**
Quality They Offer	**8**
Other **– Please Specify:**	**95**
No Particular Reason	**96**
Don't Know	**97**
Refused	**98**

Q43. Can You Identify Any **Advantages** Of Using Computer-Based Methods To Undertake Staff Training?

Do Not Prompt. Code All That Apply For Q43

	Q43 – All	Q44 - Main
Flexibility	1	1
Allows People To Work At Their Own Pace	2	2
Self Monitoring	3	3
Fits The Needs Of Individuals	4	4
Access To Broader Group Of People / Other Trainers	5	5
Staff Enjoy Training Through Ict	6	6
Access To A Broader Range Of Subject Areas	7	7
Wider Range Of Subjects / Courses To Choose From	8	8
Provides More Flexible Access To Tutor / Trainer	9	9
Cost Effectiveness	10	10
Speed Of Access	11	11
Does Not Disrupt Normal Work	12	12
Ability To Customise Training Package To Own Needs	13	13
Better Trained Employees Benefit The Company	14	14
A Lot Of People Can Use/Benefit From One Package	15	15
Training Can Be Tailored To Meet Employee Need	16	16
Other **– Please Specify:**	95	95
None	96	96
Don't Know	97	97
Refused	98	98

Q44. Which Would You Say Is The **Main** Advantage Of Computer-Based Training Methods?

Code One Under Q44 On The Table Above.

Q45. Can You Identify Any **Disadvantages** Of Using Computer-Based Methods To Undertake Staff Training?

Do Not Prompt. Code All That Apply For Q45

	Q45 – All	Q46 - Main
Isolation	1	1
Lack Of Tuition	2	2
Lack Of Supervision	3	3
Difficulty Gauging Level Of Quality	4	4
Difficult To Monitor Progress	5	5
Cost Of Materials	6	6
Difficulty Selecting Appropriate Material	7	7
Not Everyone Is Suited To Open Training	8	8
Not Effective Enough	9	9
Apathy / Motivation Problem	10	10
Not On The Job	11	11
Other **– Please Specify:**	95	95
None	96	96
Don't Know	97	97
Refused	98	98

Q46. Which Would You Say Is The **Main** Disadvantage Of Computer-Based Training Methods?

Code One Under Q46 On The Table Above.

Record & Check Contact Details.
Close And Thank For Co-Operation

Section 4 *Training Provision*

All Where Staff Development Has Taken Place:

Q47. I'd Like To Know For How Many Staff You Made Use Of The Following Forms Of Training In The Last 12 Months. For Each Form Of Training I Read Out Please Can You Give Me An Answer On A Scale Of 1 To 5, Where 1 Is 'No Staff' And 5 Is 'All Staff'. I'd Like To Start With **A)** Your Management/ Professional Staff And Then Go On To **B)** Your Other Staff?

Read Out Options 1-7. Record Rating For Each Option.

1 = No Staff; 5 = All Staff; 6 = Dk; 7 = Ref	A) Manag / Prof	B) Other Staff
1 On-The-Job Instruction Leading To A Qualification	6 Dk 7 Ref	6 Dk 7 Ref
2 On-The-Job Instruction Not Leading To A Qualification	6 Dk 7 Ref	6 Dk 7 Ref
3 Seminars/Workshops	6 Dk 7 Ref	6 Dk 7 Ref
4 A Formal Class-Based Course Leading To A Qualification	6 Dk 7 Ref	6 Dk 7 Ref
5 A Formal Class-Based Course Not Leading To A Qualification	6 Dk 7 Ref	6 Dk 7 Ref
6 Providing Materials Which Would Lead To A Qualification (E.G. Video/Work Book)	6 Dk 7 Ref	6 Dk 7 Ref
7 Providing Materials Which Would Not Lead To A Qualification (E.G. Video/Work Book)	6 Dk 7 Ref	6 Dk 7 Ref

Q48. Which Of These Methods Did You Use Most Frequently In The Last Year To Train **A)** Managers **And Then B)** Other Staff?

Record One Code From List Above For Each Of A) And B)

	A) Manag / Prof	B) Other Staff
Write In Code For Method Used Most Often From List Above:	8 Dk 9 Ref	8 Dk 9 Ref

Q49. Again, On A Scale Of 1 To 5, Where 1 Is 'No Staff' And 5 Is 'All Staff', For How Many Of Your Staff Have You Used The Following Types Of Training Material In The Last 12 Months? First Can You Answer For **A)** Your Management/ Professional Staff **And Then For B)** Other Staff ?

Read Out Options 1 – 4. Record Rating For Each Option For:

	A) Manag / Prof	B) Other Staff
1 Materials (I.E. Work Book) Provided By The Company	6 Dk 7 Ref	6 Dk 7 Ref
2 Materials (I.E. Work Book) Sourced From External Training Provider	6 Dk 7 Ref	6 Dk 7 Ref
3 Courses Provided By The Company	6 Dk 7 Ref	6 Dk 7 Ref
4 Courses Sourced From External Training Provider	6 Dk 7 Ref	6 Dk 7 Ref
95 Other – **Please Specify :**	6 Dk 7 Ref	6 Dk 7 Ref

Q50. And Which Method Did You Use Most Often?

	A) Manag / Prof	B) Other Staff
Write In Code For Method Used Most Often From List Above:	97 Dk 98 Ref	97 Dk 98 Ref

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Q51. And Now Please Can You Tell Me For How Many Staff You Made Use Of The Following Materials For Training In The Last 12 Months? Again, Please Can You Give A Response On A Scale Of 1 To 5, Where 1 Is 'No Staff' And 5 Is 'All Staff'. Please Can You Tell Me Firstly **For A)** Your Management/ Professional Staff **And Then For B)** Your Other Staff?

Read Out Options 1 - 8. Rate Each Option

1 = No Staff; 5 = All Staff	A) Manag/ Prof	B) Other	
1 Text Books	**6 Dk 7 Ref**	**6 Dk 7 Ref**	
2 Videos	**6 Dk 7 Ref**	**6 Dk 7 Ref**	
3 Audio Tapes	**6 Dk 7 Ref**	**6 Dk 7 Ref**	
4 On-Line Training Via The Internet	**6 Dk 7 Ref**	**6 Dk 7 Ref**	**Check Coded Ict User At Front, Then Go To Q52**
5 On-Line Training Via The Intranet	**6 Dk 7 Ref**	**6 Dk 7 Ref**	
6 Self Completion Paper Based Workbooks	**6 Dk 7 Ref**	**6 Dk 7 Ref**	
7 Cd Roms/Dvd	**6 Dk 7 Ref**	**6 Dk 7 Ref**	**Check Coded Ict User At Front, Then Go To Q52**
8 Floppy Disk	**6 Dk 7 Ref**	**6 Dk 7 Ref**	
9 Software Installed On Own / Provider's Computer	**6 Dk 7 Ref**	**6 Dk 7 Ref**	
95 Other – **Please Specify :**	**6 Dk 7 Ref**	**6 Dk 7 Ref**	

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All Who Have Used Ict-Based Methods:

Q52. Did These Computer-Based Materials Include Any Of The Following For Either Your Managerial Or Other Staff?

Read Out Options 1-95 For A) And B). Code All That Apply.

	A) Manag / Prof	B) Other
Communication With Others Through E-Mail (Tutor / Other Participants)	1	1
Conferencing Facilities E.G. Master Classes	2	2
An Interactive Element I.E. Did It Respond Differently Depending On Your Input	3	3
Ability To Adapt Content Or Context To Your Business Needs	4	4
Tasks For Self Completion	5	5
Any Other Special Features– **Please Specify**:	95	95
Don't Know	97	97
Refused	98	98

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Section 4a – Management / Professional Staff

Q53. In Which Skills Areas Have You Provided Staff Training For Management/ Professional Staff In The Last 12 Months?

Prompt If Necessary (Rotated). Code All That Apply.

Management Training	**1**
Finance / Accountancy / Book Keeping	**2**
Clerical / Admin Skills	**3**
Typing / Word Processing	**4**
Computing / It User	**5**
Computing / It Support	**6**
Customer Care	**7**
Quality	**8**
Marketing / Sales	**9**
Industry / Market Knowledge	**10**
Supervisory	**11**
Production Processes	**12**
Machine Operation	**13**
Technical / Professional Development	**14**
Health & Safety	**15**
Time Management	**16**
Team Working	**17**
Communication Skills	**18**
Foreign Language Skills	**19**
Induction	**20**
Other – **Please Specify**:	**95**
None	**96**
Don't Know	**97**
Refused	**98**

Q54. From Your Experience, How Would You Rate The Following Management Staff Training Activities For **A)** Suitability, **B)** Availability **And C)** Quality Of Provision, If 1 Is Very Poor And 5 Is Excellent?

Read Out. Rate Options 1-11 For A), B) & C)

	A) Suitability	B) Availability	C) Quality
	Rating: 1 = Very Poor; 5 = Excellent; 6 = Dk; 7 = N/A, 8 = Ref		
1 On-The-Job Instruction (Showing By Doing)	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref
2 Text Books	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref
3 Videos	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref
4 Audio Tapes	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref
5 On-Line Training Via The Internet	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref
6 On-Line Training Via The Intranet	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref
7 Self Completion Paper Based Work Books	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref
8 Cd Roms/Dvd	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref
9 Floppy Disks	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref
10 Software Installed On Own / Provider's Computer	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref
11 A Formal Course/Workshop	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref

Q55. Which Option Would You Consider Is The Best Value For Money ?

Code One Only From The List (1-11) Above:

1	2	3	4	5	6	7	8	9	10	11
								Dk	**12**	
								Ref	**13**	

Section 4b – Other Staff:

All Who Provided Staff Development For Other Staff:

Q56. In Which Skills Areas Did You Provide Staff Training For Your Other Staff In The Last 12 Months?

Prompt (Rotated) If Necessary. Code All That Apply.

Management Training	**1**
Finance / Accountancy / Book Keeping	**2**
Clerical / Admin Skills	**3**
Typing / Word Processing	**4**
Computing / It User	**5**
Computing / It Support	**6**
Customer Care	**7**
Quality	**8**
Marketing / Sales	**9**
Industry / Market Knowledge	**10**
Supervisory	**11**
Production Processes	**12**
Machine Operation	**13**
Technical / Professional Development	**14**
Health & Safety	**15**
Time Management	**16**
Team Working	**17**
Communication Skills	**18**
Foreign Language Skills	**19**
Induction	**20**
Other – **Please Specify**:	**95**
None	**96**
Don't Know	**97**
Refused	**98**

Q57. From Your Experience, How Would You Rate The Following Other Staff Training Activities For **A)** Suitability, **B)** Availability **And C)** Quality Of Provision, If 1 Is Very Poor And 5 Is Excellent?

Read Out. Rate Options 1-11 For A), B) & C)

	A) Suitability	B) Availability	C) Quality
	Rating: 1 = Very Poor; 5 = Excellent; 6 = Dk; 7 = N/A, 8 = Ref		
1 On-The-Job Instruction (Showing By Doing)	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref
2 Text Books	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref
3 Videos	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref
4 Audio Tapes	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref
5 On-Line Training Via The Internet	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref
6 On-Line Training Via The Intranet	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref
7 Self Completion Paper Based Work Books	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref
8 Cd Roms/Dvd	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref
9 Floppy Disks	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref
10 Software Installed On Own / Provider's Computer	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref
11 A Formal Course/Workshop	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref	6 Dk 7 N/A 8 Ref

Q58. Which Option Would You Consider Is The Best Value For Money ?

Code One Only From The List (1-11) Above:

1	2	3	4	5	6	7	8	9	10	11

	Dk	**12**
	Ref	**13**

- **For Sme In-Depth Interviews – Go To Section 5: Sme Provision Of Training**

- **Otherwise –**

Section 5 *Sme Training Provision*

Read: I Would Now Like To Ask You Some Questions About Specific Staff Development Which You Have Provided, Firstly For Your Management / Professional Staff And Then For Your Other Staff.

Section 5a – Training Provision: Management / Professional Staff

Read:

All Questions In This Section Refer To The **Last** Instance Of Staff Development Activity Undertaken By Your **Management And Professional** Staff.

If Not Trained Management Staff, Go To Section 5b – Other Staff (P 42)

Q59. Can You Tell Me On What Topic Was The Last Staff Development Activity Undertaken By Your Management And Professional Staff?

Do Not Prompt. Code One Only

Management Training	**1**
Finance / Accountancy / Book Keeping	**2**
Clerical / Admin Skills	**3**
Typing / Word Processing	**4**
Computing / It User	**5**
Computing / It Support	**6**
Customer Care	**7**
Quality	**8**
Marketing / Sales	**9**
Industry / Market Knowledge	**10**
Supervisory	**11**
Production Processes	**12**
Machine Operation	**13**
Technical / Professional Development	**14**
Health & Safety	**15**
Time Management	**16**
Team Working	**17**
Communication Skills	**18**
Foreign Language Skills	**19**
Induction	**20**
Other – **Please Specify:**	**95**
None	**96**
Don't Know	**97**
Refused	**98**

Q60. How Many Of Your Management/Professional Staff Undertook This Activity?

Record Number Or % If Not Possible:

Number:	%:
None	**996**
Don't Know	**997**
Refused	**998**

Q61. Who Selected The Staff Training Activity Last Undertaken For Managers And Professionals?

Do Not Prompt. Code One Only.

Headquarters	**1**
Proprietor	**2**
The Person In Charge Of Training	**3**
The Individual Using The Training	**4**
The Line Manager	**5**
The Provider	**5**
Combination Of The Above	**6**
Other – **Please Specify** :	**95**
Don't Know	**97**
Refused	**98**

Q62. By Whom Or Which Organisation Was The Activity Provided (If Any)?

Read Out. Code One Only.

In-House Provider	**1**	**Go To Q64**
External Provider	**2**	
None	**3**	
Don't Know	**4**	**Go To Q64**
Refused	**5**	

Those Who Have Used External Providers:

Q63. Which Type Of External Organisation Did You Use For This Training Activity?

Do Not Prompt. Code One Only.

Training & Enterprise Council Scotland = Local Enterprise Company (Lec) Northern Ireland = Training & Enterprise Agency (T&Ea)	**1**
Learndirect	**2**
Local Business Link	**3**
An Enterprise Agency	**4**
Your Local Authority	**5**
A Further Education College	**6**
Universities / Business Schools	**7**
Consultants	**8**
A Chamber Of Commerce Or Local Business Club/Network	**9**
A Sector/Trade/Employers Association (E.G. Engineering Employers Federation)	**10**
Suppliers	**11**
Customers	**12**
Accountants/Auditors/Lawyers	**13**
Other Business Friends Or Relatives	**14**
Other **– Please Specify :**	**95**
Don't Know	**96**
Refused	**97**

All Sme In-Depth Who've Trained Managers/Professionals:

Q64. How Was This Last Staff Training Undertaken?

Prompt If Necessary (Rotated). Code One Only.

On-The-Job Instruction Leading To A Qualification	**1**	**Go To Q68**
On-The-Job Instruction **Not** Leading To A Qualification	**2**	
Seminars/Workshops	**3**	
A Formal Class-Based Course Leading To A Qualification	**4**	
A Formal Class-Based Course Not Leading To A Qualification	**5**	
Materials Which Would Lead To A Qualification (E.G. Work Book)	**6**	
Materials Which Would Not Lead To A Qualification (E.G. Work Book)	**7**	
Other – **Please Specify :**	**95**	
Don't Know	**97**	
Refused	**98**	

Where Training Was <u>Not</u> Provided On-The-Job:

Q65. Where Was The Staff Training Activity Mainly Delivered?

Prompt If Necessary (Rotated). Code One Only.

At Employees' Workstation / Desk	**1**
At The Provider's Premises	**2**
At This Location's Training Centre / Facilities	**3**
At The Company's Training Centre / Facilities Elsewhere	**4**
At A Time And Location Selected By The Trainee (I.E. At Home/Library)	**5**
At A Rented Venue (I.E. Hotel)	**6**
Other – **Please Specify :**	**95**
Don't Know	**97**
Refused	**98**

Q66. Which Of These Different Methods Were Used?

Read Out Options 1-9. Code All That Apply.

Text Books	**1**	
Videos	**2**	**Go To Q68**
Audio Tapes	**3**	
On-Line Training Via The Internet	**4**	
On-Line Training Via The Intranet	**5**	
Self Completion Paper Based Work Books	**6**	**Go To Q68**
Cd Roms/Dvd	**7**	
Floppy Disk	**8**	
Software Installed On Own / Provider's Computer	**9**	
Other – **Please Specify :**	**95**	**Go To Q68**
Don't Know	**97**	
Refused	**98**	

Where Used Ict-Based Methods:

Q67. Did These Computer-Based Methods Include…?

Read Out 1-95 And Code All That Apply.

Communication With Others Through E-Mail (Tutor / Other Participants)	1
Conferencing Facilities E.G. Master Classes	2
An Interactive Element I.E. Did It Respond Differently Depending On Your Input	3
Ability To Adapt Content Or Context To Your Business Needs	4
Tasks For Self Completion	5
Or Were There Any Other Special Features– **Please Specify:**	95
Don't Know	97
Refused	98

All Sme In-Depth Who've Trained Managers:

Q68. Why Did You Choose This Last Type Of Staff Training For Managers/Professionals?

Prompt (Rotated). Code All That Apply.

Access To The Industry Expert	1
Did Not Need Course With A Qualification	2
Flexibility Of Timescale For Completion	3
For Networking Purposes	4
For Practical Experience	5
For The Needs Of The Individual Using It	6
For The Qualification	7
Less Disruption During Working Hours	8
To Obtain Theoretical Grounding	9
To Provide Training For A Large Number Of Staff	10
Within Close Travelling Distance	11
Other **– Please Specify:**	95
No Particular Reason	96
Don't Know	97
Refused	98

Q69. Did The Staff Training Undertaken Meet Your Objectives?

Do Not Prompt. Code One Only.

Yes, Completely	**1**	
Yes, Partially	**2**	
Not At All	**3**	*Go To Q72*
Too Early To Tell	**4**	**Go To Q71**
Other – **Please Specify :**	**95**	
Don't Know	**97**	**Go To Q71**
Refused	**98**	

All Yes/Other:

Q70. **A)** What Were Your Objectives?

Record Verbatim.

Don't Know	97
Refused	98

Q70. **B)** How Did The Training Activity Meet Them?

Record Verbatim.

Don't Know	97
Refused	98

**All Except Those Where Training Did Not Meet Objectives At All
(All But Code 3 At Q69):**

Q71. Would You Use The Same Form Of Staff Training Again?

Code One Only.

Yes	**1**
No	**2**
Other – **Please Specify :**	**95**
Don't Know	**96**
Refused	**97**

Now Go To Section 5b – Training Provision For Other Staff Opposite

All Where Training Did Not Meet Objectives At All:

Q72. Why Did The Training Not Meet Your Objectives?

Write In Verbatim

Don't Know	**97**
Refused	**98**

Q73. How Would You Go About Looking For Further Staff Training In Future?

Do Not Prompt. Code All That Apply.

Use Company Resources	**1**
Use Previous Suppliers	**2**
Look On The Internet	**3**
Look In Local Library / College	**4**
Ask Business Friend's / Family's Advice	**5**
Ask External Organisation's Advice	**6**
Other – **Please Specify :**	**95**
Don't Know	**97**
Refused	**98**

Section 5b – *Training Provision For Other Staff*

Now I'd Like To Ask About Training Provision For Other Staff.

If Not Trained Other Staff, Go To Section 6 Use Of Ict (Page49)

All Sme In-Depth Who've Trained Other Staff:

Q74. Now Can You Tell Me What Topic Was The Last Staff Training Activity Undertaken By Your Other Staff?

Do Not Prompt. Code One Only

Management Training	**1**
Finance / Accountancy / Book Keeping	**2**
Clerical / Admin Skills	**3**
Typing / Word Processing	**4**
Computing / It User	**5**
Computing / It Support	**6**
Customer Care	**7**
Quality	**8**
Marketing / Sales	**9**
Industry / Market Knowledge	**10**
Supervisory	**11**
Production Processes	**12**
Machine Operation	**13**
Technical / Professional Development	**14**
Health & Safety	**15**
Time Management	**16**
Team Working	**17**
Communication Skills	**18**
Foreign Language Skills	**19**
Induction	**20**
Other – **Please Specify**:	**95**
None	**96**
Don't Know	**97**
Refused	**98**

Q75. Approximately How Many Of Your Other Staff Undertook This Activity?

Record Number Or % If Not Possible:

Number:	%:	
	None	**996**
	Don't Know	**997**
	Refused	**998**

Q76. Who Selected This Last Staff Training Activity?

Do Not Prompt. Code One Only.

Head Quarters	**1**
Proprietor	**2**
The Person In Charge Of Training	**3**
The Individual Using The Training	**4**
The Line Manager	**5**
The Provider	**5**
Combination Of The Above	**6**
Other – **Please Specify** :	**95**
Don't Know	**97**
Refused	**98**

Q77. By Whom Or Which Organisation Was The Activity Provided, If Any?

Read Out 1 + 2. Code One Only.

In-House Provider	**1**	**Go To Q79**
External Provider	**2**	
None	**3**	
Don't Know	**4**	**Go To Q79**
Refused	**5**	

Those Who Used External Provision:

Q78. Which External Organisation Did You Use?

Do Not Prompt. Code One Only.

Training & Enterprise Council Scotland = Local Enterprise Company (Lec) Northern Ireland Training & Enterprise Agency (T&Ea**)**	**1**
Learndirect	**2**
Local Business Link	**3**
An Enterprise Agency	**4**
Your Local Authority	**5**
A Further Education College	**6**
Universities / Business Schools	**7**
Consultants	**8**
A Chamber Of Commerce Or Local Business Club/Network	**9**
A Sector/Trade/Employers Association (E.G. Engineering Employers Federation)	**10**
Suppliers	**11**
Customers	**12**
Accountants/Auditors/Lawyers	**13**
Other Business Friends Or Relatives	**14**
Other – **Please Specify :**	**95**
Don't Know	**97**
Refused	**98**

All Sme In-Depth:

Q79. How Was The Staff Training Undertaken?

Prompt If Necessary (Rotated). Code One Only.

On-The-Job Instruction Leading To A Qualification	**1**	**Go To Q83**
On-The-Job Instruction Not Leading To A Qualification	**2**	
Seminars/Workshops	**3**	
A Formal Class-Based Course Leading To A Qualification	**4**	
A Formal Class-Based Course Not Leading To A Qualification	**5**	
Materials (E.G. Work Book) Which Would Lead To A Qualification	**6**	
Materials (E.G. Work Book) Which Would Not Lead To A Qualification	**7**	
Other – **Please Specify :**	**95**	
Don't Know	**97**	
Refused	**98**	

All Where On-The-Job Instruction Was <u>Not</u> Provided:

Q80. Where Was This Last Staff Training Activity **Mainly** Delivered?

Prompt If Necessary (Rotated). Code One Only.

At Employees' Workstation / Desk	1
At The Provider's Premises	2
At This Location's Training Centre / Facilities	3
At The Company's Training Centre / Facilities Elsewhere	4
At A Time And Location Selected By The Trainee (I.E. At Home/Library)	5
At A Rented Venue (I.E. Hotel)	6
Other – **Please Specify :**	95
Don't Know	97
Refused	98

Q81. Which Of These Different Methods Were Used ?

Read Out Options 1 - 9. Code All That Apply.

Text Books	1	
Videos	2	**Go To Q83**
Audio Tapes	3	
On-Line Training Via The Internet	4	
On-Line Training Via The Intranet	5	
Self Completion Paper Based Work Books	6	**Go To Q83**
Cd Roms/Dvds	7	
Floppy Disk	8	
Software Installed On Own / Provider's Computer	9	
Other – **Please Specify :**	95	**Go To Q83**
Don't Know	97	
Refused	98	

All Who <u>Used</u> Ict-Based Methods:

Q82. Did The Computer-Based Methods Include?

Read Out 1-95 And Code All That Apply.

Communication With Others Through E-Mail (Tutor / Other Participants)	1
Conferencing Facilities E.G. Master Classes	2
An Interactive Element I.E. Did It Respond Differently Depending On Your Input	3
Ability To Adapt Content Or Context To Your Business Needs	4
Tasks For Self Completion	5
Or Were There Any Other Special Features? – **Please Specify**:	95
Don't Know	96
Refused	97

All Sme In-Depth Who've Trained Other Staff:

Q83. Why Did You Choose This Type Of Staff Training?

Prompt. Code All That Apply.

For The Qualification	1
For The Needs Of The Individual Using It	2
For Practical Experience	3
Access To The Industry Expert	4
Flexibility Of Timescale For Completion	5
Within Close Travelling Distance	6
To Provide Training For A Large Number Of Staff	7
For Networking Purposes	8
Less Disruption During Working Hours	9
To Obtain Theoretical Grounding	10
Did Not Need Course With A Qualification	11
Other – **Please Specify:**	95
Don't Know	97
Refused	98

Q84. Did The Staff Training Undertaken Meet Your Objectives?

Do Not Prompt. Code One Only.

Yes, Completely	1	
Yes, Partially	2	
Not At All	3	*Go To Q87*
Too Early To Tell	4	**Go To Q86**
Other – **Please Specify :**	95	
Don't Know	97	**Go To Q86**
Refused	98	

All Where Development Met Objectives To Some Extent:

Q85. **A)** What Were Your Objectives In Providing The Training?

Write In Verbatim

Don't Know	97
Refused	98

Q85. **B)** How Did The Training Activity Meet These Objectives?

Write In Verbatim

Don't Know	97
Refused	98

All Except Those Where Development Did Not Meet Objectives At All:

Q86. Would You Use The Same Form Of Staff Training Again?

Code One Only.

Yes	**1**
No	**2**
Other – **Please Specify :**	**95**
Don't Know	**97**
Refused	**98**

Ict Users – Go To Section 6a (Page 49)

Non Ict Users – Go To Section 6b (Page 54)

Where Development Did Not Meet Objectives At All:

Q87. Why Did The Training Not Meet Your Objectives?

Write In Verbatim

Don't Know	**97**
Refused	**98**

Q88. How Would You Go About Looking For Further Staff Development In Future?

Do Not Prompt. Code All That Apply.

Use Company Resources	**1**
Use Previous Suppliers	**2**
Look On The Internet	**3**
Look In Local Library / College	**4**
Ask Business Friend's / Family's Advice	**5**
Ask External Organisation's Advice	**6**
Other – **Please Specify :**	**95**
Don't Know	**96**
Refused	**97**

Ict Users – Continue Section 6a

Non Ict Users – Go To Section 6b (Page 54)

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Section 6 *Use Of Ict*

Section 6a – Ict Users (See Front Of Q're)

Read:

You've Mentioned That You Used A Combination Of Methods Including Cd-Roms Or On-Line Training To Deliver Staff Development …

Q89. What Do You Perceive As The **Advantages** Of Using These Methods To Deliver Staff Training Activity?

Do Not Prompt. Code All That Apply For Q89

	Q89 - All	Q90 - Main
Flexibility	1	1
Allows People To Work At Their Own Pace	2	2
Self Monitoring	3	3
Fits The Needs Of Individuals	4	4
Access To Broader Group Of People / Other Trainers	5	5
Staff Enjoy Training Through Ict	6	6
Access To A Broader Range Of Subject Areas	7	7
Wider Range Of Subjects / Courses To Choose From	8	8
Provides More Flexible Access To Tutor / Trainer	9	9
Cost Effectiveness	10	10
Speed Of Access	11	11
Does Not Disrupt Normal Work	12	12
Ability To Customise Training Package To Own Needs	13	13
Better Trained Employees Benefit The Company	14	14
A Lot Of People Can Use/Benefit From One Package	15	15
Training Can Be Tailored To Meet Employee Need	16	16
Other **– Please Specify:**	95	95
None	96	96
Don't Know	97	97
Refused	98	98

Q90. Which Would You Say Is The **Main** Advantage?

Code One Only Under Q90 On The Table Above.

Q91. What Do You Perceive To Be The **Disadvantages** Of Using These Methods To Deliver Staff Development Activity?

Do Not Prompt. Code All That Apply Under Q91 Below

	Q91 – All	Q92 – Main
Isolation	1	1
Lack Of Tuition	2	2
Lack Of Supervision	3	3
Difficulty Gauging Level Of Quality	4	4
Difficult To Monitor Progress	5	5
Cost Of Materials	6	6
Difficulty Selecting Appropriate Material	7	7
Not Everyone Is Suited To These Methods Of Training	8	8
Not Effective Enough	9	9
Apathy / Motivation Problem	10	10
Not On The Job	11	11
Other **– Please Specify:**	95	95
None	96	96
Don't Know	97	97
Refused	98	98

Q92. Which Would You Say Is The **Main** Disadvantage?

Code One Under Q92 On The Table Above.

Q93. What Do You Perceive To Be The **Benefits** To Your Company Of Using These Methods?

Do Not Prompt. Code All That Apply For Q93

	Q93 – All	Q94-Main
Flexibility	1	1
Standards Are Better Of Materials	2	2
People Really Do Learn	3	3
Wide Range Of Subjects / Courses To Choose From	4	4
Customise Training To Business Needs	5	5
Cost Effectiveness	6	6
Reliability	7	7
Quicker Access To Training	8	8
Staff Enjoy Training Through Ict	9	9
Does Not Disrupt Normal Work	10	10
Individual Staff Preferences	11	11
Better Trained Employees Benefit The Company	12	12
A Lot Of People Can Use/Benefit From One Package	13	13
Training Can Be Tailored To Meet Employee Need	14	4
Other - **Please Specify:**	95	95
None	96	96
Don't Know	97	97
Refused	98	98

Q94. Which Would You Say Is The **Main** Benefit?

Code One Under Q94 On The Table Above.

Q95. Are You Likely To Continue Using Computer-Based Training For Providing Staff Development Activity?

Do Not Prompt. Code One Only.

Yes	1	**Go To Q98**
No	2	
Don't Know	3	**Go To Q97**
Refused	4	

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Those <u>Not Likely To Continue</u> To Use Ict-Based Methods:

Q96. Why Do You Think That You Will Not Make More Use Of These Computer-Based Delivery Methods?

Do Not Prompt. Code All That Apply.

No Interest	**1**
No Previous Experience	**2**
Prefer Training With More Supervision	**3**
Not Suited For The Type Of Training We Undertake	**4**
Only Suited To A Limited Number Staff	**5**
Too Costly	**6**
Do Not Have New Enough Systems To Support Ict Training	**7**
Do Not Have Enough Computers To Provide Training On Them	**8**
Do Not Have Enough Rooms / Suitable Facilities	**9**
Did Not Consider These Methods	**10**
Have Own In-House Materials	**11**
Not Happy With The Quality	**12**
Other – **Please Specify:**	**95**
Don't Know	**97**
Refused	**98**

All Except Those Definitely Intending To Use Ict In Future:
(Codes 2-4 At Q95)

Q97. Would Anything Encourage You To Make More Use Of On-Line Training Or Cd-Roms?

Do Not Prompt. Code All That Apply

Proven Results	**1**
Financial Support	**2**
Support To Identify Appropriate Material	**3**
Access To Appropriate Technology	**4**
Support To Deliver Training	**5**
Premises / Space To Deliver Training	**6**
Support To Identify Appropriate Qualifications	**7**
Other **- Please Specify**:	**95**
None	**96**
Don't Know	**97**
Refused	**98**

Those Likely To Use Ict In Future:

Q98. Thank You For Your Responses To This Survey. We Are Also Trying To Identify Companies Who Currently Use Computer-Based Training For Staff Development To Contribute Towards A Best Practice Guide. Would You Be Willing To Participate As A Case Study?

Yes	**1**	**Go To Qx**
No	**2**	**Go To Box #**

Qx: Whom Should We Contact?

Record Details Below:

Title:															
Name:															
Job Title:															
Telephone Number:															

Section 6b – Non Ict User (See Front Of Q're)

All Non-Ict Users:

> **Read:** You Mentioned That You Had Not Used Methods Such As Cd-Roms Or On-Line Training To Deliver Staff Development……

Q99. Why Have You Not Used These Methods To Provide Staff Training Activity?

Do Not Prompt. Code All That Apply.

No Need To Train	**1**
No Interest	**2**
No Previous Experience	**3**
Prefer Training With More Supervision	**4**
Not Suited For The Type Of Training We Undertake	**5**
Only Suited To A Limited Number Staff	**6**
Too Costly	**7**
Do Not Have New Enough Systems To Support Ict Training	**8**
Do Not Have Enough Computers To Provide Training On Them	**9**
Do Not Have Enough Room / Suitable Facilities	**10**
Did Not Consider These Methods	**11**
Have Own In-House Provision	**12**
Not Happy With The Quality	**13**
Other – **Please Specify:**	**95**
Don't Know	**97**
Refused	**98**

Q100. Are You Likely To Start Using These Methods For Providing Staff Training Activity?

Do Not Prompt. Code One Only.

Yes	**1**	**Go To Q102**
No	**2**	
Don't Know	**3**	**Go To Q103**
Refused	**4**	

Those Who Won't Use Ict Methods:

Q101. Why Do You Think That You Will Not Make More Use Of These Delivery Methods?

Do Not Prompt. Code All That Apply.

Not Interested	1
Prefer Training With More Supervision	2
Not Suited For Our Staff	3
No Personal Tuition	4
Only Use In-House Training	5
Not Suited For The Type Of Training We Undertake	6
Will Not Have Appropriate Ict To Provide Training Opportunities	7
Will Always Be Too Expensive	8
Other – **Please Specify:**	95
No Particular Reason	96
Don't Know	97
Refused	98

Now Go To Q103

Those Who Will Use Ict Methods (Code 1 At Q100):

Q102. Why Would You Use These To Deliver Staff Training Activity?

Do Not Prompt. Code All That Apply.

To Obtain Relevant Qualification	1
Cost Effective	2
If It Suited The Individual	3
To Overcome Need For Training During Working Hours	4
If Had The Ability To Customise Training Package For Own Needs	5
If Company Had Better Ict Systems	6
Flexibility	7
Quality They Offer	8
Other **– Please Specify:**	95
No Particular Reason	96
Don't Know	97
Refused	98

55

All Non-Ict Users:

Q103. Would Anything Encourage You To Make **More** Use Of On-Line Training Or Cd-Roms?

Do Not Prompt. Code All That Apply.

Proven Results	**1**
Financial Support	**2**
Support To Identify Appropriate Material	**3**
Access To Appropriate Technology	**4**
Support To Deliver Training	**5**
Premises / Space To Deliver Training	**6**
Support To Identify Appropriate Qualifications	**7**
Other **- Please Specify**:	**95**
Nothing	**96**
Don't Know	**97**
Refused	**98**

Q104. Can You Identify Any **Advantages** Of Using These (Ict) Methods To Deliver Staff Training Activity?

Do Not Prompt. Code All That Apply For Q104

	Q104 – All	Q105 - Main
Flexibility	1	1
Allows People To Work At Their Own Pace	2	2
Self Monitoring	3	3
Fits The Needs Of Individuals	4	4
Access To Broader Group Of People / Other Trainers	5	5
Staff Enjoy Training Through Ict	6	6
Access To A Broader Range Of Subject Areas	7	7
Wider Range Of Subjects / Courses To Choose From	8	8
Provides More Flexible Access To Tutor / Trainer	9	9
Cost Effectiveness	10	10
Speed Of Access	11	11
Does Not Disrupt Normal Work	12	12
Ability To Customise Training Package To Own Needs	13	13
Better Trained Employees Benefit The Company	14	14
A Lot Of People Can Use/Benefit From One Package	15	15
Training Can Be Tailored To Meet Employee Need	16	16
Other **– Please Specify:**	95	95
None	96	96
Don't Know	97	97
Refused	98	98

Q105. Which Would You Say Is The **Main** Advantage?

Code One Under Q105 On The Table Above.

Q106. Can You Identify Any **Disadvantages** Of Using These To Deliver Staff Training Activity?

Do Not Prompt. Code All That Apply For Q106

	Q106– All	Q107 - Main
Isolation	**1**	**1**
Lack Of Tuition	**2**	**2**
Lack Of Supervision	**3**	**3**
Difficulty Gauging Level Of Quality	**4**	**4**
Difficult To Monitor Progress	**5**	**5**
Cost Of Materials	**6**	**6**
Difficulty Selecting Appropriate Material	**7**	**7**
Not Everyone Is Suited To Open Training	**8**	**8**
Not Effective Enough	**9**	**9**
Apathy / Motivation Problem	**10**	**10**
Not On The Job	**11**	**11**
Other **– Please Specify:**	**95**	**95**
None	**96**	**96**
Don't Know	**97**	**97**
Refused	**98**	**98**

Q107. Which Would You Say Is The **Main** Disadvantage?

Code One Under Q107 On The Table Above.

> **Now Record And Check Respondents' Details Overleaf.**
> **Then Thank And Close**

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Record Contact Details <u>Carefully</u> For All Respondents:

Contact 1 – Contact Sheet																							
Title:																							
Name:																							
Job Title:																							
Responsibilities:																							

Contact 2 – Alternative Suggestion																							
Title:																							
Name:																							
Job Title:																							
Responsibilities:																							

Please Check <u>Company Contact Details & Size</u> At End Of Interview:

Company Contact Details:																							
Company Id:																							
Company Name:																							
Address 1:																							
Address 2:																							
Address 3:																							
Post Town																							
County:																							
Postcode:																							
Tel (Inc Std):																							

Record Other Details From Contact Sheet:

Company Contact Details:				
Region:	1 North East	5 West Midlands		9 South West
	2 North West	6 Eastern		10 Wales
	3 Yorks/Humberside	7 South East		11 Scotland
	4 East Midlands	8 London		12 N. Ireland
Sector (2 Digit Sic)		**Ufi Sector::**	1 Multimedia	
Size:			2 Automotive	
			3 Retail / Distribution	
			4 Environmental	

APPENDIX D

Case Study Topic Guides

Employers use of open learning

Case study employer interview guide

Overview of company

- type of company
- number of employees
- type of employees
- companies overall approach to training (IIP appraisal systems etc)
- General training undertaken in last 12-24 months
  - area of training
  - number and type of employees participating
  - type of delivery

First open learning used

- Which of these training activities do you consider to be open learning?
  - why
  - what are the attributes
- What was the first open learning training your company used?
  - area of training
  - number and type of employees participating
  - type of open learning
- why did you decide to use open learning (probe for cost, time savings, quality, availability)
- how did you identify what materials to use (probe for agencies i.e. business link, FE college, university, trade association, NTO)?
- What methods did you consider for delivery of the learning i.e. paper based, computer, video etc.
- Prior to using open learning what **did you perceive** to be the benefits of this type of learning for
  - the business?
  - the employee?
- Would you consider the first use of open learning a success?
- What **were** the benefits and disadvantages and how did these compare with your first perceptions

Using open learning regularly

- Did your first experience encourage you to use this type of learning again or did something else – what else?
- Why have you used open learning methods as opposed to traditional classroom or on-the-job methods?

- Have you changed the way you use open learning (probe for use of tutor/learner support or method of deveivery)?
- Have you developed your own open learning material – why, what are the benefits/disadvantages
- What have you looked for in subsequent open learning packages? What are the key criteria you look for(probe for use of tutor/learner support)
- Do you think open learning packages have improved since you first used them and is it easier to find the appropriate package

Employees use of open learning

- Is open learning suited/not suited to particular types of employees i.e. managers or other staff
- Is it suited to particular people (i.e different learning styles)
- What are employees views on open learning and have these changed after using it?
- Did you have to persuade them to use this method of learning? How?
- Are employees keener to undertake training because of open learning

ICT based open learning

- Have you ever used or considered using computer based open learning?
- Why have you used/not used this method of learning
- Would you consider it in the future?
- Would it be suitable for all employees or particular groups
- Would it be suitable for particular areas of training
- What would/do you consider to be the main advantages/disadvantages of this type of learning

Impact of open learning

- Do you think your company undertakes more training because of the use of open learning. Is this in volume or value terms?
- Is training any cheaper using open learning and is it as effective?
- Are there any barriers preventing you from using open learning more?
- Would you recommend open learning to other SMEs? What are the key things they should consider in order to make most effective use of open learning?

Employers use of open learning

Case study employee interview guide

Background

- job role
- time with company
- training undertaken in last 12-24 months
    - area of training
    - type of delivery
- how are training needs identified?

Open learning undertaken

- open learning undertaken (area, type, length of time, qualification)
- had you used open learning before? What did you think?
- Why did you use open learning on this occasion? What were your expectations?
- How did you identify the right material
- Did the learning involve tutor support? – How was this provided and how effective was it?
- Would you consider the course a success? Why
- What **were** the benefits and disadvantages and how did these compare with your first perceptions

ICT based open learning

- Have you ever used or considered using computer based open learning?
- Why have you used/not used this method of learning
- Would you consider it in the future?
- Would it be suitable for particular areas of training
- What would/do you consider to be the main advantages/disadvantages of this type of learning

Views on open learning

- Has your view of this type of learning changed? In what way?
- What would persuade you to make more use of open learning (i.e. what could be done to improve the learning experience?)
- Is open learning suited/not suited to particular types of employees or subject areas
- Is it suited to particular people (i.e. different learning styles)
- Has your view of undertaking any kind of training changed as a result of this course?
- Would you recommend open learning to other employees in small companies? What are the key things they should consider in order to make most effective use of open learning?