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E-Learning and increasing uptake of management qualifications

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2010

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Chapter 1 - Identifying the Problem

The area of research I have chosen to look at is the problem of poor uptake of ILM leadership programmes at level 3, 4 and 5. The registrations on these programmes in our centre is falling each year and feedback from enquiries is often that the time to go on the traditional taught programmes is a barrier, as well as travel and accommodation costs to attend. Also leaver rates on these programs are also high with success rates being 25% currently of people starting the programme, 55% of registrations with the ILM. The length of time to complete the programme at level 5 is often over 2 years, compared to target end date of one year. Using Horby and Laing (2003) model of efficiency and effectiveness model, the programmes are high effectiveness but also inefficient as the time to deliver and assess the programmes makes the programme expensive and high resources needed to deliver the programmes.

However the access to the qualification is low for individuals and in company programmes, as they have high guided learning hours. Individuals are finding it difficult to find programmes in their geographical area. Our company had 40 enquiries for the programme, only 3 of which could attend open programmes due to travel and accommodation issues. Employers are reluctant to release managers for this length of time, especially in this current economic climate where staffing levels have to be controlled. Also the completion rate of the qualification is currently at 55% of registrations. This has mainly been cited by learner feedback and analysis of this problem by our company as not having enough time to complete the assessments after the programme. Also the tutor support and time in chasing and feeding back for re submission of assignments is high, making the assessment very cost inefficient.

We have to look at the feasibility of continuing to offer these programmes in the current delivery method.

However we do know there is a demand for the programmes as we received over 40 enquiries last year, without much promotion and need to look at a more effective way of delivering the course that increases access and success rates.

By researching this problem then it will allow me to gain more accurate data to design the programmes to suit the clients' needs more appropriately to increase access and also achievement rate.

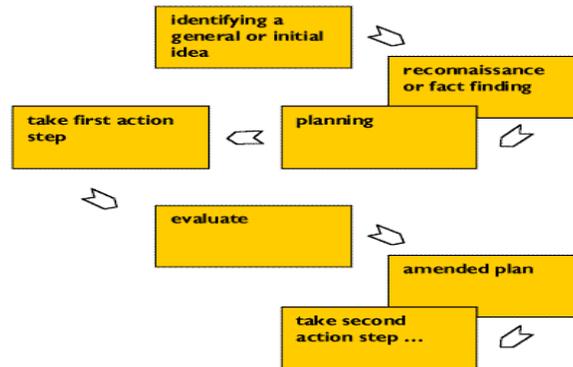
Action research has been defined by Carr and Kemmis (1986) as:

"...simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out"

Action research would be an ideal avenue to reflect and research more on the following

- What managers demand and key areas in management training
- What current management qualifications people have and prefer
- National success rates
- Other delivery methods and provision of management training
- Preferred delivery methods of management training

This would enable me to reflect and put a course of action in place to solve the problem, with more knowledge and facts. If changes are made to delivery methods without carrying out an action research project then it could be that the solutions put in place is not suitable, which may not solve the problem or indeed could make it worse. Also it could be a costly and use a lot of resources that would have been wasted. I will be following the model introduced by Lewin which will allow ne to find facts and data on management training, plan new delivery based on this, trial it, assess how it works and then make amendments to the plan Lewin 1948: 202-3



Source: Smith M (2007) Action Research infed

Chapter 2 - Existing Knowledge

Existing literature on the area of management training and delivery methods show that there is a need for management training, a large percentage of unqualified managers in the UK e learning and blended learning is being used for management development.

The Chartered Management Institute (CMI) research into the value of management qualifications shows that 64% of employers say that qualifications will increase in importance over the next few years and a similar percentage (61%) believe that organisations will demand more qualifications in the future. Gaskell A (2009)

The CMI also carried out a research of 2,239 of their members on the value of Management Programmes. They state the National perspective is:

- Managers are significantly under-qualified compared to other professional occupations:
40% of managers hold below a Level 2 qualification. Just 38.5 per cent of managers and senior officials are qualified at level 4 and above, compared to 80.9 percent of those in other professional occupations.
- It is estimated that the proportion of managers with management-related qualifications will not get much above 20 per cent in the longer term at the current rate of achievement.
- The literature review revealed that there is a growing body of evidence showing the impact of not only management skills but management qualifications on productivity.
- Managers who are qualified are more likely to invest in qualifications across their workforce.

Source the Value of Management Qualifications, Wilson, Woodman, Essex (2009)

There also seems to be agreement that a rise in the importance of management qualifications over the next five years will happen. With agreement in the increase in importance being shown by 79% in sectors such as Health and Social care to 50% agreement in Wholesale and Retail.

The CMI also found some of the main problems with management qualifications have been found that it diverts attention away from the family and other interests and the costs are too high. The levels are confusing and also the too many different types are likely due to the change in levels and awards of management qualifications to meet QCIA "levels" of qualifications that will be addressed as all become more familiar with them.

	Agree %	Disagree %
Diverts energy from family	75	25
Diverts energy from other interests	72	28
Too many different types	65	35
Cost is too high	65	35
Levels are confusing	51	49
Diverts energy from job	40	60
Content is too theoretical	38	62
Lack of focus on personal development	35	65
Level is not high enough/stretching	34	64
Content is not relevant to job	28	72
Level is too low	24	76
Content is out-of-date	22	78
Course is too long	19	81
Causes high turnover of qualified staff	19	81
Registration process is difficult	11	89

Table 8: Thinking generally about your experience of management qualifications, how far do you agree with the following statements about their disadvantages?

Source the Value of Management Qualifications, Wilson, Woodman, Essex (2009) CMI

If time and cost are an issue for managers taking qualifications then more flexible methods need to be looked at. The CMI also carried out a research into E learning evaluation and latest trends and blends in management and leadership development. They say that:

‘Blended learning is a designed, integrated mix of training and development interventions and experiences, using different face-to-face methods and online technologies, intended to enable people to best meet their learning needs.’

Research into the preferred methods of management and development support, use of case studies, and e learning were found to be the most preferable See figure 1

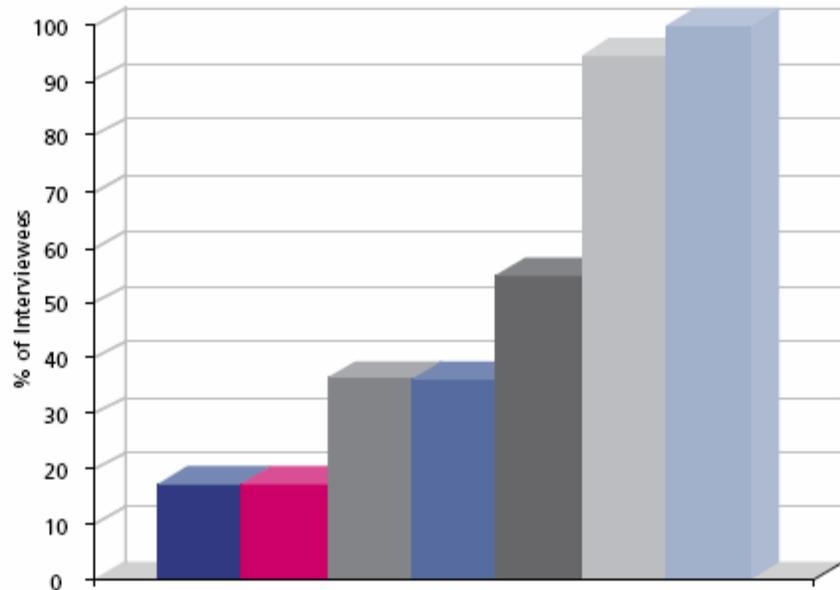
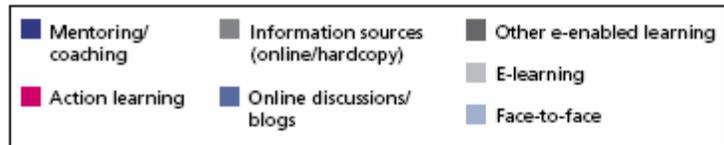


Figure 1: Main components used in blended learning

When asked to consider support resources for management and development generally, managers report a high preference for using case studies as a key source of learning in Figure 2 below.

This research and literature is very useful in assessing the demand and need for management training and also the preferred method of delivery. However the research was carried out by CMI members, who are all likely to be Senior Managers and may not take into account the needs and thoughts of Junior and Middle Managers at level 3 and 4.

The CMI found that the MBA was the preferred qualification of managers, but this could be again due to the fact that all the respondents were senior managers.

34% of MBA graduates said that business schools should focus on the development of soft skills and real-life application of theory to prepare students for business challenges post-downturn. MBA Alumni Dec 2009

Also Mason (2010) noted that 41% of employer's value vocational qualifications over degrees, with eight per cent saying degrees are "pointless" due to the high number of people attending university.

The Institute of Leadership & Management (ILM) is the largest provider of management education qualifications in Europe, building the skills of 90,000 managers and leaders each year. Since its inception in 2001, close to half a million managers have enhanced their careers through an ILM qualification. The assessment criterion does focus on soft skills and also real life application.

In the ILM Chief Examiners Report (2009), all qualifications showed an increase in registrations slightly from 2008. National success rates were quoted as being 63% at level 3, 50% at level 4 and 64% at level 5. A detailed report on the

assessment issues were given, however did not address delivery methods and any research of delivery methods having an impact on success rates or registrations.

The hypothesis I will be researching is “E- learning will increase access, registrations and success rates on ILM leadership and management programmes”

Further research that I feel is necessary is on the following:

- More research on preferred method of delivery to all levels of managers
- Research on what current blended learning is available for these qualifications and comparison of success rates and registrations between different blends#
- Trainer/tutors feelings and concerns on methods of delivery and assessment, as this could affect success of nay action put in pace
- Problems found by learners using e learning

Chapter 3 - Methodologies

I am going to use the following methodologies to research the hypothesis of:

“E- Learning will increase access, registrations and success rates on ILM leadership and management programmes”

1. More research on preferred method of delivery to all levels of managers

I am going to carry out a questionnaire survey to gain feedback from 100 managers at various levels in 50 organisations, across various sectors and industries and conduct interviews with a further 30 individuals to assess their current qualifications held, management development needs and also preferred style of delivery.

Obviously it is planned to send out at least 500 questionnaires to allow for the response rate.

This will be collected via e mail and face to face interviews. This will be quantitative data but will also aim at finding out their “feelings” towards management development and qualifications and styles of delivery too.

The survey and questions will have to be phrased in a way that does not make people feel inadequate if they have no qualifications and also be phrased that it does not look like a documents to gain “sales opportunities” too.

I will aim to collect this data within two weeks and will use the following avenues:

1. Current client organisations
2. Previous delegates
3. IIB network – associates who work with numerous organisations
4. Human Resources professionals within companies, who we work closely with
5. Linked-in contacts

The data will be collected and analysed and results of each question collated, which can be presented in a table and graph with percentages for ease of comparison.

2. Research on what current blended learning is available for these qualifications and comparison of success rates and registrations between different blends

To find out current methods of delivery of the ILM programmes and also the registrations and success rates for these qualifications may be more difficult and sensitive. Other training providers may not wish to share this information and also the ILM cannot provide other organisations success rates and they do not monitor success rates against types of learning methods. However I am going to do the following:

- a. Speak to the External Verifier and Quality Manger of ILM to see if they can assist in research/information
- b. Find 5 ILM providers delivering these programmes in a variety of ways and visit and discuss the issues and data
- c. If the above is not possible then I will look at providers of other programmes at level 3, 4 and 5 by e learning to aim to find out issues, success rates etc.

These interviews and data collection is going to be carried out in three weeks. The data will be both quantitative in terms of success rates, levels of registrations but also quantitative in terms of thoughts on the reasons for levels and also delegate feedback which may be qualitative on comments made to the providers etc. and thoughts of the tutors, ILM etc.

3. Trainer/tutors feelings and concerns on methods of delivery and assessment, as this could affect success of any action put in place

To find out this I am going to use a questionnaire, which will give me quantitative data. This can be collected in two weeks from our associate trainer network and indeed other provider's trainers. However, there may be some bias or reluctance to be truthful here, as they may feel that it will do them out of work or training days and also may be fearful of change from traditional methods. This needs explaining in the questionnaire clearly that it is research only.

But also interviews and discussions with trainers to find out qualitative data, in terms of any fears or barriers to change of methods that will need addressing will be useful. If this is not gained effectively then implementation of any plans may be unsuccessful.

The aim is collect the information from 10 trainers.

4. Problems found by learners using e learning

For this research I am going to have to find organisations that currently provide e learning in level 3, 4 or 5 programmes. It is not important that they are ILM programmes. These providers may be reluctant to assist in this exercise, so it is important that I allow them access to the results to enable them to use this information to improve their provision. They will then be more open to allowing a questionnaire to be given.

I will aim for at least three providers of e learning to be chosen, allowing an analysis of the portals too. I will collate this information over 3 weeks and aim for 20 learners to complete the questionnaire. It would also be useful to ask these providers for success rates and their views on issues and problems with e learning and assessment via this method.

Chapter 4 – The Results

To solve the problem of the lack of registrations, success rate and poor efficiency of ILM programmes delivered by our company research into the use of e learning as a suitable delivery method of the programmes to managers throughout the UK was seen to be needed. The hypothesis developed is:

“E- Learning will increase access, registrations and success rates on ILM leadership and management programmes”

A survey of managers’ current qualifications, management training needs and views on preferred method of delivery was carried out. See appendix 1: Management Survey Julie Balch (2010) The questionnaire was issued to 100 managers that were current customers and contacts of our company.

The questionnaires was designed to find out the management qualifications, occupational qualifications, training needs and preferred method of delivery of management training across various levels of managers sectors, line managers, middle managers and senior managers across a range of industry sectors. : The industry sectors were:

- Business & Legal Services
- Central Government
- Construction
- Consultancy
- Creative, Media & Advertising
- Defence
- Education
- Engineering
- Financial Services
- Health & Social Care
- Hospitality, Catering, Leisure & Tourism
- IT
- Justice & Police/Security
- Local Government
- Manufacturing & Production
- Transport & Logistics
- Utilities
- Wholesale & Retail

The results were that only 31 questionnaires were returned and the ones returned were from:

- 10% Line managers
- 50% Middle managers
- 40% Senior managers

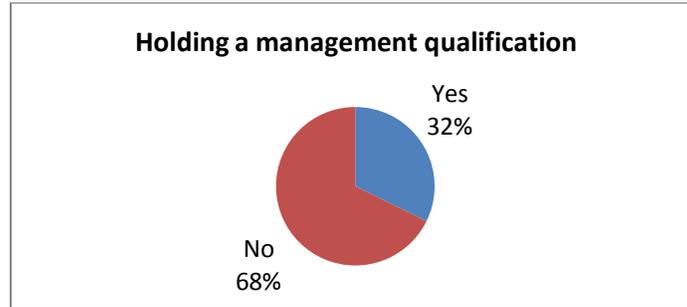
The questionnaires returned were not from a full range of the industry sectors, but only 11 of the sectors shown in the questionnaire. It also took over 3 months for the questionnaires to be returned.

Current availability of ILM qualifications and comparison of success rates and registrations was carried out by interviews with the ILM and current providers of qualifications by traditional methods, blended learning and e learning. This was carried out by attending exhibitions and calling to interview providers.

Five trainers’ views and opinions on delivery methods was gained by interviewing five trainers. These were all current trainers of our company training programmes.

i. Hold a Management Qualification

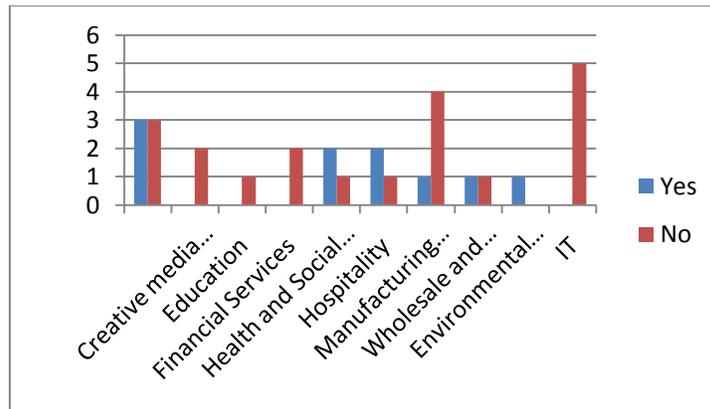
The results show that 62% of managers do not hold a management qualification. This actually fits with CMI’s research which showed that 38.4% of managers were qualified to under level 4.



ii. Occupational Qualifications

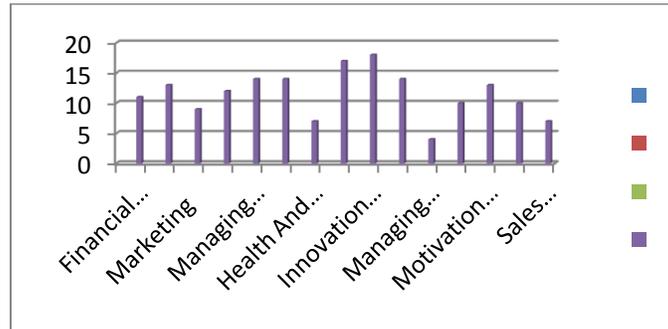
However qualifications in their occupational area shows that 32.5% of managers are qualified to under level 4.

Managers are therefore higher qualified in their occupational area than in management qualifications, yet all 31 respondents are managers and leaders. Interesting that the service industries, such as Health and Social Care and the Hospitality industry had the highest percentage of qualified managers than other industries.



iii. Type of Training that is Important

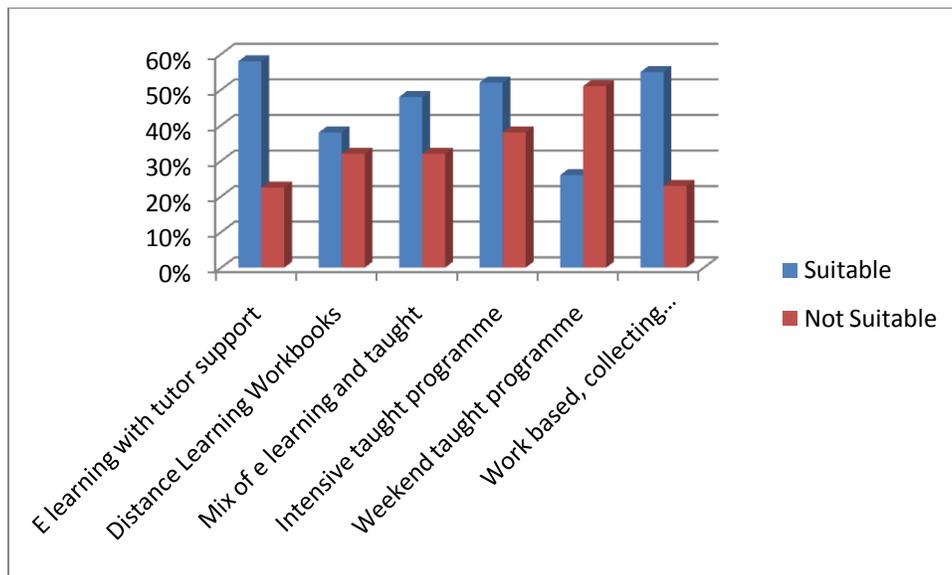
The importance of management training to respondents was shown to be very high with respondents identifying an average of 5.6 areas of training needed with the highest subjects being Leadership and Innovation and Change,



These results tend to show that there is a high demand and need for Leadership and Management training amongst managers.

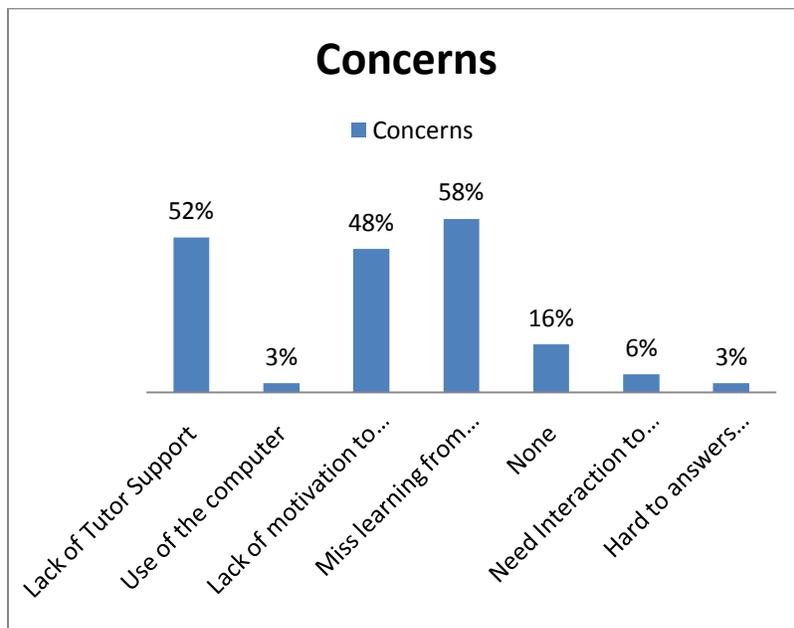
iv. Preferred Type of training

When looking at the preferred type of delivery preferred by managers, 58% of respondents would find e learning suitable, but also 52% felt that work based learning would be suitable and Intensive taught programme 50%. The least suitable would be weekend taught programme. However 21% still found that e learning would be un-suitable. So although over half felt it was a suitable mode of delivery, some did not find it suitable and 19% did not answer the question.



v. Concerns

Only 16% of people said that they had no concerns with e learning, and even those that stated e learning were suitable did have some concerns. The use of the computer is not really seen as high concern, but the highest concerns seem to be Lack of tutor support, lack of interaction with others and lack of motivation to work



vi. **Research on what current blended learning is available for these qualifications and comparison of success rates and registrations between different blends**

ILM Level 3 First Line Management and Level 4 Award in Management are available from numerous centres across the UK and are delivered by taught traditional methods, e learning and distance learning. Traditional programmes range from £695 to £950 per delegate and e learning can be offered for as little as £159 per person.

The e learning are using various platforms and are usually hosted by moodle or other systems. At the Learning and Skills Exhibition 2010 in London, numerous e learning solutions were seen and these were mostly suited to large corporate companies, designing their own induction or company training. Some of these companies included Mc Donald's, Tesco's, Waitrose and those that delivered standard training to thousands of employees.

In the ILM Chief Examiners Report (2009), all qualifications showed an increase in registrations slightly from 2008. National success rates were quoted as being 63% at level 3, 50% at level 4 and 64% at level 5. A detailed report on the assessment issues were given, however did not address delivery methods and any research of delivery methods having an impact on success rates or registrations.

Ilm confirm they currently have no data of registrations, success rates and completion rates of the different modes of delivery. Five providers of Level 3 and 4 programmes were unwilling to release registration and success rate data due to confidentiality concerns.

vii. **Trainer/tutors feelings and concerns on methods of delivery and assessment, as this could affect success of any action put in pace**

Five trainers of management qualifications were interviewed to assess their concerns and feelings on e learning.

Out of the five trainers, two were very pro e learning and saw this as a method that would increase registrations and success rates, the other 3 felt that e learning would not be suitable for their learners at all.

Some of the concerns were:

1. Lack of contact with learners causing problems for the learners understanding and mis- interpretation could occur.
2. Also three expressed that they would not enjoy supporting learners by e learning as they would miss the direct contact with learners and teaching by traditional methods.
3. Learners would miss out on learning from each others experiences
4. Different Learning needs would not be accommodated effectively
5. The validity and authenticity of assessments would be questioned as direct contact with the learner would be lost

viii. **Problems found by learners using e learning**

Nine learners who have used e learning for level 4 and 5 programmes were interviewed to determine their problems or concerns. When asked why they chose e learning method of learning they all replied that it suited their work and home life to be able to study when they wanted to and at their pace. Four out of the ten also stated that they liked researching things for themselves, without being told everything.

All did state that the main problems they had was that they missed the interaction with others, however two stated this was overcome by forums and also web seminars with other learners. All stated that tutor contact was available timely when they needed it, however this had to be pro active from them and they had to be motivated to do the work and submit. Four stated that tutor feedback on assignments and work was paramount to motivation to continue and improve.

All would study by this method again.

ix. **Conclusion**

The results gained do allow analysis that is useful however further research is needed to be able to gain a valid and true picture of the hypothesis: "E- Learning will increase access, registrations and success rates on ILM leadership and management programmes" This will be addressed in assignment 5.

The questionnaire sent out to managers gave some interesting results, however as only 31 were returned and the full range of level of managers and industry sectors were not adequately researched by the results. Although the information collected was sufficient, widening of the number and industry sectors would have enabled the results to be more valid. The views and opinions of trainers was also only collected from 5 trainers, and as all Our company trainers could lead the results to be biased towards traditional methods of delivery, as that is what they are used to. A wider range of trainers may have made the results more useful. The research into the registrations and success rates of qualifications showed little results or information to provide any useful comparison of registrations and success rates by different methods of delivery.

Chapter 5 – Analysis and Conclusions

a. Introduction

The results from the action research carried out do allow analysis that is useful to identify information what was aimed at being found to justify the hypothesis: “E- Learning will increase access, registrations and success rates on ILM leadership and management programmes”

This was:

- More research on preferred method of delivery to all levels of managers
- Research on what current blended learning is available for these qualifications and comparison of success rates and registrations between different blends#
- Trainer/tutors feelings and concerns on methods of delivery and assessment, as this could affect success of nay action put in pace

In this chapter I will show the results and conclusions and identify what has not been answered and areas I can improve, by referring to the hypothesis and existing literature.

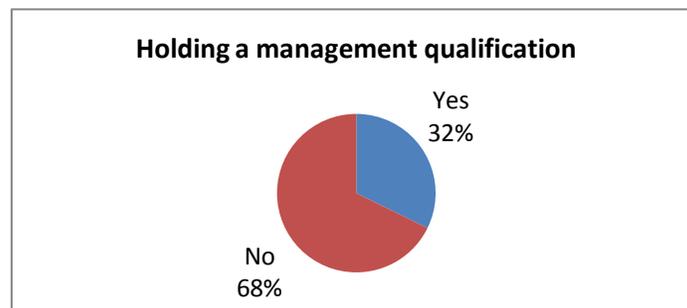
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b. Managers’ View and Information

The questionnaire sent out to managers gave some interesting results, however as only 31 were returned and the full range of level of managers and industry sectors were not adequately researched by the results. Although the information collected was sufficient, widening of the number and industry sectors would have enabled the results to be more valid

i. The percentage of Managers Holding a Management Qualification

The results show that 62% of managers do not hold a management qualification. This actually fits with CMI’s research which showed that 38.4% of managers were qualified to under level 4.

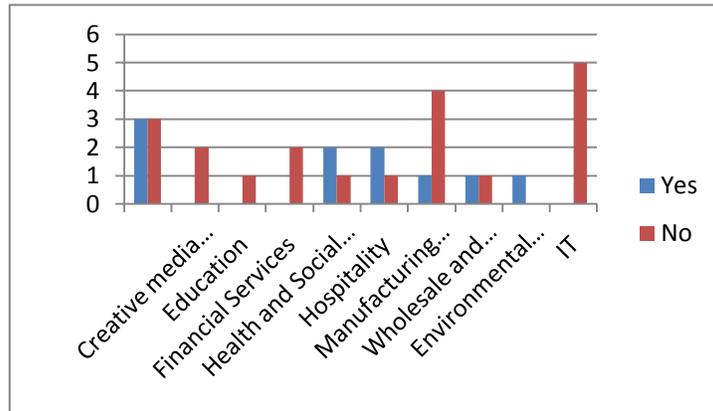


The Cmi's research found the shown by 79% in sectors such as Health and Social care to 50% agreement in Wholesale and Retail.

ii. Occupational Qualifications

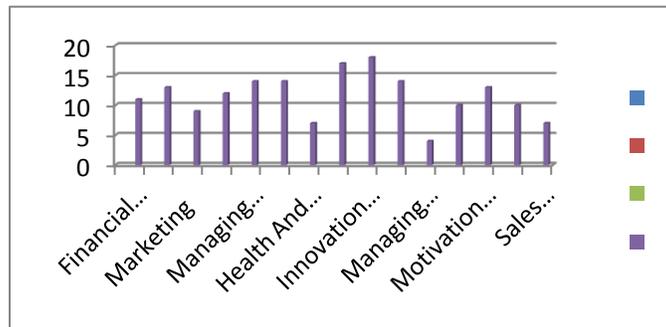
However qualifications in their occupational area shows that 32.5% of managers are qualified to under level 4.

Managers are therefore higher qualified n their occupational area than in management qualifications, yet all 31 respondents are managers and leaders. Interesting that the service industries, such as Health and Social Care and the Hospitality industry had the highest percentage of qualified managers than other industries.



iii. Type of Training that is Important

The importance of management training to respondents was shown to be very high with respondents identifying an average of 5.6 areas of training needed with the highest subjects being Leadership and Innovation and Change,

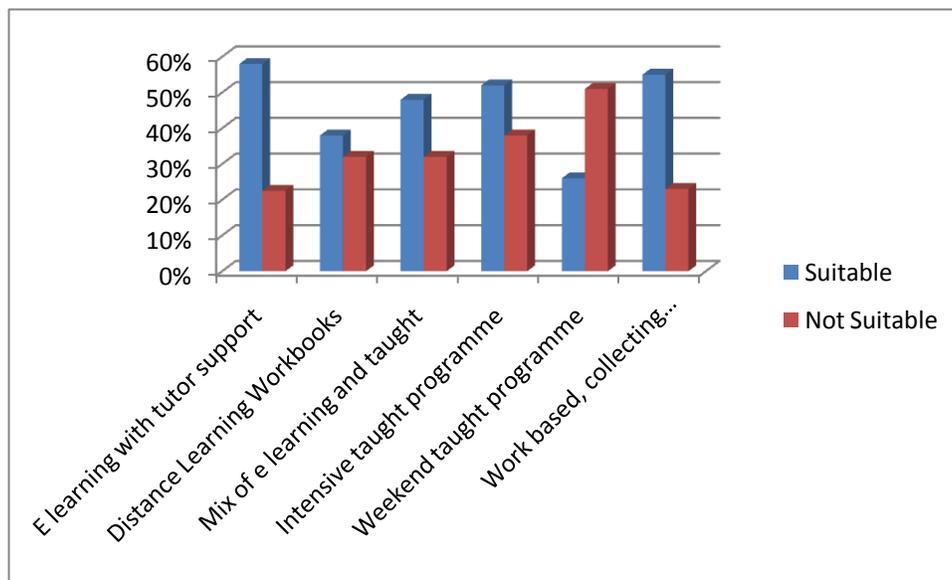


These results tend to show that there is a high demand and need for Leadership and Management training amongst managers.

The CMI research here also seems to be agreement that a rise in the importance of management qualifications over the next five years will happen. With agreement in the increase in importance being shown by 79% in sectors such as Health and Social care to 50% agreement in Wholesale and Retail. In fact, my management questionnaire showed that the 5 respondents in these sectors all chose over 7 subject training needs.

iv. Preferred Type of training

When looking at the preferred type of delivery preferred by managers, 58% of respondents would find e learning suitable, but also 52% felt that work based learning would be suitable and Intensive taught programme 50%. The least suitable would be weekend taught programme. However 21% still found that e learning would be un-suitable. So although over half felt it was a suitable mode of delivery, some did not find it suitable and 19% did not answer the question.



These results do show that a mix of different delivery methods is needed to suit the needs of manager’s preferences and this could be achieved by blended learning.

The CMI research found that in blended learning there is a range of different components.

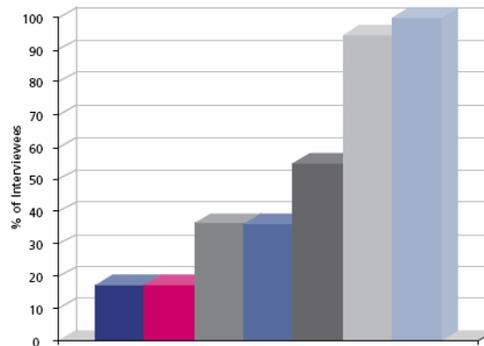
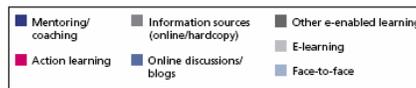


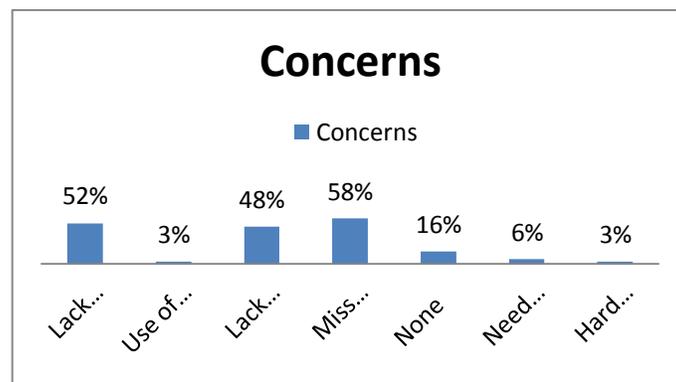
Figure 1: Main components used in blended learning

When asked to consider support resources for management and development generally, managers report a high preference for using case studies as a key source of learning in Figure 2 below.

v. Concerns

Only 16% of people said that they had no concerns with e learning, and even those that stated e learning were suitable did have some concerns. The use of the computer is not really seen as high concern, but the highest concerns seem to be Lack of tutor support, lack of interaction with others and lack of motivation to work. CMI found in their research 75% of respondents stated that it would divert attention away from their family.

For e learning to be successful these concerns would need to be taken into account, such as ensuring effective tutor support, forums or workshops for delegates to learn from others.



c. Research on what current blended learning is available for these qualifications and comparison of success rates and registrations between different blends

ILM Level 3 First Line Management and Level 4 Award in Management are available from numerous centers across the UK and are delivered by taught traditional methods, e learning and distance learning. Traditional programmes range from £695 to £950 per delegate and e learning can be offered for as little as £159 per person.

The e learning are using various platforms and are usually hosted by moodle or other systems. At the Learning and Skills Exhibition 2010 in London, numerous e learning solutions were seen and these were mostly suited to large corporate companies, designing their own induction or company training. Some of these companies included Mc Donald's, Tesco's, Waitrose and those that delivered standard training to thousands of employees.

It does seem that after the initial set up fees, e learning or blended learning could offer cost savings that would increase registrations of ILM qualifications.

ILM confirm they currently have no data of registrations, success rates and completion rates of the different modes of delivery. Five providers of Level 3 and 4 programmes were unwilling to release registration and success rate data due to confidentiality concerns. Training providers asked on the success rates did tend to show high success rates on e learning. However the information gained is not enough to be able to make a conclusion on e learning would improve success rates at all.

d. Trainer/tutors feelings and concerns on methods of delivery and assessment, as this could affect success of any action put in pace

Five trainers of management qualifications were interviewed to assess their concerns and feelings on e learning. The results show a division on views from trainers and the number of trainers surveyed needs to be increased to enable a valid result that conclusions can be drawn from. As these trainers were also very much involved in traditional methods of delivery they could see this as a threat to their livelihood, therefore a wider survey is needed.

e. Problems found by learners using e learning

Nine learners who have used e learning for level 4 and 5 programmes were interviewed to determine their problems or concerns. When asked why they chose e learning method of learning they all replied that it suited their work and home life to be able to study when they wanted to and at their pace. Four out for the ten also stated that they liked researching things for themselves, without being told everything. Although this research backed up the need to have effective tutor support and interaction with other participants, a wider survey would give more accurate results. As all 9 had actually completed, survey of learners on programme may give a fuller picture to enable conclusions to be drawn.

f. Conclusions and Further Research Needed

Conclusions can be drawn from the action research. The main conclusions are:

1. There is a need and demand for Leadership and Management training and qualifications across industry sectors
2. There seems to be a preference for a wide range of methods of delivery and learning, including e learning
3. Tutor support and interaction with other learners need building into programmes
4. The cost of e learning, after initial set up fees do allow programmes to be run more cost effectively than traditional programmes that would allow increased registrations

However further research is needed to ensure that a wider number of managers responses are gained from all industry sectors. This is planned to be done in conjunction with the CMI, ILM and Institute of Directors, to ensure that a wider range of responses are gained.

Inconclusive results on the success rates of ILM programmes mean the hypothesis cannot be validated without further research into the success rates of programmes. The ILM is keen to assist in this research and plans are in place to commence this in September 2010, across a range of their centers and assisting the ILM measure the success rates by mode of delivery.

Increased trainers views and feedback from participants or e learning is also needed to be able to draw conclusions on the success of e learning as a mode of delivery. Initial results gained showed that both trainers and participants viewed e learning as favorable, but not enough respondents were gained to make it valid results. Interestingly very few e learning providers actually issue any delegate feedback forms, which needs to be addressed.

g. Lessons Learnt

The hypothesis I developed is one that is really useful to research and gain results from. However I did not realise just how much research was needed to be able to prove it and gain results that were valid. All of the research carried out was useful, such as the management questionnaires, attending the E Learning Exhibition, interviewing trainers and delegates. I now realise that I needed to work with other organisations that would have allowed stronger results. These organisations could be the CMI, Institute of Directors and the ILM. All of these organisations are keen to work with us over the next 12 months to validate the hypothesis.

I also could have developed a stronger plan for the action research project and used project management techniques such as Gantt charts to ensure that I kept to time scales and to plan. As a strong activist – I started with great speed, but slowed down towards the end, which affected the results and momentum of the action research project. However it has made a start into what is going to become a larger action research project, for the benefit of Leadership and Management training in the UK.

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Appendix 1

Management Development Questionnaire

As part of my Continued Professional Development in training and development, I am conducting an action research project to determine the delivery methods preferred by leaders and managers in various industry sectors. To assist in this research, I would very much appreciate your time in completing and returning this questionnaire.

The information is completely confidential and only for use in the action research project. Should you wish a copy of the survey report, and then please tick here

To complete, simply double-click the box(es) that apply then click Checked.

Sector of industry employed:

Business & Legal Services	<input type="checkbox"/>	Health & Social Care	<input type="checkbox"/>
Central Government	<input type="checkbox"/>	Hospitality, Catering, Leisure & Tourism	<input type="checkbox"/>
Construction	<input type="checkbox"/>	IT	<input type="checkbox"/>
Consultancy	<input type="checkbox"/>	Justice & Police/Security	<input type="checkbox"/>
Creative, Media & Advertising	<input type="checkbox"/>	Local Government	<input type="checkbox"/>
Defense	<input type="checkbox"/>	Manufacturing & Production	<input type="checkbox"/>
Education	<input type="checkbox"/>	Transport & Logistics	<input type="checkbox"/>
Engineering	<input type="checkbox"/>	Utilities	<input type="checkbox"/>
Financial Services	<input type="checkbox"/>	Wholesale & Retail	<input type="checkbox"/>

Which best describes your job role?

1. I manage/supervise a team of people
2. I lead and manage a department of the business and manage operational plans to meet organisational goals
3. I set and implement strategy and lead the organisation

Which is the highest level of qualification that you hold in your profession?

None	<input type="checkbox"/>	HND	<input type="checkbox"/>
Level 2/City & Guilds/BTec 1 st Diploma	<input type="checkbox"/>	Level 5	<input type="checkbox"/>
Level 3/City & Guilds/BTec National Diploma	<input type="checkbox"/>	Degree	<input type="checkbox"/>
Level 4	<input type="checkbox"/>	Masters or higher	<input type="checkbox"/>

Do you hold a management qualification?

Yes
No

If yes, which one (box expands as you type):

Which of the following areas would be most important to you? Tick each that apply:

- Financial management
- Quality management
- Marketing
- Managing customer service
- Managing people
- Project management
- Health and Safety
- Leadership
- Innovation and change management
- Improving the performance of others
- Managing resources
- Problem solving
- Motivation skills
- Delegation techniques
- Sales management

If you were taking a management qualification, which type of delivery would suit you?

- On-line (e-learning) with tutor support
- Distance learning workbooks, with tutor support
- Mixture of e learning and taught delivery
- Intensive (eg: week blocks) taught programme
- Weekend taught programme
- Work-based, collecting evidence with visits from a tutor

What would be your main concerns of taking a management course by e learning?

- Lack of tutor support
- Use of the computer
- Lack of motivation to carry out the work
- I would miss learning with others
- None
- Other

Thank you for taking the time to complete the questionnaire.