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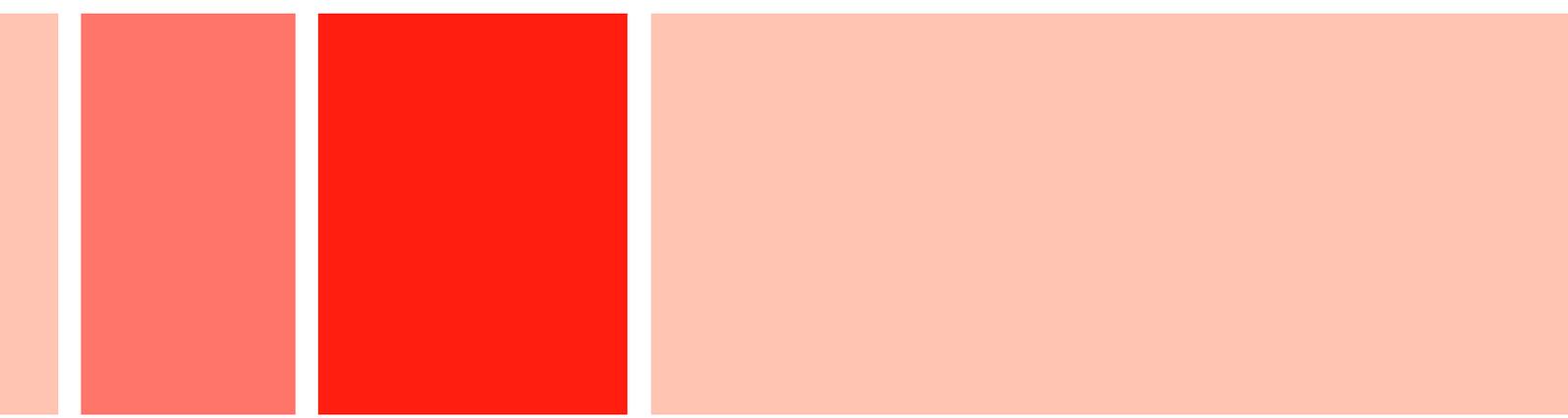
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# Evaluation of the Enhancing Leadership and Management Skills in Wales (ELMS) Programme

## Update Report



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## Update Report

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Views expressed in this report are those of the researcher and not necessarily those of the Welsh Government

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## Glossary of Acronyms

<b>Acronym</b>	<b>Explanation</b>
CMS	Content Management System
EEF	The Manufacturer's Organisation for UK Manufacturing Businesses
ELMS	Enhancing Leadership and Management Skills
EPS	Employer Perspectives Survey
ESF	European Social Fund
ESS	Employer Skills Survey
HPW	High Performance Working
IDBR	Inter-Departmental Business Register
liP	Investors in People
ILM	Institute of Leadership and Management
LMW	Leadership and Management Wales
NEBOSH	National Examination Board in Occupational Safety and Health
NOS	National Occupational Standard
NUTS	Nomenclature of Territorial Units for Statistics
NVQ	National Vocational Qualification
RCE	Regional Competitiveness and Employment Programme
SLF	Sector Leadership Fund
SME	Small to Medium sized Enterprise
SPFP	Sector Priorities Fund Pilot
WDAs	Workforce Development Advisors
WDP	Workforce Development Programme
WEFO	Welsh European Funding Office
WJEC	Welsh Joint Education Committee

## Executive Summary

Enhancing Leadership and Management Skills (ELMS) is a flagship programme funded by the Welsh Government and the European Social Fund (ESF), through the Convergence and Regional Competitiveness and Employment (RCE) Programmes, which involves:

‘an agenda of related projects, programmes and schemes in the general field of leadership and management, each contributing towards strategic improvement and support for development skills and capacity in the Welsh economy and within Welsh businesses and organisations’.

ELMS consists of:

- the Centre for Excellence for Leadership and Management: Leadership Management Wales (LMW) which has the objective of driving up demand for leadership and management skills (particularly in SMEs) and providing enhanced information and signposting services to businesses across Wales
- a series of open access workshops delivered across Wales through a network of 12 contracted providers
- a Discretionary Funding element, made available via the Welsh Government’s Workforce Development Programme (WDP). This is open to all private sector employers (with a 50 per cent subsidy rate) and can be used to support leadership and management training
- the Sector Leadership Fund (SLF) which supports the Welsh Government’s sector based approach and is ring fenced to Sector Skills Councils (SSCs)
- a pilot to train mentors and coaches, providing opportunities for individuals to gain skills and achieve a relevant qualification
- a Welsh language diagnostic tool that enables employers to analyse which Welsh language skills are required by their workforce, to analyse

the Welsh language skills and capabilities of their existing staff and to identify any specific aspects which need improvement.

The programme aims to support the leadership and management development of Wales' business managers, especially in SMEs. The ELMS Convergence and RCE projects were approved in April 2009 and were due to run until December 2015 but closed to new businesses early (March 2014).

The Welsh Government commissioned Old Bell 3 Ltd. with IFF Research Ltd. and York Consulting LLP in May 2012 to undertake a long-term evaluation of the ELMS programme.

The overall aim of the evaluation of ELMS is to evaluate the delivery and effectiveness of the ELMS Convergence and Competitiveness Fund projects including the Leadership & Management Wales (LMW) Centre for Excellence.

This is the annual evaluation update for ELMS for 2013 and follows an interim evaluation published in July 2013 (which covered the period 1<sup>st</sup> March 2010 to 30<sup>th</sup> June 2012).

The work programme for this evaluation has involved analysis of project performance data (for the period 1<sup>st</sup> July 2012 to 30<sup>th</sup> September 2013), analysis of database records for ELMS supported businesses (for the period 1<sup>st</sup> September 2012 to 31<sup>st</sup> July 2013), completing a telephone survey with a sample of 500 businesses supported by ELMS, undertaking telephone re-interviews with 88 supported businesses first interviewed in 2012, undertaking qualitative visits to supported businesses (32 from the 2013 evaluation cohort and re-visits to 15 from the 2012 cohort) and analysing learner data from ELMS participants from the 2012 ESF Leavers' Survey<sup>1</sup>.

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<sup>1</sup> ESF Leavers Surveys assess outcomes for people leaving ESF projects designed to increase engagement in the labour market and improve the skill levels of the workforce.  
<http://wefo.wales.gov.uk/publications/publications/monitoringevaluation/programmeevaluations/esfleaverssurvey2012/?skip=1&lang=en>

It is clear that while ELMS is succeeding in reaching a considerable number of mostly smaller businesses, it is struggling to match the levels of ambition set out for it, even after a substantial reduction in size and targets which was agreed with the Welsh European Funding Office in 2012.

In particular, take-up of the discretionary funding strand has been disappointing, perhaps reflecting the availability of similar support from other ESF-funded projects which do not demand the same level of financial contribution by the business.

At the time fieldwork for the 2013 evaluation was undertaken, the Sector Leadership Fund had barely got underway, despite the Programme having been operational for some three years. By contrast, the relatively new coaching and mentoring strand has proved popular, with the fact that it has been free of charge an important motivating factor for participating businesses.

The low take-up of the discretionary funding (and the consequent dominant role of the workshop strand) has had a knock on effect on the overall pattern of provision supported by the Programme, with interventions generally being lighter touch and less costly than anticipated.

While most of the training delivered has been relevant to leadership and management, most of the qualifications recorded as resulting from the discretionary funding have been at Levels 1 and 2 which is disappointing for a leadership and management focused intervention.

Overall, the report concludes that qualifications emerge as a relatively low priority for ELMS learners and (to a somewhat lesser extent) for their employers, with the exception again being the coaching and mentoring strand (it was intended that all coaching and mentoring learners should gain a qualification), where three-quarters of the businesses interviewed reported higher level qualifications (than previously held) being achieved by participants.

Despite this, overall satisfaction from participating businesses and individuals with ELMS is generally high, with a vast majority of both businesses and individual participants also reporting it has been possible to apply the results of learning in practice.

In the case of coaching and mentoring, the report concludes that there is some evidence that the rather ambitious expectation that participants should go on to cascade the learning they have received to other staff within their organisations is proving successful (albeit that our case-study fieldwork provided less evidence of this than might have been expected from the survey).

Supported businesses also generally report a range of positive impacts from participation in terms of individual attributes and behaviours. A clear majority of businesses across all strands report positive impacts on participating staff in terms of staff morale, team working and willingness to take on responsibility. Individual participants also recognise positive effects from the training, particularly at an individual or inter-personal level (in terms of increased awareness, confidence, openness and willingness).

Similarly, in terms of business performance, a majority of participating businesses report positive impacts in terms of productivity and efficiency, future business prospects, quality of products and services and innovation in products and services, with around a third reporting a (mostly modest) impact on profits. The small number of businesses which have benefited from discretionary funding were particularly likely to report organisational benefits.

In general terms, those interviewed for the first time in 2013 were less likely to identify positive changes which had resulted from participation in ELMS than those interviewed in 2012. The reasons for this are not yet clear. While it is too early to draw conclusions from the longitudinal element of the research, the re-interviews with businesses first interviewed in 2012 suggest that their views about the impact of ELMS training over the longer term are very similar

to when they were first asked, albeit with a somewhat more positive view of the impact on profitability.

Overall, at this stage then, it is clear that ELMS has been generally well-received by businesses and participants who have accessed it and appears to be achieving broadly the desired outcomes for both individuals and businesses alike. At the same time, the Programme has not supported the volumes of training activity expected, with the performance of the discretionary fund particularly disappointing in terms of its 'reach' into the market place.

# 1 Introduction

1.1 Old Bell 3 Ltd., in association with York Consulting LLP and IFF Research Ltd., were commissioned by the Welsh Government in May 2012 to undertake a long-term evaluation of the Enhancing Leadership and Management Skills in Wales (ELMS) Programme.

1.2 ELMS is a flagship programme funded by the Welsh Government and the European Social Fund (ESF), through the Convergence<sup>2</sup> and Regional Competitiveness and Employment (RCE) Programmes<sup>3</sup>, which involves:

‘An agenda of related projects, programmes and schemes in the general field of leadership and management, each contributing towards strategic improvement and support for development skills and capacity in the Welsh economy and within Welsh businesses and organisations’<sup>4</sup>.

1.3 The programme aims to ‘support the leadership and management development of Wales’ business managers, especially small and medium enterprises (SMEs)<sup>5,6</sup>. The ELMS Convergence and RCE projects were approved in April 2009 and were due to run until December 2015 but closed to new businesses early (March 2014).

1.4 The ELMS programme consists of five discreet, but inter-related intervention types as set out in **Figure 1.1**:

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<sup>2</sup> In the West Wales and Valleys area – Isle of Anglesey, Conwy, Denbighshire, Gwynedd, Ceredigion, Pembrokeshire, Carmarthenshire, Swansea, Neath Port Talbot, Bridgend, Rhondda Cynon Taf, Merthyr Tydfil, Caerphilly, Blaenau Gwent, Torfaen.

<sup>3</sup> In the East Wales area – Flintshire, Wrexham. Powys, Monmouthshire, Newport, Cardiff, Vale of Glamorgan.

<sup>4</sup> Convergence Business Plan. Page 5.

<sup>5</sup> Ibid. Page 3.

<sup>6</sup> 1-250 employees.

**Figure 1.1: Overview of the five ELMS interventions**

Intervention	Summary description	Delivery arrangements
Leadership and Management Workshops	The leadership and management workshops are a series of open access workshops delivered across Wales through a network of 12 contracted providers. The workshops focus on a range of management and leadership topics including leadership skills and managing change and are based on the National Occupational Standards (NOS) for Management and Leadership. Micro and small businesses can attend the workshops at a 70 per cent subsidised rate, while larger firms (250 plus employees) can attend at a 50 per cent subsidised rate.	A Network of 12 contracted providers appointed by Welsh Government following a procurement exercise.
Discretionary Funding	The Discretionary Funding intervention is made available via the Welsh Government's Workforce Development Programme (WDP). This is open to all private sector employers (with a 50 per cent subsidy rate) and can be used to support leadership and management training. Micro businesses or those with Investors in People (IiP) accredited are able to apply directly for funds while larger businesses that are not IiP accredited work with Welsh Government funded Workforce Development Advisors (WDAs) <sup>7</sup> to undergo a strategic review to identify necessary training requirements.	Delivered via the Workforce Development Programme with the assistance of HRDAs or via direct application to Welsh Government.
Sector Leadership Fund	The Sector Leadership Fund (SLF) supports the Welsh Government's sector based approach and is ring fenced to Sector Skills Councils (SSCs). SSCs can apply to set up specific leadership and management training projects.	Ring-fenced to SSCs that can apply with project ideas directly to Welsh Government. At the time of writing, six SSCs have applied with project ideas and four have been

<sup>7</sup> Formerly known as Human Resource Development Advisors (HRDAs).

Intervention	Summary description	Delivery arrangements
Training and accreditation for Coaching and Mentoring	A pilot to train mentors and coaches, providing opportunities for individuals to gain skills and achieve a relevant qualification. A key focus of this intervention is to enable business people to train others to coach and mentor within their organisations as well as to coach and mentor others themselves.	approved. Delivered via two contracted providers appointed by Welsh Government following a procurement exercise.
A Welsh Language on-line Diagnostic Tool	The aim of this intervention is to provide an on-line tool that enables employers to analyse which Welsh language skills are required by their workforce. It is also intended that this intervention enables employers to analyse the Welsh language skills and capabilities of their staff and to identify specific aspects which need improvement.	Managed internally by Welsh Government with technical aspects being contracted to external suppliers.

Source: Evaluation Specification and LMW Website

1.5 In addition to these five interventions, the Welsh Government has also commissioned a consortium led by Cardiff University to operate a Centre for Excellence for Leadership and Management in Wales. The service operates under the brand 'Leadership and Management Wales' (LMW) and is financed from within the ELMS budget.

1.6 LMW itself does not deliver leadership and management training. Rather, its purpose is to act in an impartial way as a 'centralised resource for businesses and individual managers' aimed at raising awareness, interest and up-take of leadership and management training.

### **Evaluation aim and objective**

1.7 The overall aim of the evaluation of ELMS is to evaluate the delivery and effectiveness of the ELMS Convergence and Competitiveness Fund

projects including the Leadership & Management Wales (LMW) Centre for Excellence.

- 1.8 An interim evaluation of ELMS (covering the workshops and discretionary funding and the time period 1<sup>st</sup> March 2010 to 30<sup>th</sup> June 2012) was published in July 2013 alongside a separate, summative evaluation of the first three years of LMW's activities<sup>8</sup>.
- 1.9 The objective of this report is to provide an annual update on 2013 delivery, in particular the effectiveness of the workshop, discretionary funding and coaching and mentoring interventions in terms of numbers assisted, management, most effective delivery model (including value for money) and quality of delivery.

## **Work programme**

- 1.10 The work underpinning this updated evaluation of ELMS has involved the following elements:
  - analysing updated project performance data including the most recent quarterly return submitted to WEFO (covering the period 1st July 2012 to 30th September 2013).
  - obtaining and analysing the business database records for those businesses who joined ELMS since the sampling for the interim evaluation (i.e. between 1st September 2012 and 31st July 2013)
  - completing a telephone survey with a sample of 500 of the 1,580 businesses supported by ELMS during that period
  - undertaking telephone re-interviews with businesses first interviewed in 2012 for the interim evaluation: in all, we were able to re-interview 88 of the 165 businesses that agreed to participate further in the evaluation

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<sup>8</sup> <http://wales.gov.uk/statistics-and-research/evaluation-impact-effectiveness-leadership-management-wales-centre-excellence/?lang=en>  
<http://wales.gov.uk/statistics-and-research/evaluation-enhancing-leadership-management-skills-programme/?lang=en>

- undertaking qualitative visits with 32 ELMS supported businesses from the 2013 cohort
- undertaking follow-up visits with nine ELMS supported businesses from the 2012 cohort of 15 businesses that agreed to participate further
- analysing learner data from the 2012 ESF Leavers Survey in relation to ELMS.

1.11 As this is a long-term evaluation, the work programme will also involve further evaluation activity (covering all the interventions including LMW) and a final report in 2015. This will be based, amongst other things, on additional survey and case study work, which will further increase the samples of assisted businesses involved in the evaluation and will also continue the longitudinal element of the evaluation.

## **Report structure**

1.12 In the remainder of this report, we:

- consider the performance (in terms of targets and expenditure) to date in relation to the ELMS programme as a whole and its five intervention types (Chapter 2)
- provide an analysis of the characteristics of ELMS supported businesses and learners (Chapter 3)
- assess businesses and individuals motivations for involvement and the nature of their participation in the programme (Chapter 4)
- set out our findings in relation to quality, relevance and qualification outcomes (Chapter 5)
- set out our findings in relation to effects and impacts (Chapter 6)
- set out our interim conclusions (Chapter 7).

## 2 Performance Against Targets and Spend to Date

2.1 In this chapter, we consider how ELMS has been performing against its targets and the extent to which expenditure has been in-line with expectations. The chapter draws on analysis of project monitoring data.

Key findings in this chapter at the end of September 2013.

### **Convergence area:**

- 60 per cent of the target for participant numbers in the Convergence project had been achieved at end September 2013.
- While there has been an increase in average quarterly participant numbers (700 on average per quarter as compared to 564 per quarter at the interim evaluation stage) based on current performance, the revised participant target is unlikely to be met in full.
- 46 per cent of the target for number of participants obtaining qualifications had been achieved. However, monitoring information in relation to qualification outcomes is susceptible to the inevitable delay between participants starting their learning and completing a qualification.
- In terms of employers assisted, 34 per cent of the target had been achieved, a substantial shortfall at this stage of the project.
- Some progress had been made in relation to the equalities target (with 26 businesses having been assisted with equalities issues), but a further, substantial increase in performance will necessary to meet the overall target of 210 assisted businesses by the end of the project.
- 38 per cent of the Convergence budget had been spent.
- The unit cost per participant supported continued to be below that envisaged in the (revised) project business plan (35 per cent lower) while the unit cost per business assisted was 15 per cent higher than envisaged. This reflects the fact that the project continues to spend less of its budget than is available, the fact that a higher proportion of

interventions are lighter touch (i.e. workshops) and that fewer than anticipated employers are being assisted.

**RCE area:**

- Two thirds of the participant target had been met. This is slightly better than the Convergence area. However, an up-turn in performance in the remaining part of the project is needed if the target is to be met in full.
- In terms of the target relating to participants gaining qualifications, relative performance to date in the RCE project is lagging behind the Convergence project with only 34 per cent of the target having been achieved. Even bearing in mind the back-loaded nature of this particular target, a strong performance (over the remaining nine quarters) to the end of the project is needed to provide a realistic chance of achieving the overall qualification target.
- 34 per cent of the target for employers assisted had been achieved, a substantial shortfall at this stage of the project.
- ELMS is performing more strongly in the RCE area in relation to equalities strategies than it is in the Convergence area, with 25 per cent of this target having been met (as compared to 12 per cent). However, this still represents a substantial shortfall.
- 37 per cent of the total (revised) budget in the RCE area had been used.
- As with the Convergence project, the unit cost per individual participant in the RCE project continues to be substantially lower than that expected in the revised business plan (44 per cent lower) while the unit cost per business assisted is higher (by 11 per cent) than that envisaged.

## Progress against Indicators - Convergence

2.2 **Figure 2.1** below provides an update on progress in relation to the targets for the Convergence project. This is based on data for the time period 1<sup>st</sup> July 2012 to 30<sup>th</sup> September 2013 as provided in the quarterly claim form submitted by the Welsh Government to WEFO.

**Figure 2.1: Progress against Convergence Indicators**

Indicator	Revised <sup>9</sup> target	Cumulative achievement up to end Sept 2013	Numbers <i>Proportion</i> <i>achieved</i> <i>(percentage)</i>
Participants	15,331	9,138	60
Participants gaining qualifications	1,411	643	46
Employers assisted/Financially supported	5,788	1,947	34
Equality strategies <sup>10</sup>	210	26	12
Projects delivering specialist training in sustainable development <sup>11</sup>	1	1	100

Source: WEFO Claim Form

2.3 60 per cent of the target for participant numbers in the Convergence project had been achieved at end September 2013.

2.4 A total of 3,499 new participants were registered with WEFO<sup>12</sup> between 1<sup>st</sup> July 2013 and 30<sup>th</sup> September 2013, an average of 700 new

<sup>9</sup> In December 2011, the Welsh Government (based on an internal discussion paper) made a number of key alterations to the ELMS project which included reducing the allocation of funding to both the discretionary fund and workshop strands to reflect lower than anticipated up-take. Subsequent revisions were made to the funding and indicator profiles for ELMS, with revised funding letters issued to Welsh Government from WEFO in January 2012 to confirm these alterations.

<sup>10</sup> The number of employers adopting a strategy, which outlines the key priorities for action by the employer and its staff to promote equality and diversity and challenge discrimination (GLA, 2005), and monitoring progress against these priorities. The equality strategies and monitoring systems must have been adopted or improved as a result of Structural Fund assistance or financial support. Source: ESF Indicators Definitions. WEFO. February 2013.

<sup>11</sup> The number of projects which have a focus on training that addresses the environmental sustainability objectives of this Programme. Projects should focus on environmental skills training that contributes towards one or more of the following activities: combating climate change; delivering sustainable transport; increasing resource efficiencies; promoting biodiversity; promoting community access to green spaces; and environmental risk management. Source: ESF Indicators Definitions. WEFO. February 2013.

<sup>12</sup> Via WEFO's PAY-009 Claim Form

participants per quarter. This is an improvement over the average of 564 new participants per quarter reported in the interim evaluation, but still falls short of the 746 new participants per quarter which we suggested in that report was needed in order to meet the participation target. This suggests that on current performance, the participant target is unlikely to be met in full.

- 2.5 Our analysis of the project database (see Figure 3.1) shows that the upturn in performance (i.e. the increase in the average quarterly participant numbers) can in part at least be attributed to the coaching and mentoring intervention coming fully on-stream (with 131 entries in the Convergence area)<sup>13</sup>.
- 2.6 It is also notable that, although it was always intended the Sector Leadership Fund (SLF) would be on a much smaller scale than the other intervention types, analysis of the project database shows that this had not generated any substantial numbers of beneficiaries<sup>14</sup>. While we are aware that the individual SLF projects would still to some extent have been 'bedding in', it seems reasonable to expect that this intervention type should make a more substantial contribution to the overall indicators (in both the Convergence and RCE areas) during 2014 given that, between them, four Sector Skills Councils aimed to work with 669 participants.
- 2.7 In terms of performance against the qualifications target, 46 per cent of this had been achieved up to end September 2013. Given the length of the project remaining, the average proportion of participants gaining qualifications per quarter will need to increase over the remainder of the project if it is to stand a realistic chance of achieving the target. As we noted in our interim evaluation, however, progress in relation to this target is susceptible to the inevitable delay between participants starting

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<sup>13</sup> For the period 01.09.12 – 31.07.13 covered by beneficiary management information data provided to us for this interim evaluation.

<sup>14</sup> Only five SLF beneficiaries were recorded on the project database for the period in question i.e. 1st September 2012 and 31st July 2013.

their learning and completing a qualification. It should also be noted that no data was entered against this target until the final quarter of 2011. It is reasonable to expect therefore that substantial progress against this target should occur towards the end of the project.

- 2.8 In terms of employers assisted, 34 per cent of the target had been achieved. This represents a substantial shortfall at this point in the project.
- 2.9 It is encouraging to note progress made in relation to the equalities target, with 26 businesses having been recorded against this target (this was zero as of the claim covering the period up to end June 2012). A further increase in performance against this indicator will be necessary however to meet the overall target of 210 by the end of the project.

### **Expenditure to date – Convergence**

- 2.10 Turning to the Convergence project's expenditure profile, **Figure 2.2** summarises the cumulative position as of end September 2013.

**Figure 2.2: Overview of expenditure to date – Convergence**

	<i>£million</i>
Revised gross expenditure	21.1
Cumulative gross expenditure (as of end Sept 2013)	8.1
<i>Proportion of gross expenditure (percentage)</i>	38

Source: WEFO Claim Form

- 2.11 38 per cent of the Convergence budget had been spent at September 2013.
- 2.12 **Figure 2.3** outlines actual unit costs<sup>15</sup> for the Convergence project compared to that predicted by the revised business plan.

<sup>15</sup> Calculated by dividing expenditure by target participant/employer numbers.

**Figure 2.3: Unit cost analysis – Convergence project**

Indicator	Participants	Employers assisted	£
Revised unit cost	1,374		3,639
Actual unit cost (as of end Sept 2013)	890		4,177
<i>Variance (actual against revised)</i> <i>(percentage)</i>	-35		15

Source: Business Plan and Quarterly Return Data

2.13 In-line with our findings in the interim evaluation the unit cost per participant continues to be below that envisaged in the project business plan. The unit cost per participant has increased somewhat since the interim evaluation when the unit cost was 46 per cent below the expected revised unit cost in the business plan.

2.14 While the project therefore continues to spend less of its budget than is available, it is offering value for money in terms of the participant unit cost, although this may also reflect the fact that a higher proportion of interventions are 'lighter touch' (through participation in workshops) than might have been envisaged at the planning stage.

2.15 This analysis shows that the project is still working with fewer than envisaged employers (tying in with the analysis of the performance indicator on employers engaged) which means that the unit cost per employer supported continues to be 15 per cent higher than originally envisaged.

### **Progress against Indicators - RCE**

2.16 **Figure 2.4.** provides an update on the performance of the RCE project. This is based on data for time period 1<sup>st</sup> July 2012 to 30<sup>th</sup> September 2013 as provided up to the quarterly claim form submitted by the Welsh Government to WEFO in October 2013.

**Figure 2.4: Progress against RCE indicators**

Indicator	Revised target	Cumulative achievement as of end September 2013	Numbers
			<i>Proportion achieved (percentage)</i>
Participants	11,594	7,632	66
Participants gaining qualifications	1,059	361	34
Employers assisted/ Financially supported	4,348	1,465	34
Equality strategies	124	31	25
Projects delivering specialist training in sustainable development	1	1	100

Source: WEFO Claim Forms

2.17 Two thirds of the target for participant numbers in the RCE project had been achieved as of end September 2013. Performance against the participant target is better in the RCE area as compared with the Convergence area, though an up-turn in performance in the remaining part of the project is needed if the target is to be met in full.

2.18 In terms of the target relating to participants gaining qualifications, relative performance to date in the RCE project is lagging behind the Convergence project with 34 per cent of the target having been achieved. No data was entered against this target until the final quarter of 2011. Even bearing in mind the back-loaded nature of this particular target, a strong performance over the remainder of the project is needed to provide a realistic chance of achieving the overall target.

2.19 To the end of September 2013, 34 per cent of the target for employers assisted had been achieved. Given that the amount of the project period that has elapsed, it seems unlikely that this target will now be met.

2.20 The project is performing more strongly in the RCE area in relation to equalities strategies than it is in the Convergence area, with 25 per cent of this target having been achieved (as compared to 12 per cent).

## Expenditure to date – RCE

2.21 A similar pattern emerges in the RCE project, where 37 per cent of the total (revised) budget had been used as of end September 2013, as shown in **Figure 2.5**.

**Figure 2.5: Overview of expenditure to date – RCE**

	<i>£million</i>
Revised gross expenditure	17.2
Cumulative gross expenditure (as of end Sept 2013)	6.4
<i>Proportion of gross expenditure (percentage)</i>	37

Source: WEFO Claim Form

2.22 **Figure 2.6** compares actual unit costs for the RCE project compared to that predicted in the revised business plan.

**Figure 2.6: Unit cost analysis – RCE Project**

Indicator	Participants	Employers assisted	<i>£</i>
Revised unit cost	1,478	3,908	
Actual unit cost (to end Sept 13)	831	4,331	
<i>Variance (actual against revised) (percentage)</i>	<i>-44</i>	<i>11</i>	

Source: Business Plan and Quarterly Return Data

2.23 As with the Convergence project, the unit cost per individual participant in the RCE project continues to be substantially lower than expected, though this has increased somewhat from the interim evaluation (where the unit cost was 57 per cent lower than expected).

2.24 Also in-line with the Convergence project (and reflecting the lower than envisaged number of assisted employers), the unit cost per employer assisted is 11 per cent higher than anticipated in the business plan.

### **3 ELMS Supported Businesses and Learners: Overview and nature of participation**

3.1 In this chapter, we consider the characteristics of ELMS supported businesses and individual learners. This draws on:

- the project database
- the telephone surveys with ELMS supported businesses
- analysis of learner data from the 2011 and 2012 ESF Leavers' Surveys.

Key findings outlined in this chapter (up to end July 2013).

- The workshops continued to be the predominant intervention type in terms of the overall number of ELMS supported businesses (78 per cent), albeit that the proportion of all businesses which have been assisted through this strand has fallen somewhat (from 90 per cent at the interim evaluation stage) which covered the period 1st March 2010 to 30th June 2012
- The proportion of businesses supported via the discretionary funding intervention (7 per cent) had reduced compared with 2012 (10 per cent) and in relative terms, this proportion has fallen more than is the case for workshops. This key intervention is still struggling to gain traction.
- 266 businesses had been supported via the coaching and mentoring strand between September 2012 and July 2013 with up-take of this new strand during that period having been more than double that of the more established Discretionary Fund. While no formal target for the Coaching and Mentoring strand was included in the initial Business Plan, the tender proposals submitted by the two appointed providers, between them aimed to engage a combined total of 450 businesses.
- The number of Sector Leadership Fund supported businesses on the

ELMS database was very low (five in total), reflecting the later, and staggered, commencement of these individual sub-projects.

- 57 per cent of businesses were located in the Convergence area and 43 per cent in the RCE area. This is the same proportions as was found in the interim evaluation and is exactly in-line with the anticipated split in terms of employers between the Convergence and RCE areas as set out in the revised indicators for the ELMS projects.
- The addition of the new intervention types (Coaching and Mentoring and the SLF) has not fundamentally changed the profile of supported businesses in terms of size or sector composition between 2012 and 2013.
- There were no noteworthy differences between the profile of ELMS supported learners in the 2012 ESF Leavers' Survey as compared to the previous survey in 2011.

### **Analysis of ELMS supported businesses**

3.2 We now turn to consider the profile of businesses supported by ELMS as recorded on management information via the combined project database. For the purposes of this 2013 update report, we were provided with a database of supported employers (i.e. businesses) covering the period from 1st September 2012 to 31st July 2013 . For the interim evaluation the database used covered the period 1st March 2010 to 30th June 2012.

3.3 **Figure 3.1** provides a breakdown of the database received, showing the spread of supported businesses across the different intervention types and across the Convergence and RCE areas.

**Figure 3.1: Overview of supported company entries on ELMS Database**

Intervention Type	Database Entries	Database	Numbers
	Convergence	Entries RCE	Total
Workshops	816	593	1,409
Discretionary Fund	67	51	118
Coaching and Mentoring	131	135	266
Sector Leadership Fund	2	3	5
Total	1,016	782	1,798

Source: Welsh Government ELMS Database. Period 01.09.12 – 31.07.13

3.4 In terms of emerging trends from the databases at each evaluation point, this shows that:

- the workshops continued to be the predominant intervention type in terms of the overall number of supported businesses, albeit that the proportion of all businesses which have been assisted through this strand has fallen somewhat (from 90 per cent at interim evaluation to 78 per cent) as other strands became operational
- the proportion of businesses supported via the discretionary funding intervention had fallen from 10 per cent in 2012 to seven per cent (and in relative terms, this proportion has fallen more sharply than is the case for workshops). This key intervention is still struggling to gain traction

3.5 For the two intervention types that have become operational since the interim evaluation, fifteen per cent of all of businesses on the 2013 evaluation database had participated in coaching and mentoring and less than one per cent (5 businesses) had participated in the SLF. The number of businesses supported via the coaching and mentoring strand has increased (from zero at the interim evaluation stage) in-line with the roll out of this intervention type and (between September 2012 and July 2013) up-take of this new strand had been more than double that of the more established Discretionary Fund. While no formal target for the Coaching and Mentoring strand was included in the initial Business Plan,

the tender proposals submitted by the two appointed providers, between them aimed to engage a combined total of 450 businesses<sup>16</sup>.

- 3.6 The number of SLF supported businesses was very low, reflecting the later, and staggered, commencement of these individual sub-projects<sup>17</sup>.
- 3.7 In terms of the split of businesses recorded on the ELMS database across the Convergence and RCE project areas, 57 per cent were located in the Convergence area and 43 per cent in the RCE area. This is the same proportions as was found in the interim evaluation and is exactly in-line with the anticipated split of employers between the Convergence and RCE areas as set out in the revised indicators for ELMS.
- 3.8 In terms of the size profile of supported businesses, the vast majority (88 per cent) fell within the small-medium sized enterprise (SME) category (of between one and 250 employees). This was slightly higher in proportionate terms than the 2012 database (at 82 per cent). This suggests increased success in targeting smaller businesses in line with the aims set out in the Business Plan to work with ‘smaller, hard to reach businesses that traditionally tend not to engage their staff in training and development’<sup>18</sup>. As with the 2012 database, the largest grouping on the 2013 database was the 10-49 employee category at (35 per cent) – compared with 29 per cent in 2012).

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<sup>16</sup> Target for Learning to Inspire was 225 businesses engaged. Target for Worth Consulting was 225 businesses engaged.

<sup>17</sup> Asset Skills commenced in September 2011, SEMTA in September 2011, Care Council for Wales in August 2012, IMPROVE in September 2012, LANTRA in March 2013 and CITB in April 2013.

<sup>18</sup> Convergence Business Plan. Page 45.

**Figure 3.2: ELMS Supported Businesses by Size Category**

Business Size Category (Number of Staff)	Percentage	
	2012 Interim Evaluation Database <sup>19</sup>	2013 Annual Report Database <sup>20</sup>
0-1	9	8
2 - 9	23	20
10 - 49	29	35
50 – 249	22	25
250+	9	10
Unknown	9	2

Source: Welsh Government ELMS Databases.

3.9 In terms of sector profile, the composition of the 2013 database was very similar to 2012, with no noteworthy differences (of more than 10 per cent) across the different sectors. Manufacturing continued to be the largest sector (at 20 per cent followed by construction (at 16 per cent)). Human health/social work activities (10 per cent), other service activities (nine per cent) and professional services (eight per cent) were also prominent sectors in terms of ELMS supported businesses. There was a slight reduction in the proportion of wholesale and retail sector businesses<sup>21</sup>.

3.10 Analysis of the database therefore suggests that the addition of the new intervention types has not fundamentally changed the profile of supported businesses between 2012 and 2013 (although as of 31<sup>st</sup> July 2013, these had only supported 271 businesses between them). Consistent with our findings at the interim evaluation stage in 2012, ELMS continues predominantly to support SMEs, in-line with the overall composition of the Welsh economy and with programme aims.

<sup>19</sup> Covering the period 1st March 2010 to 30th June 2012. Database contained 2,314 entries prior to de-duplication.

<sup>20</sup> Covering the period 1<sup>st</sup> September 2012 to 31<sup>st</sup> July 2013. Database contained 1,527 entries prior to de-duplication.

<sup>21</sup> Down from 7 per cent on the 2012 database to 5 per cent on the 2013 database.

3.11 Given the staggered start across the different intervention types (and the dominance of the workshop intervention in terms of numbers of businesses supported), it is not possible at this stage to undertake a meaningful comparison to understand whether the different intervention types enjoy greater take-up within certain company size categories. We will aim to explore this further in the final stages of the evaluation.

### Survey sample - 2013

3.12 After de-duplication of the 2013 database<sup>22</sup>, a total sample of 1,580 supported businesses was available. **Figure 3.3** below provides a summary of the sample available:

**Figure 3.3 Overview of de-duplicated sample available from ELMS database**

Intervention type	Numbers		
	Database Entries 01.09.12 to 31.07.13	De-duplicated from 2012 survey	De-duplicated from 2012 survey and for repeat entries
Workshops	1,409	1,318	1,218
Discretionary Fund Training Allowance	118	102	98
Coaching and Mentoring	266	266	259
SLF	5	5	5
<b>Total</b>	<b>1,798</b>	<b>1,691</b>	<b>1,580</b>

Source: Welsh Government ELMS Database. Period 01.09.12 – 31.07.13

3.13 Given that for this 2013 update report our aim was to complete 500 telephone interviews and that the database in its de-duplicated form contained a total of 1,580 entries, it was agreed (via a briefing note circulated to the evaluation steering group on 17<sup>th</sup> September 2013) that:

<sup>22</sup> To remove repeat entries and entries that would have been contacted as part of the 2012 survey with assisted businesses. De-duplication was done by identifying duplicate company entries in Microsoft Excel and removing repeat entries.

- the five SLF supported businesses would not be included in the 2013 survey sample
- a census approach should be taken to both the discretionary fund and coaching and mentoring intervention types, completing as many interviews as possible with businesses supported by these two interventions before turning to complete the remaining interviews with workshop assisted businesses.

3.14 Given the census approach adopted, it was agreed that we would only approach assisted businesses to participate in qualitative visits once they had agreed to this via the telephone survey. It should be noted that this is a deviation from the methodology for the interim evaluation, where we took a separate sample for the qualitative company visits and approached these directly in parallel with the telephone survey.

3.15 While the approach taken in 2013 has had implications on the overall timescale i.e. the telephone survey needed to be complete first before arranging qualitative fieldwork, we do not believe that this has compromised the methodology or the rigour of our findings.

3.16 It should also be noted that businesses participating in the qualitative fieldwork will be removed from the sample for future, longitudinal telephone survey work to reduce the risk of over-burdening them.

3.17 We aimed for, and completed, 500 interviews with ELMS supported businesses. The survey response rate was 49 per cent. Further information on the survey response outcomes can be found in Annex 3.

3.18 **Figure 3.4** shows survey participation across the three different intervention types and across the two different programme areas.

**Figure 3.4: Survey participation by intervention type and programme area**

	Workshops	Discretionary	Coaching & Mentoring	<i>Numbers</i> Total
Convergence	192	26	57	275
RCE	148	13	64	225
Total	340	39	121	500

Source: IFF 2013 ELMS Business Survey Data. Base 500

3.19 The survey data did not show any particular trends or patterns in terms of the size of business and their propensity to participate in any particular intervention type.

3.20 **Figure 3.5** shows the size profile of supported businesses in our sample.

**Figure 3.5: Sample profile according to size**

	Completed interviews (number)	<i>Proportion of Sample (percent)</i>	<i>Percentages</i> Database proportion
Fewer than 10	176	35	27
10 to 49	184	37	35
50 to 249	111	22	26
250+	27	5	11
Not Known	-	-	1

Source: IFF 2013 ELMS Business Survey data. Base: 500

3.21 The largest sectors in our sample were professional services (23 per cent), human health/social services (18 per cent), manufacturing (18 per cent) and construction (15 per cent). In terms of the Welsh economy overall, professional services represents 13 per cent of active enterprises in Wales, human health 5 per cent, manufacturing 7 per cent and construction 14 per cent<sup>23</sup>.

3.22 In terms of employment trends, 40 per cent said that they employed more people now than 12 months ago, 47 per cent said that they had the

<sup>23</sup> Source: Business births, deaths and active enterprises by variable, area and industry (SIC 2007). Year 2012. Stats Wales.

same number of staff as 12 months ago, while 12 per cent said that they had fewer staff than 12 months ago. This is a very similar picture to the 2012 interim evaluation survey results<sup>24</sup>.

3.23 Turning to the age profile of supported businesses **Figure 3.6** shows the length of time that supported businesses had been in operation by the type of intervention participated in.

**Figure 3.6: Length of time in operation by intervention type**

	Workshops	Discretionary <sup>1</sup>	Percentages Coaching & Mentoring
Base (Number)	340	39	121
Less than 2 years	5	3	2
2 to 5 years	12	10	12
More than 5 and up to 10 years	18	15	15
More than 10 years	65	69	71
Don't know	-	3	-

<sup>1</sup> Note small sample size so caution needed in interpreting findings.

Source: IFF 2013 ELMS Business Survey Data. Base 500

3.24 As with the interim evaluation findings, it remains the case that established businesses (operating for more than 10 years) are more likely to receive ELMS support. This holds true across all three intervention types and there are no substantial differences between the two programme areas in this respect.

3.25 Just over half of all the supported businesses in our survey (51 per cent) said that they did not have other sites or establishments as part of their organisations. This compares with 57 per cent in 2012 when we undertook the interim evaluation.

3.26 Of the 243 businesses that said they had other sites, the majority (73 per cent or 178 businesses) said that their headquarters was located in Wales. This compares with 66 per cent in 2012.

<sup>24</sup> The sample size for the interim evaluation was 200 respondents.

- 3.27 Turning to the role of the lead contact within supported businesses (not necessarily a beneficiary themselves<sup>25</sup>) the majority at 63 per cent said that they fell into the category of Manager, Director or Senior Officer while 23 per cent fell into the associate, professional and technical occupations category.
- 3.28 More than three quarters of all the businesses that responded to our survey said that they had a formal business plan in place (77 per cent compared with 79 per cent in the 2012 interim evaluation.).
- 3.29 Just over two thirds (67 per cent) said that they had a training plan in place (specifying the level and type of training employees will need over the coming year). This was down slightly on the 75 per cent that said this was the case in the 2012 interim evaluation survey. The larger the company, the more likely they were to have a training plan in place (as was the case in 2012).
- 3.30 In total, 28 per cent of businesses responding to the 2013 survey said that (at the time of interview) they had Investors in People (IiP) status, compared to 29 per cent in 2012. This is higher than the proportion of IiP accredited firms in Wales at 18 per cent<sup>26</sup>. This suggests that (in-line with our finding in the interim evaluation) ELMS supported businesses may have a better understanding of their training needs and may be more pre-disposed to training.
- 3.31 Turning to growth aspirations, **Figure 3.7** shows assisted company growth plans by intervention type.

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<sup>25</sup> Lead contacts varied from business owners to Human Resource Directors some of whom had not participated in the ELMS training themselves.

<sup>26</sup> Source: UK Commission's Employer Skills Survey 2013. Wales Data Tables. Table 130/1

**Figure 3.7: Growth aspirations (next three years) by intervention type**

	<i>Percentages</i>		
	Workshops	Discretionary 1	C&M
Base (Number)	340	39	121
Grow Significantly	35	49	36
Grow a Little	42	36	36
Maintain Current Position	16	10	12
Survive	5	3	13
Other/Don't Know	2	2	3

1 Note small sample size so caution needed in interpreting findings.

Source: IFF 2013 ELMS Business Survey Data.

3.32 In relative terms, those engaged in discretionary funding were slightly more likely to have significant growth plans than those participating in other ELMS interventions. While some caution needs to be applied here as the base numbers are low, this is in-keeping with the finding of our 2012 interim evaluation.

3.33 Supported businesses in the RCE programme area were marginally more likely to have significant growth aspirations (at 39 per cent or 88 of 225 businesses) as compared with their Convergence counterparts (at 34 per cent or 94 of 275 businesses).

3.34 We went on to ask supported businesses to tell us about how much they spent on training with outside businesses prior to getting involved with ELMS. **Figure 3.8** provides an overview of responses.

**Figure 3.8: Prior expenditure (per annum) on training by intervention type**

	Workshops	Discretionary	Percentages C&M
Base (Number)	340	39	121
Nothing	10	13	7
Less than £5k	53	26	49
£5k - £10k	17	26	13
£10,001 - £20k	5	13	6
£20,001 - £50k	5	5	4
£50,001 - £100k	2	3	3
More than £100k	-	3	7
Don't Know/Refused	8	13	12

1 Note small sample size so caution needed in interpreting findings.

Source: IFF 2013 ELMS Business Survey Data.

3.35 This shows that the highest proportion of respondents had modest training budgets in place of less than £5k per annum. Businesses participating in the discretionary fund were more likely than businesses from other interventions to have a budget in the £5,000-£20,000 range per annum, while seven per cent of businesses participating in the coaching and mentoring strand (eight of 121 businesses) said that they had annual training budgets in excess of £100k.

3.36 We then asked supported businesses to tell us how much money they spent with outside organisations on leadership and management skills each year (prior to getting involved with ELMS).

3.37 More than three quarters (77 per) said that they either spent nothing (27 per cent or) or less than £5,000 per annum (50 per cent) on leadership and management training<sup>27</sup>. This mirrors almost exactly the finding in the 2012 interim evaluation showing that spending patterns in relation to leadership and management training (prior to contact with ELMS) have remained constant.

<sup>27</sup> The pattern was consistent across Convergence and RCE.

- 3.38 Overall then, and comparing our data with the UKCES Employer Skills Survey for 2013, the evidence suggests that businesses participating in ELMS are more likely to have a business plan, training plan and/or liP status than Welsh businesses in general (even when taking size into account), but generally have made available only rather limited budgets for training, particularly in respect of leadership and management.
- 3.39 Of the 500 survey respondents, 71 per cent said that they had personally taken part in the ELMS training. This represents a small increase of six percentage points over the equivalent finding in the 2012 interim evaluation. This was particularly true of the coaching and mentoring intervention where respondents from 82 per cent of the businesses 99 of 121 businesses had themselves taken part in the training.

### **Survey Sample – 2012 Re-interviews**

- 3.40 In terms of the re-interviews with 2012 survey participants, we completed 88 re-interviews from the original 165 businesses that agreed to participate further, giving a response rate of 53 per cent.
- 3.41 The majority (53 businesses) of the re-interviewed sample were in the Convergence area, with 35 businesses in the RCE area.
- 3.42 Three quarters (65 businesses) had participated in a workshop, and the remainder (23 businesses) had participated in discretionary funded training<sup>28</sup>.
- 3.43 Of those re-interviewed 34 businesses said that they had participated in ELMS in the past 12 months (i.e. since their original involvement).
- 3.44 Respondents were able to select more than one intervention type against this question. 23 businesses said that they had participated in workshops in the last 12 months, while 15 businesses had participated in

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<sup>28</sup> Other interventions were not on-line at time of interim evaluation.

the coaching and mentoring intervention, six businesses had undertaken discretionary funded training and two businesses had participated in SLF activity<sup>29</sup>.

### **Analysis of ELMS supported learners – ESF Leavers Survey**

3.45 A total of 307 ELMS learners participated in the 2012 ESF Leavers Survey<sup>30</sup>. Just over half (53 per cent) were from the Convergence area, while 47 per cent were from the RCE area. The number of responses relating to ELMS was lower in the 2012 ESF Leavers Survey than it was in 2011 (a total of 670 respondents participated in the 2011 Survey). Combined, the ELMS participants across the two ESF Leavers surveys (a total of 977 learners) represented six per cent<sup>31</sup> of the total number of ELMS participants (16,770)<sup>32</sup> as reported in WEFO quarterly claims up to end September 2013.

3.46 Just over two-thirds of the leavers from 2012 were male (64 per cent) and 36 per cent were female. This compares with 58 per cent (male) and 42 per cent (female) in 2011.

3.47 Comparing this with all ELMS participants<sup>33</sup>, in the Convergence area 65 per cent of participants were male and 35 per cent were female. In RCE area 58 per cent were male and 42 per cent were female.

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<sup>29</sup> Four businesses said that they did not know.

<sup>30</sup> The ESF Leavers' Survey questioned a total of 4,270 individuals who left ESF courses or learning during the course of 2012. The interviews were undertaken by IFF Research as part of a team led by Cardiff University between in June and July 2013. The completed interviews were drawn from a file provided by WEFO containing the details of all 19,652 participants who had left provision during 2012 and for whom records were available: with the exception of two very large projects (not including ELMS), where some participant records were held back from the loaded sample, the survey was conducted on a census basis.

<sup>31</sup> This assumes that in no case was the same individual learner interviewed in both surveys. The ESF Leavers Survey is conducted on an annual basis with individual learners who are recorded as having left provision in the previous year. Since the data held by IFF is destroyed at the end of each survey, it is not possible to de-duplicate between different years and it is thus theoretically possible that a learner who has participated in two different strands and completed the provision in different years could be interviewed twice, although each interview would refer only to that specific strand. We believe however that this is likely to be rare.

<sup>32</sup> 9,138 participants in Convergence and 7,632 in RCE.

<sup>33</sup> Source: September 2013 Convergence and RCE quarterly reports submitted to WEFO.

- 3.48 The majority of ESF Leavers' Survey respondents (at 98 per cent) classified themselves as either White Welsh or White British – in line with the Welsh population as a whole<sup>34</sup> and with the findings of the 2011 ESF Leavers' Survey. A quarter (25 per cent) said that they could speak Welsh down from 30 per cent in the 2011 survey.
- 3.49 A minority of eight per cent said that they had a long term illness, health problem or disability, down from 10 per cent in the 2011 survey.
- 3.50 The survey data showed a good mix of ages accessing ELMS provision:
- 9 per cent were aged 20-29
  - 28 per cent aged 30-39
  - 35 per cent were aged 40-49
  - 29 per cent aged 50 and over<sup>35</sup>.
- 3.51 The age proportions were very similar to those reported in the 2011 ESF Leavers' Survey report.
- 3.52 As might be expected, the majority of respondents were well established within the labour market: just under two thirds (at 61 per cent) said that they had been in continuous paid work since leaving compulsory education and starting their ELMS course, while a further 33 per cent said that they had been in paid work for most of this time.
- 3.53 Of the 303 respondents responding to a question on employment status the vast majority of participating respondents (94 per cent or 285 learners) said that they were employed, with a further six per cent (18 respondents) being self-employed. Only one per cent (three learners) said that they were unemployed and looking for work. This is in line with the objectives of ELMS to up-skill people already in work.

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<sup>34</sup> Source: Office for National Statistics. 2011 Census: Key Statistics for England and Wales. 11 December 2012.

<sup>35</sup> One per cent did not give their age.

3.54 Of these 303 respondents, the vast majority (at 96 per cent or 290 learners) said that they were in full-time employment i.e. working 30 hours or more per week. This is consistent with the 2011 finding and underlines our view that employers are reluctant to provide access to ELMS provision for part-time workers (who themselves are perhaps less likely to be in leadership or management positions) or that part-time workers are less likely to take up offers of training.

3.55 Those in employment were also asked the length of time they had worked for their current employer. Of the 303 in employment, 30 per cent (93 learners) had been working for 10 years or more with the same employer before taking part in the ELMS course, while 28 per cent (86 learners) had worked for the employer for between five and 10 years and 26 per cent (79 learners) for between two and five years.

**Figure 3.9** shows the occupation profile of all ELMS ESF Leavers Survey respondents.

**Figure 3.9: Occupational profile (by SOC<sup>36</sup> code) for ELMS participants**

Base (Number)	Percentages	
	Convergence	RCE
	163	144
SOC 2 (Professional)	8	10
SOC 3 (Associate Professional and Technical)	18	17
SOC 4 (Administrative and Secretarial)	6	5
SOC 5 (Skilled Trades)	4	-
SOC 6 (Caring, Leisure and other service)	2	1
SOC 7 (Sales and customer service)	2	1
SOC 8 (Process, plant and machine operatives)	6	5
SOC 9 (Elementary)	1	6
SOC 11 (Corporate Managers and Directors)	39	47
SOC 12 (Other Managers and Proprietors)	9	6
Not stated (or not in employment)	5	2

Source: ESF Leavers Survey 2012 Data. Base 307.

<sup>36</sup> Standard Occupational Classification

- 3.56 In-line with the 2011 Survey's findings, in terms of the type of jobs participating respondents were doing when they took part in an ELMS course, the largest proportion of leavers (at 39 per cent or 64 of 163 learners in Convergence and 47 per cent or 68 of 144 learners in RCE) were Corporate Managers and Directors (SOC 11). Again, as with the 2011 results, the other two notable categories were SOC 3 (associate professional and technical) and SOC 12 (other managers and proprietors). This continues to be in-line with the target audience for ELMS.
- 3.57 In terms of prior qualifications, a majority of leavers already had higher level qualifications with 57 per cent (175 of 307 learners) having qualifications at level four and above – with the majority of these being at levels six and seven - and only 27 per cent (82 learners) having a qualification at level three or below. There were no substantive differences between Convergence and RCE in this respect.
- 3.58 ELMS leavers were better qualified than the population as a whole and also better qualified than other employed respondents in the ESF Leavers Survey.

## 4 Route into ELMS and Motives for Involvement

4.1 In this chapter, we consider the way in which supported businesses became aware of ELMS and the motives for the businesses, and individual participants' involvement. This draws on:

- the telephone surveys with ELMS supported businesses
- qualitative visits to assisted businesses and participants
- analysis of learner data from the 2011 and 2012 ESF Leavers' Surveys.

Key findings outlined in this chapter.

- In 2013, the most common means of getting to know about ELMS was via the organisation delivering the ELMS training (29 per cent). This contrasts with 2012 when the most common way that businesses got to know about ELMS at that time was via another (non-ELMS learning provider) (26 per cent). This suggests that ELMS providers have become more pro-active in recruiting employers.
- The majority (82 per cent) of businesses that had been supported by a Workforce Development Advisor (WDA) said that their WDA had been very helpful – exactly the same proportion as in 2012.
- The proportion of businesses getting to know about ELMS via a WDA were similar in 2012 (17 per cent) and 2013 (13 per cent).
- Motives for becoming involved in ELMS workshops were similar in 2013 and 2012, with the most commonly cited reason being (in both Convergence and RCE) that the event was relevant to the business. Employer expectations of the ELMS workshops were also very similar in 2013 and it continued to be the case that employers used ELMS workshops to train more established managers rather than to bring on new talent.

- Most employers who participated in discretionary funded training did so because the training was linked to specific business objectives and to improve the leadership skills of their senior managers.
- In the RCE area, the primary motivation for involvement in the coaching and mentoring strand was that it was free. The fact that the training was fully funded was less of a motivation for Convergence participants, where the desire to address wider skills gaps within the business was the main motivation. Businesses participating in coaching and mentoring training were most likely to have done so to improve staff relations and morale.
- The primary motivation for learners participating in ELMS was to develop a broader range of skills and knowledge (97 per cent in 2012) and was consistent with 2011 ESF Leavers' Survey results (at 96 per cent). As in 2011, there was a low importance attached to qualification outcomes by learners participating in ELMS in 2012 (just 1 per cent in both years).
- The average (mean) number of staff participating in ELMS workshops remained broadly consistent (4.1 staff per company in 2013 compared with 3.8 per company in 2012). The average (mean) number of staff trained via discretionary funding fell from 9.1 staff per business in 2012 to 6.5 in 2013. The average (mean) number of staff participating in coaching and mentoring training was the lowest of the three intervention types at 1.9 per business.

4.2 We asked assisted businesses about how they heard about and got involved with ELMS.

4.3 In 2013, the most common means of getting to know about ELMS was via the organisation delivering the ELMS training or workshops. Of the 500 surveyed businesses 29 per cent had got to know about ELMS this way. Of the 200 respondent businesses in our 2012 survey, the most commonly reported way that businesses got to know about ELMS was via another (non-ELMS learning provider) at 26 per cent. This suggests

that ELMS providers have become more pro-active in recruiting employers.

- 4.4 The proportions getting to know about ELMS via a Workforce Development Advisor (WDA) were similar in 2012 (at 17 per cent) and 2013 (13 per cent).
- 4.5 However, for businesses participating in discretionary funded training WDAs were the most commonly cited way of getting to know about ELMS (with 14 of 39 businesses having used this route in 2013). This was also the case in 2012 (at 15 of 49 businesses).
- 4.6 Of the 66 businesses that had come to ELMS via their WDA, 65 answered a question on how helpful the WDA had been. The majority (82 per cent or 53 businesses) said that their WDA had been very helpful – exactly the same proportion as in 2012. Businesses participating in the coaching and mentoring strand were the most impressed with their WDAs with all but one of the 16 businesses who had been referred by their WDA saying that the WDA had been ‘very helpful’.
- 4.7 There was very little change in the proportion of businesses that had come to know about ELMS via Leadership and Management Wales – this remained low at (six per cent or 30 businesses in total<sup>37</sup>) while the proportion of those that had become aware of ELMS via the Business Wales website also remained low (three per cent or 17 businesses).

### **Motives for involvement - Business perspective**

#### *Leadership and Management Workshops*

- 4.8 We asked the businesses in our survey that had participated in the leadership and management workshops what made them or their organisation decide to participate, in particular whether it was: that the

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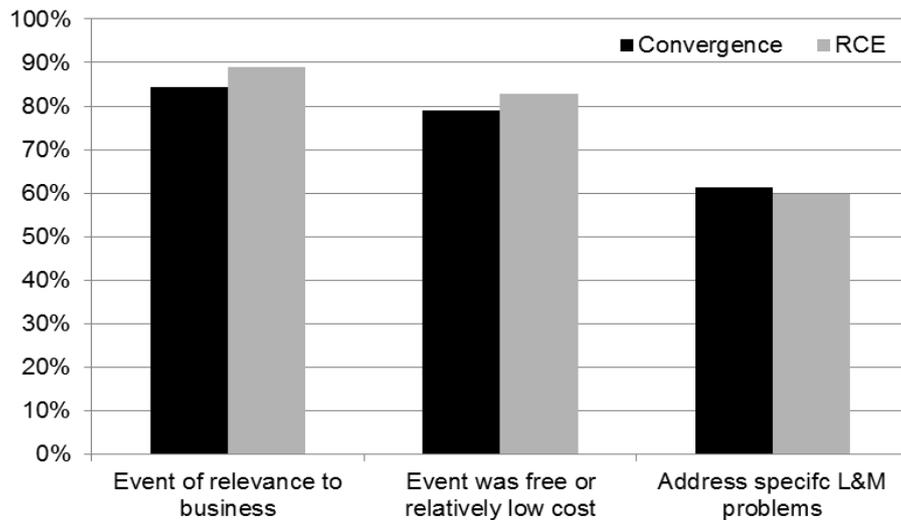
<sup>37</sup> Consisting of 18 businesses that found out about ELMS via the LMW website and 12 businesses that had found out via a LMW taster session.

event was of relevance; that the event was free or relatively low cost; or in order to address specific leadership and management problems.

**Figure 4.1** shows the responses to this for both the Convergence and RCE projects on the basis of combining 2012 and 2013 survey data<sup>38</sup>.

**Figure 4.1: Motivation for Workshop attendance<sup>1</sup>**

*Percentage responding 'yes'*



1. Respondents were asked 'what made you or the organisation decide to participate in the Leadership and Management workshops? Were you...' For each of the three options above they were asked to respond yes, no or don't know.

Source: IFF 2012 and 2013 Business Survey. Combined base for 2012 and 2013 of 491 responses

4.9 This shows that the motives for participation in the leadership and management workshops were similar for businesses in both the Convergence and RCE areas with the perceived relevance of the workshop event being the primary reason for participation. A substantial number of assisted businesses also cited the reason that the event was available was free or at a relatively low cost. This is entirely consistent with our 2012 interim evaluation findings and there were no differences to note between Convergence and RCE.

<sup>38</sup> Results from the 2012 and 2013 surveys have been combined in order to explore some issues in more detail, for example differences between Convergence and Competitiveness areas, in order to get larger samples and thus can be more confident that differences are substantive.

4.10 Respondent businesses were asked how they envisaged participation in the workshop strand would benefit the business. **Figure 4.2** sets out the responses to this from the 2012 and 2013 surveys.

**Figure 4.2: How supported businesses envisaged workshops would benefit the business<sup>1</sup>**

	<i>Percentages saying 'yes'</i>		
	Workshops 2012	Workshops 2013	Variance
Base (Number)	151	340	
Improve senior managers' leadership skills	86	82	-4
Improve products or processes	83	84	1
Improve staff relations and morale	79	75	-4
Allow staff to gain management qualifications	67	66	-1
Put in place a succession strategy	60	57	-3
Bring on more junior managers	59	53	-6
Generate additional sales through networking with other businesses	33	39	6

1. Respondents were asked 'when you decided to participate in the workshops were you hoping it would...' For each of the options above they were asked to respond yes, no or don't know.

Source: IFF 2013 and 2012 ELMS Business Surveys

4.11 The responses in 2013 were very similar to those given in 2012. The main difference being that in 2013 improving products or services was the most frequently-cited expectation that employers had of the ELMS workshops as compared to improving senior managers' leadership skills in 2012. However, the changes in percentages were small.

4.12 We noted in our interim report that the relatively low placement of bringing on junior managers suggested that employers were looking to use the workshops to develop established managers rather than to bring on new talent. This continues to be the case in 2013. Employer expectations showed a similar pattern in both the Convergence and RCE areas.

4.13 **Figure 4.3** provides qualitative evidence relating to motivations for involvement in the workshops gathered via our visits to ELMS supported businesses in 2013.

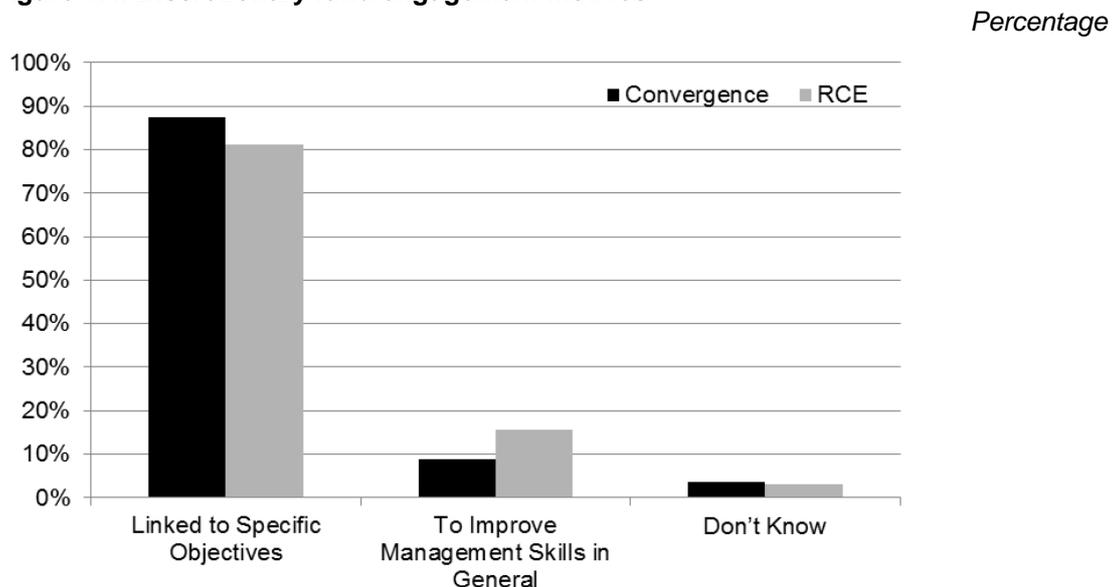
Figure 4.3: Qualitative Evidence from 2013 Company Visits: Motives for Involvement in Workshops

Company 13W had been going through a process of restructuring in the lead up to participating in ELMS workshops. It employs some 60 people in the Convergence area and holds Investors in People Status. As part of their restructure process, the directors of 13W had identified the need to strengthen internal leadership and management skills. They got involved in the workshops through direct contact (and a previous relationship) with the learning provider, but also worked with a Welsh Government Workforce Development Adviser.

*Discretionary Funding*

4.14 Discretionary fund respondent businesses were asked whether the activity undertaken was linked to specific business objectives, **Figure 4.4** summarises the responses to questions about this for both the Convergence and RCE areas on the basis of combining 2012 and 2013 survey data.

**Figure 4.4: Discretionary fund engagement motives<sup>1</sup>**



1. Respondents were asked ‘was the activity undertaken as a result of the Discretionary Support linked to specific business objectives?’ The response options were either ‘yes – it was linked to specific objectives, no – the training was done just to improve management skills in general or don’t know’.

Source: IFF 2012 and 2013 Survey Data. Combined base for 2012 and 2013 of 88 responses

4.15 Combining the responses for 2012 and 2013 shows that the majority of employers engaging in discretionary funded training reported that this activity was linked to specific business objectives. This is consistent with the 2012 findings and, although the numbers are lower in the RCE area, (i.e. those businesses that linked the training with specific business objectives), the overall pattern is generally consistent.

**Figure 4.5: How supported businesses envisaged discretionary funding would help<sup>1</sup>**  
Rank (based on numbers saying yes)

Base (Number)	Discretionary	Discretionary
	2012	2013
	49	39
Improve senior managers' leadership skills	First	First
Improve staff relations and morale	Second	Third
Improve products or processes	Fourth	Second
Allow staff to gain management qualifications	Third	Sixth
Bring on more junior managers	Sixth	Fourth
Put in place a succession strategy	Fifth	Fifth
Generate additional sales through networking with other businesses	Seventh	Seventh

1. Respondents were asked 'when you decided to participate in the discretionary funding were you hoping it would...' For each of the options above they were asked to respond yes, no or don't know.

Source: IFF Business Survey Data.

4.16 **Figure 4.5** shows that (consistent with the workshops) the main thing that employers expected to get out of discretionary funded training was an improvement in their senior managers' leadership skills.

4.17 In terms of the rankings shown in Figure 4.1, there is a noticeable change relating to employers looking for their staff to gain a management qualification from the discretionary funded training (down to sixth in 2013 from third in 2012).

4.18 When comparing these data with those for employers participating in workshops, it is clear that within discretionary funded training a higher proportion of employers were looking to bring on more junior managers.

4.19 **Figure 4.6** highlights some of the qualitative evidence from the visits undertaken with discretionary fund supported businesses.

Figure 4.6: Qualitative evidence from company visits: Motives for involvement in discretionary funding

Company 13H employs between 25 and 35 people in the Convergence area. One of Company 13H's managers participated in a discretionary funded Association of Chartered Certified Accountants (ACCA) course on financial management. They had participated in training via the Welsh Government's Workforce Development Programme in the past and were receiving support from a HRD Adviser.

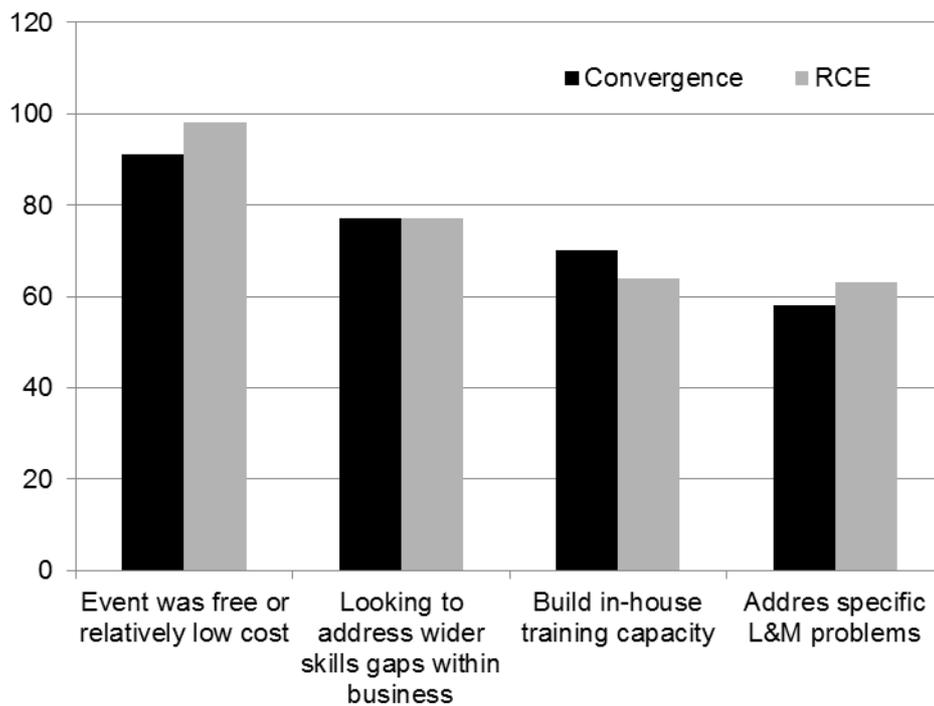
The motivation for involvement in this instance was driven more by the individual participant than Company 13H itself, but the ACCA training was seen as being aligned with the company's plans and objectives to grow and become more profitable. The participant had completed some ACCA modules of their own initiative and had financed this personally. They felt however, that as the modules became more challenging the time was right to participate in a taught course.

#### *Coaching and Mentoring*

4.20 Turning to coaching and mentoring, **Figure 4.7** summarises the motivations for involvement in this intervention. This is based only on survey responses for 2013 since this intervention type was not active during the interim evaluation.

**Figure 4.7: Coaching and Mentoring engagement motives<sup>1</sup>**

*Percentages saying 'yes'*



1. Respondents were asked 'what made you or the organisation decide to participate in the Leadership and Management workshops? Were you...' For each of the three options above they were asked to respond yes, no or don't know.

Source: IFF 2013 ELMS Business Survey. Base 121.

4.21 This shows that in the RCE area, the primary motivation for involvement in the coaching and mentoring strand was that it was free. The fact that the training was fully funded was less of a motivation for Convergence participants, where the desire to address wider skills gaps within the business was the main motivation.

4.22 **Figure 4.8** provides an overview of what supported businesses were looking to do with coaching and mentoring.

**Figure 4.8: How supported businesses envisaged Coaching and Mentoring would help**  
*Percentage saying 'yes'*

	Coaching and Mentoring
Base (Number)	121
Improve staff relations and morale	89
Improve senior managers' leadership skills	85
Build capacity to deliver in-house training	79
Improve products or processes	74
Bring on more junior managers	62
Allow staff to gain management qualifications	61
Put in place a succession strategy	60
Generate additional sales through networking with other businesses	22

1. Respondents were asked 'when you decided to participate in the discretionary funding were you hoping it would...' For each of the options above they were asked to respond yes, no or don't know.

Source: IFF 2013 ELMS Business Survey Data.

4.23 This shows that the primary expectation from the coaching and mentoring intervention was for it to improve staff relations and morale. This was followed by an expectation that coaching and mentoring training would improve senior managers' leadership skills and the expectation that it would build capacity internally to deliver training - which is appropriate given that the express intention of the coaching and mentoring strand is to enable participants to cascade their learning within their organisation. The only differential of note between Convergence and RCE was in relation to gaining management qualifications - this was a higher motivation in Convergence (at 67 per cent or 38 of 57 businesses) than in RCE (56 per cent or 36 of 64 businesses).

4.24 Figure 4.9 below highlights some of the qualitative evidence from the visits undertaken with businesses participating in the coaching and mentoring intervention.

Figure 4.9: Qualitative evidence from company visits: Motives for involvement in coaching and mentoring

Company 13E is a family owned business that employs 45 full time staff and operates in the Convergence area. One of Company 13E's directors participated in a Level 7 ELMS funded coaching and mentoring course.

The motivation for involvement related to an on-going discussion amongst the directors of 13E in terms of developing and professionalising business systems and procedures and, crucially the behaviours and culture of the organisation, in order to sustain future growth. The directors had identified that a key challenge would be to grow but at the same time retain high quality standards.

The participating director was keen to improve and develop employee behaviour, standards and work practices and adopt a less confrontational style of management in bringing about these changes. A key objective therefore was to encourage staff to buy in to organisational changes rather than simply demanding them.

While the participant from 13E has not formally delivered coaching and mentoring training to others in the organisation, they have instigated a series of changes within the business including career progression 'ladders' for staff. These changes have helped lead to key outcomes in terms of improved staff morale, staff retention and the attitudes of company directors to strategic planning. The participant also felt that in part, the company's continued growth and commitment to quality could be attributed to the ELMS training undertaken.

## Motives for involvement – Learner perspective

4.25 **Figure 4.10** compares the reasons for participating in ELMS training between those learners responding to the 2011 and 2012 ESF Leavers' Surveys<sup>39</sup>.

**Figure 4.10: Learner motivations for involvement**

	<i>Percentages</i>		
	2011	2012	Variance
Base (Number)	670	307	
Develop a broader range of skills and/or knowledge	96	97	1
Develop more specialist skills and/or knowledge	85	84	-1
Improve or widen career options	67	65	-2
Help get a job	11	14	3
Improve pay, promotion or other prospects at work	52	51	-1
Employer requested it or required it	71	63	-8
Learn something new for personal interest	55	53	-2
Help progress onto another education, training or learning course	22	27	5
An adviser recommended that you should attend this course as it was relevant to your particular needs	55	44	-11
To build up confidence/self-esteem	1	-	-1
Want to be self-employed/start my own business	-	1	1
It was compulsory	1	-	-1
To gain qualifications and improve CV	1	1	-
To improve/update existing skills	3	3	-
To better myself and improve my life – personal challenge	2	2	-
It was free/received funding/financial incentive/cheap alternative	-	-	-
To meet new people/networking/to socialise	1	-	-1

Source: IFF 2011 and 2012 ESF Leavers' Survey Data.

4.26 This shows that the main learner motivation for participation in ELMS continues to be to develop a broader range of skills and/or knowledge.

4.27 It also shows that 2012 learners were less likely than their 2011 counterparts to have participated in ELMS as a result of ELMS being

<sup>39</sup> Respondents could give multiple responses.

recommended to them by an advisor (down 11 percentage points) or their employer requesting or requiring it (down 8 percentage points). The reduction in the proportion of learners being referred to ELMS via an advisor might tie in with the lower number of participants on the discretionary funded training – since this intervention would normally involve a WDA.

4.28 The analysis confirms the low importance attached to qualification outcomes by learners from ELMS training noted in the interim evaluation. There were no substantive variations between the Convergence and RCE areas in relation to survey data on learner motivations for participation in ELMS.

### Nature of participation – Business perspectives

#### *Leadership and Management Workshops*

4.29 **Figure 4.11** gives an indication of the number of participants assisted businesses sent on the ELMS workshops.

**Figure 4.9: Numbers participating in workshops**

	<i>Numbers</i>	
	2012	2013
Base (Number)	151	340
Total staff participating in workshops	578	1,391
Average (mean) (per assisted company)	3.8	4.1
Don't know/Can't remember	1	-

Source: IFF 2013 and 2012 ELMS Business Survey Data.

4.30 The table shows that the average (mean) number of staff participating per assisted company is very similar in 2013 as 2012. It also continued to be the case that the larger the company, the more likely they are to have sent a higher number of staff on ELMS training. The average (mean) was the same for both the RCE and Convergence areas.

4.31 It is not possible to make a direct comparison with the original business plan expectations in terms of the average (mean) number of staff per assisted company since the business plan did not break this down via the individual intervention types. It is possible however to do an overall comparison which shows that in the original Convergence Business Plan the average (mean) number of employees per assisted company across all intervention types was expected to be 2.7 in both Convergence<sup>40</sup> and RCE<sup>41</sup>. This shows therefore that the average (mean) number of staff trained via ELMS workshops per company is higher than was originally envisaged for ELMS as a whole. The average (mean) number of participants across the three active intervention types<sup>42</sup> (businesses participating in the 2013 survey) was 4.2 people per supported business.

4.32 **Figure 4.12** gives an overview of the type of staff attending the workshops.

**Figure 4.12: Types of employees participating in Workshops**

Base (Number)	Percentages		
	2012	2013	Variance
Directors/Senior Managers	46	45	-1
Middle Managers	41	41	-
Junior Managers/Supervisors	38	35	-3
Owners	19	25	6
Shop Floor/Clerical	13	9	-4
Technicians	6	7	1
Other	1	3	2
Don't know/can't remember	1	-	-1

Source: IFF 2013 and 2012 ELMS Business Survey Data.

4.33 This shows that there has been continuity between 2012 and 2013 in terms of the type of employees participating in ELMS workshops. Directors, Senior Managers and Middle Managers are most commonly sent on ELMS Workshops by participating employers. The increase in

<sup>40</sup> Based on 18,475 participants across 6,910 assisted companies.

<sup>41</sup> Based on 24,605 participants across 9,283 assisted companies.

<sup>42</sup> Average (mean) of 1.9 participants per business in Coaching and Mentoring, 6.5 per business for Discretionary funded training and 4.1 per business for Workshops.

the proportion of owners attending the workshops is consistent with the modest increase (from a high base) in the proportion of SMEs within the 2013 cohort.

4.34 As in 2012, it continued to be the case in 2013 that employers were slightly less likely to send Junior Managers or Supervisors on ELMS Workshops, preferring instead to use discretionary funded training to bring more junior managers on. There were no substantive variations between the Convergence and RCE areas in terms of the type of employees participating in workshop provision.

#### *Discretionary Funding*

4.35 Moving on to the discretionary fund, **Figure 4.13** gives an overview of the number of staff participating in discretionary funded leadership and management training activity.

**Figure 4.13: Numbers participating in Discretionary Funding**

	<i>Numbers</i>	
	2012	2013
Base (Number)	49	39
Total staff participating in discretionary funded L&M training	446	254
Average (mean) (per assisted company)	9.1	6.5
Don't know/Can't remember	-	-

Source: IFF 2013 and 2012 ELMS Business Survey Data.

4.36 In contrast to the workshops (where the average (mean) number of participants was very similar), there has been a reduction (from an average (mean) of 9.1 staff per company in 2012 down to 6.5 per company in 2013). In the Convergence area, the average (mean) per assisted company was 4.6 members of staff, while in RCE, this was higher at 10.3 members of staff on average per assisted company. It may well be that this reflects success in targeting smaller companies with fewer managers to train.

4.37 **Figure 4.14** gives an overview of the type of employee participating in the discretionary fund intervention.

**Figure 4.14: Types of employees participating in discretionary fund training**

	2012	2013
	Rank	Rank
Base (Number)	49	39
Directors/Senior Managers	First	First
Middle Managers	Second	Second
Junior Managers/Supervisors	Third	Third
Owners	Fourth	Fourth
Shop Floor/Clerical	Fifth	Sixth
Technicians	Sixth	Fifth
Don't know/can't remember	Seventh	Seventh

Source: IFF 2013 and 2012 ELMS Business Survey Data.

4.38 Again, there is a high degree of consistency here between 2012 and 2013, with in both years Directors/Senior Managers and Middle Managers being the two groups most likely to participate in discretionary funded training.

4.39 Once broken down into the RCE and Convergence areas, respondent numbers were too low to draw any meaningful findings from the data.

4.40 In terms of the specific type of training undertaken with the assistance of discretionary funding, **Figure 4.15** provides an overview.

**Figure 4.15: Overview of training activities undertaken via discretionary fund<sup>1</sup>**  
*Rank (based on proportions of respondents selecting option)*

	2012	2013
Base (Number)	49	39
Development programme comprising linked training sessions and independent work	First	First
Long courses (several months)	Second	Fourth
Multiple stand-alone training sessions/courses	Third	Second
A single stand-alone session/course	Fourth	Second
Other types of training activities	Fifth	Fifth

1. Respondents were asked 'which of the following kinds of activities did staff undertake or participate in as part of the discretionary funding. Respondents could select multiple options from the options listed.

Source: IFF 2013 and 2012 ELMS Business Survey Data.

4.41 This shows that the most popular type of training undertaken via the discretionary fund route continues to be development programmes with linked courses and independent work, suggesting that employers are still attracted to a mixed approach which involves both formal training sessions and assignments.

4.42 Bearing in mind the low base numbers for the discretionary fund intervention, it is notable that there seems to be a trend away from long courses. In contrast, there is a trend towards single, stand-alone sessions and courses and multiple stand-alone sessions/courses. This would seem to imply that employers are more interested in short, sharp bursts of leadership and management training rather than longer term courses. It might also suggest that as economic conditions start to improve, employers may be less keen to release their staff for training purposes.

4.43 In terms of trends or differences between Convergence and RCE on the type of training undertaken, respondent numbers (once broken down to this level) were too low to be able to draw out any robust findings.

## Coaching and Mentoring

4.44 **Figure 4.16** gives an overview of the number of staff participating in the coaching and mentoring intervention. No comparative data for 2012 is available for this intervention type since it was not operational when we undertook our survey for the interim evaluation.

**Figure 4.16: Numbers participating in Coaching and Mentoring**

	<i>Numbers</i>
	2013
Base (Number)	121
Total staff participating in Coaching and Mentoring intervention	231
Mean average (per assisted company)	1.9
Don't know/Can't remember	-

Source: IFF 2013 ELMS Business Survey Data.

4.45 Unsurprisingly (given the nature of the coaching and mentoring intervention) the average (mean) number of staff participating is lower than for the workshop and discretionary funding strands. The average number of participating staff in the RCE area was slightly higher than for the Convergence area at 2.2 employees per company (RCE) as compared to 1.6 (Convergence). This compares to an overall ELMS expected average of 2.7.

**Figure 4.17: Types of employees participating in Coaching and Mentoring**

	<i>Percentages</i>
	2013
Base (Number)	121
Directors/Senior Managers	50
Middle Managers	40
Junior Managers/Supervisors	14
Owners	9
Shop Floor/Clerical	2
Technicians	1
Other	2
Don't know/can't remember	1

Source: IFF 2013 ELMS Business Survey Data.

4.46 The pattern in terms of the types of employees participating in the coaching and mentoring strand was consistent with the other intervention types i.e. Directors and Senior Managers followed by Middle Managers are the most likely to participate.

### **Nature of participation – Learner perspectives**

4.47 In terms of the location where ELMS courses were undertaken, 39 per cent of the 307 2012 ESF Leavers' Survey respondents undertook the provision at their employer's workplace. This was down (by 10 percentage points) from 2011<sup>43</sup>.

4.48 In contrast, the number of learners doing an ELMS course at a training centre was 31 per cent in 2012 compared with 25 per cent in 2011. The ESF Leavers' Survey does not break this data down via intervention type, but this trend might be explained by the predominance of the workshop intervention where learners are very likely to go 'off-site' to participate. There were no clear differences between the Convergence and RCE areas in terms of where training was undertaken.

4.49 Consistent with the 2011 finding, the vast majority (98 per cent – exactly the same proportion as in 2011) of learners said that they took their ELMS course during the working week. Also consistent with 2011, the largest group of learners said that they spent between five and nine hours a week on their ELMS course (37 per cent in 2012 compared with 41 per cent in 2011).

4.50 More than three quarters (79 per cent) of those responding to the 2012 ESF Leaver's Survey said that they were aware that ESF had helped pay for their course (compared to 74 per cent in 2011). Awareness of ESF was very marginally higher in Convergence than in the RCE.

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<sup>43</sup> When 670 ELMS respondents took part in the Leavers Survey.

## Course content

4.51 Next, we turn to analyse the type of course content covered by the workshop and discretionary fund intervention types that assisted businesses participated in. **Figure 4.19** provides an overview of the course content covered by participating businesses in these two intervention types<sup>44</sup>.

**Figure 4.19: Overview of ELMS funded course content (Workshops and Discretionary)**<sup>1</sup>

	2012	2013	Percentages Variance
Base (Number)	200	379	
Managing people/teams	73	72	-1
Coaching and mentoring skills	61	52	-9
Higher level job specific skills	50	43	-7
Change management	48	45	-3
Business planning and budgeting	35	34	-1
Equal opportunities	38	34	-4
Financial management	32	26	-6
Higher level health and safety	31	33	2
Environmental management	24	22	-2
Other	3	4	1
None of the above	1	2	1
Don't know	2	-	-2

1. Respondents were asked 'which of the following areas of leadership and management did these workshops or training activities cover...?' Respondents could select multiple options from the list above.

Source: IFF 2013 and 2012 ELMS Business Survey Data.

4.52 This shows that managing people and teams continues to be the most covered topic in ELMS courses. There was a slight reduction (of nine percentage points) between 2012 and 2013 in terms of those participating in coaching and mentoring skills content, perhaps explained by the fact that the dedicated coaching and mentoring intervention came fully on stream during 2013.

<sup>44</sup> This question was not applied to coaching and mentoring assisted businesses.

4.53 The key points to note from further analysis of the data relating to workshops are that:

- a higher proportion of those in the Convergence area participated in change management course content than in the RCE area (47 per cent or 90 of 192 businesses compared to 37 per cent or 55 of 148 businesses).
- a higher proportion of those in the RCE area participated in higher level job specific skills in a workshop setting than in the Convergence area(47 per cent or 70 of 148 businesses compared to 34 per cent or 66 of 192 businesses).

4.54 Those participating within discretionary funded training were more likely to be participating in higher level job specific skills than were those participating in workshops (72 per cent or 28 of 39 businesses compared to 40 per cent or 136 of 340 businesses).

4.55 In terms of analysing differences between Convergence and RCE in relation to discretionary funded training, survey response numbers become too low to undertake any rigorous comparative analysis.

4.56 **Figure 4.20** provides an overview of the skills covered in both the workshops and the discretionary funded activities businesses participated in.

**Figure 4.20: Skills covered in ELMS activities (Workshops and Discretionary)<sup>1</sup>**

Base (Number)	Percentages		
	2012	2013	Variance
Supervisory	69	63	-6
Training skills	56	48	-8
Process management <sup>2</sup>	45	31	-14
Strategic planning	40	37	-3
Project management	42	37	-5
Quality management	41	34	-7
Marketing	30	28	-2
Sales/service/account management	23	19	-4
Procurement/Supply Chain Management	16	13	-3
None of the above	6	12	6
Don't know/can't remember	3	1	-2

1. Respondents were asked 'Did the workshops or training activities cover any of the following...'. Respondents could select multiple options from the list above.

2. e.g. LEAN, Six Sigma.

Source: IFF 2013 and 2012 ELMS Business Survey Data.

4.57 This shows that there is a high degree of continuity between 2012 and 2013 in terms of the different types of skills covered by ELMS training. One notable change however, is that there is a reduction in the proportion of employers reporting process management skills as an element of their ELMS provision (down 14 percentage points from 2012).

4.58 There were no differences of note between the Convergence and RCE areas in terms of skills covered. In terms of the different intervention types, key points of note included that Discretionary Funded training participants were:

- more likely to have covered quality management (62 per cent or 24 of 39 businesses) compared to Workshop participants (30 per cent or 103 of 340 businesses)
- more likely to have covered strategic planning (62 per cent or 24 of 39 businesses) compared to Workshop participants (35 per cent or 118 of 340 businesses)

- more likely to have covered sales, service and account management (41 per cent or 16 of 39 businesses) compared to Workshop participants (16 per cent or 156 of 340 businesses).

## 5 Quality, Relevance and Qualification Outcomes

5.1 In this chapter, we consider feedback from businesses and learners about the quality and relevance of ELMS provision as well as their views on qualification outcomes. The chapter draws on evidence from:

- the 2013 telephone survey with supported businesses
- the telephone survey to re-interview businesses that participated in the 2012 evaluation
- qualitative visits to assisted businesses and participants
- analysis of learner data from the 2011 and 2012 ESF Leavers Surveys.

Key findings outlined in this chapter.

- There were high levels of satisfaction amongst participating businesses across the three different ELMS intervention types (workshops, discretionary fund and coaching and mentoring) demonstrating that ELMS interventions are well received by participating employers.
- The perceived relevance and quality of ELMS training was also high from the perspective of those that had taken part across each of the three different intervention types.
- Overall, participating ELMS learners were satisfied with their course with those in the Convergence area more likely to be very satisfied (at 55 per cent) than their counterparts in the RCE area (45 per cent).
- Businesses in the coaching and mentoring strand were most likely to report that participants had gained a qualification (72 per cent) with a qualification outcome (at minimum a Level 3 award) being an expected outcome for beneficiaries of this intervention: just over half of employers participating in the other strands reported that qualifications were achieved, (21 of 39 businesses in the case of discretionary funding and 53 per cent of those engaged in workshops).
- In 2013, those participating in the Convergence area were slightly more

likely to have gained a qualification outcome (60 per cent) compared with their RCE counterparts (54 per cent). This was a similar picture to that seen in 2012.

- In terms of intervention types, those in the discretionary funded training were most likely to have gained lower level qualifications (level 1 and 2) (57 per cent) which is somewhat disappointing for a leadership and management focused intervention. Participants in coaching and mentoring were the most likely to have gained a qualification at level 5 or above, with 76 per cent of business saying that this was the case.
- In terms of the importance attached to qualifications by businesses, the majority (77 per cent) said that the qualification was either very or fairly important to the individuals that undertook the training. In contrast to the survey findings however, evidence from our qualitative visits to ELMS supported businesses suggested that in the majority (but by no means all cases) qualifications were not seen as a particular driver – particularly from an employer perspective. Evidence from the ESF Leaver’s surveys also showed that from an individual participant perspective, qualifications were not viewed as a significant part of the ELMS provision.

### **Business feedback on ELMS provision – satisfaction, quality and relevance of training**

5.2 In this section, we consider some of the feedback from assisted businesses about the ELMS provision. It should be noted that some caution needs to be exercised in interpreting some of the findings in this chapter, particularly in relation to the discretionary fund intervention given that respondent sample sizes for some questions were small.

## Leadership and Management Workshops – Feedback

5.3 First, we asked survey respondents to describe the reaction of staff who participated in leadership and management workshops. **Figure 5.1** summarises the responses received.

**Figure 5.1: Businesses description of overall reaction of staff who participated in the workshops**

Base (Number)	Percentages		
	2012	2013	Variance
	151	340	
Very positive	54	56	2
Fairly positive	34	34	-
Neutral/Mixed	11	7	-4
Fairly negative	1	1	-
Very negative	-	2	2
Don't know/can't remember	1	-	-1

Source: IFF 2013 and 2012 ELMS Business Survey Data.

5.4 This shows that the high levels of satisfaction with the workshops reported in 2012 have been maintained, with a slight improvement in the proportion of supported businesses who said that the reaction of participating staff had been very positive. In all, 90 per cent said that their staff had a positive reaction to the ELMS workshops they participated in (up two percentage points on 2012). Responses in relation to satisfaction with the workshops were consistent across the Convergence and RCE areas.

5.5 Other questions relating to quality of training were only asked of those who had themselves participated (340 respondents in 2013 and 151 in 2012). **Figure 5.2** gives an overview of ratings of different aspects of workshop delivery.

**Figure 5.2: Participants' rating of aspects of the leadership and management workshops<sup>1</sup>**

	<i>Percentages responding positively<sup>2</sup></i>		
	2012	2013	Variance
Base (Number)	92	231	
How organised were the workshops?	92	90	-2
How engaging were the tutors?	95	92	-2
How appropriate was the pace of delivery?	86	85	-1
How appropriate were the learning materials issued?	87	83	-4

<sup>1</sup> Participants were asked 'Thinking about the training or activity you undertook most recently, on a scale of 1 to 5, where 1 is not at all and 5 is very...'

Source: IFF Business Survey Data.

5.6 This shows that overall, despite a slight drop compared with the 2012 findings, those participating in the workshops still show a high degree of satisfaction.

5.7 In terms of the relevance of workshop content, **Figure 5.3** provides an overview of responses to this question from those who attended themselves.

**Figure 5.3: Relevance of workshop to participants' job<sup>1</sup>**

	<i>Percentages</i>		
	2012	2013	Variance
Base (Number)	92	231	
Very relevant	54	61	7
Fairly relevant	27	26	-1
Mixed	16	10	-6
Largely irrelevant	2	-	-2
Fairly irrelevant	-	1	1
Totally irrelevant	2	1	-1

<sup>1</sup> Participants were asked 'how relevant was the content of the training to your job?'

Source: IFF 2013 and 2012 ELMS Business Survey Data.

5.8 This shows a positive picture in terms of perceived relevance of the workshops with an improvement in the proportion of those who felt that the workshops were very relevant to their job (an increase of 7 percentage points). Consistent with the findings of 2012, overall perceived relevance was higher in the Convergence area (at 65 per cent

or 81 of 124 respondents) than in the RCE area (at 56 per cent or 60 of 107 respondents).

5.9 In terms of whether the workshops had met the expectations of participants, 91 per cent (or 210 of 231) of those who participated themselves said that their expectations had either been met or exceeded in 2013 – exactly the same figure as in 2012<sup>45</sup>.

5.10 The qualitative evidence from the company visits undertaken confirmed, in the majority of cases, the positive feedback and high degree of satisfaction with the workshop provision. Only three businesses visited as part of the qualitative fieldwork gave feedback that was less than positive. All three cited reasons to do with the administrative arrangements of their course.

5.11 Figure 5.4 below provides feedback on the workshops from the qualitative company visits undertaken.

Figure 5.4: Qualitative evidence from company visits: Feedback on Workshops

Company 13W is based in the Convergence area but operates globally. It employs 60 people. In total, 10 managers from Company 13W participated in ELMS Workshops on 'inspiring shared vision and learning through change', 'motivating the team' and 'managing performance'. Prior to the training, Company 13W had been restructuring itself and holds Investors in People status. Feedback on the training workshops was positive overall. The main contact at 13W suggested that a follow-up evaluation (by the provider) of how the skills were being utilised might have been of additional benefit.

The training was thought to have offered good value for money, though 13W would not be prepared to pay full market value for such training in the future, since they were aware that there was a wide range of free or subsidised

<sup>45</sup> In 2012 the base was 92 respondents with 91 per cent (or 84 respondents) saying that their expectations had either been met or exceeded.

training available via the Welsh Government.

Outcomes included that participants were more aware of their leadership styles and senior management team meetings were more focused. The expectations on more junior managers had also been clarified and their time is used more effectively. As a result of the workshops, one participant had gone on to participate in the ELMS funded coaching and mentoring training which they had found to be a positive experience. As a result, the participant had been working with other senior managers to introduce a broader culture of coaching and mentoring into company 13W.

*Discretionary Funding - Feedback*

5.12 Turning to feedback on the discretionary fund intervention, **Figure 5.5** business were asked to provide a description of the reaction of staff who had participated in discretionary funded leadership and management training.

**Figure 5.5: Businesses description of reaction of staff who participated in discretionary funded leadership and management training**

	<i>Numbers</i>	
	2012	2013
Base (Number)	49	39
Very positive	36	23
Fairly positive	12	13
Neutral/Mixed	1	3
Fairly negative	-	-
Very negative	-	-
Don't know/can't remember	-	-

Source: IFF 2013 and 2012 ELMS Business Survey Data.

5.13 While again stressing the need for care in interpreting the findings around the discretionary fund intervention (given the low base numbers), it is notable that the 2013 cohort generally reported a somewhat less positive response from staff than the 2012 cohort. That said, it remains positive with 36 of 39 businesses still stating that staff reactions were positive overall and none stating that reactions were negative.

5.14 In terms of ratings of the training funded via the discretionary fund intervention, **Figure 5.6** summarises the responses from respondents who themselves had participated.

**Figure 5.6: Participants' rating of aspects of the discretionary funded training<sup>1</sup>**

Base (Number)	<i>Numbers responding positively<sup>2</sup></i>	
	2012	2013
How organised was the training?	35	26
How engaging were the tutors?	35	24
How appropriate was the pace of delivery?	34	24
How appropriate were the learning materials issued?	35	26

<sup>1</sup> Participant were asked 'Thinking about the training or activity you undertook most recently, on a scale of 1 to 5, where 1 is not at all and 5 is very...'

<sup>2</sup> i.e. responses of 4 or 5

Source: IFF 2013 and 2012 ELMS Business Survey Data.

5.15 This shows that (consistent with our 2012 findings) the 2013 cohort rated various aspects of the discretionary funded training very highly. This was true across both the Convergence and the RCE areas.

5.16 Overall, 23 of the 26 respondents who participated themselves said that the training had been pitched at the right level for the individuals attending. This compared to 36 of 37 participants saying the same thing in 2012 suggesting that overall, discretionary funded training continued to be pitched appropriately at those attending.

5.17 Turning to the relevance of discretionary funded training, **Figure 5.7** provides an overview of responses provided by those who personally took part.

**Figure 5.7: Relevance of discretionary funded training to participant’s job<sup>1</sup>**

	<i>Numbers</i>	
	2012	2013
Base (Number)	37	26
Very relevant	21	24
Fairly relevant	13	1
Mixed	2	1
Largely irrelevant	1	-
Fairly irrelevant	-	-
Totally irrelevant	-	-

<sup>1</sup> Respondents who had themselves taken part were asked ‘how relevant was the content of the training to your job?’

Source: IFF 2013 and 2012 ELMS Business Survey.

5.18 Although this analysis uses a low base, the overall finding continues to be that those who took part in the discretionary training themselves thought that it was relevant to their job. In 2013, around nine in ten thought that the training was very relevant as compared with the around six in ten in the 2012 survey.

5.19 In terms of overall quality, **Figure 5.8** provides a comparison of the findings between the 2012 and 2013 surveys and suggests that a small number of participants from the 2013 cohort rated the quality as only mixed.

**Figure 5.8: Overall quality of discretionary fund training<sup>1</sup>**

	<i>Percentages</i>		
	2012	2013	Variance
Base (Number)	37	26	
Very good	68	62	-6
Good	32	27	-5
Mixed	-	12	+12
Poor	-	-	-
Very poor	-	-	-

<sup>1</sup> Respondents who had taken part themselves were asked ‘How would you rate the overall quality of training?’

Source: IFF 2013 and 2012 ELMS Business Survey Data.

5.20 Despite an increase in the perceived relevance of discretionary funding (as shown in Figure 5.7), results in relation to the overall quality of discretionary funded training have been slightly less positive.

5.21 In terms of how closely the discretionary funded training had met assisted participants expectations, all but one of the interviewees who had personally been involved (25 of 26 respondents) said that the training had either met or exceeded their expectations. This mirrored the response in 2012 when 36 of 37 interviewees responded in the same positive way.

5.22 In total, 20 of the 26 respondents who had participated themselves said that their learning outcomes had been met. This was very similar to the experience of 2012 where 29 of 37 learners gave the same response.

5.23 In line with the survey findings, the evidence from our visits to businesses which had received discretionary funding supported the view that in the main, the training undertaken had been perceived to have been of good quality and relevance as shown in **Figure 5.9** below.

Figure 5.9: Qualitative evidence from company visits: Feedback on Discretionary Funded Courses

Company 13X employs seven people and is a service delivery company based in the Convergence area.

All seven of Company 13X's employees were involved in 'people for profit' training funded via the ELMS discretionary fund. The training had been arranged with the assistance of company 13X's WD Advisor. The owner of 13X was nearing retirement and was hoping to engineer a management buy-out situation and as part of this process was keen to invest in the leadership and management capabilities of his employees. In practice, what Company 13X received was more than training - it was akin to a whole business review, looking at business strategy and growth opportunities. The course was fully

tailored to the company and the feedback was very positive.

There were no qualification outcomes, though there was an option for this. Without ELMS funding, the training would not have taken place. Other outcomes have included the improvement of business processes, improved attitude and morale of employees and the fact that it was one part of the longer term process to engineer a management buy-out situation.

### *Coaching and Mentoring - Feedback*

5.24 Overall, 82 per cent (99 of the 121 businesses) of those survey respondents participating in the coaching and mentoring strand said that they had completed the training<sup>46</sup>. Of the remaining 22 businesses, 10 of these said that training was still on-going<sup>47</sup>. Overall then there have been low levels of withdrawals or non-completion from the Coaching and mentoring training.

5.25 **Figure 5.10** below provides an overview of how businesses described the reaction of staff who had participated in coaching and mentoring training.

**Figure 5.10: Businesses description of the reaction of staff who participated in Coaching and Mentoring training**

	<i>Percentages</i> Coaching and Mentoring
Base (Number)	121
Very positive	66
Fairly positive	26
Neutral/Mixed	6
Fairly negative	2
Very negative	-
Don't know/can't remember	-

Source: IFF 2013 ELMS Business Survey Data.

<sup>46</sup> This data was not available for other intervention types.

<sup>47</sup> Four businesses said that they did not know.

5.26 Consistent with the other strands of ELMS, the majority of businesses (92 per cent) said that the reaction of staff participating in coaching and mentoring training had been ‘very’ or ‘fairly’ positive.

5.27 **Figure 5.11** provides an overview of satisfaction levels amongst supported business respondents that had participated in coaching and mentoring training themselves.

**Figure 5.11: Participants rating of aspects Coaching and Mentoring training<sup>1</sup>**  
*Percentage responding positively<sup>2</sup>*

	Coaching and Mentoring
Base (Number)	99
How organised was the training?	91
How engaging were the tutors?	93
How appropriate was the pace of delivery?	87
How appropriate were the learning materials issued?	91

<sup>1</sup> Respondents who had themselves taken part were asked ‘Thinking about the training or activity you undertook most recently, on a scale of 1 to 5, where 1 is not at all and 5 is very...’  
<sup>2</sup> 4 or 5

Source: IFF 2013 ELMS Business Survey Data.

5.28 This shows that in-line with the other two intervention types, the coaching and mentoring intervention has been well received by participating employers. There was no substantive difference between Convergence and RCE.

5.29 **Figure 5.12** provides an overview of the perceived relevance of the coaching and mentoring intervention to the participating respondent’s job.

**Figure 5.12: Relevance of Coaching and Mentoring training to participant’s job<sup>1</sup>**

	<i>Percentages</i>
	Coaching and Mentoring
Base (Number)	99
Very relevant	66
Fairly relevant	24
Mixed	8
Fairly irrelevant	2
Totally irrelevant	-

<sup>1</sup> Respondents who had themselves taken part were asked ‘how relevant was the content of the training to your job?’

Source: IFF 2013 ELMS Business Survey Data.

5.30 In-line with the other two intervention types, the majority of the coaching and mentoring intervention has been well received by participants.

5.31 **Figure 5.13** provides an overview of how those who participated in the coaching and mentoring intervention rated its overall quality.

**Figure 5.13: Overall quality of Coaching and Mentoring training<sup>1</sup>**

	<i>Percentage</i>
	Coaching and Mentoring
Base (Number)	99
Very good	76
Good	16
Mixed	6
Poor	1
Very poor	1

<sup>1</sup> Respondents who had taken part themselves were asked ‘How would you rate the overall quality of training?’

Source: IFF 2013 ELMS Business Survey Data.

5.32 This shows that of the individuals who participated in the coaching and mentoring programme, the majority (92 per cent or 91 of 99 participants) said that they felt the quality was at least ‘good’, with more than three quarters rating it as very good.

5.33 **Figure 5.14** presents feedback from qualitative company visits in relation to the coaching and mentoring intervention.

Figure 5.14: Qualitative evidence from company visits: Feedback on coaching and mentoring

Company 13U employs 29 staff. It is a service sector business operating in the Convergence area.

One of Company 13U's managers undertook ELMS funded coaching and mentoring training. The motivation for involvement was to improve and update management skills within the company, improve profitability and address a number of perceived issues with the business that had been in existence for a number of years. The manager had been extremely satisfied with the quality of the course and the delivery tutors. They had also benefitted from the opportunity to network with other managers via the course. Outcomes include that the manager now has a clearer vision for company 13U and can articulate this more clearly to staff members.

Staff morale is noticeably higher and incidents of bullying in the workplace have been eradicated. A culture of greater respect is now evident in the business. Company 13U is now operating profitably, whereas previously it was loss making.

The participating manager feels that the positive, problem solving environment within the business has contributed considerably to turning this situation around, which in large measure can be attributed to the ELMS training. Although no formal cascading has taken place, the participant feels that the benefits of the coaching and mentoring training have filtered through the organisation. It was considered unlikely that 13U would have undertaken the training had ELMS funding not been available.

## Learner feedback on ELMS provision

5.34 **Figure 5.15** provides an overview of learner satisfaction with their ELMS courses based on data from the ESF Leavers Survey.

**Figure 5.15: Learner satisfaction with ELMS course**

Base (Number)	Percentages		
	2011	2012	Variance
Very satisfied	46	50	4
Satisfied	43	42	-1
Neither satisfied nor dissatisfied	7	5	-2
Dissatisfied	2	2	-
Very dissatisfied	2	1	-1

Source; ESF Leaver's Survey data.

5.35 This shows that overall, the vast majority of learners (92 per cent or 282 of 307 learners) were either satisfied or very satisfied with their ELMS course in 2012. This is up from 89 per cent (or 597 learners of 670) in 2011, with a slight but positive increase (of four percentage points) of those that were very satisfied. Learners participating in the 2012 Leavers' Survey in the Convergence area were more likely to be very satisfied (55 per cent) than their Convergence area counterparts (45 per cent).

5.36 The learner satisfaction data chimes with satisfaction levels reported by employers, with high levels of satisfaction (reported in chapter 4 of this report) evident across the workshops, discretionary fund and coaching and mentoring intervention types.

5.37 Four fifths (80 per cent) in the 2012 survey said that they would, with hindsight do the same course at the same place again. This was a slight increase on the equivalent figure for 2011 (at 77 per cent) and is somewhat higher than the figure for all employed participants in the ESF Leavers' Survey.

## Qualification outcomes – Business perspectives

5.38 Moving on to qualification outcomes, **Figure 5.18** provides an overview of qualifications gained from the workshops, discretionary funded training and the coaching and mentoring intervention. This data represents the responses of participants in our survey, rather than project level monitoring information or returns to WEFO.

**Figure 5.18: Qualifications gained by participants (Workshops, Discretionary and Coaching and Mentoring)<sup>1</sup>**

	2012	2013	Percentages Variance
Base (Number)	200	500	
Yes – gained a qualification	54	58	4
No – did not gain a qualification	40	40	-
Don't know	6	2	-4

<sup>1</sup> Respondents were asked 'Did you, or an of those who participated in training, achieve any sort of leadership or management related qualification(s) or part qualification(s) as a result of participation?'

Source: IFF 2013 ELMS Business Survey Data.

5.39 This shows a good degree of continuity in terms of qualification outcomes. There is a slight increase (of four percentage points) in the 2013 cohort of those reporting that those who took part in training had gained a qualification.

5.40 Businesses in the coaching and mentoring intervention were most likely to report that participants had gained a qualification (72 per cent or 87 of 121 businesses): just over half of employers participating in the other interventions reported that qualifications were achieved (21 of 39 businesses in the case of discretionary funding and 53% of 340 business in the case of workshops).

5.41 In 2013, those participating in the Convergence area were slightly more likely to report that participants had gained a qualification (60 per cent or

166 of 275 businesses) compared with their RCE counterparts (54 per cent or 122 businesses of 225). This was a similar picture to 2012.

5.42 **Figure 5.19** explores the nature of the qualifications gained in more detail.

**Figure 5.19: Business reporting on level of qualifications gained by participants (workshops, discretionary funding and coaching and mentoring)**

Base (Numer)	2012	2013	Percentages
			Variance
Level 2	12	7	-5
Level 3	32	31	-1
Level 4	8	10	2
Level 5	21	34	13
Level 6	3	2	-1
Level 7	9	14	5
Don't know	31	18	-13
Other	2	5	3

1 Those who reported that participants had gained qualifications were asked 'what level were these qualifications at?'

Source: IFF 2013 and 2012 ELMS Business Survey Data.

5.43 This shows a slight reduction in the proportion of employers who said that participants had gained level 2 and level 3 qualifications. In contrast, the proportion of employers saying that participants had gained a level 5 qualification had increased by 13 percentage points (from 21 per cent in 2012 to 34 per cent in 2013). There was also a slight increase in the proportion of employers who said that participants gained level 7 qualifications (up five percentage points compared to 2012), possibly reflecting the fact that the Coaching and Mentoring strand has come on stream, since this is intended to be delivered at level 7. There were no substantive differences between the Convergence and RCE areas in terms of 2013 qualification outcomes.

5.44 In terms of intervention types, the businesses who participated in discretionary funded training were more likely to report that staff had gained lower level qualifications (level 1 and 2) (12 of 39 businesses).

This is disappointing for a leadership and management training intervention, given that a level 1 qualification is broadly equivalent to one GCSE at grade D-G and a level 2 qualification is broadly equivalent to one GCSE at grade A\*-C. The ELMS Business Plan however did not specify at what level qualification outcomes would be expected from the discretionary funded intervention, stating instead that employees would be given the opportunity to 'gain management qualifications'<sup>48</sup>.

5.45 Businesses in coaching and mentoring were the most likely to report that staff had gained a qualification at level 5 or above, with 76 per cent (or 66 of 87 businesses) saying that this was the case (compared to 8 of 32 businesses in discretionary fund and 37 per cent or 67 of 180 businesses participating in workshops).

5.46 We also asked survey respondents to comment on whether the qualifications participants had gained via ELMS were higher, lower or equivalent to the most advanced qualifications already held by those trained. Of the 288 who reported that qualifications had been gained, 35 per cent (102 businesses) said that the qualification was higher, compared with 44 per cent (or 48 of 108 businesses) in 2012. The proportions were very similar for the Convergence and RCE areas, while those participating in discretionary funded training were most likely to say that the ELMS qualification participants had gained were higher than anything they had previously (14 of 21 businesses saying this).

5.47 Those who reported that participants had gained qualifications were asked about the importance attached to qualifications by the businesses. 77 per cent (or 224 businesses of 288) said that the individual achieving a qualification was either very or fairly important to the business. This was exactly the same proportion as 2012. While there were no substantive variances between Convergence and RCE, businesses participating in discretionary funded training were most likely to say that

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<sup>48</sup> ELMS Convergence Business Plan. Pages 68 and 69.

the qualification was very important to them as an organisation (11 businesses of 21).

5.48 Survey respondents were asked to comment on how important they thought achieving a qualification was to the individual that undertook the training. 88 per cent (or 254 businesses of 288) said that this was either very or fairly important to the individual that undertook the training. This was up very slightly on the 2012 interim evaluation finding where the equivalent figure was 84 per cent (or 91 businesses of 108).

5.49 Those who reported that qualifications had not been attained were asked how the learning was assessed. The largest proportion (37 per cent or 79 of 212 businesses) said that the learning had not been assessed. This compared with the equivalent figure of 34 per cent (or 31 of 92 businesses) in 2012. Employers in the RCE areas were more likely (at 42 per cent or 43 of 103 businesses) to say that ELMS learning had not been assessed than their Convergence counterparts (at 33 per cent or 36 of 109 businesses).

5.50 The next largest grouping said that the ELMS learning had been assessed via a trainer or assessor that had observed new skills being applied (at 21 per cent or 45 of 212 businesses). This proportion was exactly the same in 2012.

5.51 We asked survey respondents that had participated in ELMS courses personally to comment on their understanding of the subject area both before and after the course. **Figure 5.20** provides an overview of the before and after responses given.

**Figure 5.20: Understanding of subject area before course**

Base (Number)	<i>Percentages</i>			
	2012		2013	
	Before	After	Before	After
1 = Very low	8	1	8	-
2	18	-	23	-
3	40	5	43	7
4	27	40	20	41
5 = Very high	7	53	4	50
Don't know	1	1	1	1

Source: IFF 2013 and 2012 ELMS Business Survey Data.

5.52 This shows for both the 2012 and the 2013 cohorts a clear pattern of improved understanding of the subject area post training. There was a particularly notable increase in those saying that their understanding is very high in both the Convergence and RCE areas. The highest proportion of those saying that their understanding was very high (post training) participated in coaching and mentoring (at 56 per cent or 55 of 99 respondents).

5.53 In contrast somewhat to the survey findings (which suggest that qualifications are seen as relatively important to employers), evidence from our qualitative visits to ELMS supported businesses suggested that in the majority (but by no means all cases) qualifications were not seen as a particular driver – particularly from an employer perspective. In the minority of cases where qualifications were more of a motivating factor, this was driven more from the individual participant’s perspective – rather than the employer. The only exception to this was in relation to training relating to compliance issues (e.g. construction safety or general safety manager/supervisory training) where employers valued the qualification outcome from a compliance perspective.

5.54 **Figure 5.22** shows some of the qualitative evidence from company visits in relation to qualification outcomes.

Figure 5.22: Qualitative evidence from company visits: Qualification outcomes

Company 13Y employs 65 people in the Convergence area. Three of its staff participated in an ELMS funded Site Supervisors Safety Training<sup>49</sup> programme (via the workshop strand). The course was 50 per cent funded by ELMS. The motivation for participation was that some of Company 13Y's clients had been asking for staff to have the qualification in place. Deadweight was a considerable factor in the instance of Company 13Y as they would have had to undertake the training regardless of the ELMS funding available on a compliance basis – which was the main outcome of the training.

Company 13T operates in the RCE area and participated in discretionary funded training. Company 13T's HR Manager participated in a CIPD Level 7 course (yet to be completed). The main motivation for getting involved came from the individual who wished to develop in her current role with 13T and gain a formal HR qualification. The HR Manager followed the course on an open-learning basis using a mix of face to face and electronic resources and training methods. Part of the appeal for the manager involved was the opportunity to meet and network with fellow professionals from different sectors. Benefits included the fact that the participant had gained new ideas and new approaches via the course, though there was no evidence of any link between the training and overall company performance. It is unlikely that Company 13T would have participated without ELMS funding as it was not considered to be a key priority for the business – rather the training was driven by the individual trainee.

### **Qualification outcomes – Learner perspectives**

5.55 In the 2012 ESF Leavers Survey, a total of 294<sup>50</sup> participant respondents commented on whether they received a qualification as a result of an ELMS course. Just over three fifths (62 per cent or 183 respondents) said that they had gained a qualification, while 33 per cent (or 97

<sup>49</sup> This course was removed from ELMS as of May 20<sup>th</sup> 2013. This means that scheduled courses will have gone ahead, but no new courses would have been organised after this date.

<sup>50</sup> Five per cent said that they did not know whether they had gained a qualification.

respondents) said that they had not. This compared with 55 per cent (or 346 of 634 learners) that said they had gained a qualification in 2011. In 2012, the proportion of those gaining a qualification was slightly higher in Convergence (66 per cent or 103 of 137 learners) than it was in RCE (58 per cent or 80 of 137 learners).

5.56 Consistent with 2011 findings, the 2012 Leavers' Survey suggested that ELMS participants seemed unable to provide much detail about the nature of the qualification they received. The largest grouping to respond to a question on the level of qualification achieved on an ELMS course (23 per cent or 43 of 191 learners) stated that it was a 'diploma'. This compared with 39 per cent (or 140 of 362 learners) saying the same thing in 2011.

5.57 This continues to suggest that from an individual participant perspective, qualifications are not viewed as a significant part of the ELMS provision.

5.58 The Leavers Survey also shows that course completion has been high in relation to ELMS, with 96 per cent of all 307 learners saying that they had completed their course in the 2012 survey.

## 6 Effects and Impacts

6.1 In this chapter, we deal with the effects (including skills utilisation) and impacts of ELMS.

6.2 The chapter draws on evidence from:

- the telephone surveys with supported businesses
- qualitative visits to assisted businesses and participants
- analysis of learner data from the 2011 and 2012 ESF Leavers' Surveys.

Key findings outlined in this chapter include that:

- The majority of participating businesses (94 per cent) said that staff that had participated in ELMS learning (across all three of the intervention types) had been able to put into practice what they had learned. This is consistent with the fact that 94 per cent of ELMS respondents to the 2012 ESF Leaver's Survey said that they had been able to apply what they had learned via ELMS in their work.
- There is no clear pattern or any one particular area in which the ELMS training has a considerable positive effect. Rather, it seems that the positive effects are spread across a fairly wide range of areas (such as business planning, organising staff and managing time), though it is notable that slightly smaller proportions of responding businesses cited positive effects across most categories in 2013 as compared to 2012.
- In terms of workshops and discretionary funded training, the perceived positive effects of training are more recognisable at an individual or inter-personal level (e.g. in terms of increased awareness, confidence, openness and willingness) than they are at a corporate or organisational level in terms of capabilities in relation to specific tasks.
- The majority (81 per cent) of those that participated in coaching and mentoring said that they had passed on some of their coaching and mentoring skills to others in the organisation. This suggests that the

cascading dimension of the coaching and mentoring strand is working well. However, the survey data on the extent of cascading is more convincing than the qualitative evidence from company visits to coaching and mentoring supported businesses where evidence of cascading was less compelling.

- The majority of ELMS supported businesses surveyed in 2013 (80 per cent) said that they were likely to undertake further leadership and management training in the coming 12 months (consistently high across all three intervention types). This was an increase of five percentage points (from 75 per cent) in 2012.
- Staff morale is the most commonly cited positive impact of ELMS training on participants. This was consistent across Convergence and RCE and across the three different intervention types and is also consistent with 2012 findings.
- The most commonly cited impacts from ELMS training on supported businesses have been in relation to productivity and efficiency and prospects going forward. Businesses accessing discretionary fund training were the most likely of the three active intervention types (including coaching and mentoring in the 2013 survey) to report that the training generated an improvement in terms of productivity and efficiency (at 72 per cent in the 2013 cohort). A positive impact on the quality of products and services was most likely to be reported by businesses accessing discretionary funded training.
- Around half of supported businesses were able to quantify the level of impact ELMS had led to in terms of their profit margin. The proportion of those who were able to quantify the positive impact on profit was higher in 2013 than in 2012. The majority of those that were able to do so thought that the impact on profitability was relatively modest (less than 10%).
- From a learner perspective, 78 per cent of those responding to the 2012 ESF Leaver's Survey said that they had improved their leadership and/or strategic management skills. This is a slight improvement compared to the 2011 survey (at 72 per cent).

- A majority (74 per cent) of those responding to the 2012 ESF Leavers' Survey said that they felt they had improved employment or career prospects after completing the ELMS course.
- Half of the 2012 ESF Leaver's Survey respondents (50 per cent) said that their future pay and promotion prospects had improved since completing the ELMS course. This compares with 51 per cent who said the same thing in 2011.

### Utilisation of new skills

- 6.3 We asked all 500 of the assisted businesses in our survey to comment on whether participants and their managers would have discussed how they might apply what they had learned in the workplace after ELMS training had taken place. The majority (82 per cent) said that they had and this was consistently high across the three different intervention types. This compared to 80 per cent (or 160 of 200 businesses) in 2012. There were no substantive differences to note between the Convergence and RCE areas.
- 6.4 Of those who took part in workshops or discretionary funding (379 businesses) 94 per cent (358 businesses) said that those that had participated in the learning had been able to put into practice what they had learned. This was consistently high across all three intervention types and the Convergence and RCE areas. This compares with the equivalent figure of 95 per cent for all businesses in the 2012 survey showing a consistently high reported level of utilisation of learning from ELMS courses.
- 6.5 Next, we looked at how the training improved the behaviours, skills and abilities of participants across a number of areas. **Figure 6.1** shows the proportion of assisted businesses that said the training (workshops and discretionary fund) had had a positive effect on behaviour, while **Figure 6.2** (also workshops and discretionary fund) shows the proportion of

assisted businesses that said it had a positive effect on participant ability.

**Figure 6.1: Positive effect of training (workshops and discretionary) on participant behaviour<sup>1</sup>**

Base (Number)	<i>Percentages responding positively<sup>2</sup></i>		
	2012	2013	Variance
	200	379	
Influence the organisation's culture?	47	47	-
Challenge the status quo?	49	40	-9
Recognise business opportunities and threats?	46	45	-1
Build and create buy-in to a vision?	46	35	-11

<sup>1</sup> Respondents were asked 'On a scale of 1 to 5 where 1 is not at all and 5 is a great deal, how much did [the training] improve the ability of those taking part to...'

<sup>2</sup> 4 or 5

Source: IFF 2013 and 2012 ELMS Business Survey Data.

**Figure 6.2: Positive effect of training (workshops and discretionary) on participant ability<sup>1</sup>**

Base (Number)	<i>Percentages responding positively</i>		
	2012	2013	Variance
	200	379	
Business planning	37	33	4
Organising staff	50	48	-2
Time management	44	37	-7
Controlling financial resources	23	17	-6
Working with suppliers	21	21	-
Improving systems	52	44	-8
Marketing the organisation's products	24	24	-
Working with customers	48	44	-4

<sup>1</sup> Respondents were asked 'On a scale of 1 to 5 where 1 is not at all and 5 is a great deal, how much did [the training] improve the ability of those taking part to...'

<sup>2</sup> 4 or 5

Source: IFF 2013 and 2012 ELMS Business Survey Data.

6.6 This shows that (as in 2012) there is no clear pattern or any one particular area in which the ELMS training has a considerable positive effect. Rather, it seems that the positive effects are spread across a fairly wide range of areas, though it is notable that slightly smaller proportions of responding businesses cited positive effects across most

categories as compared to 2012. Indeed, the only category/area to show a proportionate increase (albeit marginal at four percentage points) in terms of positive effect on participant ability was business planning. There were no substantive differences in this respect between Convergence and RCE.

6.7 **Figure 6.3** shows the extent of positive impacts the ELMS training (workshop and discretionary) had on respondents to the survey that took part in training themselves.

**Figure 6.3: The impact training (workshop and discretionary) had on participants<sup>1</sup>**

Base (Number)	<i>Percentage responding positively<sup>2</sup></i>		
	2012	2013	Variance
	129	265	
Awareness of personal traits as a leader/manager	71	67	-4
Openness to addressing own weaknesses	70	66	-4
Confidence level in dealing with senior colleagues	64	59	-5
Confidence in dealing with colleagues at the same level or a lower level	68	63	-5
Openness to collaborating or sharing with others	76	69	-7
Willingness to delegate and allow others to make decisions for themselves	70	56	-14

1 Respondents who had taken part in training themselves were asked 'On a scale of 1 to 5 where 1 is none and 5 is a great deal how much effect do you feel participation in [training] has had upon you personally in terms of...'  
2 4 or 5

Source: IFF 2013 and 2012 ELMS Business Survey Data.

6.8 This shows that the perceived positive effects of leadership and management training may be more recognisable at an individual or inter-personal level (in terms of increased awareness, confidence, openness and willingness) than they are at a corporate or organisational level in terms of their abilities in relation to specific tasks.

6.9 This also shows that there was a decline in the extent to which positive impacts were perceived by participants in 2013 as compared to 2012.

- 6.10 A majority of 94 per cent (or 250 of 265 respondents who had taken part themselves in 2013) said that the ELMS training had not led to any negative effects on them personally at work.
- 6.11 Turning to the coaching and mentoring strand, one of the key aims of this intervention was to pass on or 'cascade' coaching and mentoring skills gained by direct participants to others within their organisation. The majority (81 per cent or 98 of the 121 businesses) said that they had passed on some of their coaching and mentoring skills to others in the organisation.
- 6.12 Amongst the 98 businesses who reported passing skills on interviewees reported that 284 staff (an average (mean) of 3.1 per business) had been trained in coaching and mentoring skills by the individuals who participated in the ELMS coaching and mentoring training. Within this group 60 businesses also said that skills had been passed on to a second tier of staff which totalled 407 (an average (mean) of 7.7 staff per business).
- 6.13 Of those 98 businesses where coaching and mentoring skills had been passed on, 61 per cent (or 60 businesses) said that those to whom the skills had been passed were putting these skills into practice.
- 6.14 This suggests that the cascading dimension of the coaching and mentoring strand is working well, though the survey data on the extent of cascading appears somewhat more convincing than the qualitative evidence from company visits to coaching and mentoring supported businesses where evidence of cascading was less compelling.
- 6.15 The minority (21 businesses in total) had not passed on any coaching and mentoring skills, of these 15 businesses cited a variety of reasons, as to why the skills had not been passed on, relating to the individual that had participated in the ELMS training (including that they had not had time to pass on their skills to others and that it was too soon after

the training itself). Two businesses said that they did not know whether the coaching and mentoring skills had been passed on.

6.16 Next, we asked the 98 businesses whether any of the staff who had subsequently been trained by the individual(s) that undertook the coaching and mentoring programme had gained a related qualification. Encouragingly, almost a quarter (21 per cent or 21 businesses) said that secondary trainees had gained a qualification.

6.17 The majority of all 500 businesses surveyed in 2013 (80 per cent) said that they were likely to undertake further leadership and management training in the coming 12 months (consistently high across all three intervention types). This was an increase of five percentage points (from 75 per cent of the 200 businesses surveyed) in 2012. The larger the business, the more likely they were to say that they would take part in further leadership and management training, with 26 of the 27 businesses with 250 or more employees saying that they were likely to train again on leadership and management in the next 12 months.

6.18 Of the 398 businesses that said they were likely to undertake further leadership and management training in the next 12 months, 78 per cent of these (or 309 businesses) said that participation in the ELMS training had made it more likely that they would do. While this is a positive outcome in terms of attribution, it is a reduction of 12 percentage points as compared with the 2012 response<sup>51</sup>.

### **Skills Utilisation – Learner Perspective**

6.19 94 per cent of the 307 ELMS respondents to the 2012 ESF Leaver's Survey said that they had been able to apply what they had learned via ELMS in their work. This compared with 93 per cent (or 624 of 670 learners) in 2011.

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<sup>51</sup> In 2012, 90 per cent (or 134 businesses) said that they were more likely to undertake further leadership and management training as a result of participating in ELMS.

6.20 301 ELMS participants that responded to the ESF Leaver’s Survey answered a question about their satisfaction with their current role. ELMS participants expressed high levels of satisfaction with their current employment, with 94 per cent (or 284 learners) saying that they were either satisfied or very satisfied with their job overall. This is very similar to the 2011 survey in which 93 per cent (or 601 of 643learners) of ELMS participants were satisfied or very satisfied with their job overall.

### Impact – Employer perspectives

6.21 Turning to examine impact, we look firstly at the impact of the training on the participants from the perspective of the businesses. **Figure 6.4** provides an overview.

**Figure 6.4: Positive impact of training on participants**<sup>52</sup>

	2012	2012 Matched sample <sup>53</sup>	2012 Re- interviews	2013
	<i>Percentage responding positively<sup>2</sup></i>			
Base (Number)	191	83	83	463
Staff morale	74	78	81	71
Team work within organisation	60	59	61	57
Understanding of role within the organisation	59	58	52	56
Attitude and preparedness to take responsibility	54	52	55	56
Promotion and being given more responsibility	59	63	54	50
Confidence shown in taking opportunities and dealing with threats	54	60	49	49
Clarity about the direction in which the company is going	55	59	41	45
Participant pay	29	24	34	20
Staff retention	29	24	23	21
Number and seriousness of personnel problems <sup>54</sup>	32	28	20	18

<sup>52</sup> Respondents could select the following responses: Improved substantially, improved a little, made no change, deteriorated a little, deteriorated substantially. Figure 5.4 shows the positive responses i.e. those that selected either improved substantially or improved a little.

<sup>53</sup> In order to ensure that observed differences between the first and second interviews do not result from selection bias in terms of those being willing to be re-interviewed, we here and in the next two tables report the results from the 2012 first wave survey only for those interviewees who subsequently were re-interviewed in 2013.

<sup>54</sup> e.g. Grievances and disciplinaries.

1 Respondents (except sole traders) were asked 'Using the scale 'improved substantially', 'improved a little', 'made no change', 'deteriorated a little', and 'deteriorated substantially', how would you say the workshops or training has impacted upon staff who participated in terms of...'

2 'improved substantially' or 'improved a little'.

Source: IFF 2013 and 2012 ELMS Business Survey Data.

6.22 This shows that by a clear margin, staff morale is the most commonly cited positive impact of ELMS training on participants. This was consistent across: Convergence and RCE; the three different intervention types; and in the 2012 survey, the re-interviews of 2012 participants and the 2013 survey. More than half of employers also consistently reported ELMS as having a positive effect in terms of team working, understanding of roles within an organisation, attitudes and preparedness to take responsibility and promotion and being given more responsibility. In contrast, somewhat smaller proportions identified ELMS training as having a positive impact on participant pay, suggesting that promotion and extra responsibilities did not necessarily lead to higher wage levels.

6.23 The least commonly cited positive impacts of ELMS training related to reducing the number and seriousness of personnel problems, although it is not possible to be sure whether this is because such problems have persisted in assisted businesses, or because they were not perceived as having been a problem in the past.

6.24 Comparisons between the original (2012) responses of the 83 re-interviewed businesses and the responses to the second wave in 2013 have to be handled with caution due to the small sample sizes: we anticipate that trends may emerge more clearly in later stages of the research when we will be able to cumulate these results with those for the much larger second cohort. Overall, the data suggest little change in views, though it is perhaps interesting that a higher proportion (34% compared to 24% of the same interviewees in 2012) report pay increases as a result of the training, while fewer report that staff have been given promotion or 'softer' impacts such as achieving greater

clarity on the direction of the company or confidence in taking opportunities and dealing with threats.

6.25 Next, we consider the impact on supported businesses. **Figure 6.5** gives an overview of responses.

**Figure 6.5: Positive impact of training on the organisation<sup>1</sup>**

	<i>Percentage responding positively<sup>2</sup></i>			
	2012	2012 Matched sample	2012 Re-interviews	2013
Base (Number)	200	88	88	500
Productivity and efficiency	71	75	72	59
Prospects going forward	65	70	74	63
Quality of products or services	57	56	66	50
Product or service innovation	51	53	50	41
Wastage and down time	46	43	41	33
Profit levels/reducing losses	35	36	40	29
Use of new technologies	39	40	33	28
Supply chain management/procurement processes	29	32	28	21

1 Respondents who were not sole traders were asked 'how would you say the workshops or training has impacted upon staff who participated in terms of...' and sole traders were asked how would you say the workshops or training has impacted upon your ...'. The response options were 'improved substantially', 'improved a little', 'made no change', 'deteriorated a little' and 'deteriorated substantially'

2 Improved substantially or improved a little

Source: IFF 2013 and 2012 ELMS Business Survey Data.

6.26 This shows that the most commonly cited impacts from ELMS training on supported businesses have been in relation to productivity and efficiency and prospects going forward. Across all the surveys businesses accessing discretionary fund training were the most likely of the three active intervention types (including coaching and mentoring in the 2013 survey) to report that the training generated an improvement in terms of productivity and efficiency (28 of 39 businesses in the 2013 cohort). This was also true of the impact on improving prospects going forward.

6.27 In a similar vein, those businesses accessing discretionary funded training were most likely to report a positive impact on the quality of products and services. Again, this was consistent across all three surveys and the Convergence and RCE areas.

6.28 In terms of impacts reported by re-interviewed businesses compared to their original response in 2012, the data again do not present a clear picture, with differences generally too small to be considered substantive. Generally, however, it would appear that re-interviewed businesses continue to identify the same positive impacts as they did at the time of their first interview.

6.29 **Figure 6.6** shows the estimated positive impact ELMS training had had on the profit of their organisation, for businesses who reported that profits improved.

**Figure 6.6: How much of a positive impact the training had on profit levels<sup>1</sup>**

	<i>Percentages</i>			
	2012	2012 Matched sample	2012 re- interviews	2013
Base (Number)	70	33	35	144
Less than 5 per cent	20	25	17	31
Between 5 and 10 per cent	16	16	14	19
Between 10 and 20 per cent	3	6	11	6
More than 20 per cent	7	6	6	5
Don't know	54	47	51	40

<sup>1</sup> Respondent who stated that profits had improved were asked 'are you able to say roughly how much of a percentage increase there has been in profit because of the training'.

Source: IFF 2013 and 2012 ELMS Business Survey Data.

6.30 Across the three surveys, around half of those who stated that profits improved were able to quantify the level of impact ELMS had had in terms of their profit levels. The majority of those that were able to do so thought that the impact on profitability was relatively modest (less than 10 per cent). Although care is needed because of very small sample sizes, it is interesting that two more of the re-interviewed businesses

reported an increase in profit levels than had done so when first they were first interviewed, with interviewees also generally providing higher estimates of the scale of the profit benefit at the time of the second interview.

6.31 There were no substantive differences in these results between the Convergence and RCE areas or across the three different intervention types (based on 2013 survey data).

6.32 **Figures 6.7 to 6.9** provide summary overviews of the evidence gathered from the company visits undertaken in relation to perceived outcomes and impacts. It also shows researcher assessment relating to the utilisation of new skills and subsequent impact on assisted businesses and levels of additionality.

6.33 **Figures 6.7 to 6.9** provide summary overviews of the evidence gathered from the company visits undertaken in relation to perceived outcomes and impacts. It also shows researcher assessment relating to the utilisation of new skills and subsequent impact on assisted businesses and levels of additionality.

**Figure 6.7: Summary overview of qualitative evidence from company visits – 2013 cohort. Intervention Type: Workshops**

<b>Company</b>	<b>Area</b>	<b>Utilisation</b>	<b>Additionality</b>
13G	Conv	Moderate	Strong
<p>Company 13G participated in a series of NEBOSH and Prince 2 workshops via ELMS. They rated the quality and relevance of the workshops very highly. Company 13G do not regularly participate in training and is it highly unlikely that the training would have taken place without ELMS funding. Outcomes have included improved confidence for the participants and this has led to more effective delegation. Other changes visible to staff have included improved health and safety procedures to meet legislative requirements and improved relationships between an in-house health and safety team and managers who now have a better understanding of each other's roles.</p>			
13K	RCE	Low	Moderate
<p>Company 13K is a sole trader which is a training business itself. The owner of 13K was already very training aware and had attended around eight different ELMS workshop sessions. The owner of 13K felt that overall, the training had been good, though the approach to some workshops had been quite academic. The content of the workshops were highly relevant to the business context and 13K felt that the workshops offered good value for money citing that they would not have been able to justify paying the full market value. No evidence of hard outcomes as yet, though 13K was confident that the training will help advance the business in the future, broadening the range of what can be offered to clients.</p>			
13M	RCE	Moderate	Moderate
<p>Three managers from Company 13M participated in ELMS workshops on coaching and motivation. Company 13M has an in-house training programme but has recently started to trial the use of coaching. It would have been unlikely that 13M would have undertaken the training without ELMS support. They rated the quality of the course and the provider highly and participants felt that the course had helped them change and improve their way of thinking. There was also some evidence of benefits in terms of improved staff communication (i.e. between teams and departments). Evidence that participants have taken on some additional responsibilities, though no evidence of promotion or pay increases. Qualifications were not a motivation for involvement, though 13M had recently commissioned further training for senior managers.</p>			
13P	RCE	Moderate	Strong
<p>13P is a charity based in the RCE area. Two of its managers participated in ELMS workshops. Feedback on the quality and relevance of the workshop training was good and the participants valued the interactive nature of the sessions in particular. Outcomes from the training include improvements to the participant's morale and, as a direct result of the training the managers of 13P had decided to make a change in the management structure of the organisation. No evidence of hard outcomes in terms of productivity or efficiency for 13P, but</p>			

<b>Company</b>	<b>Area</b>	<b>Utilisation</b>	<b>Additionality</b>
			the participants feel that the organisation is functioning more effectively as a result of the ELMS training undertaken. Organisation 13P would not have been able to afford the training without the assistance of ELMS.
13Q	RCE	Low	Weak
			Company 13Q is owned by an American parent company. One of their staff participated in a NEBOSH National Diploma over three years involving six week blocks of intensive activity followed by a dissertation which the participant is yet to complete. The training led on from an initial NEBOSH certificate that the participant undertook. The purpose of the training was to enhance health and safety capability within the company. Outcomes for the learner included increased motivation and improved confidence and additional responsibilities including for example overseeing a BSI audit. These additional responsibilities have not led to a formal promotion or pay rise.
13V	Conv	Low	Strong
			At the time of the ELMS training, Company 13V was a sole trader but has since incorporated and now employs four people though this growth was not attributable to the training undertaken. The owner of Company 13V is also a Welsh Government HRD Advisor. The owner of Company 13V gave good feedback about the ELMS workshops attended citing an appropriate balance of practical and academic content. The networking opportunities offered by the workshops was also valued and overall company 13V felt that they offered good value for money. Company 13V would not have been able to undertake the training had it not been for the subsidised nature of the ELMS workshops. The main outcome had been the increased confidence of the owner of company 13V.
13W	Conv	Moderate	Strong
			In total, 10 managers from Company 13W participated in ELMS Workshops on 'inspiring shared vision and learning through change', 'motivating the team' and 'managing performance'. Prior to the training, Company 13W had been restructuring itself and holds liP status. Feedback on the training workshops was positive overall, though the main contact at 13W said that a follow-up evaluation of how the skills were being utilised might have been of additional benefit. The training was thought to have offered good value for money, though 13W would not be prepared to pay full market value for such training in the future, since they were aware that there was a wide range of free or heavily subsidised training available via the Welsh Government. Outcomes included that participants were more aware of their leadership styles and more focused senior management team meetings. The expectations on more junior managers had also been clarified and their time is used more effectively. As a result of the workshops, senior managers are keen to introduce a culture of coaching and mentoring into company 13W.
13Y	Conv	High	Weak
			Company 13Y employs 65 people. Three of its staff participated in an ELMS funded Site Supervisors Safety Training programme. The course was 50% funded by ELMS. The

Company	Area	Utilisation	Additionality
			motivation for participation was that some of Company 13Y's clients had been asking for staff to have the qualification in place. Deadweight was a considerable factor in the instance of Company 13Y as they would have had to undertake the training regardless of the ELMS funding available on a compliance basis – which was the main outcome of the training.

Source: Qualitative fieldwork interviews with participating businesses.

**Figure 6.8: Summary overview of qualitative evidence from company visits – 2013 cohort. Intervention Type: Discretionary Fund**

Company	Area	Utilisation	Additionality
13C	Conv	High	Strong
			An engineering company, 13C participated in DF funded NEBOSH training and a Lead Auditor Course. Overall, 13C were happy with the quality and the relevance of both courses though were critical about some aspects of the quality of delivery of the NEBOSH course as a result of administrative issues. Utilisation and added value was good, with the participant qualified as a lead auditor. This might have been done without ELMS funding, though at a much slower pace. Other outcomes include increased confidence for the participant who now feels better equipped to take on the responsibilities of a more senior colleague when they retire.
13D	Conv	Moderate	Weak
			Company 13D sent three people on an HR for non HR managers course. No attribution in terms of business performance in relation to turnover or profitability. However, some evidence of participants having taken on additional responsibilities. Evidence of some operational improvements and efficiencies (relating to HR processes), though also evidence of deadweight for 13D who said that the training would have been done regardless and that they would have paid for it in the absence of ELMS.
13H	Conv	High	Moderate
			Company 13H sent one its managers on an ACCA course on financial management. They rated the quality and relevance of the course highly. This came about more as a result of the ambition of the individual, rather than a desire by Company 13H itself, though managers were supportive of the individual participating. The individual would have eventually pursued training regardless of the availability of discretionary funding via ELMS, though this certainly helped to accelerate the process. Utilisation of the new skills has been good and the participant has since been promoted (with a pay increase) within 13H. The participant from 13H estimated that the training had led to efficiency savings in the region of £15k p.a. (i.e. by identifying the potential saving via new skills gained).
13J	Conv	Moderate	Moderate
			Company 13J sent one if its managers on discretionary funded training (effectively delivered

Company	Area	Utilisation	Additionality
			<p>via a one to one mentoring arrangement) which was focused on business development issues. In tandem, the same person from 13J also participated in an L&amp;M programme run by a Welsh University – the latter focused on helping with specific staffing issues. They had become involved via their Welsh Government WDA who had been very helpful. The content of the ELMS training was relevant and highly rated and was immediately applicable. The on-going, reflective nature of the course (and the need to report progress to the training provider as part of the mentoring intervention) meant that 13J's participant felt compelled to apply the learning in work. There were no qualification outcomes for 13J's participant but outcomes included increasing their confidence to deal with difficult personnel issues. Company 13J may have sent their participant on leadership and management training regardless of ELMS, but the programme meant that they had done more and had done it sooner than would otherwise have been the case.</p>
13O	RCE	Low	Strong
			<p>The HR Manager from Company 13O took part in a discretionary funded CIPD certificate in HR practice. Feedback on the training was positive and the content was relevant to the HR Manager's role at company 13O. The company would not have undertaken the training without funding via ELMS. Utilisation has been low to date as the HR Manager went on maternity leave shortly after the course. The participant hopes to utilise their skills upon their return to work from the maternity leave period.</p>
13R	RCE	High	Strong
			<p>Company 13R took part in a business leadership growth programme which their WDA helped organise. The course involved all staff in the company and focused on re-engineering job roles as well as strategy development and operational advice. Managers were provided with coaching and mentoring support. Feedback on the training was good, in particular the way it was focused around the business itself. Without the ELMS funding, Company 13R would not have undertaken the training. No formal qualifications were gained as a result of the training but outcomes include improved communication throughout the business and (as a result of the re-engineering of job roles) staff are now more suited to their posts and vice versa. Managers in 13R felt that morale had improved across the business and that the business was also now more aware of environmental sustainability issues. Another important outcome from the training has been the ability of managers to develop and convey the vision and strategy for the business to their staff more effectively. Company 13R has grown (turnover and new staff) since completing the training and there was evidence to suggest that this was at least partially attributable to the ELMS funded course. Two new staff have been recruited via Jobs Growth Wales. The business has focused on its profitable areas and this has unlocked the potential for them to expand.</p>
13T	RCE	Low	Moderate
			<p>Company 13T's HR Manager participated in a CIPD Level 7 course (yet to be completed).</p>

Company	Area	Utilisation	Additionality
			<p>The main motivation for getting involved came from the individual who wished to develop in her current role with 13T and gain a formal HR qualification. The HR Manager followed the course on an open-learning basis using a mix of face to face and electronic resources and training methods. Part of the appeal for the manager involved was the opportunity to meet and network with fellow professionals from different sectors. Benefits included the fact that the participant had gained new ideas and new approaches via the course, though there was no evidence of any link between the training and overall company performance. It is unlikely that Company 13T would have participated without ELMS funding as it was not considered to be a key priority for the business – rather the training was driven by the individual trainee.</p>
13X	Conv	Moderate	Strong
			<p>All seven of Company 13X's employees were involved in 'people for profit' training funded via the ELMS discretionary fund. The training had been arranged with the assistance of company 13X's HRD Advisor. The owner of 13X was nearing retirement and was hoping to engineer a management buy-out situation and as part of this process was keen to invest in the leadership and management capabilities of his employees. In practice, what Company 13X received was more than training, it was akin to a whole business review, looking at business strategy and growth opportunities. The course was fully tailored to the company and the feedback was very positive. There were no qualification outcomes, though there was an option for this. Without ELMS funding, the training would not have taken place. Other outcomes have included the improvement of business processes, improved attitude and morale of employees and the fact that it was one part of the longer term process to engineer an MBO. There were no attributable effects in terms of turnover or profitability.</p>
13AB	RCE	Moderate	Weak
			<p>Company 13AB sent three of its staff on an ELMS funded negotiation skills course. Company 13AB participates in a wide range of Welsh Government skills programmes and employs around 500 people excluding sub-contractors. The company identified the need for this training as part of the training and development plans of the three individuals concerned. The training was focused on negotiation skills to improve internal relations and for negotiating external sales contracts. The Training Manager of 13AB said that the company would 'probably' have gone ahead with the training regardless of the ELMS funding. One of the participants has been promoted since the training, though this was not directly attributable. The main outcome has been improved negotiation skills and a positive effect on staff morale according to the Training Manager.</p>
13AC	RCE	Weak-Moderate	Weak
			<p>Company 13AC is a small family business employing 14 people. One of their staff participated in a NEBOSH Diploma funded via the ELMS discretionary fund intervention. The motivation for involvement was to ensure that the participant was fully up to date on health and safety issues and could support other staff to be compliant in this respect. The participant enjoyed the training and gave positive feedback on quality and relevance. Company 13AC would</p>

<b>Company</b>	<b>Area</b>	<b>Utilisation</b>	<b>Additionality</b>
			probably have commissioned the training regardless of ELMS funding, but this would probably have taken considerably longer. Outcomes include health and safety compliance and transfer of knowledge (e.g. on handling asbestos to others in the company).

Source: Qualitative fieldwork interviews with participating businesses.

**Figure 6.9: Summary overview of qualitative evidence from company visits – 2013 cohort. Intervention Type: Coaching and Mentoring**

Company	Area	Utilisation	Additionality
13A	Conv	Moderate	Moderate
<p>Company 13A felt that the coaching and mentoring training they had received was very relevant to their requirement which was articulated by an Investors in People Audit. A senior manager participated in C&amp;M training (and gained level 3 and 5 awards) with a view to then training up managers internally to act as coaches and mentors. In the event, the participating manager could not release sufficient time to cascade the skills to others in the company, but company 13A was convinced of the value and decided to pay for four additional managers to take part in the training, (delivered by the original provider) which was made bespoke to the company and delivered on-site. Overall, it is too early to quantify the full benefits, though the participating manager expected that it would contribute to better team working and overall morale.</p>			
13B	Conv	High	Strong
<p>The participant from company 13B did not complete the (level 7) course due to time constraints. However, they were impressed with the quality and in particular the relevance of the C&amp;M training. The training has been used to help formulate staff career development paths, to help implement new procedures for behaviour and attitudes at work and taking a more strategic approach to business development, with a more pronounced emphasis on ensuring quality rather than pure growth. The C&amp;M skills have not been cascaded through to other managers with day to day pressures meaning that this was not possible. However, attributable benefits have included improved staff morale and reduced staff turnover as a result of the career pathway put in place (which led from the ELMS training). Directors are also more productive, linking the strategy for the business more clearly to their day-to-day operations. The organisational culture was also thought to have changed significantly since the ELMS training with professionalised practices and procedures now in place. The C&amp;M participant from company 13B felt that the changes made as a result of ELMS training have in part contributed to successful expansion, with over 20 new jobs having been created in the 12 months since participation.</p>			
13E	RCE	Moderate	Moderate
<p>Company 13E sent two senior managers on the coaching and mentoring training. Both rated the quality and relevance highly and the training led to both getting level 5 awards in coaching and mentoring. Company 13E felt that they had been able to put their new skills into practice. As well as cascading the learning through to other staff, team leaders will also participate in ILM level 3 training during 2014 (possibly via ELMS). Company 13E is very aware of the availability of training schemes and has participated in other programmes. Outcomes (partially attributable to ELMS) include improved morale amongst the workforce and the participants taking on additional responsibility (though not through formal promotion).</p>			
13F	Conv	High	Strong

Company	Area	Utilisation	Additionality
			<p>One of the directors of 13F participated in the coaching and mentoring training as part of a strategy to expand the business into new markets. 13F had become aware of ELMS via a speculative e-mail sent from a training provider and this coincided with a desire from the company's MD to develop a more coaching culture within the organisation and an increase in the size of the training budget following a change in ownership. Company 13F was very pleased with the quality and relevance of the training received. The main participant from 13F had passed on coaching and mentoring skills to some 20 staff within the business. Essentially, the participant had adapted elements of the ELMS C&amp;M course and delivered this in-house to other managers. While 13F could not point to attributable gains in terms of profitability, they were able to partially attribute an increase in sales to existing customers post training. A recent employee engagement survey (post training) showed an improvement in most areas. They were assessing whether this might be attributed to a more coaching style.</p>
13L	RCE	Low	High
			<p>Company 13L sent its marketing manager on ELMS coaching and mentoring training. Prior to this, 13L's main focus had been on training to meet statutory requirements e.g. health and safety. The motivation for participation came from the individual rather than company 13L's directors who were focused on sustaining the business in difficult trading conditions. The training would definitely not have taken place had it not been for ELMS funding. Limited evidence of utilisation in the workplace. Some suggestion that the training may have led to additional sales, though unquantified. Some evidence of improved confidence, motivation and a sense of better personal effectiveness for the participant, though no evidence that this has had a wider effect across the organisation.</p>
13N	RCE	High	Strong
			<p>A manager from Company 13N participated in ELMS coaching and mentoring training and achieved a CMI Level 7 award. Feedback on the course was very positive and Company 13N felt that the practical (and non-academic or theoretical) focus of the course was good. The outcome for the participant had been improved communication skills and this had helped in particular in dealing with difficult situations. The participant had transferred some of the coaching and mentoring skills to other staff within company 13N, in particular those with line management responsibility. No evidence of specific productivity or profitability improvements but the participant felt that improvements in communication were probably contributing to overall benefits in terms of productivity and efficiency in particular. Evidence that the coaching and mentoring training has led to a more proactive (rather than reactive) management style. It was thought highly unlikely that 13N would have undertaken such training in the absence of ELMS.</p>
13S	RCE	Low	Weak
			<p>Two managers from 13S participated in ELMS coaching and mentoring training, one of whom completed the training – the other did not. Company 13S undertakes a considerable amount</p>

Company	Area	Utilisation	Additionality
<p>of training and have accessed numerous Welsh Government programmes in the past including Skills Growth Wales. A focus for the company's HR Manager has been to train managers to ILM levels 3-5. In the medium term, the aim is to put in place an in-house programme. Feedback was positive about the course and the trainers, though one of the participants was somewhat critical about the logistical and administrative aspects of the training provider's work. Company 13S viewed the ELMS training as a 'try before you buy' on the basis that if it worked, they would buy more themselves. Had ELMS not been available, 13S would only have sent one of its managers to participate. No evidence of cascading or significant benefits from utilisation.</p>			
13U	Conv	High	Strong
<p>One of Company 13U's managers undertook ELMS funded coaching and mentoring Training. The motivation for involvement was to improve and update management skills within the company, improve profitability and address a number of perceived issues with the business that had been in existence for a number of years. The manager had been extremely satisfied with the quality of the course and the delivery tutors. They had also benefitted significantly from the opportunity to network with other managers via the course. Outcomes include that the manager now has a clearer vision for company 13U and to articulate this more clearly to staff members. Staff morale is noticeably higher and incidents of bullying in the workplace have been eradicated. A culture of greater respect is now evident in the business. Company 13U is now operating profitably, whereas previously it was loss making. The participating manager feels that the positive, problem solving environment within the business has contributed considerably to turning this situation around, which in large measure can be attributed to the ELMS training. Although no formal cascading has taken place, the participant feels that the benefits of the coaching and mentoring training have filtered through the organisation. It was considered unlikely that 13U would have undertaken the training had ELMS funding not been available</p>			
13Z	RCE	Low	Weak
<p>The Health and Safety Officer for Company 13Z participated in ELMS funded coaching and mentoring training (CMI Level 7 award). The course was delivered through a series of eight one day workshops. The motivation for the participant's involvement was that they would be succeeding their manager (retiring) in the short term and they wanted to develop their leadership skills in preparation for this role. There was a strong focus within the training on Neuro-Linguistic Programming (NLP). The participant was critical of the delivery provider's administration and handling of course logistics. The participant had been required to attend a further two days of training after they had been told that the course was complete in error by the provider which meant that the participant had to seek further time away to complete the course and receive the ELMS funding. Beyond this however, the participant rated the quality of the delivery highly. The networking opportunities associated with the course had proven</p>			

Company	Area	Utilisation	Additionality
			valuable to the participant and they had kept in touch with a number of peers also on the course. In practice Company 13Z were prepared to pay for the training and the participant was not wholly convinced of the value gained to the company itself. The outcome of the training had been personal to the participant and their particular management style rather than having any wider effect on the business or its employees. No evidence of cascading effect.
13AA	Conv	Low	Weak
			Organisation 13AA is a charity. Its training manager attended three ELMS funded coaching and mentoring courses at Level 3, Level 5 and Level 7. The motivation for involvement was very specific in that the training manager for Charity 13AA delivers training to young people and wanted to apply their new skills in this context. Feedback on the courses was very positive. The main outcomes to date have been in refining the way the training manager delivers their training to young people. No evidence of cascading, though this was never the intention or motivation for Charity 13AA. Had the ELMS option not been available, an alternative course offered by the British Psychological Society would have been pursued.
13AD	RCE	Moderate	Moderate
			Company 13AD operates in the service sector in the RCE area and is a wholly owned, commercial subsidiary of a large third sector organisation based in Wales. 13AD employs some 130 staff. A senior manager from 13AD participated in level 3 and level 5 coaching and mentoring training having been made aware of the course by the HR Manager in the parent organisation. The participating manager was looking to improve the confidence of operational staff , encourage them to become better decision makers, take on additional responsibilities, show greater empathy with customers and improve overall service quality. The manager saw the coaching and mentoring concept as fitting very well with these aims. The participating manager was impressed with the overall quality of the coaching and mentoring training received and felt that it was highly relevant to their situation. They passed both level 3 and 5, though this was lower than the level 7 qualification the manager already had. The qualification was not a primary motivation for participation. In terms of utilisation, the participating manager from 13AD felt that the course had definitely influenced their way of working and the way they acted as a mentor to some of their staff. Cascading had to some extent occurred informally with two colleagues – though this has not involved any structured training or handover of coaching and mentoring techniques. The manager felt that as a result of participating in ELMS, key members of staff within his team were now more confident about taking key decisions, took more responsibility and had improved communications and relationships with customers. Although the participating manager could not quantify by how much, they felt that overall, productivity had improved and that this could in-part be attributed to ELMS.

Source: Qualitative fieldwork interviews with participating businesses.

## Impact – Learner perspectives

6.34 In terms of skills gained or improved as a result of the ELMS course, the 2012 ESF Leavers Survey showed that 78 per cent (or 239 of the 307 learners) said that they had improved their leadership and/or strategic management skills. This is a slight improvement as compared to 72 per cent (or 482 of the 670 learners) who said this in the 2011 survey. There was no substantive difference between Convergence and RCE.

6.35 Respondents to the 2012 ESF Leavers Survey replied to a number of different questions relating to skills improvements. Of the 307 that replied to these individual questions:

- 74 per cent reported that the provision had led to improvements in terms of job specific skills (compared to 73 per cent<sup>55</sup> in 2011)
- 79 per cent said that the provision had led to improvements in communication skills (compared to 74 per cent<sup>56</sup> in 2011)
- 78 per cent said that the provision had led to improvements in team working skills (compared to 72 per cent<sup>57</sup> in 2011)
- 73 per cent said that the provision had led to improvements in problem solving skills (compared to 70 per cent<sup>58</sup> in 2011)
- 71 per cent said that the provision had led to improvements in organisational skills (compared to 70 per cent<sup>59</sup> in 2011)

6.36 Just under two thirds (64 per cent) of all ELMS ESF learners said that they were now more enthusiastic about learning<sup>60</sup>, while 84 per cent said that they were more confident of their abilities after completing the ELMS course<sup>61</sup>.

6.37 A majority of 74 per cent said that they felt they had improved employment or career prospects after completing the ELMS course<sup>62</sup>.

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<sup>55</sup> 486 of 670 learners

<sup>56</sup> 494 of 670 learners

<sup>57</sup> 484 of 670 learners

<sup>58</sup> 467 of 670 learners

<sup>59</sup> 468 of 670 learners

<sup>60</sup> Compared with 62 per cent or 416 learners in 2011.

<sup>61</sup> Compared with 83 per cent or 554 learners in 2011.

- 6.38 Of the 271 who answered a question on job satisfaction since completing their ELMS training, 56 per cent (or 152 learners) said that they were getting more job satisfaction since completing their ELMS course. This is a slight drop of four percentage points compared with 2011 (when the response was 60 per cent)<sup>63</sup>.
- 6.39 Turning to positive changes within their current employment, of the 270 who answered a question on what had happened to them in work since completing their ELMS training, 21 per cent (57 learners) said that they had secured a promotion since the ELMS course. This was a slight increase of 3 percentage points on 2011 (where the equivalent figure was 18 per cent)<sup>64</sup>.
- 6.40 Of the 271 respondents to a question on pay 43 per cent (117 learners) said that their pay rate or salary had increased since the ELMS course. This compares with 36 per cent (or 357 of 993 learners) for all participating (ELMS and non-ELMS) learners in the 2012 ESF Leaver's Survey. It compares with 35 per cent<sup>65</sup> ELMS learners in 2011, an eight percentage point increase, perhaps also reflecting slightly more stable macroeconomic conditions. This means that compared to all learners, ELMS participants are more likely to have said that their pay rate or salary has increased since their training course.
- 6.41 Half of the 271 learners who responded to the question in 2012 ( 50 per cent or 135 learners) said that their future pay and promotion prospects had improved since completing the ELMS course. This compares with 51 per cent<sup>66</sup> who said the same thing in 2011.

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<sup>62</sup> Compared with 72 per cent or 483 learners in 2011.

<sup>63</sup> 348 of 584 learners.

<sup>64</sup> 106 of x learners

<sup>65</sup> 207 of 584 learners.

<sup>66</sup> 297 of 584.

## 7 Conclusions

- 7.1 This is the second report in a long-term evaluation of ELMS and, while it is based on a considerably larger body of evidence than our interim evaluation, it is still too early to draw definitive conclusions on the success or otherwise of the Programme.
- 7.2 It is clear that while the Programme is succeeding in reaching a considerable number of mostly smaller businesses, it is struggling to match the levels of ambition set out for it, even after the substantial reduction in size and targets which was agreed with the Welsh European Funding Office in 2012. In particular, take-up of the discretionary funding strand has been disappointing, perhaps reflecting the availability of similar support from other ESF-funded projects (notably Skills Growth Wales) which do not demand the same level of financial contribution by the business<sup>67</sup>. Moreover, at the time of our fieldwork, the Sector Leadership Fund had barely got underway, despite the Programme having been operational for some three years. By contrast, the relatively new coaching and mentoring strand has proved popular, with the fact that it has been free of charge an important motivating factor.
- 7.3 The low take-up of the discretionary funding (and the consequent dominant role of the workshop strand) has had a knock on effect on the overall pattern of provision supported by the Programme, with interventions generally being lighter touch and less costly than anticipated. While most of the training delivered has clearly been relevant to leadership and management, most of the qualifications recorded as resulting from the discretionary funding have been at Levels 1 and 2 which is disappointing for a leadership and management focused intervention. Indeed, qualifications emerge as a relatively low priority for ELMS participants and (to a somewhat lesser extent) for their employers, with the exception again being the coaching and mentoring strand, where

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<sup>67</sup> This was raised as an issue in the ELMS Interim evaluation Report in the context of the Discretionary Fund.  
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three-quarters of the businesses interviewed reported higher level qualifications (i.e. higher than previously held qualifications) being achieved.

- 7.4 Despite this, evidence from our fieldwork suggests that overall satisfaction from participating businesses and individuals is generally high, with a vast majority of both businesses and individual participants also reporting it has been possible to apply the results of learning in practice. In the case of coaching and mentoring, moreover, there is some evidence that the rather ambitious expectation that participants should go on to cascade the learning they have received to other staff within their organisations is proving successful (albeit that our case-study fieldwork provided less evidence of this than might have been expected from the survey).
- 7.5 Supported businesses also generally report a range of positive impacts from participation in terms of individual attributes and behaviours. A clear majority of businesses across all strands report positive impacts on participating staff in terms of staff morale, team working and willingness to take on responsibility, for example, with individual participants also recognising positive effects from the training, particularly at an individual or inter-personal level (in terms of increased awareness, confidence, openness and willingness).
- 7.6 Similarly, in terms of business performance, a majority of participating businesses report positive impacts in terms of productivity and efficiency, future business prospects, quality of products and services and innovation in products and services, with around a third reporting a (mostly modest) impact on profits. The small number of businesses which have benefited from discretionary funding were particularly likely to report organisational benefits.
- 7.7 In general terms, those interviewed for the first time in 2013 were less likely to identify positive changes which had resulted from participation in ELMS than those interviewed in 2012. The reasons for this are not yet clear. While it is too early to draw conclusions from the longitudinal element of the research, the re-interviews with businesses first interviewed in 2012 suggest that their views about the impact of ELMS training over the longer term are very similar to when

they were first asked, albeit with a somewhat more positive view of the impact on profitability.

- 7.8 Overall, at this stage then, it is clear that the Programme has been generally well-received by businesses and participants who have accessed it and appears to be achieving broadly the desired outcomes for both individuals and businesses alike. At the same time, the Programme has not supported the volumes of training activity expected, with the performance of the discretionary fund particularly disappointing in terms of its 'reach' into the market place.

## **Annex 1**

### **2012 Re-interview Survey Questionnaire**

17/11/14

## ELMS Main (non-LMW) Strands

## Second Phase Re-Interviews

(re-interviews)

Comtype

1	workshops
2	training in coaching and mentoring skills
3	sector skills council led activities
4	discretionary support through the workforce development programme

**Sole (Sole Trader)**

1	Yes
2	No

Trainprov (text variable)

Particip (text variable)

**REASSURANCES TO USE IF NECESSARY**

- This research is being conducted by IFF research on behalf of the Welsh Government, and is being carried out to assess the effectiveness of ELMS, the Enhancing Leadership and Management Skills Programme.
- The interview should take around 20 minutes to complete.
- IFF Research is an independent market research company. All of our work is carried out according to the strict Code of Conduct of the Market Research Society.
- Everything you tell us will be treated in the strictest confidence and the Welsh Government will not know how named individuals or employers have responded.
- To confirm the validity of survey or get more information about aims and objectives, you can call:
  - **MRS: Market Research Society on 0500 396999**
  - **IFF: Briony Gunstone: 020 7250 3035**
  - **Welsh Government: Alison Spence 02920 821636**

# Screenener

ASK TELEPHONIST

S1 **Good morning / afternoon. My name is <NAME> and I'm calling from IFF Research, on behalf of the Welsh Government. May I speak to <NAMED RESPONDENT>?**

Continue - named person speaking	1	GO TO S3
Transferred	2	
Person left the organisation / never heard of person	3	ASK S2
Hard appointment	4	MAKE APPOINTMENT
Soft Appointment	5	
Refusal	6	CLOSE
Nobody at site able to answer questions	7	
Not available in deadline	8	
Engaged	9	
Fax Line	10	
No reply / Answer phone	11	
Residential Number	12	
Dead line	13	
Company closed	14	
Company moved	15	
Reassurances required	16	DISPLAY REASSURANCES

IF S1 = 3 (NAMED PERSON LEFT)

S2 **If I could explain, I'm calling on behalf of the Welsh Government to discuss your organisation's involvement with the Enhancing Leadership and Management Skills Programme, known as ELMS.**

**We spoke to <NAMED RESPONDENT> as the contact for this a year ago or so. Is there someone else who would be able to answer about your organisation's involvement?**

ADD IF NECESSARY: **Perhaps the owner or a director?**

Continue - correct person speaking	1	CONTINUE TO S3
Referred to someone else at establishment NAME_____	2	TRANSFER AND RE-INTRODUCE
JOB TITLE_____		
Hard appointment	3	MAKE APPOINTMENT
Soft appointment	4	
Refusal	5	THANK AND CLOSE
Not available in deadline	6	
Reassurances required	7	DISPLAY REASSURANCES

ASK ALL

S3 **Hello, my name is <NAME>, calling from IFF Research, and I'm part of the team which has been commissioned by the Welsh Government to assess the effectiveness of its Enhancing Leadership and Management Skills Programme and to find out how the Programme might be improved.**

SAY TO ALL EXCEPT IF S1=3:] **You might recall that we spoke last year and at that time, you said that you would be prepared to speak to us again about your organisation's involvement with the <comtype> which forms part of the Enhancing Leadership and Management Skills, or ELMS, Programme.**

ALL: **Can I just check that your organisation was involved with <comtype> between June 2009 and this time last year?**

Yes	1	GO TO S4A
No	2	ASK S4C
Not sure	3	

IF S3 = 1 and (comtype=1 or comtype=2 or comtype=3)

S4A **Am I right in saying that staff from your organisation participated in <comtype> delivered by <trainprov>?**

Yes	1	ASK S5
No	2	ASK S4B
Not sure	3	ASK S4B

IF S4A=2,3

S4B **Do you recall which organisation delivered the training or activity (PROMPT IF NECESSARY)?**

PROGRAMMER: SHOW APPROPRIATE LIST BASED ON <COMMITMENT TYPE> AND MULTICODE OKAY

(if comtype=1) Awbery Management Centre	1	
(if comtype=1) BPI Training	2	
(if comtype=1) Centre for Business	3	
(if comtype=1) Coleg Gwent	4	
(if comtype=1) Consult Capital	5	
(if comtype=1) EEF	6	
(if comtype=1) Fix Training	7	
(if comtype=1) Learning to Inspire	8	
(if comtype=1) The Group	9	
(if comtype=1) The Management Centre, Bangor Business School	10	
(if comtype=1) TSW Training	11	
(if comtype=1) University of Glamorgan Commercial Services	12	
(if comtype=2) Learning to Inspire	13	SHOW THIS LIST IF <commitment type(s)> = 'Coaching and Mentoring Programme']
(if comtype=2) Worth Consulting	14	
(if comtype=3) Asset Skills	15	SHOW THIS LIST IF <commitment type(s)> = 'Sector Skills Council led Activities']
(if comtype=3) Semta (this training is also known as 'Leadership and Management in High Performance Companies')	16	
(if comtype=3) The Care Council for Wales	17	

(if comtype=3) Improve	18	
Other (SPECIFY)	19	IF SINGLE CODED AND NOT ON LIST 1-18 THANK AND CLOSE
Don't know / not sure	20	THANK AND CLOSE
If any coded 1-18 continue, others thank and close		

IF S4B NOT 1 TO 18

S4BTXT Unfortunately, we're only looking to interview people who took part in the programme, so we'll have to stop there. Thank you very much for your time.

IF S3 = 2 OR 3

S4C According to our records, <PARTICIPANT COUNT> staff from your organisation were involved in activities delivered by <'training provider'>. Do you recall this now?

Yes	1	ASK S5
No	2	THANK AND CLOSE SAY: Unfortunately, we're only looking to interview people who took part in the programme, so we'll have to stop there. Thank you very much for your time.
Not sure	3	

ASK ALL

S5 I'd like to ask you some questions about the difference that participating in <'commitment type(s)'\> made to your organisation. All responses will be treated in strict confidence. Can I check, would you prefer to conduct the interview in English or Welsh?

English	1	GO TO A1
Welsh	2	ASK S6

IF S5 =2

S6 I'm not a Welsh speaker myself, but could a colleague who is give you a call within the next week or so?

Hard appointment in Welsh	1	MAKE APPOINTMENT IN WELSH INTERVIEWER QUEUE
Soft appointment in Welsh	2	
Continue in English	3	CONTINUE

READ OUT FOR ALL

**Please note, this call may be recorded for quality or training purposes. It takes around 15 minutes to complete.**

## A Participation

ASK ALL

- A1 **Can I confirm that around** <PARTICIPANT COUNT FROM SAMPLE DATABASE> **people from your organisation participated in** <'commitment type(s)' FROM THE SAMPLE DATABASE> between June 2009 and this time last year? **[E1]**  
SINGLE CODE.

Yes – figure right	1	ASK A3
No – more people participated	2	ASK A2
No – fewer people participated	3	
DO NOT READ OUT: Don't know	4	ASK A3

- IF A1 = 2 (NO – MORE PEOPLE PARTICIPATED) OR = 3 (NO – FEWER PEOPLE PARTICIPATED)  
A2 **How many people did participate in** <'commitment type(s)' FROM THE SAMPLE DATABASE> **then?** **[E2]**

ENTER NUMBER OR CODE.

ENTER NUMBER, ALLOW 0 – 99,999	
Don't know / Can't remember	X

ASK ALL

- A3 **Did you personally take part in** <'commitment type(s)' FROM THE SAMPLE DATABASE>? **[E4]**  
SINGLE CODE.

Yes	1
No	2
DO NOT READ OUT: Don't know	3

ASK ALL

- A4 **Can I just check whether any staff from your organisation have participated in** <'commitment type(s)' FROM THE SAMPLE DATABASE> or any **other elements of the ELMS Programme in the last 12 months (i.e. since your original involvement in** <'commitment type(s)')>?

SINGLE CODE.

Yes	1	ASK A5
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No	2	SECTION B
DO NOT READ OUT: Don't know	3	

[IF A4 = YES]

A5 **Which element of the Programme have staff participated in since the organisation's original involvement in <'commitment type(s)'**? PROMPT IF NECESSARY  
ALLOW MULTI CODE.

Workshops	1
Coaching and Mentoring Programme	2
Sector Skills Council led activities	3
Discretionary support through the Workforce Development Programme	4
DO NOT READ OUT: Don't know	5

## B Learning

READ OUT FOR ALL

**Thinking now about your staff's involvement in <'commitment type(s)'\>, I'd like to turn to what participants actually learnt as a result of the training they undertook.**

- B1 **Did you, or any of those who participated in <'commitment type(s)'\>, achieve any sort of leadership or management related qualification(s) or part qualifications as a result of doing so? [G2]**

SINGLE CODE.

Yes	1	ASK B2
No	2	ASK B4
Don't know	3	

IF B1 = 1 (YES: QUALIFICATIONS ATTAINED)

- B2 **What level were these qualifications at? [G3]**

READ OUT. MULTI CODE.

Level 2	1
Level 3	2
Level 4	3
Level 5	4
Level 6	5
Level 7	6
DO NOT READ OUT: Don't know	7
Other (PLEASE SPECIFY)	8

IF B1 = 1 (YES: QUALIFICATIONS ATTAINED)

- B3 **In general, were these qualifications at a higher, lower or the same level as the most advanced qualifications that participants already held? [G4]**

SINGLE CODE.

Higher	1
The same	2
Lower	3

DO NOT READ OUT: Don't know / varied too much to say	4
--	---

IF A3 =1 *personally took part in activities* ASK

- B4 **On a scale of 1 to 5, where 1 means very low and 5 means very high, where would you put your understanding of the subject area of the <'commitment type(s)' FROM THE SAMPLE DATABASE>before participating?**

READ OUT. SINGLE CODE. [G9]

Very low			Very high		
1	2	3	4	5	
Don't know / Not applicable					6

IF A3 =1 *personally took part in activities* ASK

- B5 **On a scale of 1 to 5, where 1 means very low and 5 means very high, where would you put your understanding of the subject area now, 12 months after the workshops or course?**

READ OUT. SINGLE CODE. [G10]

Very low			Very high		
1	2	3	4	5	
Don't know / Not applicable					6

## C Behaviour

READ OUT FOR ALL

I'd now like to turn to the effects of what was learnt in the workplace.

[IF <'COMMITMENT TYPE(S)' FROM THE SAMPLE DATABASE = 1 (WORKSHOPS), 3 (SECTOR SKILLS COUNCIL LED ACTIVITIES) OR 4 (DISCRETIONARY SUPPORT)]

- C1 **To what extent have those who participated in <'commitment type(s)>' been able to put into practice what they learnt...READ OUT [H1]**

SINGLE CODE.

To a very great extent	1	ASK C2
To a great extent	2	
To some extent	3	
Hardly at all	4	
Not at all	5	
DO NOT READ OUT: Don't know	6	

- C2 **What, if anything, has made it difficult to put the learning into practice? [H2]**

Nothing has made this difficult	1

[IF <'COMMITMENT TYPE(S)' FROM THE SAMPLE DATABASE = 1 (WORKSHOPS), 3 (SECTOR SKILLS COUNCIL LED ACTIVITIES) OR 4 (DISCRETIONARY SUPPORT)]

- C3 **On a scale of 1 to 5, where 1 is not at all and 5 is a great deal, how much did <'commitment type(s)>' improve the ability of those taking part to...READ OUT. SINGLE CODE EACH ROW [H4]**

	Not at all				A great deal	Don't know / NA
<b>Recognise business opportunities and threats</b>	1	2	3	4	5	6
<b>Challenge the status quo</b>	1	2	3	4	5	6
<b>Build and create buy-in to a vision for the organisation</b>	1	2	3	4	5	6
<b>Influence your organisation's culture</b>	1	2	3	4	5	6

[IF <'COMMITMENT TYPE(S)' FROM THE SAMPLE DATABASE = 1 (WORKSHOPS), 3 (SECTOR SKILLS COUNCIL LED ACTIVITIES) OR 4 (DISCRETIONARY SUPPORT)]

C4 **On a scale of 1 to 5, where 1 is not at all and 5 is a great deal, how much did <'commitment type(s) > improve the ability of those taking part in regard to: [H6]**

READ OUT. SINGLE CODE

	Not at all				A great deal	Don't know / NA
<b>1. Business planning</b>	1	2	3	4	5	6
<b>2. Organising staff</b>	1	2	3	4	5	6
<b>3. Time management</b>	1	2	3	4	5	6
<b>4. Controlling financial resources</b>	1	2	3	4	5	6
<b>5. Working with suppliers</b>	1	2	3	4	5	6
<b>6. Improving systems</b>	1	2	3	4	5	6
<b>7. Marketing the organisation's products</b>	1	2	3	4	5	6
<b>8. Working with customers</b>	1	2	3	4	5	6

[IF <'COMMITMENT TYPE(S)' FROM THE SAMPLE DATABASE = 1 (WORKSHOPS), 3 (SECTOR SKILLS COUNCIL LED ACTIVITIES) OR 4 (DISCRETIONARY SUPPORT)]

C5 **Did <'commitment type(s) > improve the management abilities of the staff who attended in any areas not already mentioned? [H6NA]**

Yes - WRITE IN / SPECIFY	ASK C6
No....2	CHECK C6a
Don't know....X	

IF TEXT RESPONSE AT C5

C6 **On the same scale of 1 to 5 as before (IF NECESSARY: where 1 is none and 5 is a great deal) how much would you say it improved their abilities in the area you mentioned? [H6NB]**

READ OUT. SINGLE CODE.

None					A great deal	
1	2	3	4	5	Don't know / Not applicable	
					6	

[IF <'commitment type(s)' FROM THE SAMPLE DATABASE = 1 (WORKSHOPS), 3 (SECTOR SKILLS COUNCIL LED ACTIVITIES) OR 4 (DISCRETIONARY SUPPORT)]

C6A **Did participation in <'commitment type(s)' FROM THE SAMPLE DATABASE > have any negative effects within the business? [H6NC]**

WRITE IN.

WRITE IN
No....2
Don't know.....X

[IF <'COMMITMENT TYPE(S)' FROM THE SAMPLE DATABASE = 1 (WORKSHOPS), 3 (SECTOR

SKILLS COUNCIL LED ACTIVITIES) OR 4 (DISCRETIONARY SUPPORT)] and [IF A3=1 (*personally take part*)]

C7 **On a scale of 1 to 5, where 1 is none and 5 is a great deal how much effect do you feel participation in the workshop or activity has had upon you personally in terms of:...**

READ OUT. SINGLE CODE [H8]

	None				A great deal	Don't know / NA
<b>1. Your awareness of your own personal traits as a leader or manager</b>	1	2	3	4	5	6
<b>2. Your openness to addressing you own weaknesses</b>	1	2	3	4	5	6
<b>3. The level of confidence you feel in dealing with senior colleagues</b>	1	2	3	4	5	6
<b>4. The level of confidence you feel in dealing with colleagues at the same or a lower level than yourself</b>	1	2	3	4	5	6
<b>5. Your openness to collaboration/sharing with others</b>	1	2	3	4	5	6
<b>6. Your willingness to delegate and allow others to make decisions for themselves</b>	1	2	3	4	5	6

[IF <'COMMITMENT TYPE(S)' FROM THE SAMPLE DATABASE = 1 (WORKSHOPS), 3 (SECTOR SKILLS COUNCIL LED ACTIVITIES) OR 4 (DISCRETIONARY SUPPORT)] and [IF A3=1 (*personally take part*)]

C8 **Did <'commitment type(s) > have any other significantly positive effects on you personally at work? [H8NA]**

YES - WRITE IN
No.....2
Don't know.....X

[IF <'COMMITMENT TYPE(S)' FROM THE SAMPLE DATABASE = 1 (WORKSHOPS), 3 (SECTOR SKILLS COUNCIL LED ACTIVITIES) OR 4 (DISCRETIONARY SUPPORT)] and [IF A3=1 (*personally take part*)]

C8A **Did participation in <'commitment type(s)' FROM THE SAMPLE DATABASE> have any negative effects on you personally at work? [H8NB]**

YES - WRITE IN
No.....2
Don't know.....X

[IF <'commitment type(s)' FROM THE SAMPLE DATABASE = 2 (COACHING AND MENTORING PROGRAMME)]

C9 **To what extent has the individual who participated in the Coaching and Mentoring Programme been able to pass on their coaching and mentoring skills to others within the organisation**  
...READ OUT

SINGLE CODE.

<b>To a very great extent</b>	1	ASK C11
<b>To a great extent</b>	2	
<b>To some extent</b>	3	
<b>Hardly at all</b>	4	ASK C10
<b>Not at all</b>	5	
DO NOT READ OUT: Don't know	6	ASK 20

ASK ONLY IF C9 = 4 (HARDLY AT ALL) OR = 5 (NOT AT ALL)

C10 **Why has it been difficult for the individual who participated in the Coaching and Mentoring Programme to pass on their coaching and mentoring skills to other staff?** PROMPT IF NECESSARY/ MULTICODE OK

<i>Issues to do with member of staff who participated in the external training</i>	
The member of staff who participated in the Coaching and Mentoring Programme has not yet finished their training	1
It's too soon after the training for the member of staff who participated in the Coaching and Mentoring Programme to have trained others	2
The member of staff who participated in the Coaching and Mentoring Programme didn't develop the skills needed to train others effectively	3
The member of staff who participated in the Coaching and Mentoring Programme faced unforeseen work commitments	4
The member of staff who participated in the Coaching and Mentoring Programme hasn't had time to train others	5
The member of staff who participated in the Coaching and Mentoring Programme had personal commitments which prevented them from cascading what they had learnt	6
The person who participated in the Coaching and Mentoring Programme was taken ill	7
The member of staff who participated in the Coaching and Mentoring Programme left the company	8
<i>Issues to do with other staff to whom training to be cascaded</i>	
Work commitments prevented staff from being released to be trained/coached by the individual who participated in the Coaching and Mentoring Programme	9
Other staff have been reluctant to undertake coaching and mentoring skills training	10
There is no need to train other staff in coaching and mentoring skills at present	11
Other – please specify	12

Don't know / can't remember	13
-----------------------------	----

ASK ONLY IF C9 ANSWERED 1, 2 OR 3 (TO A VERY GREAT, GREAT OR SOME EXTENT)

C11 **How many other members of staff have been trained up as coaches and mentors by the individual who participated in the Coaching and Mentoring Programme?**

WRITE IN
Don't know....X

ASK ONLY IF C9 ANSWERED 1, 2 OR 3 (TO A VERY GREAT, GREAT OR SOME EXTENT)

C12 **How would you rate the overall quality of the training on coaching and mentoring skills delivered by the individual who participated in the Coaching and Mentoring Programme...READ OUT?**  
SINGLE CODE.

<b>Very good</b>	1
<b>Good</b>	2
<b>Mixed</b>	3
<b>Poor</b>	4
<b>Very poor</b>	5
DO NOT READ OUT: Don't know	6

ASK ONLY IF C9 ANSWERED 1, 2 OR 3 (TO A VERY GREAT, GREAT OR SOME EXTENT)

C13 **Have any of those who've subsequently been trained as coaches and mentors (i.e. those that were trained by the individual who participated in the Coaching and Mentoring Programme) achieved any sort of coaching and mentoring related qualifications or part qualifications as a result of the training undertaken?**

SINGLE CODE.

Yes	1	ASK C14
No	2	ASK C16
Don't know	3	

IF C13 = 1 (YES: QUALIFICATIONS ATTAINED)

C14 **What level were these qualifications at? READ OUT. MULTI CODE OK.**

<b>Level 2</b>	1
<b>Level 3</b>	2
<b>Level 4</b>	3
<b>Level 5</b>	4
<b>Level 6</b>	5
<b>Level 7</b>	6
DO NOT READ OUT: Don't know	7
Other (PLEASE SPECIFY)	8

IF C13 = 1 (YES: QUALIFICATIONS ATTAINED)

C15 **In general, were these qualifications at a higher, lower or the same level as the most advanced qualifications that participants already held?**

SINGLE CODE.

Higher	1
The same	2
Lower	3
DO NOT READ OUT: Don't know / varied too much to say	4

ASK ONLY IF C9 ANSWERED 1, 2 OR 3 (TO A VERY GREAT, GREAT OR SOME EXTENT)

C16 **To what extent have staff who've subsequently been trained as coaches and mentors (i.e. those that were trained by the individual who participated in the Coaching and Mentoring Programme) been able to put their new skills into practice ...READ OUT**

SINGLE CODE.

<b>To a very great extent</b>	1	ASK C18
<b>To a great extent</b>	2	
<b>To some extent</b>	3	ASK C17
<b>Hardly at all</b>	4	
<b>Not at all</b>	5	
DO NOT READ OUT: Don't know	6	ASK C20

ASK ONLY IF C16 = 4 (HARDLY AT ALL) OR = 5 (NOT AT ALL)

C17 **Why has it been difficult for this second tier of coaches and mentors to apply their learning?**  
PROMPT IF NECESSARY

MULTICODE OK

Work commitments means that they've had no time to coach or mentor others	1
Work commitments have prevented staff from being released to be coached or mentored	2
Too soon for any coaching or mentoring to have taken place	3
The individuals trained (i.e. the second tier coaches/mentors) didn't develop the skills needed to coach or mentor others effectively	4
Personal commitments prevented them from coaching or mentoring others	5
Staff sickness	6
Second tier coaches/mentors left the company	7
Other – please specify	8
Don't know / can't remember	9

ASK ONLY IF C16 ANSWERED 1, 2 OR 3 (TO A VERY GREAT, GREAT OR SOME EXTENT)

C18 **Overall, how many members of staff have received training from this second tier of coaches and mentors?**

WRITE IN
Don't know....X

ASK ONLY IF C16 ANSWERED 1, 2 OR 3 (TO A VERY GREAT, GREAT OR SOME EXTENT)

C19 **How would you rate the overall quality of the coaching and mentoring done by this second tier of coaches and mentors...READ OUT?**

SINGLE CODE.

<b>Very good</b>	1
<b>Good</b>	2
<b>Mixed</b>	3
<b>Poor</b>	4
<b>Very poor</b>	5
DO NOT READ OUT: Don't know	6

ASK ALL

C20 **Thinking back to when the organisation initially got involved in '<commitment type(s)>', was the training intended to support particular business objectives? [D2]**

SINGLE CODE

Yes	1	ASK C21
No	2	ASK C23
DO NOT READ OUT: Don't know	3	

IF C20 = 1 (YES)

C21 **Have the business objectives which the training was designed to support been achieved? [H11]**

SINGLE CODE

Yes	1
No	2
DO NOT READ OUT: Don't know	3

IF C21 = 1 (YES)

C22 **To what extent did the skills developed as a result of taking part in <'commitment type(s)'\> help in enabling those objectives to be achieved... [H12]**

READ OUT. SINGLE CODE.

<b>To a very great extent</b>	1
<b>To a great extent</b>	2
<b>To some extent</b>	3
<b>Hardly at all</b>	4
<b>Not at all</b>	5
DO NOT READ OUT: Don't know	6

ASK ALL

C23 **Has your organisation undertaken leadership and management training in the last 12 months, other than any you've been involved with under the <'commitment type(s)'\> SINGLE CODE.**

Yes	1	ASK C24
No	2	ASK C25
DO NOT READ OUT: Don't know	3	

IF C23 = 1 (Yes):

C24 **Did participating in <'commitment type(s)'\> influence the organisation's decision to undertake this further leadership and management training?**

SINGLE CODE

Yes	1
No	2
DO NOT READ OUT: Don't know	3

ASK ALL

- C25 **How likely is your organisation to undertake further leadership and management training in the coming 12 months....**READ OUT [H14]  
SINGLE CODE.

<b>Very likely</b>	1	ASK C26
<b>Fairly likely</b>	2	
<b>Neither likely nor unlikely</b>	3	ASK C27
<b>Fairly unlikely</b>	4	
<b>Very unlikely</b>	5	
DO NOT READ OUT: Don't know	X	

IF C25 = 1 or 2 (Very likely OR Fairly likely):

- C26 **Has participating in <'commitment type(s)'**> made it any more likely that the organisation will undertake further leadership and management training than it would otherwise have been? [H15]  
SINGLE CODE

Yes	1
No	2
DO NOT READ OUT: Don't know	3

ASK ALL

- C27 **Roughly how much did your organisation spend with outside companies on developing staff's leadership and management skills in the last year? Was it ...** READ OUT. [B5]

SINGLE CODE.

<b>Nothing</b>	1	SECTION D
<b>Less than £5,000</b>	2	ASK C28
<b>£5,000 to £10,000</b>	3	
<b>£10,001 to £20,000</b>	4	
<b>£20,001 to £50,000</b>	5	
<b>£50,001 to £100,000</b>	6	
<b>More than £100,000</b>	7	
DO NOT READ OUT: Don't know / refused	8	SECTION D

IF C27 = 2 - 7 (SPEND SOMETHING):

C28 **Roughly what proportion of the organisation's overall spend with external training providers did this represent? Was it... READ OUT.**

SINGLE CODE.

<b>&lt;10%</b>	1
<b>11% - 25%</b>	2
<b>26% - 50%</b>	3
<b>51% - 75%</b>	4
<b>&gt;75%</b>	5
<b>DO NOT READ OUT: Don't know / refused</b>	6

## D Impact

READ OUT FOR ALL

Finally, I'd like to ask you some questions about the impact which staff's participation in <'commitment type(s)'\> has had upon various aspects of business performance

IF SOLE TRADER (A5=X) GO TO D4

ASK ALL (EXCEPT SOLE TRADERS)

D1 On a scale of 1 to 5 where 1 is not at all and 5 is a great deal how much would you say <'commitment type(s)'\> has impacted upon staff who participated in terms of: [I1]

READ OUT. SINGLE CODE EACH ROW

	Not at all				A great deal	Don't know / NA
<b>1. Clarity about the direction in which the company is going</b>	1	2	3	4	5	6
<b>2. The confidence shown by senior management in taking opportunities and dealing with threats</b>	1	2	3	4	5	6
<b>3. Staff understanding of their roles within the organisation</b>	1	2	3	4	5	6
<b>4. Staff attitudes and preparedness to take responsibility</b>	1	2	3	4	5	6
<b>5. Teamwork within the organisation</b>	1	2	3	4	5	6
<b>6. The extent to which staff ask for training</b>	1	2	3	4	5	6
<b>7. Staff's willingness to participate in training</b>	1	2	3	4	5	6

ASK ALL (EXCEPT SOLE TRADERS)

- D2 **Using the scale ‘improved substantially’, ‘improved a little’, ‘made no change’, ‘deteriorated a little’ and ‘deteriorated substantially’, how would you say <‘commitment type(s)’> has impacted upon staff who participated in terms of: [I3]**  
 READ OUT. SINGLE CODE

	improved substantially	improved a little	made no change	deteriorated a little	deteriorated substantially	Don't know / NA
<b>1. Staff morale</b>	1	2	3	4	5	6
<b>2. The number and seriousness of personnel problems (e.g. grievances, disciplinaries)</b>	1	2	3	4	5	6
<b>3. Staff retention</b>	1	2	3	4	5	6

ASK ALL (EXCEPT SOLE TRADERS)

- D3 **Again using the same options, [READ OUT AGAIN IF NECESSARY: ‘improved substantially’, ‘improved a little’, ‘made no change’, ‘deteriorated a little’ and ‘deteriorated substantially’], how would you say <‘commitment type(s)’> has impacted upon staff who participated in terms of: [I5]**  
 READ OUT. SINGLE CODE

	improved substantially	improved a little	made no change	deteriorated a little	deteriorated substantially	Don't know / NA
<b>1. Promotion and being given more responsibility</b>	1	2	3	4	5	6
<b>2. Pay</b>	1	2	3	4	5	6

ASK ALL

- D4 [IF NOT SOLE TRADER: **Again using the same options, [READ OUT AGAIN IF NECESSARY: ‘improved substantially’, ‘improved a little’, ‘made no change’, ‘deteriorated a little’ and ‘deteriorated substantially’], how would you say <‘commitment type(s)’> has impacted upon staff who participated in terms of: [I7]**][IF SOLE TRADERS A5=X: **Using the scale ‘improved substantially’, ‘improved a little’, ‘made no change’, ‘deteriorated a little’ and ‘deteriorated substantially’, how would you say <‘commitment type(s)’> has impacted upon your: [I7]**]  
 READ OUT. SINGLE CODE

	improved substantially	improved a little	made no change	deteriorate d a little	deteriorated substantially	Don't know / NA
<b>1. Product or service innovation</b>	1	2	3	4	5	6
<b>2. Supply chain management/ procurement processes</b>	1	2	3	4	5	6
<b>3. Productivity and efficiency</b>	1	2	3	4	5	6
<b>4. Wastage rates/ down-time</b>	1	2	3	4	5	6
<b>5. The use of new technologies</b>	1	2	3	4	5	6
<b>6. The quality of products or services</b>	1	2	3	4	5	6

- D5 **And using the same options** [IF NOT SOLE TRADER: **for the final time,**][IF SOLE TRADER: **again,**]  
 [READ OUT AGAIN IF NECESSARY: 'improved substantially', 'improved a little', 'made no change',  
 'deteriorated a little' and 'deteriorated substantially'], **how would you say <'commitment type(s)'** has  
**impacted upon:...** [I9]  
 READ OUT. SINGLE CODE

	improved substantially	improved a little	made no change	deteriorated a little	deteriorated substantially	Don't know / NA
<b>1. Profit levels / reducing losses</b>	1	2	3	4	5	6
<b>2. Your organisation's prospects going forward</b>	1	2	3	4	5	6

IF ANY D5 1<sup>st</sup> statement is 1-2 = 'improved substantially' or 'improved a little' ASK

- D6 **Are you able to say roughly how much of a percentage increase there has been in profit because of staff participation in <'commitment type(s)'**? [I10]  
 PROMPT IF NECESSARY. SINGLE CODE

Less than 5%	1
Between 5 and 10%	2
Between 10 and 20%	3
More than 20%	4
DO NOT READ OUT: Don't know	5

ASK ALL

- D7 **What do you feel are the key business challenges your company has faced over the last 2 years?** DO NOT  
 READ OUT. PROBE: What else? [I11]

Difficult to make enough sales/increased competition/insufficient demand	1
Falling profit margins	2
Economic downturn / recession generally	3
Have more work than can handle	4
Finding staff or workers / suitably skilled staff or workers	5
Retaining staff (or workers)	6
Getting finance to expand (banks not lending)	7
Clients slow to pay / late payment	8
Increased regulations / legislation / red tape (inc planning regulations)	9
Rising prices / materials costs (inc fuel costs)	10
Other (WRITE IN)	0
None / no particular challenges	V

## E Future Studies

ASK ALL

- E1 **Finally, this study will involve undertaking follow-up interviews with organisations in order to assess the longer-term effects of leadership and management development activities supported by the Welsh Government. Would you be prepared to be contacted again in a year or so's time?**  
SINGLE CODE. [\[J1\]](#)

Yes	1
No	2
Don't know	3

THANK AND CLOSE SURVEY

I declare that this survey has been carried out under IFF instructions and within the rules of the MRS Code of Conduct.		
Interviewer signature:	Date:	
Finish time:	Interview Length	mins

## **Annex 2**

### **2013 Survey Questionnaire**

Second Phase First Wave Interviews

Telephone

Region	Quota Targets				Total
	Workshop	Coaching and Mentoring Programme	Sector Skills Council led activities	Discretionary	
<b>CONVERGENCE DATABASE:</b>					
<b>Valleys</b>					
<b>South West</b>					
<b>Mid</b>					
<b>North</b>					
<b>COMPETITIVENESS DATABASE:</b>					
<b>South East</b>					
<b>Mid</b>					
<b>North</b>					
<b>Total</b>					

FROM SAMPLE TAKE:

Commitment Type	<ol style="list-style-type: none"> <li>1. Workshops</li> <li>2. Training in coaching and mentoring skills (known as the Coaching and Mentoring Programme or the Wales Coaching Initiative (WCI))</li> <li>3. Sector Skills Council led activities</li> <li>4. Discretionary support through the Workforce Development Programme</li> </ol>
Training provider	
Number of participants	

### REASSURANCES TO USE IF NECESSARY

- This research is being conducted by IFF research on behalf of the Welsh Government, and is being carried out to assess the effectiveness of ELMS, the Enhancing Leadership and Management Skills Programme.
- The interview should take around 25 minutes to complete.
- IFF Research is an independent market research company. All of our work is carried out according to the strict Code of Conduct of the Market Research Society.
- Everything you tell us will be treated in the strictest confidence and the Welsh Government will not know how named individuals or employers have responded.
- To confirm the validity of survey or get more information about aims and objectives, you can call:
  - MRS: Market Research Society on 0500 396999**
  - IFF: Briony Gunstone: 020 7250 3035**
  - Welsh Government: Alison Spence 02920 821636**

## Screener

ASK TELEPHONIST

S1 **Good morning / afternoon. My name is <NAME> and I'm calling from IFF Research, on behalf of the Welsh Government. May I speak to <NAMED RESPONDENT>?**

Continue - named person speaking	4	GO TO S3
Transferred	5	
Person left the organisation / never heard of person	6	ASK S2
Hard appointment	7	MAKE APPOINTMENT
Soft Appointment	8	
Refusal	9	CLOSE
Nobody at site able to answer questions	10	
Not available in deadline	11	
Engaged	12	
Fax Line	13	
No reply / Answer phone	14	
Residential Number	15	
Dead line	16	
Company closed	17	
Company moved	18	
Reassurances required	19	DISPLAY REASSURANCES

IF S1 = 3 (NAMED PERSON LEFT)

S2 **If I could explain, I'm calling on behalf of the Welsh Government to discuss your organisation's involvement with the Enhancing Leadership and Management Skills Programme, known as ELMS.**

**We had <NAMED RESPONDENT> as the contact for this. Is there someone else who would be able to answer about your organisation's involvement?**

ADD IF NECESSARY: **Perhaps the owner or a director?**

Continue - correct person speaking	1	CONTINUE TO S3
Referred to someone else at establishment NAME _____ JOB TITLE _____	2	TRANSFER AND RE-INTRODUCE
Hard appointment	3	MAKE APPOINTMENT
Soft appointment	4	
Refusal	5	THANK AND CLOSE
Not available in deadline	6	
Reassurances required	7	DISPLAY REASSURANCES

ASK ALL STILL IN SCOPE

S3 **Hello, my name is <NAME>, calling from IFF Research, and I'm part of the team which has been commissioned by the Welsh Government to assess the effectiveness of its Enhancing Leadership and Management Skills Programme and to find out how the Programme might be improved.**

**The Enhancing Leadership and Management Skills Programme, which you might know better as ELMS, [IF commitment type=Discretionary Support: or Leadership and Management Training through the Workforce Development Programme], is designed to help businesses develop the capacity of staff to lead and manage more effectively. It comprises a number of elements, including [commitment type], which I understand your organisation was involved with at some stage during the last twelve months. Is this right?**

Yes	20	GO TO S4A
No	21	ASK S4C
Not sure	22	

IF S3 = 1 & COMMITMENT TYPE=1,2,3 (WORKSHOPS, Coaching & Mentoring Programme OR Sector Skills Council led activities)

S4A **Am I right in saying that staff from your organisation participated in [COMMITMENT TYPE] delivered by [Training Provider]?**

Yes	1	ASK S5
No	2	ASK S4B
Not sure	3	

READ OUT IF NO OR NOT SURE AT S4A

S4B **Do you recall which organisation delivered the training or activity PROMPT IF NECESSARY)?**

PROGRAMMER: SHOW APPROPRIATE LIST BASED ON <COMMITMENT TYPE> AND MULTICODE OKAY

Awbery Management Centre	1	SHOW THIS LIST IF <commitment type(s)> = 'workshops']
BPI Training	2	
Centre for Business	3	
Coleg Gwent	4	
Consult Capital	5	
EEF	6	
Fix Training	7	
Learning to Inspire	8	
The Group	9	
The Management Centre, Bangor Business School	10	
TSW Training	11	
University of Glamorgan Commercial Services	12	
Learning to Inspire	13	SHOW THIS LIST IF <commitment type(s)> = 'Coaching and Mentoring Programme']
Worth Consulting	14	
Asset Skills	15	SHOW THIS LIST IF <commitment type(s)> = 'Sector Skills Council led Activities']
Semta	16	
The Care Council for Wales	17	
Improve	18	

Other (SPECIFY)	19	CHECK IF ON LIST OF CODES 1-18 AND IF SO BACKCODE  IF SINGLE CODED AND NOT ON LIST 1-18 THANK AND CLOSE
Don't know / not sure	20	THANK AND CLOSE
If any coded 1-18 continue, others thank and close		

IF S3 = 2 OR 3

S4C **According to our records, [PARTICIPANT COUNT] staff from your organisation were involved in activities delivered by [training provider]. Do you recall this now?**

Yes		ASK S5
No		THANK AND CLOSE SAY: <b>Unfortunately, we're only looking to interview people who took part in the programme, so we'll have to stop there. Thank you very much for your time.</b>
Not sure		

ASK ALL IN SCOPE

S5 **I'd like to ask you some questions about your experience of [commitment type], and what difference participating in it made to your organisation. All responses will be treated in strict confidence. Can I check, would you prefer to conduct the interview in English or Welsh?**

English		GO TO A1
Welsh		ASK S6

IF S5 = 2 (WELSH)

S6 **I'm not a Welsh speaker myself, but could a colleague who is give you a call within the next week or so?**

Hard appointment in Welsh		MAKE APPOINTMENT IN WELSH INTERVIEWER QUEUE
Soft appointment in Welsh		
Continue in English		CONTINUE

READ OUT FOR ALL

**Please note, this call may be recorded for quality or training purposes. It takes around 20-25 minutes to complete.**

## A Organisation's Details

ASK ALL

- A1 **Before we start, I'd like to check a few things about your organisation. Firstly, how would you describe the main business activity of the organisation?**

PROBE FULLY:

**What exactly is made or done by the organisation?**

WRITE IN - MUST CODE TO 4-DIGIT SIC 2007.

--

ASK ALL

- A2 **How long has your organisation been in operation?** PROMPT IF NECESSARY

INTERVIEWER NOTE: This refers to the organisation as a whole

SINGLE CODE.

Less than 2 years	1
2 to 5 years	2
More than 5 and up to 10 years	3
More than 10 years	31
Don't know	32

ASK ALL

- A3 **Are there other establishments or sites in your organisation?**

PROMPT IF NECESSARY. SINGLE CODE.

Yes	33
No	34
Don't know	35

IF OTHER SITES (A3=1 OR 3)

A4 **Is the Head Office located...READ OUT**

SINGLE CODE.

In Wales	36
Elsewhere in the UK	37
Elsewhere in Europe	38
Outside Europe	39
(DO NOT READ OUT) Don't know	40

ASK ALL

A5 **How many people does your organisation employ [IF A3=1 OR 3: at the site where you work]? Please include both full time and part time employees on your payroll and any working proprietors or owners, but exclude any self-employed and outside contractors or agency staff.**

PROMPT IF NECESSARY. SINGLE CODE.

No employees – just the respondent	X
Less than 10 employees	41
10 to 49 employees	42
50 to 249 employees	43
250+ employees	44
(DO NOT READ OUT) Don't know	45

ASK ALL

A6 **How does this compare to the number of people employed [IF A3=1 OR 3: at the site] 12 months ago? Do you have....READ OUT**

SINGLE CODE.

More now than 12 months ago	46
Same	47
Fewer now than 12 months ago	48
(DO NOT READ OUT) Don't know	49

ASK ALL

A7 **What is your job title and role within the organisation?**

WRITE IN - CODE TO SOC 2010 MAJOR GROUPS.

## B Organisation's Training Behaviours

ASK ALL

**Before I talk to you about the involvement you have had with the Enhancing Leadership and Management Skills (or ELMS) Programme, I'd like to ask you a few questions about your organisation's approach to business planning and training.**

ASK ALL

- B1 **Does the organisation have a formal business plan which sets out the business' objectives for the coming year?**

SINGLE CODE.

Yes	50
No	51
Don't know	52

ASK ALL

- B2 **Would you say that the business' ambitions over the coming three years or so are...READ OUT.**

SINGLE CODE.

<b>To grow significantly</b>	53
<b>To grow a little</b>	54
<b>To maintain its current position</b>	55
<b>To survive</b>	56
<b>Other (PLEASE SPECIFY)</b>	57
(DO NOT READ OUT) Don't know	58

ASK ALL

- B3 **Does the organisation have a training plan that specifies in advance the level and type of training your employees will need in the coming year?**

SINGLE CODE.

Yes	59
No	60
Don't know	61

IF HAVE BUSINESS PLAN AND TRAINING PLAN (B1=1 AND B3=1)

B4 **Does this plan link to the objectives set in the organisation's business plan?**

SINGLE CODE.

Yes	62
No	63
Don't know	64

ASK ALL

B5 **Before getting involved with ELMS, roughly how much did the organisation spend with outside companies on training each year [IF A3=1 OR 3: at this site]? Was it...READ OUT.**

SINGLE CODE

<b>Nothing</b>	65
<b>Less than £5,000</b>	66
<b>£5,000 to £10,000</b>	67
<b>£10,001 to £20,000</b>	68
<b>£20,001 to £50,000</b>	69
<b>£50,001 to £100,000</b>	70
<b>More than £100,000</b>	71
DO NOT READ OUT: Don't know / refused	72

IF AT B5 SPEND SOMETHING OR DON'T KNOW (B5 2-8)

B6 **Before getting involved with ELMS, roughly how much did the organisation spend with outside companies on training in leadership and management skills each year [IF A3=1 OR 3: at this site]? Was it... READ OUT.**

SINGLE CODE.

<b>Nothing</b>	73
<b>Less than £5,000</b>	74
<b>£5,000 to £10,000</b>	75
<b>£10,001 to £20,000</b>	76
<b>£20,001 to £50,000</b>	77

<b>£50,001 to £100,000</b>	78
<b>More than £100,000</b>	79
DO NOT READ OUT: Don't know / refused	80

ASK ALL

**B7 Which of the following applies regarding your organisation or site's Investors in People (IIP) status...READ OUT?**

SINGLE CODE.

Are you currently IIP accredited	1
Did you used to be IIP accredited but are not currently	2
Or has your organisation or site never been IIP accredited	3
(DO NOT READ OUT) Don't know	4

IF B7=1 (CURRENTLY ACCREDITED)

**B8 Roughly how long has it held the award? PROMPT IF NECESSARY. SINGLE CODE.**

Less than 12 months	1
1 to 2 years	2
More than 2 years	3
Don't know	4

## C Route into ELMS

ASK ALL

**Turning now to your organisation's involvement with the Enhancing Leadership and Management Scheme, or ELMS.**

IF COMMITMENT TYPE=4 (DISCRETIONARY SUPPORT)

C1 **What kind of organisation provided the bulk of the training undertaken? Was it...READ OUT.**  
MULTICODE OK.

<b>University or Higher Education Institution</b>	81
<b>College or Further Education Institution</b>	82
<b>Generalist training provider</b>	83
<b>Specialist training provider</b>	84
<b>Other (PLEASE SPECIFY)</b>	85
DO NOT READ OUT: Don't know / Can't remember	86

ASK ALL

C2 **How did you or your organisation first hear about ELMS, was it...READ OUT AND CODE FIRST MENTIONED**

SINGLE CODE

ROTATE START POINT (THOUGH DON'T START WITH 6 <sup>TH</sup> CODE)	
<b>Via an HRDA or WDA (READ OUT IF NECESSARY: you might know them better as a human resource development or HRD advisor or, possibly, a workforce development advisor or WD advisor)</b>	87
<b>Via Business.Wales.gov.uk website</b>	88
<b>Via the Leadership and Management Wales (LMW) website (possibly followed up with a phone call)</b>	89
<b>Via the Leadership and Management Wales / Cardiff University taster sessions or networking events</b>	90
<b>Via the organisation delivering the training or workshops</b>	91
<b>Via another learning provider</b>	92
<b>Via a Sector Skills Council</b>	93
<b>Other (PLEASE SPECIFY)</b>	94

(DO NOT READ OUT) Don't know / Can't remember	95
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C3 DELETED

IF C2=1 (HRDA OR WDA)

C4 **How helpful was the Human Resource Development Advisor or Workforce Development advisor in helping you secure [IF COMMITMENT TYPE=DISCRETIONARY SUPPORT: Discretionary support through the Workforce Development Programme][OTHER COMMITMENT TYPES: ELMS support]. Were they...READ OUT**

SINGLE CODE

Very helpful	1
Fairly helpful	2
Neither helpful nor unhelpful	3
Fairly unhelpful	4
Very unhelpful	5
(DO NOT READ OUT) Don't know / Can't remember	6

IF C2=1 (HRDA OR WDA) & COMMITMENT TYPE=4 (DISCRETIONARY SUPPORT)

C5 **Did the Human Resource Development Advisor or Workforce Development advisor help you source and select training providers?**

SINGLE CODE.

Yes	96	ASK C6
No	97	ASK D1
Don't know	98	

IF C5=1

C6 **How helpful was the Human Resource Development Advisor or Workforce Development advisor in helping you source and select training providers....READ OUT.**

SINGLE CODE.

Very helpful	99	ASK D1
Fairly helpful	100	
Neither helpful nor unhelpful	101	
Fairly unhelpful	102	
Very unhelpful	103	
(DO NOT READ OUT) Don't know / Can't remember	104	

IF C2=2 (BUSINESS WALES WEBSITE)

C7 **How helpful was the Business Wales website in enabling you to find the right kind of training or support...READ OUT.**

SINGLE CODE.

Very helpful	105	ASK D1
Fairly helpful	106	
Neither helpful nor unhelpful	107	
Fairly unhelpful	108	
Very unhelpful	109	
(DO NOT READ OUT) Don't know / Can't remember	110	

IF C2=3 (LMW WEBSITE)

C8 **How helpful was the Leadership and Management Wales website in enabling you to find the right kind of training and support...READ OUT?**

SINGLE CODE.

Very helpful	111	ASK D1
Fairly helpful	112	
Neither helpful nor unhelpful	113	
Fairly unhelpful	114	
Very unhelpful	115	
(DO NOT READ OUT) Don't know / Can't remember	116	

IF C2=4 (The Leadership and Management Wales taster sessions and networking events)

C9A **How helpful was or were the Leadership and Management Wales taster session or networking events in enabling you to find the right kind of training and support...READ OUT?**

SINGLE CODE.

Very helpful	117	ASK D1
Fairly helpful	118	
Neither helpful nor unhelpful	119	
Fairly unhelpful	120	
Very unhelpful	121	
(DO NOT READ OUT) Don't know / Can't remember	122	

IF C2=5 OR 6 (LEARNING PROVIDER)

C9B **How helpful was the Learning Provider in enabling you to find the kind of training and support you needed...READ OUT?**

SINGLE CODE.

Very helpful	123
Fairly helpful	124
Neither helpful nor unhelpful	125
Fairly unhelpful	126
Very unhelpful	127
(DO NOT READ OUT) Don't know / Can't remember	128

IF C2 = 7 (VIA SECTOR SKILLS COUNCIL)

C9C **How helpful was the Sector Skills Council in enabling you to find the kind of training and support you needed...READ OUT?**

SINGLE CODE.

Very helpful	1
Fairly helpful	2
Neither helpful nor unhelpful	3
Fairly unhelpful	4
Very unhelpful	5
(DO NOT READ OUT) Don't know / Can't remember	6

## D Motivation

IF COMMITMENT TYPE=1 (WORKSHOPS)

- D1 **What made you or the organisation decide to participate in the Leadership and Management Workshop(s)? Were you:** READ OUT  
GRID. SINGLE CODE ONE PER ROW

	Yes	No	Don't know
<b>Looking to address specific leadership and management problems that you'd identified within the business?</b>	1	2	3
<b>Were you attracted by the relevance of the specific event to your business?</b>	1	2	3
<b>Were you attracted by the fact the event was free or relatively low cost?</b>	1	2	3

IF COMMITMENT TYPE=2 (COACHING & MENTORING PROGRAMME)

- D2 **What made you or the organisation decide to participate in the Coaching and Mentoring Programme? Were you...:** READ OUT  
GRID. SINGLE CODE ONE PER ROW

	Yes	No	Don't know
<b>Looking to address specific leadership and management problems that you'd identified within the business?</b>	1	2	3
<b>Looking to address wider skills gaps that you'd identified within the business?</b>	1	2	3
<b>Looking to build the capacity to deliver training in-house rather than being reliant upon external learning providers</b>	1	2	3
<b>Attracted by the fact that the training was free or fully funded?</b>	1	2	3

IF COMMITMENT TYPE=3 (SECTOR SKILLS COUNCIL LED ACTIVITIES)

- D3 **What made you or the organisation decide to participate in Sector Skills Council led activities? Were you:** READ OUT  
GRID. SINGLE CODE ONE PER ROW

	Yes	No	Don't know
<b>Looking to address specific leadership and management problems that you'd identified within the business?</b>	1	2	3
<b>Looking for training designed to address leadership and management problems that are typical within your sector?</b>	1	2	3
<b>Looking to address wider skills gaps that you'd identified within the business?</b>	1	2	3
<b>Looking for training that would lead to specific, sector-relevant qualifications?</b>	1	2	3
<b>Attracted by the fact that the training was relatively cheap/heavily subsidised?</b>	1	2	3

IF COMMITMENT TYPE= 4 (DISCRETIONARY SUPPORT)

- D4 **Was the activity undertaken as a result of the Discretionary Support linked to specific business objectives?** PROMPT IF NECESSARY  
SINGLE CODE.

Yes – it was linked to specific objectives	129
No – the training was done just to improve management skills in general	130
DO NOT READ OUT: Don't know	131

ASK ALL

- D5 **When you decided to participate in the [COMMITMENT TYPE], were you hoping it would...**READ OUT

SINGLE CODE PER ITEM.

ROTATE START POINT	Yes	No	Don't know
<b>Improve senior managers' leadership skills</b>	1	2	3
<b>Bring on more junior managers</b>	1	2	3
<b>Allow staff to gain management qualifications</b>	1	2	3
<b>Put in place a succession strategy for the business</b>	1	2	3
<b>Build capacity to deliver in-house training</b>	1	2	3
<b>Improve staff relations and morale</b>	1	2	3
<b>Improve products or processes</b>	1	2	3
<b>Generate additional sales for your business through networking with other businesses</b>	1	2	3

ASK ALL

- D5N **What other benefits to the business did you hope to gain [IF COMMITMENT TYPE=DISCRETIONARY SUPPORT: as a result of Discretionary Support?][IF OTHER COMMITMENT TYPES: from participation?]**

WRITE IN
None...v
Don't know...x

ASK ALL

- D6 **Was it clear beforehand how the leadership and management skills developed by the training would be applied within your organisation?**

Yes	132
No	133
DO NOT READ OUT: Don't know	134

# E Participation

ASK ALL

E1 **Can I confirm that around [PARTICIPANT COUNT] people from your organisation participated in [COMMITMENT TYPE]?**

SINGLE CODE.

Yes	1	ASK E3
No – more people participated	2	ASK E2
No – fewer people participated	3	
DO NOT READ OUT: Don't know	4	ASK E3

IF E1= 2 OR 3 (MORE OR FEWER PEOPLE PARTICIPATED)

E2 **How many people did participate in [COMMITMENT TYPE] then?**

ENTER NUMBER OR CODE.

ENTER NUMBER, ALLOW 0 – 99,999	
Don't know / Can't remember	X

ASK ALL

E3 **Were any of those that participated in [COMMITMENT TYPE]...READ OUT**

MULTICODE.

Owners	1
Directors / Senior Management	2
Middle management	3
Junior management / supervisory	4
Technicians	5
Shop-floor / clerical workers	6
Other (PLEASE SPECIFY)	7
DO NOT READ OUT: Don't know / can't remember	8

ASK ALL

E4 **Did you personally take part in [COMMITMENT TYPE]?**

SINGLE CODE.

Yes	1
No	2
DO NOT READ OUT: Don't know	3

(programmer: delete previous E5 and E6)

IF COMMITMENT TYPE= 4 (DISCRETIONARY SUPPORT)

E5 **Was the training undertaken as a result of Discretionary Support through the Workforce Development Programme put together as a package specifically for your organisation (rather than staff slotting into courses which formed part of the training providers' standard portfolio)?**

SINGLE CODE.

Yes	1
Partly	2
No	3
Don't know	4

IF [COMMITMENT TYPE =3 (SECTOR SKILLS COUNCIL LED ACTIVITIES)

E6 **Was the Sector Skills Council led training undertaken put together as a package specifically for your organisation (rather than staff slotting into courses designed for employers in your sector more generally)?**

SINGLE CODE.

Yes	1
Partly	2
No	3
Don't know	4

ASK ALL

E7 **Where was the training undertaken?** PROMPT IF NECESSARY

MULTICODE OK

At the providers premises	1
At a venue selected by the provider	2
At your organisation's premises	3
In a number of different places, including your organisation's premises	4
Other (PLEASE SPECIFY)	5
DO NOT READ OUT: Don't know	6

ASK ALL

E8 **Which of the following kinds of activities did staff undertake or participate in as part of the [COMMITMENT TYPE]?**

READ OUT. MULTICODE

Long courses (over a period of several months)	1
A development programme comprising a series of linked training sessions, with independent work between sessions	2
Multiple stand-alone training sessions/courses	3
A single stand-alone training session/ course	4
Other types of training activities (PLEASE SPECIFY)	5
DO NOT READ OUT: Don't know	6

[Programmer delete old E11]

## F Reaction

Now I'm going to ask you about the participants' [IF E4= 1: and your] reaction to the training.

ASK ALL

- F1 **Overall, how would you describe the reaction of the staff who participated in [COMMITMENT TYPE]? Was it...READ OUT**

SINGLE CODE.

Very positive	1.
Fairly positive	2
Neutral/Mixed	3
Fairly negative	135
Very negative	136
DO NOT READ OUT: Don't know / can't remember	137

IF PERSONALLY TOOK PART (E4=1)

- F2 **Thinking about the training or activity you undertook most recently, on a scale of 1 to 5, where 1 is not at all and 5 is very...READ OUT. SINGLE CODE EACH ROW**

	Not at all				Very	Don't know / NA
<b>1. How well organised was the training or activity?</b>	1	2	3	4	5	6
<b>2. How engaging were the tutors?</b>	1	2	3	4	5	6
<b>3. How appropriate was the pace of delivery?</b>	1	2	3	4	5	6
<b>4. How appropriate were the learning materials issued?</b>	1	2	3	4	5	6

[IF COMMITMENT TYPE=2 (COACHING AND MENTORING) AND PERSONALLY TOOK PART (E4=1)

- F2A **And on the same scale...READ OUT. SINGLE CODE EACH ROW**

<b>1. How appropriate were any materials given to participants to use in cascading the training?</b>	1	2	3	4	5	6
--	---	---	---	---	---	---

IF COMMITMENT TYPE=3 (SECTOR SKILLS COUNCIL LED ACTIVITIES)] AND PERSONALLY TOOK PART (E4=1)

- F2B **And on the same scale...READ OUT. SINGLE CODE EACH ROW**

<b>1. How relevant was the training to your sector?</b>	1	2	3	4	5	6
---	---	---	---	---	---	---

IF PERSONALLY TOOK PART (E4=1)

F3 **Was the content of the training pitched at the right level for the individuals attending?**  
SINGLE CODE.

Yes	1
No	2
Difficult to say – the individuals had different levels of experience and knowledge	3
DO NOT READ OUT: Don't know	4

IF PERSONALLY TOOK PART (E4=1)

F3A **How would you rate the overall quality of the training...READ OUT?**  
SINGLE CODE.

[PROGRAMMER NOTE: old F11, asked of all support not just workforce development prog]

Very good	1
Good	2
Mixed	3
Poor	4
Very poor	5
DO NOT READ OUT: Don't know	6

IF PERSONALLY TOOK PART (E4=1)

F4 **How relevant was the content of the training to your job?**  
READ OUT. SINGLE CODE.

[PROGRAMMER NOTE: old F4 & 10, asked of all not just workforce development prog.]

Very relevant	1
Fairly relevant	2
Mixed	3
Fairly irrelevant	4
Totally irrelevant	5
DO NOT READ OUT: Don't know	6

IF PERSONALLY TOOK PART (E4=1)

F5 **How closely did the training meet your expectations? Did it...READ OUT**  
SINGLE CODE.

[PROGRAMMER: cf old F5 & 12]

Far exceed expectations	1
Exceed expectations	2
Met expectations but did not exceed them	3
Didn't quite live up to expectations	4
Didn't live up to expectations at all	5
DO NOT READ OUT: Don't know	6

IF PERSONALLY TOOK PART (E4=1)

F6 **Which of the following best describes how effectively the training achieved its specified learning outcomes...READ OUT?**  
SINGLE CODE.

[PROGRAMMER Cf F13]

Fully achieved outcomes	1
Largely achieved outcomes	2
Achieved some of the outcomes	3
Largely failed to achieve outcomes	4
Totally failed to achieve outcomes	5
DO NOT READ OUT: Don't know	6

## G Learning

READ OUT FOR ALL

**I'd like to turn now to what participants actually learnt as a result of the training they undertook.**

IF COMMITMENT TYPE=1,3 or 4 (WORKSHOPS, SECTOR SKILLS COUNCIL LED ACTIVITIES, DISCRETIONARY SUPPORT)

G1 **Which of the following areas of leadership and management did these workshops or training activities cover...READ OUT.**

MULTICODE OK.

Business planning and budgeting	1
Change management	2
Coaching and mentoring skills	3
Environmental management	4
Equal opportunities	5
Financial management	6
Higher level health and safety	7
Higher level technical skills	8
Higher level job specific skills	9
Managing people/teams	10
Other (SPECIFY)	11
(DO NOT READ OUT) None of the above	12
(DO NOT READ OUT) Don't know	13

IF COMMITMENT TYPE=1 (WORKSHOP) OR 3 (SECTOR SKILLS COUNCIL LED ACTIVITIES) OR 4 (DISCRETIONARY SUPPORT)

G1A **Did the workshops or training activities cover any of the following...READ OUT.**  
MULTICODE.

Marketing	138
Process management/ improvement e.g. lean, six sigma	139
Procurement/supply chain management	140
Project management	141
Quality management	142
Sales/service/account management	143
Strategic planning	144
Supervisory skills	145
Training skills	146
(DO NOT READ OUT) None of the above	147
(DO NOT READ OUT) Don't know / can't remember	148

IF COMMITMENT TYPE=2 (TRAINING IN COACHING AND MENTORING)

**G1B Did the individual(s) who participated complete the Coaching and Mentoring Programme?**  
SINGLE CODE.

Yes	1	ASK G2
No	2	ASK G1C
Don't know	3	ASK G2

IF G1B=2 (NO)

**G1C What prevented them from completing the Coaching and Mentoring Programme?**  
PROMPT IF NECESSARY

MULTICODE OK

The training is still on-going – participants have yet to complete but are expected to do so	1
Unforeseen work commitments prevented participant(s) from being released to undertake the training	2
The timing of the training did not fit in with business' needs	3
The location of the training made attendance difficult	4
The content of the training was unsuitable	5
The quality of the training was low	6
Participant(s)' personal commitments got in the way	7
Participant(s) turned out not to be the right person/ people for this kind of training	8
Participant(s) didn't enjoy the training	9
Participant(s) became sick	10
Participant(s) left the company	11
Don't know / can't remember	149

ASK ALL

**G2 Did you, or any of those who participated in [COMMITMENT TYPE], achieve any sort of leadership or management related qualification(s) or part qualifications as a result of participation?**

SINGLE CODE.

Yes	150	ASK G3
No	151	ASK G7
Don't know	152	

IF G2=1 (YES: QUALIFICATIONS ATTAINED)

G3 **What level were these qualifications at?**

READ OUT. MULTI CODE.

Level 2	153
Level 3	154
Level 4	155
Level 5	156
Level 6	157
Level 7	158
DO NOT READ OUT: Don't know	159
Other (PLEASE SPECIFY)	160

IF G2=1 (YES: QUALIFICATIONS ATTAINED)

G4 **In general, were these qualifications at a higher, lower or the same level as the most advanced qualifications that participants already held?**

SINGLE CODE.

Higher	161
The same	162
Lower	163
DO NOT READ OUT: Don't know / varied too much to say	164

IF G2=1 (YES: QUALIFICATIONS ATTAINED)

G5 **How important was it to the organisation that the individual(s) who undertook the training achieved qualifications. Was it...READ OUT. SINGLE CODE.**

Very important	165
Fairly important	166
Neither important nor unimportant	167
Fairly unimportant	168
Very unimportant	169

DO NOT READ OUT: Don't know	170
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IF G2=1 (YES: QUALIFICATIONS ATTAINED)

G6 **How important was achieving qualifications to the individual(s) who undertook the training...READ OUT. SINGLE CODE.**

Very important	171
Fairly important	172
Neither important nor unimportant	173
Fairly unimportant	174
Very unimportant	175
DO NOT READ OUT: Don't know	176

IF G2=2 OR 3 (QUALIFICATIONS NOT ATTAINED)

G7 **How, if at all, was what participants learnt assessed? PROMPT IF NECESSARY. MULTICODE OK..**

Learning wasn't assessed	177
Test taken at the end of the activity	178
Portfolio produced at the end of the activity	179
Presentation given at the end of the activity	180
Trainer/assessor observed new skills being applied	181
Other (PLEASE SPECIFY)	182
DO NOT READ OUT: Don't know	183

ASK ALL

G8 **Other than the formal training received, how important a component of the [COMMITMENT TYPE] was the opportunity to learn from others? READ OUT. SINGLE CODE.**

Very important	184
Fairly important	185
Neither important nor unimportant	186

Fairly unimportant	187
Very unimportant	188
DO NOT READ OUT: Don't know	189

IF E4 =1 (PERSONALLY TOOK PART IN ACTIVITIES)

- G9 **On a scale of 1 to 5, where 1 means very low and 5 means very high, where would you put your understanding of the subject area of the [COMMITMENT TYPE] before participating?**

READ OUT. SINGLE CODE.

Very low			Very high		
1	2	3	4	5	
Don't know / Not applicable					6

IF E4 =1 (PERSONALLY TOOK PART IN ACTIVITIES)

- G10 **Also on a scale of 1 to 5, where 1 means very low and 5 means very high, where would you put your understanding of the subject area now, after participating in the [COMMITMENT TYPE]?**

READ OUT. SINGLE CODE.

Very low			Very high		
1	2	3	4	5	
Don't know / Not applicable					6

ASK ALL

- G11 **After the training, did participants and their managers discuss how they would apply what they had learnt in the workplace?**

SINGLE CODE.

Yes	190
No	191
Don't know	192

ASK ALL

- G12 **Does the organisation offer those that participated in any mentoring or coaching to follow-up what was learnt?**

SINGLE CODE.

Yes	1
No	2
Don't know	3

# H Behaviour

READ OUT FOR ALL

**I'd now like to turn to the effects of what was learnt in the workplace.**

IF COMMITMENT TYPE=1 (WORKSHOP) OR 3 (SECTOR SKILLS COUNCIL LED ACTIVITIES) OR 4 (DISCRETIONARY SUPPORT)

- H1 **To what extent have those who participated in [COMMITMENT TYPE] been able to put into practice what they learnt...READ OUT SINGLE CODE.**

To a very great extent	1	ASK H2
To a great extent	2	
To some extent	3	
Hardly at all	4	
Not at all	5	
DO NOT READ OUT: Don't know	6	

IF COMMITMENT TYPE=1 (WORKSHOP) OR 3 (SECTOR SKILLS COUNCIL LED ACTIVITIES) OR 4 (DISCRETIONARY SUPPORT)

- H2 **What, if anything, has made it difficult to put the learning into practice?**

WRITE IN	
Nothing has made this difficult	2

- H3 DELETED

IF COMMITMENT TYPE=1 (WORKSHOP) OR 3 (SECTOR SKILLS COUNCIL LED ACTIVITIES) OR 4 (DISCRETIONARY SUPPORT)

- H4 **On a scale of 1 to 5, where 1 is not at all and 5 is a great deal, how much did [COMMITMENT TYPE] improve the ability of those taking part to...READ OUT. SINGLE CODE EACH ROW**

	Not at all				A great deal	Don't know / NA
<b>Recognise business opportunities and threats</b>	1	2	3	4	5	6
<b>Challenge the status quo</b>	1	2	3	4	5	6
<b>Build and create buy-in to a vision for the organisation</b>	1	2	3	4	5	6
<b>Influence your organisation's culture</b>	1	2	3	4	5	6

H5 DELETED

IF COMMITMENT TYPE=1 (WORKSHOP) OR 3 (SECTOR SKILLS COUNCIL LED ACTIVITIES) OR 4 (DISCRETIONARY SUPPORT)

H6 **On a scale of 1 to 5, where 1 is not at all and 5 is a great deal, how much did [COMMITMENT TYPE] improve the ability of those taking part in regard to:**

READ OUT. SINGLE CODE

	Not at all				A great deal	Don't know / NA
1. <b>Business planning</b>	1	2	3	4	5	6
2. <b>Organising staff</b>	1	2	3	4	5	6
3. <b>Time management</b>	1	2	3	4	5	6
4. <b>Controlling financial resources</b>	1	2	3	4	5	6
5. <b>Working with suppliers</b>	1	2	3	4	5	6
6. <b>Improving systems</b>	1	2	3	4	5	6
7. <b>Marketing the organisation's products</b>	1	2	3	4	5	6
8. <b>Working with customers</b>	1	2	3	4	5	6

IF COMMITMENT TYPE=1 (WORKSHOP) OR 3 (SECTOR SKILLS COUNCIL LED ACTIVITIES) OR 4 (DISCRETIONARY SUPPORT)

H6NA **Did participation in [COMMITMENT TYPE] improve the management abilities of the staff who attended in any areas not already mentioned?**

WRITE IN
No.....2
Don't know.....x

IF TEXT RESPONSE AT H6NA

H6NB **On the same scale of 1 to 5 as before (IF NECESSARY: where 1 is not at all and 5 is a great deal) how much would you say it improved their abilities in the area you mentioned?**

READ OUT. SINGLE CODE.

None					A great deal	
1	2	3	4	5		
					Don't know / Not applicable	
					6	

IF COMMITMENT TYPE=1 (WORKSHOP) OR 3 (SECTOR SKILLS COUNCIL LED ACTIVITIES) OR 4 (DISCRETIONARY SUPPORT)

H6NC **Did participation in [COMMITMENT TYPE] have any negative effects within the business?**

WRITE IN
No.....2
Don't know....X

H7 DELETED

IF COMMITMENT TYPE=1 (WORKSHOP) OR 3 (SECTOR SKILLS COUNCIL LED ACTIVITIES) OR 4 (DISCRETIONARY SUPPORT) AND E4=1 (PERSONALLY TOOK PART)

H8 **On a scale of 1 to 5, where 1 is none and 5 is a great deal how much effect do you feel participation in [COMMITMENT TYPE] has had upon you personally in terms of:...**

READ OUT. SINGLE CODE

	None				A great deal	Don't know / NA
<b>1. Your awareness of your own personal traits as a leader or manager</b>	1	2	3	4	5	6
<b>2. Your openness to addressing you own weaknesses</b>	1	2	3	4	5	6
<b>3. The level of confidence you feel in dealing with senior colleagues</b>	1	2	3	4	5	6
<b>4. The level of confidence you feel in dealing with colleagues at the same or a lower level than yourself</b>	1	2	3	4	5	6
<b>5. Your openness to collaboration/sharing with others</b>	1	2	3	4	5	6
<b>6. Your willingness to delegate and allow others to make decisions for themselves</b>	1	2	3	4	5	6

IF COMMITMENT TYPE=1 (WORKSHOP) OR 3 (SECTOR SKILLS COUNCIL LED ACTIVITIES) OR 4 (DISCRETIONARY SUPPORT) AND E4=1 (PERSONALLY TOOK PART)

H8NA **Did the [COMMITMENT TYPE] have any other significantly positive effects on you personally at work?**

WRITE IN
No....2
Don't know....X

IF COMMITMENT TYPE=1 (WORKSHOP) OR 3 (SECTOR SKILLS COUNCIL LED ACTIVITIES) OR 4 (DISCRETIONARY SUPPORT) AND E4=1 (PERSONALLY TOOK PART)

H8NB **Did participation in [COMMITMENT TYPE] have any negative effects on you personally at work?**

WRITE IN
No....2
Don't know....X

IF COMMITMENT TYPE=2 (COACHING AND MENTORING Programme)

H8P **To what extent has the individual (or individuals) who participated in the Coaching and Mentoring Programme been able to pass on their coaching and mentoring skills to others within the organisation ... READ OUT**

SINGLE CODE.

To a very great extent	1	ASK H8R
To a great extent	2	
To some extent	3	
Hardly at all	4	ASK H8Q
Not at all	5	
DO NOT READ OUT: Don't know	6	ASK H14

ASK IF SKILLS HAVE NOT BEEN PASSED ON (H8P=4 OR 5)

H8Q **Why has it been difficult for the individual(s) who participated in the Coaching and Mentoring Programme to pass on their coaching and mentoring skills to other staff? PROMPT IF NECESSARY**

MULTICODE OK

<i>Issues to do with member of staff who participated in the external training</i>	
The member of staff who participated in the Coaching and Mentoring Programme has not yet finished their training	1
It's too soon after the training for the member of staff who participated in the Coaching and Mentoring Programme to have trained others	2
The member of staff who participated in the Coaching and Mentoring Programme didn't develop the skills needed to train others effectively	3
The member of staff who participated in the Coaching and Mentoring Programme faced unforeseen work commitments	4
The member of staff who participated in the Coaching and Mentoring Programme hasn't had time to train others	5
The member of staff who participated in the Coaching and Mentoring Programme had personal commitments which prevented them from cascading what they had learnt	6
The person who participated in the Coaching and Mentoring Programme was taken ill	7

The member of staff who participated in the Coaching and Mentoring Programme left the company	8
<i>Issues to do with other staff to whom training to be cascaded</i>	
Work commitments prevented staff from being released to be trained/coached by the individual who participated in the Coaching and Mentoring Programme	9
Other staff have been reluctant to undertake coaching and mentoring skills training	10
There is no need to train other staff in coaching and mentoring skills at present	11
Other – please specify	12
Don't know / can't remember	13

ASK IF SKILLS HAVE BEEN PASSED ON (H8P= 1, 2 OR 3)

H8R **How many other members of staff have been trained up as coaches and mentors by the individual who participated in the Coaching and Mentoring Programme?**

WRITE IN
Don't know

ASK IF SKILLS HAVE BEEN PASSED ON (H8P= 1, 2 OR 3)

H8S **How would you rate the overall quality of the training on coaching and mentoring skills delivered by the individual who participated in the Coaching and Mentoring Programme...READ OUT?**

SINGLE CODE.

Very good	1
Good	2
Mixed	3
Poor	4
Very poor	5
DO NOT READ OUT: Don't know	6

ASK IF SKILLS HAVE BEEN PASSED ON (H8P= 1, 2 OR 3)

H8T **Have any of those who've subsequently been trained as coaches and mentors (i.e. those that were trained by the individual who participated in the Coaching and Mentoring Programme) achieved any sort of coaching and mentoring related qualifications or part qualifications as a result of the training undertaken?**

SINGLE CODE.

Yes	1	ASK H8U
No	2	ASK H8W
Don't know	3	

IF H8T=1 (YES: QUALIFICATIONS ATTAINED)

H8U **What level were the qualifications achieved by these second tier coaches and mentors at?**

READ OUT. MULTI CODE.

Level 2	1
Level 3	2
Level 4	3
Level 5	4
Level 6	5
Level 7	6
DO NOT READ OUT: Don't know	7
Other (PLEASE SPECIFY)	8

IF H8T= 1 (YES: QUALIFICATIONS ATTAINED)

H8V **In general, were these qualifications at a higher, lower or the same level as the most advanced qualifications that second tier coaches and mentors already held?**

SINGLE CODE.

Higher	1
The same	2
Lower	3
DO NOT READ OUT: Don't know / varied too much to say	4

B

ASK IF SKILLS HAVE BEEN PASSED ON (H8P= 1, 2 OR 3)

H8W **To what extent have staff who've subsequently been trained as coaches and mentors (i.e. second tier coaches and mentors who were trained by the individual who participated in the Coaching and Mentoring Programme) been able to put their new skills into practice ...READ OUT**

SINGLE CODE.

To a very great extent	1	ASK H8Y
To a great extent	2	
To some extent	3	ASK H8X
Hardly at all	4	
Not at all	5	
DO NOT READ OUT: Don't know	6	ASK H14

ASK IF SKILLS HAVE NOT BEEN PUT INTO PRACTICE (H8W=4 OR 5)

H8X **Why has it been difficult for this second tier of coaches and mentors to apply their learning?** PROMPT IF NECESSARY

MULTICODE OK

Work commitments means that they've had no time to coach or mentor others	1
Work commitments have prevented other staff from being released to be coached or mentored	2
Too soon for any coaching or mentoring to have taken place	3
The individuals trained (i.e. the second tier coaches/mentors) didn't develop the skills needed to coach or mentor others effectively	4
Personal commitments prevented them from coaching or mentoring others	5
Staff sickness	6
Second tier coaches/mentors left the company	7
Other – please specify	8
Don't know / can't remember	9

ASK IF SKILLS HAVE BEEN PUT INTO PRACTICE (H8W= 1, 2 OR 3)

H8Y **Overall, how many members of staff have received training from this second tier of coaches and mentors?**

WRITE IN
Don't know....X

ASK IF SKILLS HAVE BEEN PUT INTO PRACTICE (H8W= 1, 2 OR 3)

H8Z **How would you rate the overall quality of the coaching and mentoring done by this second tier of coaches and mentors...READ OUT?**

SINGLE CODE.

Very good	1
Good	2
Mixed	3
Poor	4
Very poor	5
DO NOT READ OUT: Don't know	6

IF ACTIVITY WAS LINKED TO BUSINESS OBJECTIVES (D4= 1)

H11 **Turning to what you originally envisaged the organisation would get out of the training, have the business objectives which the training was designed to support been achieved?**

SINGLE CODE

Yes	1
-----	---

No	2
DO NOT READ OUT: Don't know	3

IF OBJECTIVES HAVE BEEN ACHIEVED (H11=1)

H12 **To what extent did the skills developed help in enabling those objectives to be achieved...**

READ OUT. SINGLE CODE.

To a very great extent	1
To a great extent	2
To some extent	3
Hardly at all	4
Not at all	5
DO NOT READ OUT: Don't know	6

H13 DELETED

ASK ALL

H14 **How likely is your organisation to undertake further leadership and management training in the coming 12 months....**READ OUT

SINGLE CODE.

Very likely	1
Fairly likely	2
Neither likely nor unlikely	3
Fairly unlikely	4
Very unlikely	5
DO NOT READ OUT: Don't know	6

IF H14=1 OR 2 (VERY OR FAIRLY LIKELY)

H15 **Has participating in [COMMITMENT TYPE] made it any more likely that the organisation will undertake further leadership and management training than it would otherwise have been?**

SINGLE CODE

Yes	1
No	2
DO NOT READ OUT: Don't know	3

# I Impact

READ OUT FOR ALL

**Finally, I'd like to ask you some questions about the impact which the training has had upon various aspects of business performance**

IF SOLE TRADER (A5=1) GO TO I7

ASK ALL EXCEPT SOLE TRADERS

- I1 **On a scale of 1 to 5 where 1 is not at all and 5 is a great deal how much would you say the training has impacted upon staff who participated in terms of:**  
 READ OUT. SINGLE CODE EACH ROW

	Not at all				A great deal	Don't know / NA
1. Clarity about the direction in which the company is going	1	2	3	4	5	6
2. The confidence shown by senior management in taking opportunities and dealing with threats	1	2	3	4	5	6
3. Staff understanding of their roles within the organisation	1	2	3	4	5	6
4. Staff attitudes and preparedness to take responsibility	1	2	3	4	5	6
5. Teamwork within the organisation	1	2	3	4	5	6
6. The extent to which staff ask for training	1	2	3	4	5	6
7. Staff's willingness to participate in training	1	2	3	4	5	6

- I2 DELETED

ASK ALL (EXCEPT SOLE TRADERS)

- I3 **Using the scale 'improved substantially', 'improved a little', 'made no change', 'deteriorated a little' and 'deteriorated substantially', how would you say the workshops or training has impacted upon staff who participated in terms of:**  
 READ OUT. SINGLE CODE

	improved substantially	improved a little	made no change	deteriorated a little	deteriorated substantially	Don't know / NA
1. Staff morale	1	2	3	4	5	6
2. The number and seriousness of personnel problems (e.g. grievances, disciplinaries)	1	2	3	4	5	6
3. Staff retention	1	2	3	4	5	6

- I4 DELETED

ASK ALL (EXCEPT SOLE TRADERS)

- 15 **Again using the same options**, [READ OUT AGAIN IF NECESSARY: ‘improved substantially’, ‘improved a little’, ‘made no change’, ‘deteriorated a little’ and ‘deteriorated substantially’], **how would you say the workshops or training has impacted upon staff who participated in terms of:**  
 READ OUT. SINGLE CODE

	improved substantially	improved a little	made no change	deteriorated a little	deteriorated substantially	Don't know / NA
<b>1. Promotion and being given more responsibility</b>	1	2	3	4	5	6
<b>2. Pay</b>	1	2	3	4	5	6

- 16 DELETED

ASK ALL

- 17 [IF NOT SOLE TRADER: **Again using the same options**, [READ OUT AGAIN IF NECESSARY: ‘improved substantially’, ‘improved a little’, ‘made no change’, ‘deteriorated a little’ and ‘deteriorated substantially’], **how would you say the workshops or training has impacted upon staff who participated in terms of:**][IF SOLE TRADER: **Using the scale ‘improved substantially’, ‘improved a little’, ‘made no change’, ‘deteriorated a little’ and ‘deteriorated substantially’, how would you say the workshops or training has impacted upon your:**]  
 READ OUT. SINGLE CODE

	improved substantially	improved a little	made no change	deteriorated a little	deteriorated substantially	Don't know / NA
<b>1. Product or service innovation</b>	1	2	3	4	5	6
<b>2. Supply chain management/ procurement processes</b>	1	2	3	4	5	6
<b>3. Productivity and efficiency</b>	1	2	3	4	5	6
<b>4. Wastage rates/ down-time</b>	1	2	3	4	5	6
<b>5. The use of new technologies</b>	1	2	3	4	5	6
<b>6. The quality of products or services</b>	1	2	3	4	5	6

- 18 DELETED

ASK ALL

- 19 **And using the same options** [IF NOT SOLE TRADER: **for the final time,**][IF SOLE TRADER: **again,**] [READ OUT AGAIN IF NECESSARY: 'improved substantially', 'improved a little', 'made no change', 'deteriorated a little' and 'deteriorated substantially'], **how would you say the workshops or training has impacted upon:...**

READ OUT. SINGLE CODE

	improved substantially	improved a little	made no change	deteriorated a little	deteriorated substantially	Don't know / NA
<b>1. Profit levels / reducing losses</b>	1	2	3	4	5	6
<b>2. Your organisation's prospects going forward</b>	1	2	3	4	5	6

IF PROFITS HAVE IMPROVED (I9\_1=1,2)

- 110 **Are you able to say roughly how much of a percentage increase there has been in profit because of the training?**

PROMPT IF NECESSARY. SINGLE CODE

Less than 5%	1
Between 5 and 10%	2
Between 10 and 20%	3
More than 20%	4
DO NOT READ OUT: Don't know	5

ASK ALL

- 111 **What do you feel are the key business challenges your company has faced over the last 2 years?** DO NOT READ OUT. PROBE: What else?

Difficult to make enough sales/increased competition/insufficient demand	1
Falling profit margins	2
Economic downturn / recession generally	3
Have more work than can handle	4
Finding staff or workers / suitably skilled staff or workers	5
Retaining staff (or workers)	6
Getting finance to expand (banks not lending)	7
Clients slow to pay / late payment	8
Increased regulations / legislation / red tape (inc planning regulations)	9
Rising prices / materials costs (inc fuel costs)	10
Other (WRITE IN)	0
None / no particular challenges	V

## J Future Studies

IN HALF OF CASES ASK 'J1 FIRST THEN J2/J3', IN HALF 'J2/J3 THEN J1'

ASK ALL

- J1 **Finally, this study will involve undertaking follow-up interviews with organisations in order to assess the longer-term effects of leadership and management development activities supported by the Welsh Government. Would you be prepared to be contacted again in a year or so's time?**  
SINGLE CODE.

Yes	1
No	2
Don't know	3

ASK ALL:

- J2 **We are also hoping to hold some more in depth discussions with a handful of companies that have been involved in the <COMMITMENT TYPE> programme in order to better understand how the programme has affected them and how, potentially, things might be done differently.**

**Our discussion just now suggests that your organisation might well provide some useful insight in that respect and I wonder whether you would be prepared for a colleague of mine to contact you with a view to paying your company a visit in the next few weeks. We would, of course, try to ensure that any such visit causes the minimum of disruption and will fit in with a timetable to suit you.**

Yes	1
No	2
Don't know	3

IF J2 = 1 (YES):

- J3 **Could I just take your e-mail address so that my colleague can drop you a line to arrange a visit.**

@
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THANK AND CLOSE SURVEY

I declare that this survey has been carried out under IFF instructions and within the rules of the MRS Code of Conduct.

Interviewer signature:

Date:

Finish time:

Interview Length

mins

## Annex 3

### ELMS Evaluation Survey Response Outcomes 2013

	Numbers
<b>Total sample used / tried</b>	<b>1405</b>
Unobtainable number / fax	103
Residential number	8
Company closed	11
No recall of training	252
<b>Sample excluding ineligible sample</b>	<b>1031</b>
Constant no reply / unable to speak to desired respondent and withdrawn	211
Respondent not available during fieldwork	7
Nobody at site able to answer	33
Overquota <sup>68</sup>	1
Refused	104
Full interview	500
Partial interview	57
Still live at end of fieldwork <sup>69</sup>	118

Source: IFF Research.

<sup>68</sup> Sample where the respondent fell into a category where we had already reached the desired quota target.

<sup>69</sup> Sample which had been called during the fieldwork period but where no definite outcome was achieved by the end of the fieldwork. In other words, if the target number of interviews had been higher it may have been possible to achieve interviews with this sample.