Review of Provision of Management Development and Leadership training in Wales

Final Report

for

ELWa

and

The Wales Management Council

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Preface – by Brian Morgan, Project Director

This report, compiled by Cardiff Business School on behalf of ELWa, aims to inform decision-makers on issues relating to the provision of management development and leadership training in Wales. Although the study was focused on identifying, collating and assessing quantitative data on the availability of training programmes, the research was also able to investigate some broader aspects of leadership development and related issues through a series of wide-ranging interviews with key stakeholders. In this preface I will draw generously from these interviews to highlight some of these broader issues.

Lack of management skills in SMEs is one of the most common causes of the relatively high failure rates that continue to weaken the Welsh economy. However, the management skills required to successfully develop different sized companies, in different sectors, at different stages of their growth path is not well understood. For example, although certain generic managerial skills are often highlighted as 'crucial' to good management practice, it is the effective deployment of these skills within individual firms which makes the difference between success and failure. Ultimately, it is the way in which managerial skills are deployed to support the efficient use of resources within the organisation that decides whether senior managers and leaders can generate a sustained and successful growth path for their business.

Businesses that grow tend to possess good managers and/or visionary leaders. Business leadership requires particular skills, such as strategic and tactical decision making, together with team building expertise and other 'people-centred' skills that will help lead the company through the change process. Despite the ready availability of exemplars of good management and leadership practice within Welsh firms, these competencies are currently felt to be in short supply[1].

Many companies are taken forward by good managers who improve performance by "doing things better", but it is rarely the case that firms possess good visionary leaders who can provide a strategic approach to the business by "doing better things". The difference between good managers and good leaders often comes down to personal attributes such as vision and charisma: charismatic leaders tend to be masters of social skills, whilst visionary leaders tend to have above average intellectual or 'competence-based' skills.

Successfully adapting to change often requires drawing upon both of these personality traits: those with vision skills can provide the direction whilst charismatic leaders can focus on communicating and implementing the changes. Many bright, able, and technically competent people fail as leaders because they lack interpersonal skills. However, many leadership skills, like charisma and vision can

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[1] Future Skills Wales (2003)

be acquired through appropriate training courses - it is not simply a question of 'leaders are born not made'.

Leadership competencies can be gathered from experience. Experience is a powerful teacher but it does not work effectively alone. A manager who is trained to be sensitive to social issues and to pay more attention to the needs of other staff can attain a certain degree of charisma. Similarly, visionary skills and strategic thinking can be developed. Vision is based on knowledge and experience, and both knowledge and experience can be acquired through good management development programmes.

In addition to experience, leadership development needs to focus on knowledge sharing and team working with an emphasis on communication skills and coaching skills. Communication skills are key to team building and alongside this the emphasis needs to be on acquiring motivation skills. In many firms the old adage that 20% of employees contribute 80% of profit might well be true, but to raise productivity the whole workforce must be motivated and that is why team working and team building skills are so important.

Management and leadership development programmes are therefore very important because if the training agenda is properly targeted on these skills, it can enable mangers to provide better leadership. This is why the development of management and leadership skills needs to be linked closely together because managers are the key agents of change in the organisation. They tend to have control over the learning environment within the firm and can influence the approach of other staff to training. In this sense managerial awareness of the benefits of training is of vital importance: if key skill gaps exist among senior managers then there is little chance of the rest of the organisation gaining new skills.

Inevitably skills gaps will exist in technical and functional areas of management like IT and finance, but it is in the area of inter-personal and motivational skills, that the biggest gaps often exist. Accomplished leaders tend to ensure that everyone within the firm is motivated and in tune with its strategy and its objectives. These leaders have a vision and are focused on creating within the firm a capacity for:

- flexibility and responsiveness,
- effective performance management,
- innovation and
- successfully exploiting new information.

Creating strategic leadership skills – particularly in small firms - offers an important way to develop successful businesses. The focus needs to be on people management skills as well as strategic leadership, with the aim of helping managers develop and implement new ideas in the work place. Research at Cardiff Business School has shown that strategic leadership is a key factor in business growth. Good leadership skills lead to improved decision-making by

encouraging managers to 'think outside the box' – to 'do better things' – and to respond strategically to unexpected events in ways that help drive their companies forward.

One of the surest ways to encourage the take up of leadership skills is through work-based training programmes for managers. In contrast to professional sport (where the market for winning footballers is well developed), there is no clear external labour market for successful SME managers. This emphasizes the importance of ensuring that existing managers are able to develop the appropriate management and leadership skills, from within the business, through work based training programmes (a key recommendation of Future Skills Wales, 2003).

Unfortunately, one of the biggest problems in Wales is the lack of investment by companies in 'on-the-job' training. To address this problem, policy makers may need to move away from traditional business support programmes towards focusing resources on <u>people</u>. This will require the integration of workforce training (provided by ELWa) with the innovation initiatives and investment grants (such as RSA) being delivered by the WDA. There could be an important role for a new form of 'RSA' that directly links investment grants to upgrading workforce skills. The aim would be to reward firms who were prepared to improve, <u>in tandem,</u> the physical and human capital of the business. Success will require close working arrangements between WDA and ELWa to focus business support on firms committed to skills development.

Finally, new management skills will have to be delivered in ways that do not get in the way of running the business. Delivery mechanisms will also need to address issues related to the quality of tuition and the perceived benefits of training programmes to the firm. To effectively address these issues management development will need to be focused on knowledge inputs and real learning opportunities where managers can gain expertise and confidence rather than an assessment package measured against existing MCI/NVQ standards. Increasingly, firms are becoming sceptical of the value of some of these certifications - especially where there is a one-sided focus on qualifications over experience.

Currently a wide range of opportunities is available in Wales to develop managerial skills.   However, as this report highlights, the sheer number and diversity of programmes can create problems in identifying the right option for the individual business manager. Ultimately, for management and leadership development programmes to be successful they will have to be strongly focused on the interests of individual managers and closely related to the needs of the company - otherwise they will be seen as increasingly irrelevant to the future growth and survival of the businesses in Wales.

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Executive Summary

The Small Firms Research Unit at Cardiff Business School has compiled this report on behalf of ELWa. It aims to inform policy makers about the availability of management and leadership development programmes to Welsh businesses. The report is based on the findings of a 5-month study investigating management and leadership provision in both the public and private sectors across Wales. The emphasis of the research has been focused on assessing quantitative information on organisations offering management and leadership training as opposed to developing qualitative data.

UK Government[2] and the Welsh Assembly Government[3] have championed the development of management skills. Whilst governments acknowledge the importance of good management skills to a winning economy and to the successful development of individual firms, they also recognise the weaknesses that exist in management and leadership across the corporate sector.

The report shows that a wide range of opportunities exist in Wales to develop leadership and management skills. However the report also highlights the sheer number of available programmes, which can cause confusion for managers trying to identify the most suitable programme for their specific needs. There is often limited information available on the content of programmes – especially for those that are being made available outside the Higher Eduction (HE) and Further Education (FE) sectors. Furthermore there appears to be very little information on the quality, relevance and value to business of current provision in both the public and private sectors. This latter point is becoming increasingly important because it is also apparent from the interviews with stakeholders that SME managers are not fully engaging with private sector provision nor are they completely persuaded by the relevance of HE and FE offerings.

The report found there are issues related to the quality of training and the perceived benefits of training to the firm. For development programmes to be successful they have to be focused on the interests of individual managers and related to the needs of the company. Overcoming these problems will require a better balance to be struck between demand and supply. And here lies the conundrum: to boost Management and Leadership Development (MLD) in Wales will necessitate an increase in the demand-side in terms of encouraging increased take-up of skills development programmes and raising awareness of the benefits of training to both the company and the individual. However, to achieve this, and to successfully engage those managers who are sceptical of the benefits of training, improvements are required in the quality and relevance of the supply-side.

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[2] HM Treasury (2000) Productivity in the UK
[3] WAG (2000): A Winning Wales

In terms of quantity and availability, the system currently appears to be skewed towards the supply side. For example, the Wales Management Council's *Agenda for Action* suggests there are approximately 150,000 managers in Wales across all sectors. The findings in this report suggest there are an estimated 1601 organisations offering at least 17,000 management and leadership programmes - approximately 1 course to every 10 managers. However the number of managers actually receiving some form of training in management and leadership skills is likely to total less than 10,000 - which would appear unsustainable. These figures suggest some rationalisation is required to ensure managers are able to see the wood for the trees and some quality assurance of supply is introduced.

The report also highlights the wide variety and high numbers of courses available via HE and FE – altogether over 500 'courses' are on offer. However differences in data collection procedures and methodologies meant meaningful estimates of the number of participants were difficult. For example, there was a lack of consistent data relating to the status of part time learners and so the report could not estimate accurately the approximate number of 'managers' engaged in management development. However, a more dependable data set is being developed by the Higher Education Statistics Agency (HESA) which will help the development of future estimates.

With the Objective 1 Programme reaching its mid term the report devotes considerable space to assessing the management and leadership programmes being delivered with European funding. The vast majority of these programmes are being delivered by the public sector. However, the full evaluation of these programmes has not yet reached the public domain so little data currently exists for a meaningful analysis of the nature of the provision and number of beneficiaries.

Another major part of the study was devoted to an analysis of management and leadership providers in the private sector. The study found a vast array of programmes being offered of which less than a third are accredited and approximately a third of those accredited are GNVQs. Encouragingly, the study found that more than 60% of the providers advised they were delivering 'management development'. However the study found the sector is diffuse and uncoordinated with more than two-thirds of providers being micro organisations.

A key element of the report was an assessment of the 'Learning Network'. From qualitative evidence gathered from interviews with key stakeholders a SWOT analysis of current provision was developed. Whilst a number of strengths were detailed there were also weaknesses that need addressing. However it was encouraging to note the large number of opportunities that stakeholders identified compared with the areas that required action because they were perceived as threats.

To some extent the analysis of this section suggests the Learning Network is a complex area that requires more detailed mapping and evaluation in order to produce a more accessible and quantifiable offering to potential members. At present the network is too diffuse and confusing to allow end users to engage fully. The report concludes with a summary and a list of recommendations that incorporate key findings.

Despite limited time and resources to undertake a more extensive survey and conduct more detailed discussions with stakeholder groups the report has produced some extremely useful data and the SWOT analysis has been very informative. It is worth noting that our desk research uncovered DTI funded initiatives in England that are carrying out similar research and mapping exercises but are being underpinned by much greater resources. (This is one example where the devolution settlement appears to be reducing the amount of resources available for undertaking strategic policy reviews in Wales compared with England.) It is likely that much will be learned from the more extensive studies being carried out across the border – some costing ten or twenty times more than similar studies in Wales – and when these DTI reports are published, a comparison of the results is likely to prove extremely productive and interesting.

1.0 Introduction

The development of management and leadership skills in the economy has gained prominence across government.[4] The government along with other stakeholders such as, the Wales Management Council, ELWa, the Welsh Development Agency, and the Council for Excellence in Management and Leadership, have all recognised the importance of good management skills to the economy as a whole.

The Agenda for Action Strategy compiled by the Wales Management Council highlights research inside and outside Wales since 1999 has confirmed a lack of hard information about manager numbers and take-up of MLD. One of the key strategic aims of the strategy is:

'To ensure managers can make an informed choice of the best management and leadership development solutions for their business or organisation and themselves, and increase their involvement and participation in MLD activities'.

1.1 The Research Brief

Cardiff Business School was commissioned by ELWa to conduct a research study into the provision of management and leadership training and development in Wales.

The main objective was;

"To determine the level and nature of current provision of management and leadership development and training in Wales".

Two key aims were highlighted in the tender:

- Examine current management and leadership development training in Wales
- Map existing provision, including identifying any potential gaps in provision

These will underpin the future development of a comprehensive database of organisations in Wales offering services in this area.

The focus of the brief was to concentrate on quantitative as opposed to qualitative data.

The project team would like to thank all the representatives from both the public and private sectors that have contributed to this report.

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[4] DTI/DfEE (2001), HM Treasury (2000), PIU (2001)

1.2   Methodology and Report Structure

This report presents the findings from the detailed research programme undertaken by the consultancy team between November 2003 and March 2004.

The project is based on an analysis of a variety of primary and secondary data. Secondary information was drawn from sources of published material, academic literature, government departments, consultancy reports and web-based material.

Various documents were retrieved and reviewed from established sources, such as the Small Business Service (SBS), The Council for Excellence and Management (CEML), the Sector Skills Development Agency (SSDA) and the Department for Trade and Industry (Dti).

The report is structured into the following sections:

Section Two contains information on the mapping of existing support. It also includes an overview of the research methodologies adopted which included a mix of desk based research, quantitative research (e.g. questionnaire surveys and analysis) and qualitative research (e.g. face to face consultations).

Section Three presents the findings of our quantitative assessment of providers of management and leadership development (MLD) in Wales. The analysis provides an insight into the types or organisations offering MLD, how they are funded and information on their client base.

Section Four provides a SWOT analysis of the existing Learning Network, examining the complex relationship between Influencers, Funders, Employers and Deliverers. The focus is on the network in Wales; however brief consideration has been given to organisations outside Wales.

Section Five concludes the report with a summary of the findings and recommendations.

Finally there are a number of Appendices that provide background information in terms of the research process undertaken.

2.0 Data Collection: Mapping Existing Support

The aim of this phase of the project was to identify organisations based in Wales who are currently offering management and leadership development as part of their business activities.

2.1 Introduction – Definition of Management and Leadership Development (MLD)

Before beginning to map existing support, it was important to clarify exactly what was meant by 'management and leadership', as the term is open to various interpretations.

For the purpose of this study the definition of Management and Leadership was based on the Functional Map of Management and Leadership devised as a key part of the development of new National Occupation Standards for management. This was developed following a key report by the Council for Excellence in Management and Leadership (CEML) entitled "Managers and Leaders: Raising our Game".

The definition includes six key components of management and leadership activity:

> providing direction, facilitating change, using resources, working with people, achieving results, managing self and personal skills.

These components are set out diagrammatically in Appendix 1.

2.2 Research Methodology

To enable the consultant team to comprehensively map organisations in Wales offering MLD, a variety of research techniques needed to be applied. They can be summarised into three main categories:
- Desk Research
- Face-to face Interviews
- Primary research

2.2.1 Desk Research

In order to effectively map what is available in terms of MLD a thorough review of existing literature and data sources was carried out. The aims of this were twofold; firstly to establish whether any previous mapping or other relevant studies have been conducted, and secondly; to identify organisations based in Wales who work in the area of MLD.

A substantial amount of the desk research involved extensive use of the internet to source all existing portals, directories and databases of organisations offering MLD in Wales. Yellow Pages and Thompson directories were also utilised.

Various business support organisations with local knowledge were contacted requesting details of relevant organisations in their area e.g. Business Eye. The details provided were quite sketchy so the project team had to develop secondary sources.

The Small Firms Research Unit and Cardiff Business School have access to a number of databases on SMEs across Wales and these were fully utilised for the purpose of this study.

2.2.2 Face-to-Face Interviews

In total 18 people were interviewed, from both the public, private and voluntary sectors. Interviews took place on a face-to-face basis. Where this was not possible, interviews were conducted by telephone. A list of individuals who took part in the consultations can be found in Appendix 2.

The consultations focussed on identifying the key issues surrounding management and leadership development in Wales. Questions such as are we meeting the need, what are the perceptions of existing provision and do the current funding mechanisms work, were asked.

2.2.3 Primary Research

A questionnaire was designed and despatched to all organisations working in the field of MLD (following a process of organisational de-duplication).

The aim of the questionnaire was to obtain in-depth information on the type and level of management and leadership provision offered by the respective organisations.

2.3 Analysis of Organisations involved in Management Development and Leadership

Once data from all the above had been collated, it was de-duplicated and cross-referenced. The study found 1601 organisations based in Wales, offering MLD. This comprises private, public and voluntary sector organisations, including FE and HE institutions, but does not take into account local branches of organisations.

2.3.1 Number of Organisations by Type

Table 2.1 illustrates that private sector organisations comprise the largest number - 93.9% of organisations offering MLD in the survey were from the private sector. However, this does not take into account the quantity of development opportunities available from each organisation. As will be shown in this section of the report, HE and FE institutions also offer a substantial number of management and leadership related courses.

Table 2.1 Breakdown of Number of Organisations by Type

Organisation Type	Number of Organisations	% of Total
Private Sector	1503	93.9%
Public Sector (excluding FE, HE & branch organisations)	62	3.9%
HE & FE Institutions	36	2.2%
Total	1601	100%

2.3.2 Number of Organisations by Area

Figure 2.1 highlights the total number of organisations offering MLD in Wales by geographic area. It is evident that the majority of organisations are based in South-East Wales (53%) with the least number in Mid Wales (7%).

Figure 2.1 All Organisations Offering MLD by Geographic Area
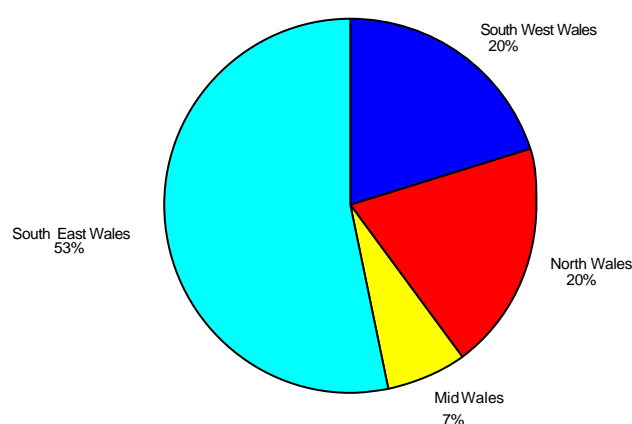
*The definitions of regions correspond with the ELWa definitions

2.4   Private Sector Provision

As is shown in Table 2.1, private sector provision accounts for the greatest number of organisations working in the field of MLD. This is not surprising given the size of the SME sector in Wales, which one can summise constitutes the majority of these 1503 private sector organisations. A geographic breakdown is provided in Figure 2.2 below. As one would expect this is the same as Figure 2.1 with 53% of organisations based in South-East Wales.

Interestingly, when this is compared with the concentration of all VAT registered businesses across Wales, there is a proportionally higher concentration of organisations offering MLD in the South-East. Approximately 36% of all VAT registered businesses are based in the South-East, compared to 52% of all organisations providing MLD being based in South-East Wales. 15% of Wales' VAT registered businesses are based in Mid Wales yet in terms of MLD, only 7% of the total number are based there. In terms of organisations working in the field of MLD in North and South West Wales, it is broadly representative of the percentage of total businesses across Wales. However the number of businesses in North Wales is a slightly higher percentage than businesses delivering MLD. These figures seem to reflect the predominance of the service sector in SE Wales and the preponderance of agriculture and tourism related businesses in Mid and South West Wales. The extent of provision available from the private sector is discussed in-depth in Section 3 of this report.

Figure 2.2 Private Sector Organisations Offering MLD by Geographic Area
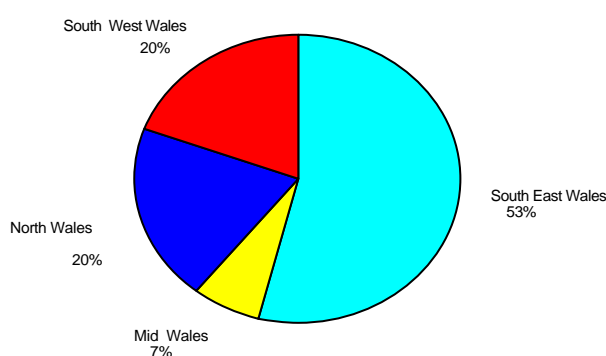
*The definitions of regions correspond with the ELWa definitions

2.5   Public Sector: Higher and Further Education Institutions

2.5.1   Further Education Provision

The data referred to in this section was obtained from ELWa. The data provided relates to the Higher Education Statistics Agency (HESA) returns for the two previous years and relates to activity across all 23 FEIs in Wales. There seemed little value in requesting further years data as this study is primarily concerned with management development provision as it exists at this point in time.

The study will aim to comment on the number of courses available, the breadth of courses available, where they are available and provide some comment on the popularity of the courses detailed.

Extent of Provision

This study has been working with the Wales Management Council definition of what constitutes management development, namely: '*The term management applies to any individual with decision-making responsibility for the use of resources (including staff) in any business.*' This broad definition suggested to the study team that it would be pertinent to obtain details of the majority of the programmes available via FE colleges as one could suggest a GCSE in Office Studies is providing development to a manager at a certain level whilst a Degree in Business Studies is also providing development albeit at a different level.

Therefore we shall proceed to provide details of the general data that is available and some more detailed comment on the programmes that might provide higher level development to managers.

There were 8990 modules available through the Further Education Institutions (FEIs) for academic year 2001/02 in Wales. The courses are often modules that are studied as part of a modular scheme of study that can be read as part of a qualification such as NVQs, HNCs, HND etc or on a stand alone basis. There were 200 'subject areas' or supersets ranging from General Management through Archaeology to Motor Trade Operations. There were almost 230,000 people in Wales studying a 'course' through an FE Institution, 18% were engaged in full time study whilst the majority (82%) were engaged in 'other modes of attendance'. It might be fair to suggest FE is delivering workplace relevant learning as the majority of the 187,245 attending through 'other modes' are part-time or day release. The most

popular courses were the Key Skills range of modules that had over 115,000 enrolments.

It appears there is a wide range of courses available and quite a healthy take up of these courses. However in order to distinguish between what might be considered as management development we should consider two things, the age profile of these learners and the course being studied by those of a 'working age'. It is evident from Figure 2.3 a large minority (41%) of FE Learners are under 18 and as such could not be described as managers. However in crude terms one could suggest that 59% could be engaged in management development as they are of an age where they could be studying a course that would enable them to improve their ability to manage a human or physical resource. It might also be pertinent to suggest that the 47% who are aged over 25 are studying for courses that would be defined as continuing professional development and a proportion of these might be considered management development.

Figure 2.3 Age Profile of FE Learners in Wales 2001/02
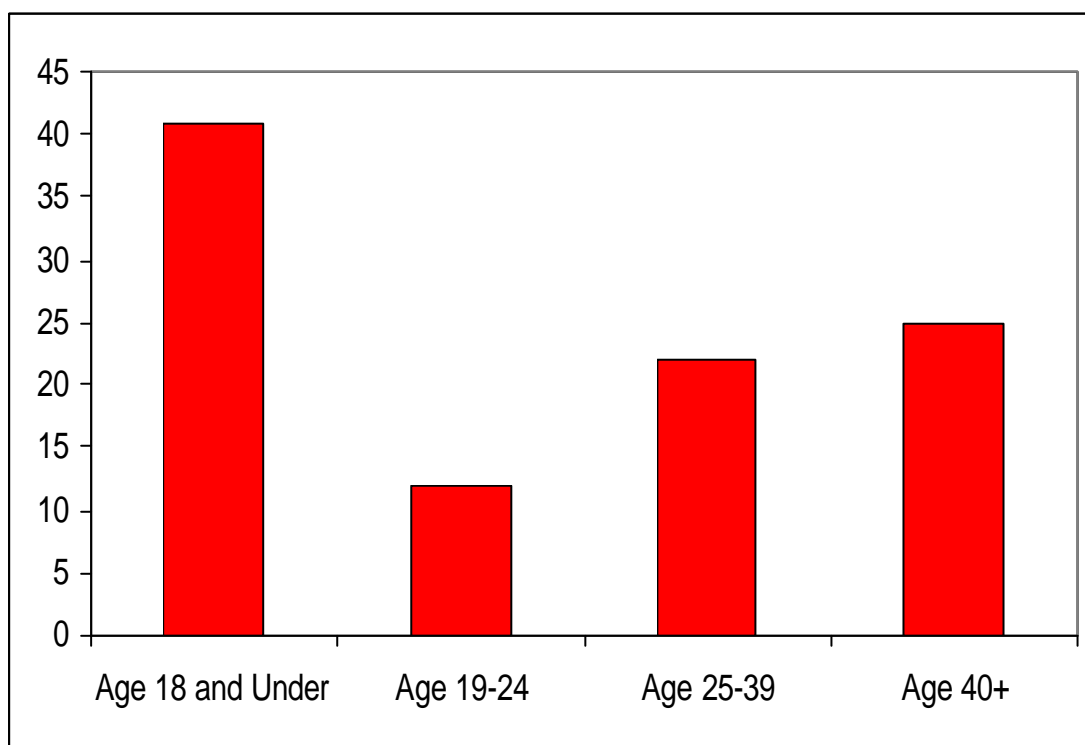
In order to get some idea of the courses that could be described as management development the study has listed those courses that have management in the title. There are 9 supersets or subject areas in this area (see Figure 2.4). The number of enrolments for these courses was nearly 22,000; this is not an unhealthy number. However against the total 594,000

enrolments this only represents 3.7%. It would therefore be pertinent to suggest, in basic terms, that FE is not too focussed on delivering management development programmes. To give some context in terms of the working population of 724,000 it could be suggested approximately 3% of this population were engaged in a management development course through an FEI. However it is important to remember that modules are being counted here as opposed to full courses and so this figure should not be compared to the HE figures.

Figure 2.4 Breakdown of FE Management Courses
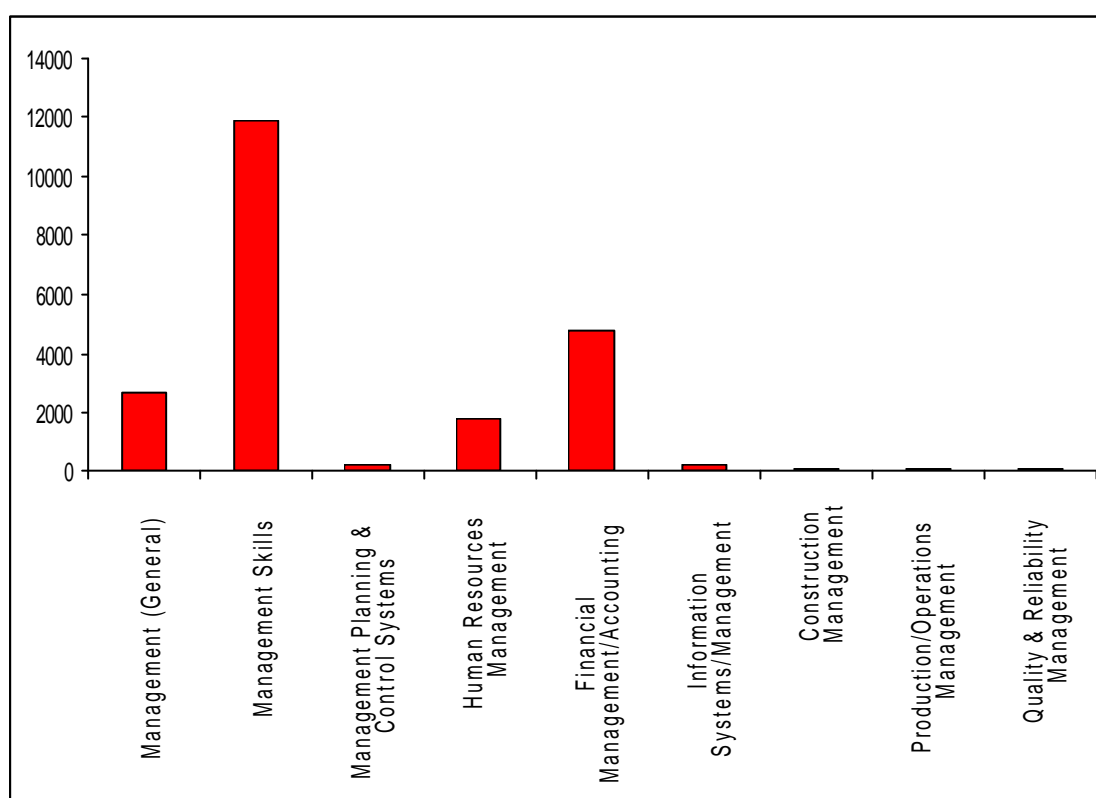
2.5.2 Higher Education Provision

The data referred to in this section was obtained from the Higher Education Funding Council for Wales (HEFCW); it represents activity across all 13 Higher Education Institutions (HEIs) in Wales (2002/03). The data provided relates to the HESA returns for the two previous years, there seemed little value in requesting further years data as this study is primarily concerned with management development provision as it exists at this point in time.

The study will aim to comment on the number of courses available, the breadth of courses available, their availability, and popularity and provide

some comment on those courses most relevant to management development.

HEIs in Wales offer 124 subject areas for study. These subject areas cover the whole range of subject areas including the sciences, arts and humanities. The subjects are offered at a range of levels from HNC through to Doctorate, on a part-time and full-time basis. The data shows nearly 126,000 students registering for courses at the various levels in Welsh HEIs. There is obviously a huge range of courses available both at postgraduate and undergraduate levels.

To get a better picture of the availability of management development courses we have obtained data relating to courses available in the Business and Administration subject areas. The data shows that a total of 5034 people obtained business and administration qualifications in 2002/03 across all levels and HEIs. Approximately one third of those were part-time students. Figure 2.4 illustrates the student numbers and HEIs that deliver part time Business & Administration programme. It is interesting to note that according to HEFCW figures the University of Wales Bangor and Trinity College Carmarthen currently do not offer part-time courses in Business and Administration. This may reflect the scale of provision at other HEIs or simply reflect their strengths in other areas.

Figure 2.5 Breakdown of Business and Administration Part-time Students
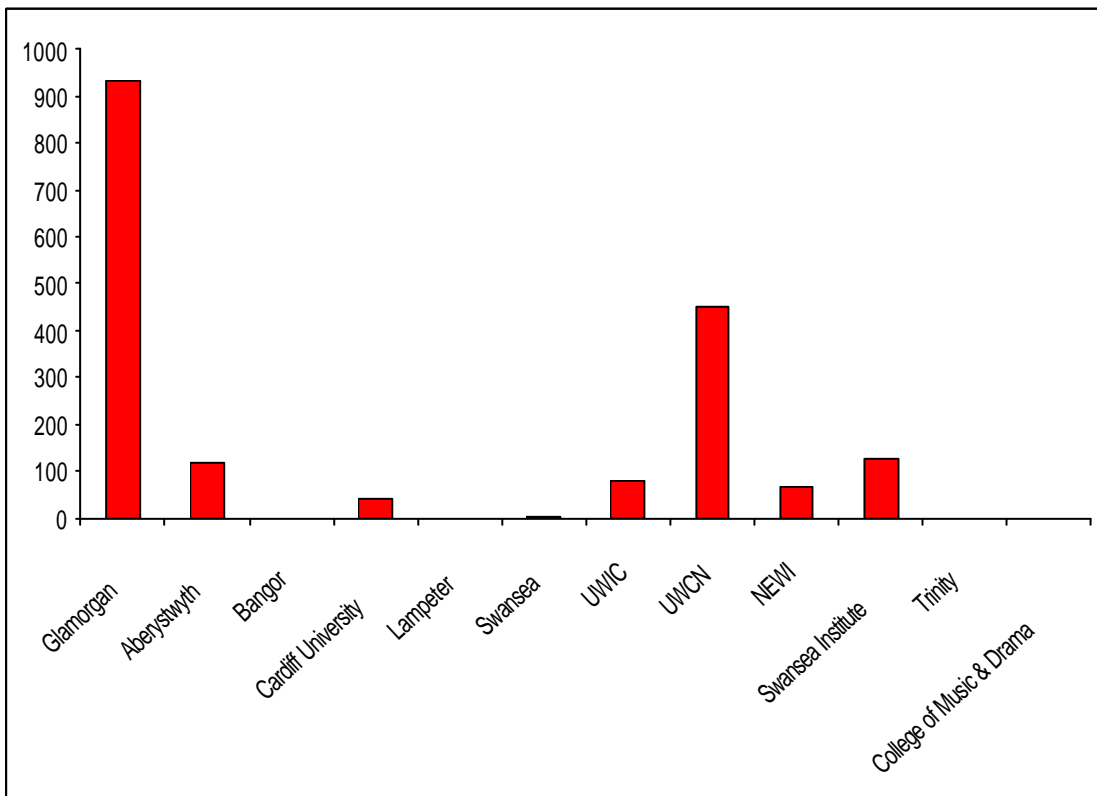
It could be argued a large percentage of part-time students are likely to be employed, it might therefore be pertinent to suggest that over 1800 completed a HE qualification whilst in full time employment in 2003. If we were looking to provide a crude snapshot of the numbers of people engaged in management development one could suggest the above figure of 1819.

To give the above figure some context we can compare with the total number employed in Wales, this figure is approximately 724,000. Therefore in a given year less than one-fifth of one percent of the working population is studying for a business or administration qualification in a Welsh HEI. However it is important to bear in mind a very liberal estimate of those possibly engaged in management development through HEIs has been used. It would be fair to suggest that FE and HE programmes are not incredibly popular with the working population, this would seem to support what stakeholders have suggested during interviews.

It could be argued that any HEI qualification is providing management development to individuals if a very broad definition is used. It is therefore interesting to note that over 54,000 people were studying HEI courses on a part-time basis at all Welsh institutions in 2002-03. This figure represents approximately 7% of the working population of Wales, which suggests HE is not doing as bad a job as some would suggest in delivering development to the workforce. It is interesting to note from Figure 2.6 that almost 14,000 people are studying for a post-graduate qualification on a part-time basis. It could be suggested that those people are either in or looking to progress into a management position and therefore in the context of an estimated management population of 155,000 this represents an encouraging 9%.

Figure 2.6 Breakdown of Part-time Students by Qualification
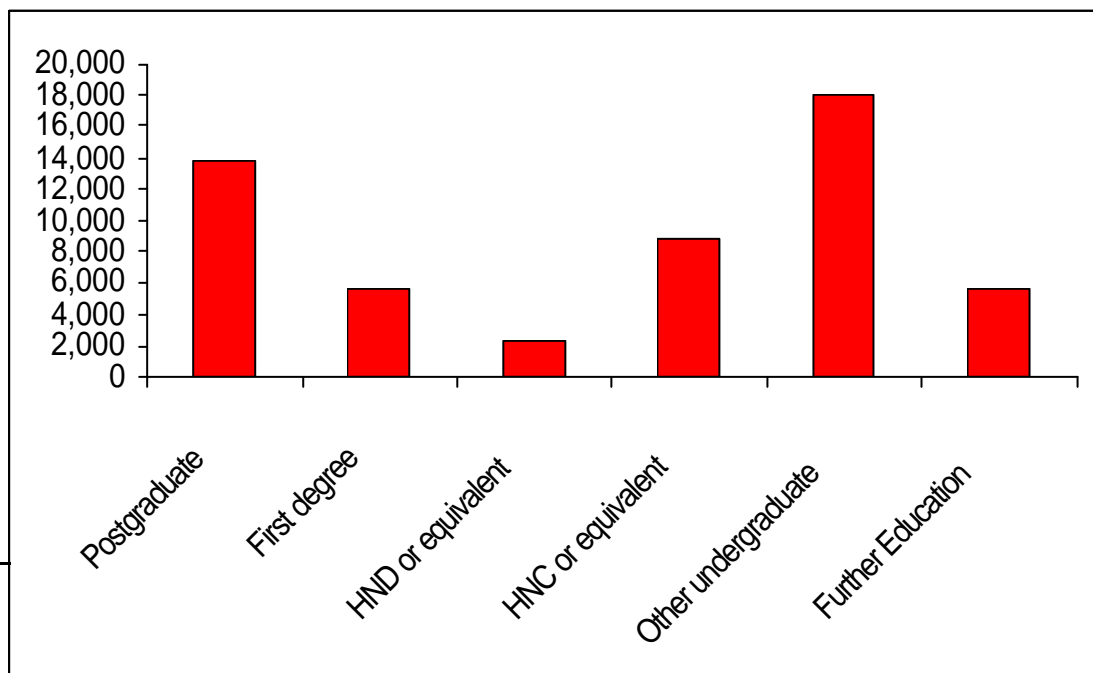
It is pertinent to look at the age profiles of HE learners (see Figure 2.7) here as this might well give a further indication of the numbers engaged in management development. It is surprising to find that the largest group studying for HE courses are aged over 30, representing nearly 36% of the HEI population in Wales. It is also somewhat surprising to find the 25-29 age group make up over 10% of the whole HEI population in Wales, therefore over 45% of HE learners are aged over 25. This is certainly encouraging for Continuing Professional Development in general and one could suggest these age groups are likely to be in work, looking to return or looking to improve their workplace skills. This group comprises almost 60,000 learners and one could suggest that this number is engaged in management development of some kind based on the very broad definition adopted by this survey. This figure would represent approximately 8% of the Welsh working population, which would suggest 'management development' is on the agenda. However one should note that this is a very liberal estimate of those engaged in management development based on the un-empirical assumption that all HE courses could be adding value to an individual that manages a human or physical resource. It should also be stated that not all of these people are likely to be 'managers'.

Figure 2.7 Age Profile of HE Learners
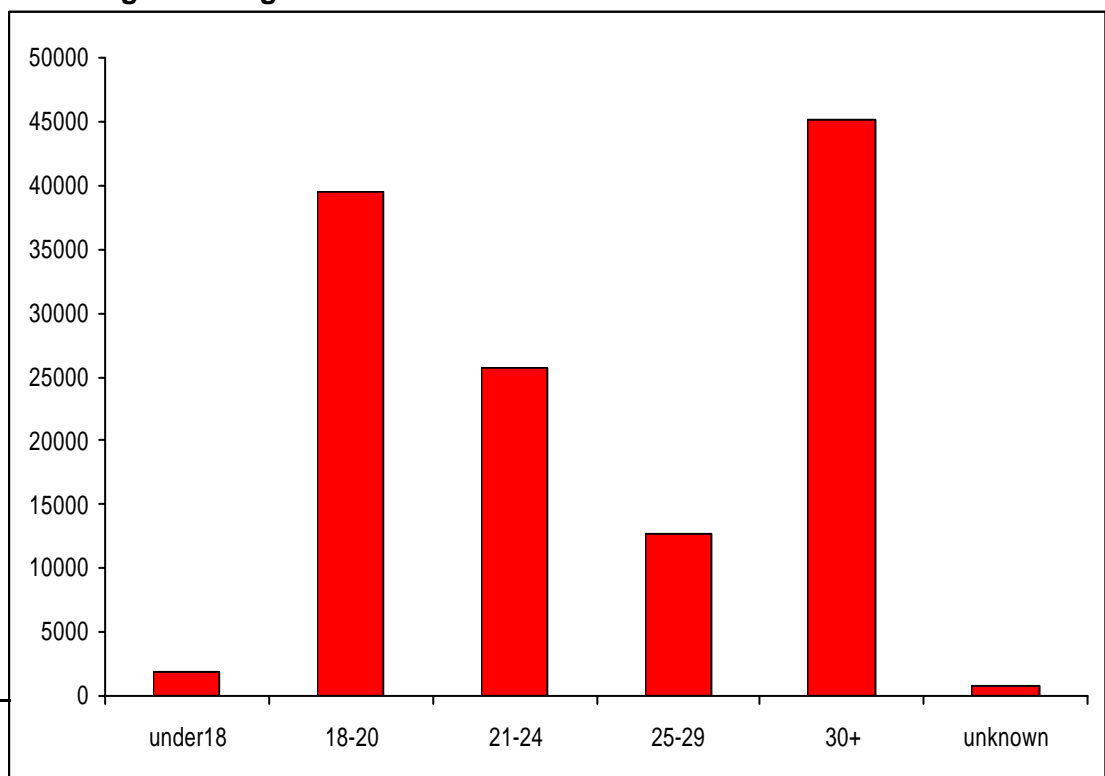
2.6   On-line Learning

The study has been able to secure limited information from University for Industry (Ufi) Wales, the primary supplier of on-line learning materials in Wales. The study did not seek to ascertain availability of online learning materials outside Wales as this search could have been exhaustive and the numbers studying these courses within Wales are likely to be statistically insignificant.

The study found little evidence of provision of online learning materials available through the HEIs (University of Glamorgan excepted) and FEIs. Most of the HEIs seem to have modules available on-line as part of on-campus courses, yet only Glamorgan seem to have whole courses (three) available. The data relating to HEI provision of online courses is included in the HEI dataset discussed above.

The study was able to obtain some interesting statistics from Ufi worthy of comment, namely: the number of courses available, their nature and popularity as well as some data on the numbers of learners and their age profiles.

There are 442 courses available. Ufi use the term course for what would be described as a module in HE. The courses range from GNVQ level 1 to 4 and are available in a combination of CD-ROM and online, the majority of courses seem to be at levels 2 and 3. The subject areas studied are what one could expect (bearing in mind the delivery mode) with the largest group, 43%, studying ICT courses.   It appears only 13% study Business & Management courses. However one cannot draw too many conclusions from the subject areas as courses like 'everyday Spanish' were listed under Business & Management. The second most popular area for study was the 'Skills for Life' category which appears to be a very broad subject area.

It seems evident Ufi have been relatively successful attracting learners. The data provided shows that almost 20,000 learners have been attracted and registered for nearly 40,000 modules in the financial year 2003/04. However the study could not obtain exact data on where delivery occurred and so these figures should be treated with caution.

In order to make some comment in terms of what might have been management development we can look at the age profile of the learners. The largest group was the 15-19 age group, which represents approximately 19% of learners; it would be difficult to suggest these could be engaged in management development. However if one considers the number of learners in the age groups over 24 but younger than 64, a group one could suggest are in the main part of the working population, this group makes up 59% of the total learners. It could be suggested these 7,500 learners are engaged in 'management development' if one was to apply the broad definition. This figure represents approximately 1% of the working population of Wales.

Figure 2.8 Age Profile of Ufi Learners
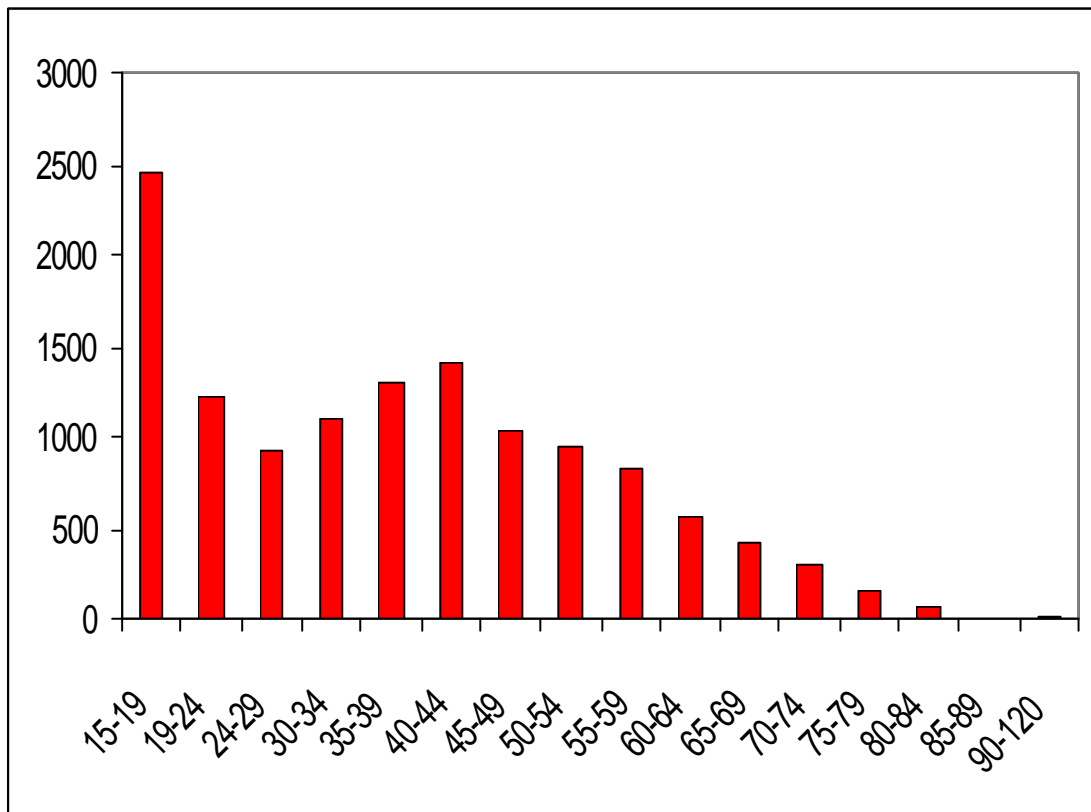
2.6.1 Overview

In basic terms it might be fair to suggest that the three provider hubs (HEIs, FEIs and Ufi) are not making a huge contribution to management development. If the study was to take the crude measures it has put forward as basic indicators (22,000; 60,000; 7500) it could be suggested that 12% of the working population are engaged in management development of some

kind through one of the above learning hubs. This is not an insignificant percentage; however the study has had to make some assumptions to get to this crude figure. It might therefore be pertinent, in this respect, to look at the total numbers studying 'part-time' courses. (See Figure 2.10)

It is evident that some 254,517 people are engaged in part-time study which could be considered as work related to a degree. It is also evident that of this number, some 53,883 people are engaged in a HEI course on a part-time basis, which might be a more significant number if one is to consider a very broad definition of what constitutes management development.

Figure 2.9 Part-Time Student Numbers for FE, HE & Ufi
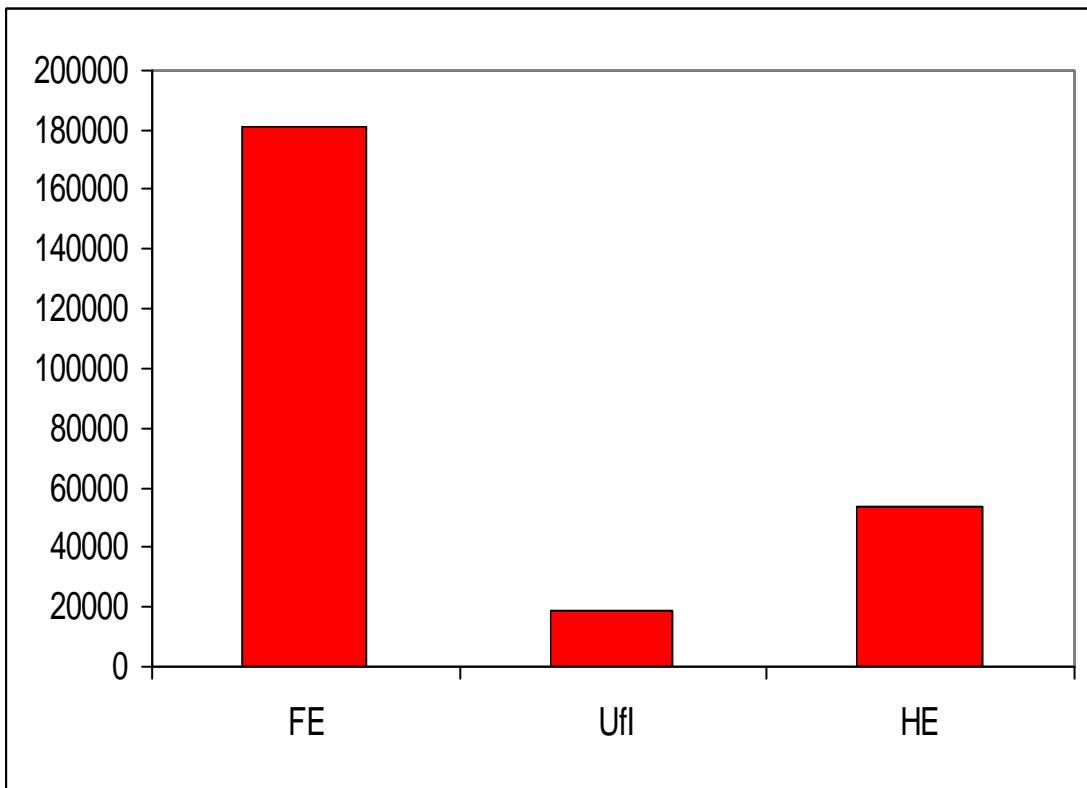
The study would have liked to get much fuller datasets from each of the bodies which could have been searched and interrogated to ensure like was being compared to like, which is not possible in many cases here as different sets of indicators were provided. It is evident that FE and HE seem to have different data collection methodologies and so it is difficult to make meaningful comparisons. It was also difficult to get full data on where various Ufi courses are being delivered and it might be the case that some of the Ufi figures are already accounted for in the FE and HE datasets.

However given the time, data and resources available, the basic measures put forward and the assumptions made provide a snapshot of the number of people engaged in on-line, FE and HEI management development in Wales.

2.7   European Structural Funding

A key aspect of mapping current provision must also include a mapping of funding routes and mechanisms. One of the main funding contributors is derived from the awarding of structural funding to Wales under the Objective 1, 2 and 3 programmes. The funding is significant, both in terms of geographical coverage and the range of activities supported.

This section shows that a significant amount of European funding has been allocated to projects offering MLD opportunities for SMEs. However, they are generally being under-utilised in terms of unspent money.

The identification of projects was primarily carried out through interrogation of the WEFO database of approved projects for the Objective 1, Objective 2 and Objective 3 programmes. Appendix 3 illustrates the geographic areas where the respective funding status has been awarded.

Outputs (as stated in the Programme Complement) for each Priority and Measure across the three programmes were subsequently analysed to identify where evidence of direct and indirect management and leadership activity exists.

The research identified there were a number of Priorities and Measures which did not have outputs related to management development. However, some of the projects appeared to have MLD activity occurring.

Due to the variances in the way information is gathered and recorded across the different programmes, it is not possible to compare data on a like for like basis.

However, based on the information below, we can summise that a grant totalling £10.4 million has been committed to European funded projects across Wales that are *directly* developing management and leadership competencies. A further £269.3 million has been committed to projects that contain elements of MLD

There is only one Measure across all the programmes which is solely targeted at supporting management development. This comes under the Objective 3 programme (Priority 4, Measure 1) and its aims are to improve

the competitiveness of enterprises by supporting management training and development.

However, there are other measures which *incorporate* MLD as part of its remit such as under the Objective 1 programme: Priority 1, Measure 4 - 'Promoting Adaptability and Entrepreneurship' is aimed at developing the employed workforce, in terms of upskilling and supporting adaptation to economic change. A proportion of the resource is targeted at developing entrepreneurial activity.

A breakdown of the number of projects, relevant outputs and grant status by each of the programmes is summarised below.

2.7.1 Objective 1 Programme

The Priorities and Measures which incorporate projects with elements of MLD are listed below. The first group contains the Priorities and Measures where there are specific management targets as set out in the Programme Complement, whilst the second group does not have any output measures linked to MLD.

Priority 1, Measure 3 – Developing Competitive SMEs
Priority 1, Measure 4 – Promoting Adaptability and Entrepreneurship
Priority 2 Measure 4 – Skills for Innovation and Technology
Priority 4, Measure 5 – Improving Participation of Women in Labour Market
Priority 5, Measure 7- A Sustainable Countryside

Priority 1, Measure 2 - Promoting Entrepreneurship & increasing the birth rate of SMEs
Priority 2, Measure 3 – Developing Competitive SMEs
Priority 3, Measure 1 – Community Action for Social Inclusion
Priority 3, Measure 2 – Partnership and Capacity Building
Priority 3, Measure 4 – Support for creation & development of businesses in social economy
Priority 4, Measure 3 – Lifetime learning for all
Priority 5, Measure 2 – Training: Services to help farming adapt & diversity

Table 2.2 highlights the relevant outputs and progress towards management targets as stated in the Programme Complement under the respective priorities and measures. As can be seen there is a significant contrast in the progress towards the targets. Some have exceeded the targets, whilst others, such as priority 1, measure 4: 'number of managers trained' is only forecast to achieve 62.3% of its overall target. This is due to the under spend of that Priority and Measure which is highlighted in Table 2.3. Priority 1:M4 has only committed 43% of its overall budget of over £85m. There is at least £26million remaining which could increase to as much as £48m depending on the outcome of the projects currently under appraisal.

As at February, 2004 almost 11,000 individuals have received some management training in the Objective 1 area against a target of almost 19,000. There have been almost 1,200 management related projects undertaken against a target of 300. 1,801 SMEs have already benefited from adoption of management techniques and systems against a target of 750. Clearly, one would expect the numbers to increase as existing projects progress and new projects are developed. Whether it will be fully capitalised by the end of the programme in 2006 remains to be seen.

Table 2.2 Breakdown of Management/Leadership Related Outputs by Priority and Measure for Objective 1 programme

P&M	Output	Target	Forecast to Date	Forecast %
COMPANY RELATED				
P1:M3	SMEs adopting Environmental Management Systems	250	147	**58.8**
P2:M4	Companies introducing innovation Management techniques	500	1,654	**330.8**
Total Number of Companies applying Management Systems/Tools		**750**	**1,801**	**-**
INDIVIDUAL MANAGERS				
P1:M4	Managers/ proprietors trained	10,000	6,238	**62.3**
P2: M4	People undertaking higher level skills training	7,000	3,129	**44.7**
P2: M4	Managers receiving training in Innovation	400	536	**134**
P4:M5	Undertaking Training in Higher level skills/ management	1,500	263	**17.5**
Total Number of managers trained		**18,900**	**10,166**	**-**
MANAGEMENT PROJECTS				
P5: M7	Access Management Projects	50	229	**458**
P5: M7	Resource Management Projects	100	16	**12.0**
P5:M7	**Land Management Projects**	**150**	**945**	**630**
Total Management Based Projects		**300**	**1,190**	**-**

Source: Data has been extracted from Measure updates from WEFO correct as at 23 February 2004

Table 2.3 Breakdown of Resources for Management and Le adership Related Priorities and Measures

		£000	£000	£000	£000	£000	£000

Priority and Measure	P1:M3	P1:M4	P2:M4	P4:M5	P5:M7	Total
Total Funds Available	68.868	85.422	25.276	19.682	18.807	218.055
Committed to Date	29.091	37.680	15.558	10.604	11.884	103.817
Projects Under Appraisal	22.762	21.721	1.973	2.008	n/a	48.464
Balance	17.015	26.021	7.745	7.070	6.923	64.744

Source: Data has been extracted from Measure updates from WEFO correct as at 23 February 2004

As at February, 2004 almost £104million grant has been committed to these measures. Based on the outputs it is clear that projects under these measures are providing some MLD opportunities. However, due to the limited information available on the individual projects, it has proved difficult to identify and quantify which of these projects have evidence of management and leadership related activity. It is likely that many of the projects incorporate only elements of MLD as part of the overall project.

The exception to this is Priority 1, Measure 4 whereby over half of the projects are directly developing management and leadership within SMEs. As illustrated in Table 2.4 the total cost of these projects is valued at over £51million attracting a grant of almost £22.5million. However, there is still a balance of over £26million to be committed under this measure.

Table 2.4. Breakdown of Management/Leadership based Projects under P1:M4 'Supporting Management Development

Project Type	Number of Projects	% of Projects	Grant (£000)	% of Grant
Management/ Leadership based projects	36	55.4	£22.467	59.6
Other Projects	29	44.6	£15.212	40.4
Total	65	100	£37.680	100

2.7.2 Objective 2 Programme

There are no specific outputs which relate directly to MLD. However, there are broad activity outputs related to developing and sustaining competitive SMEs under the following Priorities and Measures:

Priority 1, Measure 1 – Support for Enterprise, Innovation and SME development
Priority 2, Measure 1 – Rural economic development
Priority 3, Measure 1 – Capacity building & community initiatives in urban communities
Priority 3, Measure 2 – Developing the social economy

Based on the project descriptions given, there are no projects specifically delivering MLD under the Objective 2 programme. There are, however, projects which incorporate elements of MLD, but it is not possible to isolate all these projects with any great certainty, due to the limited information available on the WEFO database.

An example of this is 'HELP Wales' which aims to increase collaboration between Higher Education Institutions (HEIs) and SMEs through delivering innovative consultancy projects to help new and existing SMEs develop new products, exploit new technology and explore new markets.

2.7.3   Objective 3 Programme

Objective 3 has a clearer focus on Management Development with one measure entirely devoted to it. Priority 4, Measure 1 aims to improve the competitiveness of enterprises by supporting management training and development. Interestingly, the finances allocated to this measure represent 15% of the total available for Priority 1 (Promoting Business Competitiveness).

Priority 4, Measures 1 and 4 listed below have management-related outputs. The outputs which correspond to the Measures above are highlighted in Table 2.5.

The other seven Priorities and Measures contain projects with elements of MLD that have no specific outputs to correspond to this;

Priority 4, Measure 1 – Supporting Management Development
Priority 4, Measure 4 – Support to Encourage and Develop Entrepreneurship

Priority 2, Measure 2 – Capacity building for community based projects
Priority 2, Measure 3 – Development of business opportunities in the social economy
Priority 3, Measure 1 – Developing new or improved guidance & learning systems
Priority 3, Measure 2 – Increasing participation & attainment in life-long learning
Priority 4, Measure 2 – Skills & Knowledge Development for the Workforce
Priority 4, Measure 3 – Encouraging innovation R&D, and the Information society growth
Priority 5, Measure 1 – Anticipation and analysis of skills needs

Priority 4, Measure 2 does not have any management-related outputs, but does have 8 projects which include elements of MLD. The details of these can be found in Table 2.5

Table 2.5 shows that in the Objective 3 programme there are six outputs which relate to MLD. The total output target is to train 2,285 individuals and assist 170 businesses in management competencies. Unfortunately, WEFO could not provide an update on progress against some of the targets.

There are 22 current management-led projects receiving a combined grant of £1.7 million under the Objective 3 programme.

Table 2.5 Breakdown of Management/Leadership Related Outputs by Priority and Measure for Objective 3 programme

P & M	Output	Target	Forecast to Date	Forecast %
P4:M1	Managers/ proprietors trained	1,950	**Not Available**	-
P4:M1	Businesses assisted with business-environment management training	70	49	70%
P4:M1	Managers gaining qualifications in business-environment training	35	**Not Available**	
P4:M1	Managers with higher level management skills	150	**Not Available**	-
P4:M4	Companies introducing innovation Management techniques	100	**Not Available**	-
P4: M4	Managers receiving training in Innovation	150	**Not available**	-

Table 2.6 Breakdown of Resources for Management and Leadership Related Priorities and Measures for Objective 3 Programme

	P4:M1	P4:M2	P4:M4	Total
Total Funds Available (£000)	2,820	8,820	3,750	15,390
Committed to Date (£000)	1,380	5,710	2,200	6,040
Balance	1,440	3,110	1,550	6,100
Number of Management-Led Projects	14	2	4	20
% of Total Projects Approved	100%	4%	28%	-
Grant allocated to Management based projects (£000)	1,380	58	260	1,698
% of Committed Grant	100%	1.8%	47%	27%

2.7.4 **Summary of European Funding**

Table 2.7 below provides a summary of all current management and leadership led based projects across all three programmes. The outputs are broadly split between individual targets, business targets, and number of management projects.

Table 2.7 Summary of Management/Leadership Led projects and Indirect Management/Leadership projects across Objective 1, 2 & 3 Programmes

Programme	Objective 1	Objective 2	Objective 3
Number of M&L led projects	19	-	22
Grant Value (£)	8.7 million	-	1.7 million
Number of indirect M&L projects	340	50	188
Grant Value (£)	238.3 million	9.7 million	21.3 million
Targets/Performance towards management targets	12,000/ 18,900 received management training 1,190/ 300 management related projects 1,801/ 750 SMEs introduced management techniques/ systems	n/a	2,285 receive management training 170 SMEs assisted with business training & introducing management techniques

2.8 Management and Leadership Development in the Voluntary Sector

2.8.1 The Voluntary Sector

The voluntary sector is not commonly recognised as a market for MLD by training and education providers. Much work has been undertaken in Wales in recent years to target SMEs, but there has been no similar focus on

voluntary organisations despite the fact that they represent a significant part of the Welsh economy. The voluntary sector in Wales is a very diverse grouping. It includes large national organisations and small community groups.

There are an estimated 30,000 voluntary organisations in Wales. Of these approximately 800 are national organisations covering the whole of Wales; 1200 are regional organisations and 23,000 are local organisations. There are at least 400 organisations in every local authority area. As a whole, it generates an estimated £630m of income[5]

From the desk research undertaken, from those providing services to the Voluntary sector it has proved difficult to distinguish organisations working with the Voluntary Sector who aren't from the Voluntary sector itself as the majority of these also provide provision to other sectors.

To identify organisations offering management development, the WVCA database of training providers was consulted. There were 14 sub categories under the heading of management development. Using the definition applied in this study it was broadened to encompass other categories.

From analysis of the WCVA database of training providers, 73 organisations offering management development were identified. However, 12 of these were not based in Wales so were excluded from the study. This was combined with other desk research to identify a further 39 organisations. Organisations that provide MLD consist of a combination of public, private, and voluntary sector organisations.

The majority of training undertaken by the voluntary sector for the voluntary sector is provided by WCVA and the local County Voluntary Councils (CVCs). It is also provided by national umbrella bodies such as the Welsh Federation of Housing Associations and Voluntary Arts Wales. However, in terms of the total number of organisations offering MLD, it is predominantly supplied by small private sector training and consultancy organisations as is the case for provision for non-voluntary sector organisations.

2.8.2 The Needs of the Voluntary Sector

In Wales, 1.12 million people volunteer, giving an average of 8 hours a month. This is valued at approximately £1.1 billion, which is equivalent to 3.6% of the GDP for Wales. There are an estimated 150,000 trustees or management committee members of voluntary organisations in Wales and

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[5] Wales Voluntary Sector Almanac (2003): A new era? WCVA

an estimated 22,900 paid employees of voluntary organisations representing 1.8% of the total paid workforce in Wales[6].

Based on existing research, we would expect the number of organisations working with the voluntary sector to be higher. According to the recent Future Skills Wales survey[7] an average of 42.8% of voluntary sector organisations have undertaken management training in the last 12 months.

Clearly, some of the management and leadership skills are generic across all sectors, but there are many sector specific issues which require different skill sets. As with other sectors, the larger organisations are more geared up (and have specific training budgets) for MLD. This is re-inforced by the recent Future Skills Wales Survey which states that

'Less *than one in two voluntary organisations with an income of less than £100k undertake management training. The largest organisations appear to recognise the importance of MLD, and are more able to resource management training*'

This is consistent with our own research. From those who provide MLD to the voluntary sector, the vast majority of the clients listed were either national or regional voluntary organisations, such as WCVA, Shelter Cymru, Age Concern and Oxfam. Interestingly, 7% of these clients were located outside Wales.

Since most voluntary organisations have few paid staff, most have similarities with SMEs. For example, managers' deal with a wide range of day-to-day activities, structures are informal, few staff have management qualifications and there is little time for training[8]. However, voluntary organisations of all types share management needs distinct from those in other sectors, including;

- Working with management committees
- Managing volunteers
- The constant challenge of fundraising – particularly for core costs
- Managing at a distance

The voluntary sector is not commonly recognised as a market for management development by training and education providers. There is a view among some voluntary organisations that existing frameworks to promote good management, such as Investors in People are inappropriate

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[6] Mapping of Voluntary sector activity against Agenda for Action (2003) Eileen Murphy Consultancy Ltd and Kate Thomas WCVA,
[7] Future Skills Wales (2003) research report on skills needs of voluntary sector workforce
[8] Leading Managers, (2001)

to their needs[9]. The need to promote and measure quality as well as outputs is keenly felt, but many managers are unconvinced that these frameworks offer the best tools to do this.

The Voluntary Sector National Training Organisation (NTO) was established in 1997 and is one of the first of a new generation of NTOs to be recognised by Government. Its aim is to ensure that paid staff, volunteers and trustees have access to relevant training and development

From discussions with representatives from the Voluntary Sector there appears to be a perceived gap in the provision of MLD for voluntary sector organisations. This is for two main reasons; firstly, not enough private consultants and training organisations in Wales recognise the potential market value of the voluntary sector and; secondly, as mentioned above, there are differences in the management and leadership needs of the voluntary sector, which providers needs to be aware of.

2.9   Observations on Mapping Exercise

An important issues emerging from this mapping exercise is the lack of consistency and uniformity of data. For example:

- FEIs collect data in terms of 'modules'. Approximately 297 modules form 17 'super classes' which are business and management related. However, a further 484 modules are recorded as 'not specified'.
- The data available under the Objective 1, 2 and 3 programmes is collated in terms of the number of projects. There may well be a range of different types of activities, some delivered via a third party which cannot be captured.
- Nobody appears to effectively evaluate participants apart from FE and HE, who do collate some data in terms of tracking the individuals who have embarked on a particular course, but it is far from comprehensive.

2.10 Section Summary

This section has provided an overview of organisations based in Wales who are providing MLD. The total number of organisations has been analysed by sector and geographic area. The majority of organisations are from the private sector and are based in South-East Wales.

- In addition to the estimated 1601 organisations providing MLD in Wales, there are 41 MLD projects of varying sizes across Wales with

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[9] Management Matter, (1999)

assistance from European funding with a combined grant of over £10million. A further 390 projects with a grant of £369million have management development incorporated within the projects.

- An estimated 12% of the working population are engaged in management development through FE, HE and On-line learning.

Table 2.8 on the next page summarises all the data from this section of the report to provide a map of existing provision in Wales.

Table 2.8 Summary of Provision

	Number of organisations	No of MLD opportunities/ courses/ initiatives *
Private Sector	1503	15,000
Voluntary Sector	100	800
Public Sector	62	550
European Programmes	60	619
Online learning - Ufi	-	182
Further Education	23	297
Higher Education	13	198

* Estimation of opportunities available and uptake are based on projections

It is to be noted that the figures given in Table 2.8 above will not be mutually exclusive. There will be some overlap as, for example, the vast majority of the lead organisations in receipt of European funding will predominantly be from the public sector and therefore a significant number of their initiatives will be European funded.

Taking into consideration the overlap, we can summise that there are 1601 organisations offering MLD opportunities, Combined they offer at least 17,000 MLD opportunities.

3.0   Assessment of Providers

3.1   Introduction

The previous section identified the total estimated number of organisations based in Wales offering MLD opportunities. This section of the report provides a more detailed analysis of these organisations looking at the types of support available, the size and location of the organisations, and how they are funded.

This was conducted through the development and analysis of a questionnaire which was despatched to 1400 organisations. A further 201 organisations were identified by third parties, but due to the strict timetable, it was not possible to send out questionnaires to them.

Core themes in the questionnaire included:

- An overview of services available
- Size and location of organisation
- Information about the types of organisations they work with
- How their services are funded

A copy of the questionnaire can be found in Appendix 6.

3.1.2   Response Rate

The response rate from the questionnaire was favourable with 15.9% of people returning the questionnaire. This equates to 222 organisations across Wales.

Three of the respondents chose to complete the questionnaire in Welsh.
Six respondents advised that they do not wish to be contacted in the future. Of these, four businesses are no longer in operation.

95.5% or respondents were from the private and voluntary sectors. Only 4.5% of respondents were from the public sector.

Given, that almost all of the respondents are from the private sector, emphasis has been placed on analysis of these firms.

3.2   Analysis of Private Sector Respondents

3.2.1   Observations on Questionnaire and Respondents

It was noted that a key issue for respondents was their interpretation of what constitutes MLD. For example, a number of organisations identified to be working in the area, subsequently contacted the project team querying whether they were actually offering MLD. Further to conversations with the project team, it was agreed that they were actually working in the area and questionnaires were subsequently returned. A common perception was that 'management development' only relates to 'training programmes'. A number of consultancy and mentoring activities were not classed by some organisations as MLD. This may be a factor in some organisations not returning the questionnaires. More importantly it raises an key point about the differences in understanding of exactly what MLD is; i.e. if the providers do not consider themselves to be delivering MLD, how will it be possible able to engage businesses in MLD activity?

3.2.2   Geographic location of Private Sector organisations across Wales

The distribution of organisations offering MLD across Wales is highlighted in Table 3.1 and Figure 3.1.

The majority of organisations are based in East Wales (50%). North Wales has the second highest concentration with 22% of all organisations based there. Cardiff has the same concentration of organisations as South West Wales with 19% based in each location. Mid Wales and Monmouthshire also have the same number of organisations with 9% each of the total.
These figures are consistent with the total population sample and are broadly representative of the distribution of SMEs across Wales.

Figure 3.1 Location of Private Sector Respondents offering MLD by Geographic Area
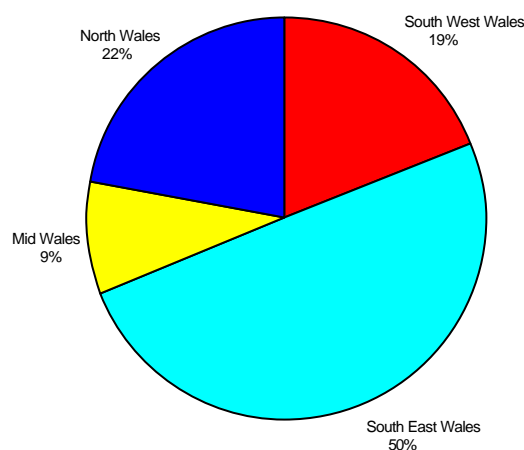
* Categorisations of Regions are based on ELWa definitions

Table 3.1 Private Sector Respondents Providing MLD by Unitary Authority

Unitary Authority	Frequency	Percent
Blaenau Gwent	3	1.4
Bridgend	9	4.2
Caerphilly	1	0.5
Carmarthenshire	8	3.8
Ceredigion	4	1.9
Cardiff	41	19.3
Conwy	5	2.4
Denbighshire	3	1.4
Flintshire	7	3.3
Gwynedd	17	8.0
Isle of Anglesey	2	0.9
Monmouthshire	21	9.9
Merthyr Tydfil	2	0.9
Newport	8	3.8
Neath Port Talbot	2	0.9
Pembrokeshire	8	3.8
Powys	15	7.1
RCT	10	4.7
Swansea	20	9.4
Torfaen	3	1.4
Vale of Glamorgan	11	5.2
Wrexham	12	5.7
Total	212	100
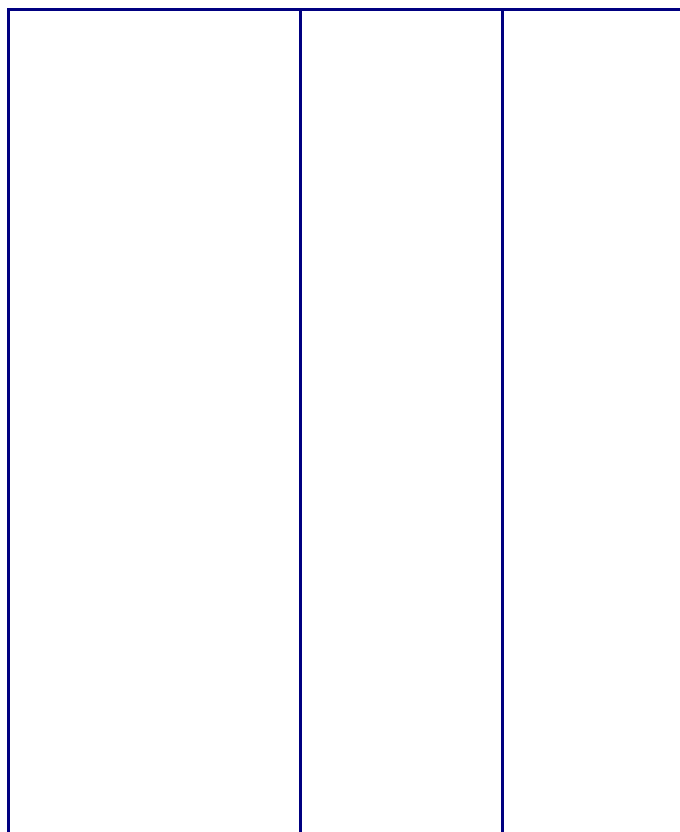
3.2.3 Breakdown of Size of Organisation

Number of Employees

Figure 3.2 provides a breakdown of the size of organisation by the number of employees. It shows that 68% of respondents providing MLD employ less than 10 people.

Interestingly, 22% of respondents did not stipulate how many people they employ. One would assume that the majority of the non-respondents would have a small number of employees.

Figure 3.2 Private Sector Breakdown by Number of Employees
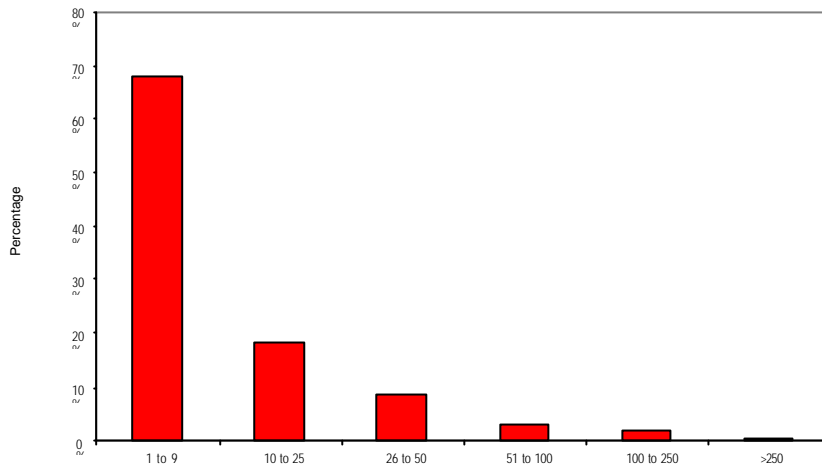
Breakdown by Turnover

Figure 3.3 shows that over 83% of respondents have a turnover of less than £500k. This is what you would expect given that the majority of the organisations employ less than 10 people. The highest turnover was in the bracket £2m-5m representing only 2.6% of respondents. 12.8% of respondents did not answer the question.

Figure 3.3 Breakdown of Private Sector by Turnover
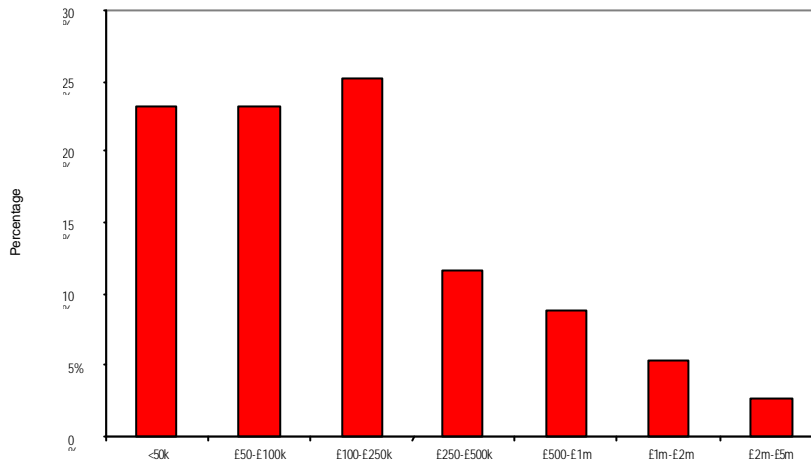
Breakdown by Description of Organisation

An analysis was carried out to determine how respondents describe their organisation and its core activities. As shown in Figure 3.4, it is fairly evenly split between consultants and training providers who account for approximately two-thirds of all organisations. 13% categorise themselves as both management consultants and training providers, whilst 12% classify themselves as management consultants. 8% do not classify themselves as consultants or training providers.

Figure 3.4 Breakdown of Description of Private Sector Organisations
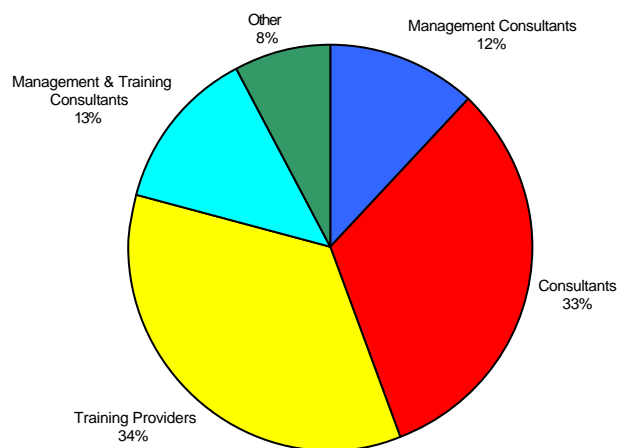
3.2.4 Client Information

An analysis was carried out based on the number of existing clients the respondents are *currently* working with and the types of organisations they are working with.

As can be seen from Figure 3.5, over 35% of respondents are currently working with up to 10 clients. 19% work with between 11 and 20 clients, 12.8% are working with between 21 and 30 clients, and 5% are working with between 31 and 40 clients and 41 to 50 clients respectively. 9.5% are working with 51-100 and surprisingly 12.8% of respondents state that they are currently working with over 100 clients.

Figure 3.5 Numbers of Existing Clients
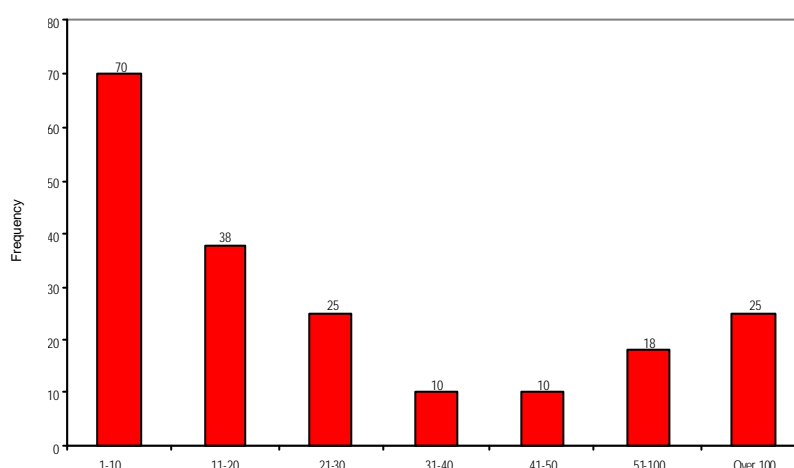
Figure 3.6, shows that 115 (49%) of respondents work with micro SMEs, 66% work with small companies, 59% work with medium-sized companies, 50% work with large companies, 31% with international companies, 31% with voluntary sector and almost 50% of respondents are currently working with the public sector.

Respondents were asked to provide examples of their clients for each of the types of organisations they have said they work for. As is shown below, there is a contrast between those who have provided concrete examples against those who haven't. Those who provided examples represented a broad spectrum of organisations from diverse sectors such as housing associations to theatres, car dealerships, manufacturing and medical services. The larger clients included Kellogg's, Unilever, Welsh Water, Royal Bank of Scotland and Oxfam.

Figure 3.6 Breakdown of Clients by Organisation Type

Key:

Colour	Description
(purple)	Companies who have not provided examples of clients
(red)	Companies who have provided examples of clients
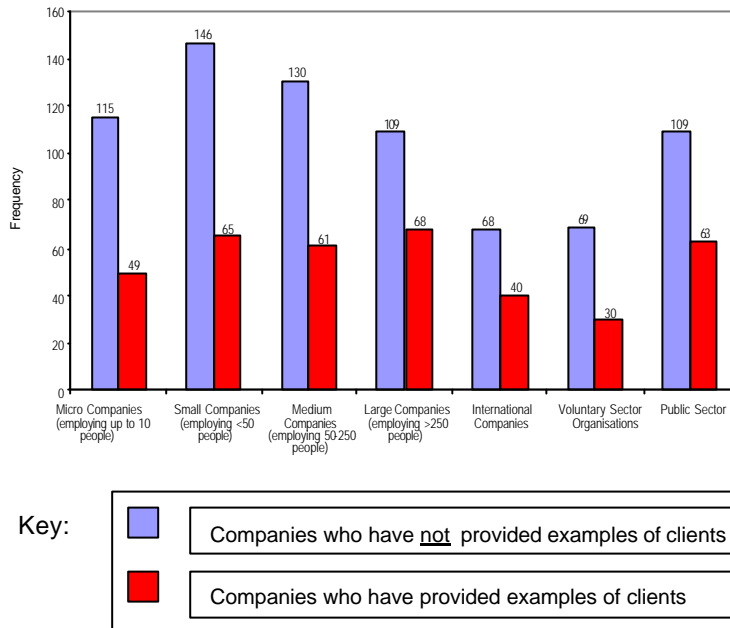
3.2.5   Types of Services Offered

Figure 3.7 illustrates the services that respondents offer. The headings were derived from the Functional Map of Management and Leadership referred to earlier in the report. Respondents were asked to list the training and development they offer under the appropriate heading.

The most popular category is 'Managing People' with almost 400 examples cited. 'Strategic Direction' has the second highest number of courses/programmes listed. Interestingly, the Future Skills Wales sector survey cites strategic development as one of the key management skills needs. The area with the least number of development opportunities is 'Managing Resources'.

In terms of the range of services offered almost 50% of respondents offer either 5 or 6 of the services. 10% of respondents only provide 1 of the services listed.

Figure 3.7 Breakdown of Category of Services Provided
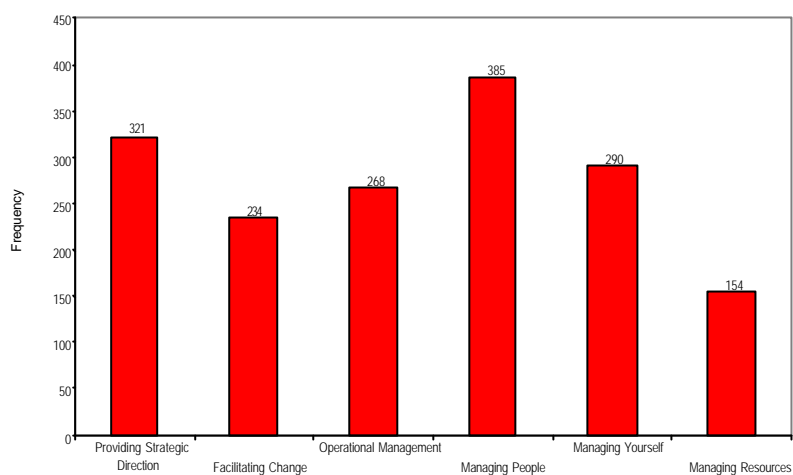
Examples of the types of services offered under each of the category headings can be found in Table 3.2. It is interesting to note that provision of coaching; mentoring and communication straddle all categories of management.

Table 3.2 Examples of Category of Services Provided

PROVIDING STRATEGIC DIRECTION	FACILITATING CHANGE
• Developing Leadership	• Managing Change
• Strategy Development	• Culture Change
• Business Planning	• Creative Problem Solving
• Strategic Marketing	• Managing People Through Change
• Board Level Facilitation	• Transition Management
• Corporate Strategy	• The Brainstorming Cycle
• Risk Management	• Learning in the Organisation
• Strategic Selling	• The Art of Change: Transformative Leadership
• Succession Planning	• Lean Operations Management
• Leading, Managing & Empowering	• Mentoring
• Mentoring for Directors	• Introduction to Intellectual Property
• Goals, Values & Behaviours	• Helping Others Adapt to Change
• Strategic Planning	• Time for a Change
• Policy formulation for Directors	• Innovation Training
• Strategy Formation	• Creative Thinking
• Leadership for Results	• Change Through Behavioural Management
• Aligning HR with Business Strategy	• Issue Analysis & Problem Resolution
• Competitive Intelligence	• Forward Planning
• Risk Management	• Conflict Management in the Workplace
• Situational Leadership	• Sustaining Business Improvement
• Strategic Vision & Planning	• Organisational Re-structuring
• Executive Coaching	

	• Fostering Innovation
OPERATIONAL MANAGEMENT	**MANAGING PEOPLE**
• Project Management	• Client/Provider Relationships
• Programme Implementation	• Conflict Resolution
• Crisis Management	• Interpersonal Skills

- Marketing Skills
- Introduction to Project Management
- Action Planning
- Post Project Review Method
- Performance Management
- Communication Skills
- Effective Duty/Task Rotas
- Process Mapping & System Analysis
- Steering Group Facilitation
- ICT/E Commence Implementation
- Customer Service Training
- Organisation Skills
- Supply Chain Management
- Problem Solving
- ISO 9001/14001
- Delegating for Productivity & Growth
- Performance Development Reviews
- Environmental Management Systems
- Customer Relationship Management
- Lean Manufacturing
- Understanding Customer Values

- Team Building
- Supervisory Skills
- Leadership for First Line Supervisors
- Managing Customer Care
- Recruitment & Selection
- Problem Solving
- Appraisal Techniques
- Internal Customer Care
- Communication
- Developing Others
- Effective Delegation
- Coaching & Mentoring Skills
- Influence & Impact
- Employee Management "Best Practice"
- Customer Service Delivery
- Team Development
- Strengthening Women in Management
- Managing Staff for Customer Excellence
- Influencing Skills
- Investors in People
- Introduction to Mediation

MANAGING YOURSELF   **MANAGING RESOURCES**

• Time Management	• Web Design & E-Commerce
• Influencing & Negotiating Skills	• Email Management & Security
• Communication Skills for Managers	• Finance for Non-Financial Managers
• Confidence Building	• Knowledge Management
• Personality Profiling	• ICT Reviews
• Career Development	• E Commerce Reviews
• Personal Development	• Financial Management
• CPD	• Clinical Governance
• Executive Coaching	• Employment & HR Legislation for the Small Employer
• Presentation Skills	• Sustainable Development
• Stress Management	• Infrastructure Management
• Problem Solving	• Supply Chain Management
• Dressing for Success	• Cost Control
• Assertiveness	• Maintaining Ratios
• Facing Up To Selling	• Setting & Controlling Budgets
• Life Coaching	• Fixing & Achieving Milestone
• Introduction to Psychometric Testing	• Portfolio Reviewing
• Presentation & Facilitation Skills	• Blasting Profits
• Mentoring & Coaching	• Resources Management
• Personal Planning Effectiveness	• Unit Cost Identification & Reduction
• Learning Styles	
• Communication	

Having looked at the services offered by category heading, Figure 3.8 illustrates the type of learning that is available. The most prevalent management/leadership service provided is consultancy with over 80% of respondents stating that they offer consultancy services. Almost 60% of respondents provide mentoring and on-the-job training. 70% of respondents indicate that they offer non-accredited training whilst only 28% of respondents provide accredited training.

Figure 3.8 Types of Services Available
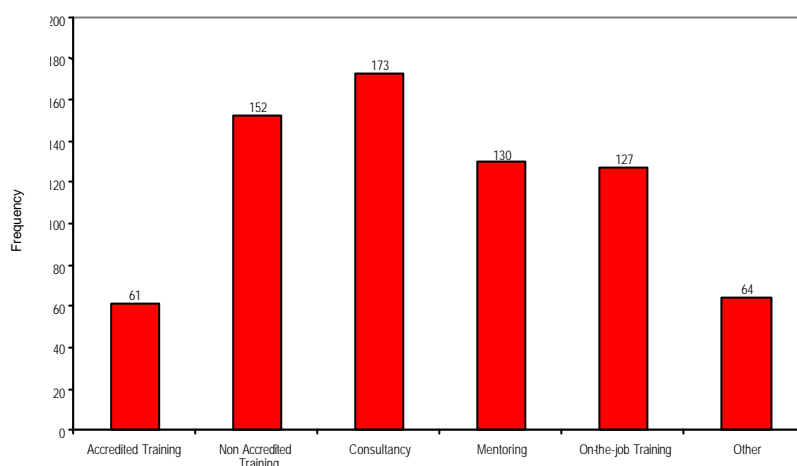
3.2.6 Accredited Training

Of the 28% of respondents who offer accredited training, a total of 202 accredited courses have been listed. This includes a broad spectrum of accreditation from NVQ, ILM, Investors in People, CIPS, ACCA, Institute of Legal Executives, Association of Project Managers and ISO9001. The most popular types of accreditation provided are highlighted in Figure 3.9. The 'other' category is significant in that it represents a large number of accredited courses, which are only being provided by 1 or 2 organisations. A list of the accredited training courses detailed by respondents can be found in Appendix 5.

It is to be noted that the above makes the assumption that respondent organisations provided the project team with full details of all their accredited training.

Figure 3.9 Breakdown of Accredited Training
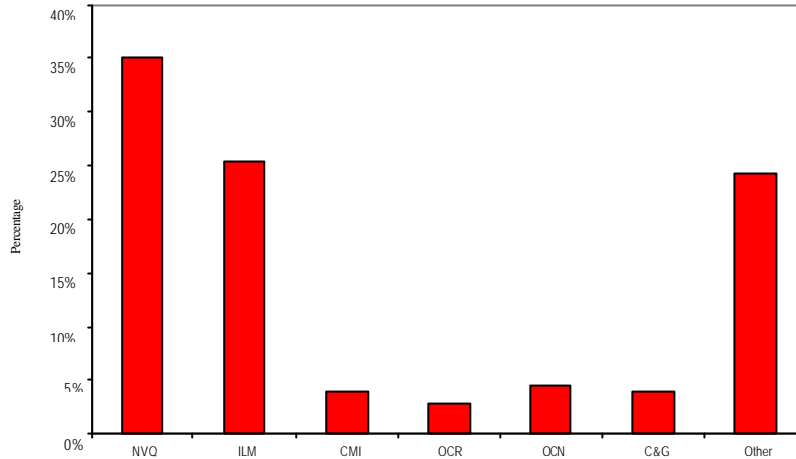
Key:

NVQ	National Vocational Qualification	ILM	Institute of Leadership & Management
CMI	Chartered Management Institute	OCR	Oxford Cambridge RSA
OCN	Open College Network	C&G	City & Guilds

3.2.7 Funding Sources

Figure 3.10 highlights how the respondents' services in this area are funded. The majority of respondents indicated that they receive no funding from the public sector (58%), whilst 15% of respondents are 100% funded from the public sector. Figure 3.11 breaks this down further by funding source. Of the respondents who receive funding from the public sector, the majority receive funding from ELWa closely followed by the WDA and Europe. The 'Other' category includes sources such as; SSC's, HEFCW, Job Centre Plus, Finance Wales, Dti and WCVA.

It is important to note that funding may also be received indirectly i.e. whilst the providers may not have received funding, their clients may have been in receipt of a subsidy.

Figure 3.10 Funding for MLD
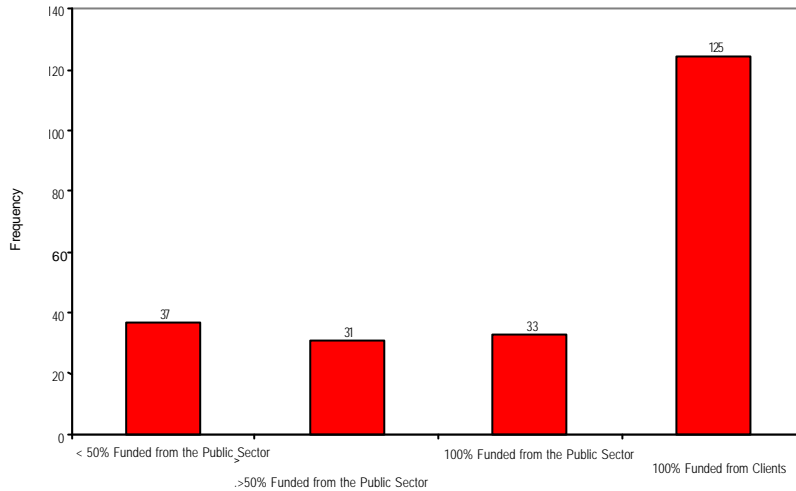
Figure 3.11 Breakdown of sources of funding
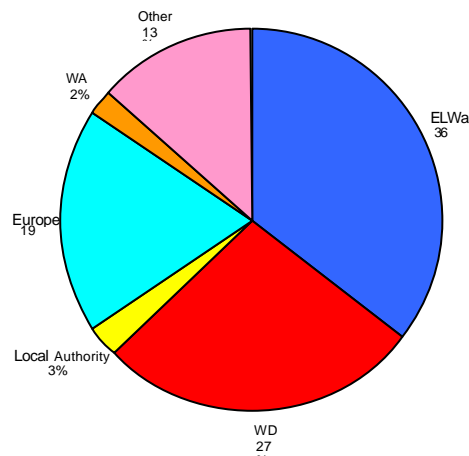
3.2.8 Delivery of Training Services

We have seen in 3.2.2 where the respondents' organisations are located. Figure 3.12 below shows the areas in which the respondents deliver their services. The majority of respondents (41%) deliver their services in South-East Wales. Clearly this is related to the density of organisations based in the South-East compared to the rest of Wales. Only 14 respondents deliver their services in all four regions of Wales. Interestingly, only half of the

organisations based in Mid-Wales actually deliver their services in that region. Of the companies based in South West Wales approximately one-third do not deliver their services in the area.

Figure 3.12 Regions of Wales where services are provided
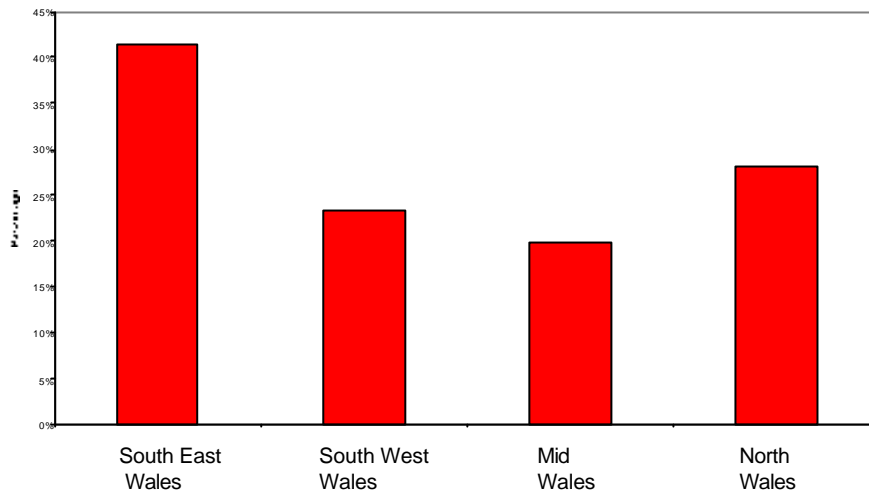
We have looked at how the respondents classify themselves. This section of the report looks at the proportion of their business activities which encompasses MLD. Of those who responded, over 44% confirmed that it made up more than 60% of their business. This is illustrated in Figure 3.13 below.

Figure 3.13 Proportion of MLD as part of business
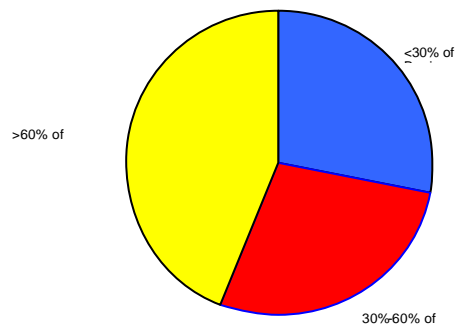
3.3. Provision of MLD to the Voluntary Sector

From our analysis of respondents, almost one third (31%) state that they are providing MLD to clients in the voluntary sector.

This figure appears quite high given that the feedback from the consultations suggested a deficiency in the supply of management and leadership provision generally for the sector. This may be due to the fact that the majority of voluntary sector clients listed were either national or regional organisations, such as WCVA, Shelter Cymru, Age Concern and Oxfam and therefore did not reflect the many thousands of smaller voluntary organisations who are not taking up MLD.

This assertion is consistent with the recent Future Skills Wales survey of Voluntary Sector organisations which states that it is predominantly the larger organisations that are in a position to take advantage of MLD opportunities.

3.4 Public Sector Provision

Given that only 10 respondents (5.5%) were from the public sector, 3 of which were from the same organisation, it is not a sufficient sample size upon which to compare and contrast with the private sector provision.

However, we make the following observations:

- The majority of public sector provision is provided via European funded programmes, predominantly led by HE, FE, and the WDA, but in many cases partnering with the private sector for delivery.

- Provision available is broadly the same as the private sector and includes consultancy, mentoring, on-the-job training, accredited and non-accredited training. Recently more emphasis has been placed on mentoring and coaching as a tool for improving individual and organisational performance.

- Public sector provision is heavily subsidised with a number of programmes at little or no cost to the SME.

3.5 Gaps in Provision

It is useful to draw out any potential gaps in provision based on the survey analysis. A more general discussion on perceived gaps can be found in section 4.3 of the report

3.5.1 Geographical Divide?

It is apparent from analysis of the survey that providers of MLD confine their services more or less to the region in which their business is located and the majority of their clients are in the private sector. Section 3.2.9 highlighted that only 6% of the respondents actually provide their services throughout Wales.

It is therefore useful to compare the supply (i.e. providers) with the potential demand (i.e. the total number of businesses) by region.

Figure 3.14 illustrates that South-East Wales and North Wales have proportionately more providers of MLD than there are VAT registered businesses. Approximately 39% (25,000) of all businesses in Wales are based in the South-East, whilst 50% (751) providers of MLD are based here.

Figure 3.14 Supply vs. Potential Demand for MLD by Region
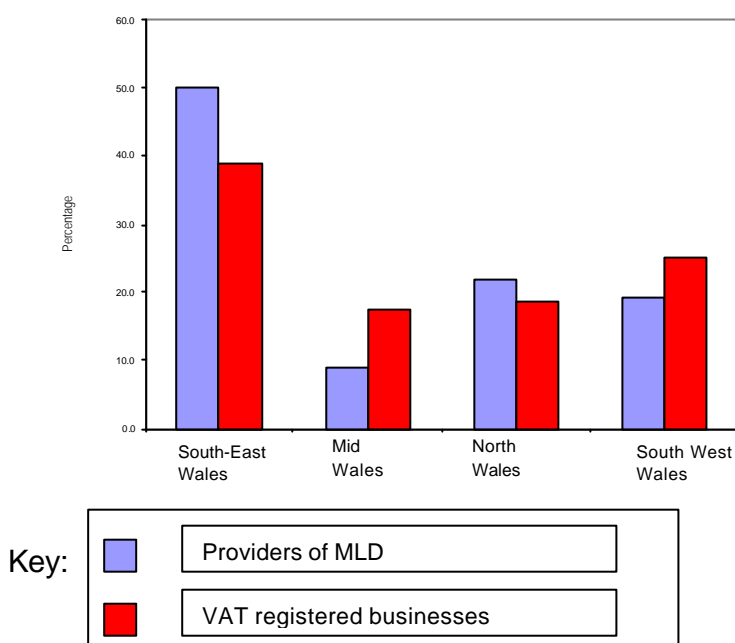
Mid and South-West Wales on the other hand have proportionately more VAT registered businesses than providers of MLD. Businesses in Mid Wales account for approximately 17% of all businesses in Wales, yet only 9% of providers of MLD are based here. This can be explained by the fact that businesses based in this region are more likely to operate in regions outside their own.

3.5.2 Service Type

Figure 3.7 categorised MLD under six key headings; providing strategic direction, facilitating change, operational management, managing people, managing yourself and managing resources.

 'Managing People' had the highest number of courses available. This was followed by 'Strategic Development'. Research from sources such as Future Skills Wales has highlighted Strategic Development as a skills gap as identified by managers across Wales, yet our survey states that of the 212

private sector organisations who responded they provide over 300 courses in this area. When this is multiplied up to reflect all the 1503 private sector organisations working in this area, plus public sector provision this certainly would not infer a shortage in supply. From this one can draw the conclusion that there is demand for Strategic Development but current offerings are not meeting the needs of SME managers. This may be for a number of reasons including: cost, flexibility, and perceived benefits.

'Managing Resources' has the least number of courses available in this area with approximately 150 courses available. A large number of these are related to financial management and legal issues. This relatively low number could be attributed to the fact that these types of courses relate more to formal practices that would be largely covered by FE and HE institutions.

3.5.3 Accredited vs. Non-Accredited Learning

Whatever management provision businesses need will be a mix between formal (to cover the necessary elements of technical functional skills) and informal (to develop practical knowledge). Typically, formal learning tends to have pre-defined outcomes which can be accredited, whilst informal learning has a much less structured approach.

We need to place more emphasis on the practical aspects – making strategic choices and acting upon them – but this only achieves meaning when set in a context created by technical knowledge.[10]

As one would expect the vast majority of accredited training in Wales is delivered through FE and HE. However, the number of managers pursuing a management-related course only makes up a small percentage of the total number of students. Due to the differences in the way data is collected, it is not possible to make direct comparisons with the private sector. However, only 28% of respondents from the private sector provide accredited training with a combined total of 202 courses listed.

This reflects the differences in the target markets of HE and FE institutions compared to that of private sector providers. HE and FE institutions have a much broader, more international target market, whilst private sector providers largely limit themselves to managers within Welsh SMEs.

"It is a widespread business view that owner managers rarely wish to use formal courses and prefer to learn from experience and real life examples, often learning from their peers. This type of learning – including

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[10] Centre for Enterprise (2003) Leaders & Managers: Learning their Way

mentoring and coaching – is very effective, as it is trusted, relevant and flexible.[11]"

3.6   Section Summary

This section of the report has provided a detailed analysis of the organisations involved in the supply of MLD, It has considered who, where and what type of organisations they deliver to.

It has highlighted the size of the organisations and type of support they offer together with information on their core business activities. We have also detailed the proportion of it which is dedicated to MLD.

The analysis of this can be summarised by the following points:

- 15.9% of the 1400 questionnaires sent out organisations involved in MLD returned the questionnaire
- 95.5% of respondents were from the private sector
- 68% of the private sector employ less than 10 people and 83% have a turnover of less than £500,000
- 50% of all respondents are located in South East Wales with only 9% based in Mid-Wales
- MLD is delivered predominantly via training providers and consultants
- Programmes/ Courses relating to 'Managing People' and 'Providing Strategic Direction' provide the greatest number of opportunities from the private sector
- The majority of private sector providers are currently working with between 1 and 10 clients, but over 12% are working with over 100 clients
- Organisations from micro SMEs to voluntary sector organisations are currently pursuing MLD
- Only 28% of the private sector offer accredited training
- ELWa is the main source of funding for the private sector whilst, European funding is a key source for the public sector providers

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[11] Ibid

4.0   The Learning Network

4.1   Introduction

Part of the brief was to carry out a systematic analysis of the existing Learning Network in Wales.

An important process in examining the existing Learning network was to obtain a strategic perspective from the key stakeholders in the area of MLD.

Extensive consultations took place with key representatives from organisations such as ELWa, SEMTA, WDA, CBI, FSB, Chartered Management Institute, Wales Management Council, SSDA. A full list of those consulted can be found in Appendix 2.

The consultations focused on the following key areas;

- Key Issues for Wales
- Perceptions of existing provision
- Demand for provision;
- Perceived gaps in MLD
- Funding mechanisms
- Impact of provision on SMEs/other beneficiaries
- Barriers to take-up of MLD
- Relationship between Influencers, Funders, Deliverers and Employers
- Thoughts on provision outside Wales
- A Way Forward

4.2   SWOT Analysis

The SWOT analysis in Figure 4.1 examines the relative strengths, weaknesses, opportunities and threats of the existing learning network. It reviews the relationships and inter-dependencies between funders, employers, influencers and deliverers. It seeks to answer questions like 'is provision meeting the needs of the market/ business?'

The results below form a summary of the views from a broad representation of organisations. Not all the views expressed below are shared by the consultant team.

Figure 4.1 SWOT Analysis of the Learning Network

Strengths	Weaknesses
Plenty on offer from HE & FE Lots of private sector provision Variety of learning methods Flexible funding i.e. CLA Increases in mentoring & coaching Joined-up approach ELWa & WDA	Very few Micros engage with MD Existing provision: 'patchy' & ambiguous Little co-ordination from key stakeholders 'Management Development' term doesn't excite SMEs Not enough practitioners teaching M&L Not meeting SMEs perceived needs Current funding seems to favour those who seek it Funding focused on outcomes & not perceived need Current provision not reaching those who need it Courses too academically based Policy vacuum Difficult to find out who does what at ELWa Some businesses dissatisfied with FE's offering Quality of short courses difficult to gauge Current offering not marketed well Business benefits not demonstrated No data on impact of management/leadership development No complete database of all that's available
Opportunities	**Threats**
Re-branding of 'management development' to appeal to SMEs Development of 'seed corn' funding Address perceived needs of SMEs Greater take-up possible if link between productivity and development illustrated Basic funding offered to all – to get 'quick wins' More on-the-job training Clearer picture of what's available would be useful Unambiguous first point of contact Definite need for management development Consider best practice in other countries Improve communication channels between ELWa and other support agency's Build knowledge base on m& l 'ELWa could take a more active role in business partnership bodies' Suppliers to engage more with Voluntary Sector More 'innovative solutions' could be developed Need for more short courses (bite-size) Illustrate differences between L & M SME 'role models' to promote HRD/MD Increasing demand for coaching and	Welsh business don't appear to have structures in place to develop their staff Poor recognition by SMEs of HRD importance Welsh productivity low and could decline further Getting hung up on 'made in Wales' No lead body driving the agenda? Too supply-led 'Dependency Culture' in Wales not healthy Learners needs seem last to be considered

mentoring Increasing demand for 'enterprise training'	

4.2.1 Strengths

The huge depth and breadth of MLD opportunities available, through FE, HE, private and public sector organisations can be seen as the main strength. The learning methods are broad encompassing a variety of techniques and styles from formal accredited learning through to informal on-the-job training and mentoring. Flexible learning appears to be on the increase, which is more suited to the needs of SMEs. The uptake of coaching and mentoring is also on the increase reflecting the demand for such a service.

From consultation with both ELWa and the WDA, there appears to be a more co-ordinated approach to management and leadership with both organisations working closely together to achieve the desired outcomes.

Funding has notoriously been a rigid process, off-putting to many SMEs. The piloting of company learning accounts and other proposals currently being developed by ELWa and the WDA will provide more flexible funding packages for SMEs and businesses generally.

4.2.2 Weaknesses

Uptake of MLD amongst SMEs is perceived to be very low with many SMEs, particularly micros not recognising the benefits of such development opportunities. The term 'management development' does not excite SMEs and is not valued as a key ingredient of business success. There is a real gap in understanding of how MLD can make a 'bottom-line' difference to performance (both from the SMEs perspective and in many cases the supplier).

Supply-led provision: the needs of SMEs are not being met. A lot of the work carried out on management standards by various organisations is perceived to be focused on the larger organisations, which can not be readily transferred to smaller organisations, whose needs and structures are different.

The business benefits of MLD are not clear to SMEs. Indeed, it is perceived that many providers are not confident about demonstrating the tangible business benefits of their own courses.

Funding is predominantly focused on outcomes and accredited learning and is not based on the perceived need of SMEs which typically is more informal, flexible style learning.

From the SMEs' perspective, it is not clear who is the first point of contact for MLD training and development.

The quality of existing provision has been questioned with comments about courses being too 'academically-focused' and dissatisfaction with some FE provision.

4.2.3 Opportunities

There is a real opportunity to 're-brand MLD' to make it more appealing to SMEs through demonstration of the real business benefits. There is a need to place emphasis on learning and not training (learning implies conditioning)

A clear picture of what is currently available and how to access it, including a point of contact would make it more accessible to SMEs. This can be achieved, in part through the development of a fully searchable database on management and leadership opportunities in Wales.

The demand for management skills, both within the managerial occupational group and beyond, has increased significantly. Moreover the nature of the skills required of managers is changing rapidly, with a growth in the demand for leadership skills, entrepreneurship and adaptability to change. In terms of future skills needs, at least 60% of employers have identified management skills as being amongst the most important over the next two to three years[12].

There is an opportunity to develop new and innovative approaches to MLD through establishment of 'seed corn' funding. This is explored further in Section 5 of the report.

Little or no data exists on the impact of MLD on SMEs. There is an opportunity to build up a knowledge base on how it impacts on the business through development of appropriate benchmarking tools.

Clearer communication channels between support agencies should be developed.

There is an opportunity for suppliers to engage more with the Voluntary sector who currently perceive that there are not enough suppliers.

4.2.4 Threats

It is perceived that Welsh SMEs do not have the appropriate structures in place to develop their staff. There is a real danger that if there is little or no

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[12] Employers Skills Survey, (2002), DfES

consideration given to business objectives and change drivers prior to assessing both business and individual needs, that it will not have the desired impact on the business.

MLD is not currently perceived to be important to business development. If its priority is not increased amongst SMEs, then the long-term sustainable development of businesses in Wales will be impeded.

Part of the reason for this is that there is no clear lead body driving MLD in Wales that is equipped with both the authority to stimulate change and the resources required to implement it.

The Wales Management Council (WMC) is viewed by some of the stakeholders interviewed as the main source of information on MLD in Wales. Yet, the WMC in its current form has very limited resources at its disposal. Its mission is to champion the case for better management and leadership performance across all sectors in Wales. It has succeeded in taking positive steps in raising awareness amongst SME managers in Wales, through a wide range of activities including forums, sharing good practice, research, newsletters, development of an information portal and the setting up of working groups.

However, it is evident from the interviews that MLD is currently falling between the WDA and ELWa.

4.2.5   Conclusions on SWOT: Some general points

Most of the stakeholders agreed that MLD was not working well in Wales but they also believed that no region in the UK had yet successfully tackled this issue. Inflated perceptions by managers of their own competencies were partly to blame together with their consequent reluctance to engage in training. Part of the problem was the difficulty of comparing managerial competencies with best practice. Managers need to know their level of competence at the beginning of the training process and where they are in relation to their peers after undertaking a development programme. (We need to be able to say 65% of successful managers in successful companies have 'x' skill or accreditation. With this information it might then seem pertinent to suggest that this skill be acquired.)   In addition to bench marks being few and far between there is no really acceptable qualification at senior management level.

There is the related problem of measuring the impact of leadership development: there is little research being undertaken on how to measure it. Consequently there is a dearth of benchmarking techniques available and comparative evidence is largely unavailable. One of the major problems in

generating more SME involvement is that the perception of the need for management development is not high. Most of the barriers are psychological and revolve around the problems of 'time constrained' small management teams with little time to invest in themselves or their staff.

Research from Future Skills Wales highlighted the fact that managers themselves put the need for management development at the bottom of their list of priorities. The general view of consultees in terms of perceptions was that SME managers were equally convinced about two things: i) there was too much management development on offer, and ii) that none of it was applicable to them. So the initial requirement was to affect attitudinal change.

In terms of the demand side it was felt that in addition to the issues surrounding perceptions, there is also a confidence problem in some parts of Wales – especially rural Wales – where it is difficult to get people to invest in themselves to rise above supervisory grades because they lack the confidence to take on a wider management function. This is especially true in areas where the public sector dominates employment opportunities and the commercial sector has traditionally had few opportunities to offer. The confidence factor is especially important where there is little tradition of higher management grades being undertaken by local people. Some larger corporations still seem to prefer to bring in senior management from outside the region rather than develop existing supervisory staff or middle managers.

The key to unlocking workforce skills and the higher productivity that goes with it is better HR management skills at the top of the command chain but this is not well understood. Financial Management skills and access to other functional skills are improving but HR issues – particularly staff development – are still neglected. One option could be specialist support for management development in areas like Human Resource Management (HRM), marketing, etc. in parallel with greater utilisation of support such as company learning accounts.

On the supply side collaboration was the needed between universities, FE and business to agree on the employment prospects to which different academic courses might lead. Employers were rightly concerned about a "mismatch" between their business needs and the generic and specialist skills being developed through the typical university course. There is an urgent need to develop appropriate 'kite marks' for courses relevant to industrialists and middle managers. Too often the training available is funding led rather than based on asking what businesses need. Wasted opportunities were highlighted in areas where the local university was not delivering business focused programmes but instead championing an MBA with little relevance to the needs of local firms.

Developing management competencies has to be seen as part of the wider issue of continuing professional development and CPD has not been seen as a priority by existing funders. Comparatively little has been spent in this area and consequently the support infrastructure is relatively weak. In contrast one Regional Development Agency in England has allocated £40m into continuing professional development and management skills.

The key to success in this area is to raise management competencies without letting the training get in the way of running the business. E-learning is sometimes seen as the answer to this problem but not many of the consultees agreed with this and in contrast saw e-learning as raising more barriers than solutions. The main gap in provision was identified as in the area of practical, vocational, hands-on, workshop approaches that engage the participant.

Other solutions such as mentoring were seen as very expensive and were questioned in terms of value for money. A number of consultees supported the view that diagnostic questionnaires should be used to a greater extent to ascertain the need for management development and the capacity of the company and the individual to make full use of the scarce resource before mentoring and other avenues of support for management development were made available.

One suggestion was for a sort of management 'due diligence' to be undertaken along the lines of the financial enquiries that precede a large equity investment. In this respect a distinction was made between mentoring and coaching with the latter seen as more cost effective and more likely to produce long term results, especially in terms of the behavioural aspects of management.

Before making moves to reform the system, everyone was agreed that we need to understand the market better. In situations of imperfect knowledge the best, least cost solution (in the first instance) is often to tweak existing structures rather than implement grandiose plans for a complete overhaul. Within the current structure, the market for management development is not very robust so there was a general need to strengthen delivery on the supply side by working closely with existing intermediaries before trying to introduce wide ranging reforms and major attitudinal changes to the customer base.

The current structure is currently being overhauled anyway. The role of the regional committees and CCETs is evolving differently in different regions. Their role in policy making has not yet been clearly defined. All agreed that reforming the mechanisms for funding were going to be key to resolving these issues. ELWa had to be in the lead on funding with the WDA and others key players as customers. One of ELWa's main delivery mechanisms at present is through the FE sector and the main challenge is to get the

funding from the source to the eventual deliverer as quickly as possible. Whatever the main channel, the main criteria must be an efficient funding mechanism that allows the client to purchase wisely from what's on offer.

In terms of funding options, two current studies are being undertaken in the area of skills training in Wales and these will need to be linked into the present research: the Workplace Learning Review and the Skills and Employment Action Plan. Both of these could have a significant impact on the funding regime.

4.3   Market Failure or Perceived Gap?

It may be argued that the market functions efficiently in that businesses which choose to invest in MLD and more general learning activity can source offerings from a variety of providers, both inside and outside Wales. The fact that may SMEs, particularly small and micro businesses do not do so reflects their choice not to engage in structured training.

However, drawing on the consultations combined with our own research in this area, some managers within SMEs are not necessarily able to articulate what they need i.e. they 'don't know' what they 'don't know.' An example of this comes from a participant on Cardiff Business School's Sustaining Profitable Growth programme, a strategic leadership development programme which includes one-to-one coaching for participants. Feedback on the coaching was perceived to be 'empowering and invaluable.' However, prior to starting the programme, some participants would not have identified their need for coaching.

The dependency culture in Wales poses another issue in that SMEs actively look for (and in some cases expect) training and development opportunities that attract subsidies from Europe or Government rather than focusing on what their specific needs are first before matching their need with what is available in the marketplace. This in turn raises the issue of public policy emphasis on providing appropriate offerings which reflect the specific needs and interests of SMEs. Significant public funding is currently geared towards formal learning; whereas it is well documented the informal learning is generally preferred by SMEs.

Research carried out by the Centre for Enterprise[13] examining demand/supply side issues identifies a gap between individual needs of micro businesses and available provisions which is likely to be apparent nationally. The research found abundant management development provision

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[13] Centre for Enterprise: (2001) Management & Leadership Development in the East Midlands: is supply meeting demand?

but little perception that it addressed the needs small businesses have for 'softer' skills, like leadership.

Questions have been raised about the quality of management education in a system dominated by a qualification and series of providers that may have little overall effect on the quality of skills in our growing management population. Put another way – the supply of management qualifications may well be moving, but it might be doing nothing to address the skills gap.

It seems then, that the growth in management and leadership education might be of the right size to meet the gap, but be the wrong shape[14]. This begs the question of how different it should be given that the range of skills and competencies required to run a SME effectively are qualitatively as well as quantatively different to those needed in the context of a larger organisation.

In particular, managers in smaller businesses cover a much wider variety of roles. Therefore, the functional specialisms often found in mainstream management development – e.g. finance, marketing, operations are not always appropriate.

Research at the Centre for Enterprise points towards a leadership gap, amongst SMEs. The main gaps are highlighted below;

- – Firstly, some of it is down to a lack of demand for better managers. More dynamic, competitive markets are needed to force businesses to expect more from their managers. This is a wider institutional question, and should be tackled accordingly.

- – Second, where businesses do demand higher skilled managers, there does seem to have been a response. The problem seems to be that this response has taken the wrong form.

- – Thirdly, we can infer that the management skills problem is primarily a question of supply – adequate in scale but inappropriate in type. Rather than a qualifications framework built on a functional, managerial curriculum, we need to be finding and nurturing genuine leadership. That is about the ability to find and act upon opportunities, bringing together the right people and the right tools to realise their potential.

4.4   Funding and Implications for Policy

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[14] Centre for Enterprise: (2003) Leaders and Managers: Learning their Way

This section of the report provides a critical review of some policy instruments to encourage uptake of management development. It reviews the rationale for providing support for SMEs and the challenge of developing a customer driven approach to intervention.

4.4.1 Effectiveness of current policy instruments

There have been a number of policy instruments which have been adopted to encourage employers to invest in management and leadership training and development. A selection is outlined below and some issues are associated with their application.

4.4.2 Financial Assistance

There appears to be very little knowledge on exactly what funding is available to SMEs wishing to pursue MLD. Part of the reason for this is that MLD often forms part of another support initiative or comes under a broader heading of business support and is not considered in isolation. Therefore, it has proved difficult for some organisations, including ELWa to identify and quantify information and data relating to MLD support.

From our research there is very limited access to flexible forms of funding which SMEs can access directly to address their individual development needs. The majority of financial assistance comes in the form of subsidised training and consultancy programmes accessed by supply-side providers, of which management and leadership in many cases only forms a part of the package on offer.

The main direct and indirect financial assistance available to support SMEs to develop their management and leadership competencies are listed below:

Direct Access

- ELWa Company Learning Accounts (CLA) - A flexible funding package primarily for SMEs. First stage access to this has been restricted to around 120 businesses; although ELWa's 2004-2007 Corporate Plan aims to have increased the number of CLA's to 250 by the end of 2004-05 operational years. There is a maximum of £5,000 available (if match funded) for innovative management development activity. Each business is appointed to a Management Development Advisor who will support the implementation of better management practices within the business.

- Assembly Learning Grant - provides a guaranteed source of extra money for the least well-off learners in FE and HE.

- Investors in People (IiP) – as with the CLA above, each business is appointed an advisor who is sub-contracted by ELWa. The service can be free, but often the business has to make a financial contribution to achieve their desired outcome. Through this support 298 businesses across Wales have committed to IiP and 275 businesses have achieved IiP recognition in 2003/04.

Indirect Access

- European Funding has provided a number of opportunities to support MLD. The majority of this has been through subsidised training and development opportunities. However, this is not sustainable as Wales is likely to receive significantly less funding post 2006.

- ELWa have invested £1m in a Collaborative Management and Leadership Development programme whereby ELWa contract with local providers and/or employer representative organisations across Wales to subsidise workshops/programmes delivered to groups of businesses. Approximately 2,200 businesses have already benefited from this programme in 2003/04.

- Local Authorities generally only have very small pots of money which have been accessed through them applying elsewhere under a broader heading of 'Business Development' from Europe and WAG.

- Similarly, some Sector Skills Councils (SSC) have access to funding, but only through them applying elsewhere

- Various WDA programmes such as 'Mentor Wales'

4.4.3 Investors in People (IiP)

IiP was launched in the late 1980s as a framework for workforce development. It is the DfES flagship initiative to promote employer good practice and investment in training and employee development[15].

ELWa's current performance measures include a target of increasing the number of organisations achieving IiP status from 1380 in 2002 to over 2180 by 2005. IiP takes a process approach to encouraging workplace learning. An analysis of IiP companies shows some evidence of improved performance after taking the standards, but there are some important caveats to bear in mind; (i) there is a 'relatively small number' of IiP

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[15] DfES (2001) Research on the Costs of IiP and Related Activities, DfES Research Report No. 274, DfES

companies with requisite data for analysis. Those with requisite data tend to be larger companies, and; (ii) if a company is willing to invest effort in achieving the standard, they are forward-looking anyway – maybe IiP companies are self-selecting successes, and their recognition is coincidental.[16]

However, it is worth noting that the consultations generally revealed a lack of enthusiasm for the benefits of IiP in a management context. It was felt that IiP doesn't tackle the core business objectives and change drivers which are fundamental to assessing what skills need to be developed and who is the appropriate person within the organisation.

4.4.4 National Vocational Qualifications

National Vocational Qualifications form a cornerstone of government policy in terms of monitoring progress through the National Training Targets. An emerging skills standard movement has begun to develop skills classification systems which focus on generic and cross job competencies. These skill standards reflect the needs and vision of predominantly large organisations and do not reflect the needs or behaviours or interests of small employers[17]. Specific courses for SMEs have since been developed but owner managers rarely appear interested in vocational qualifications as a development or learning mechanism.

Of the 3,090,505 NVQ certificates awarded across all occupational sectors, the Owner Manager category Business Management and Development accounted for 68 awards and Business Planning accounted for 3542 (level 3) awards[18]. In the context of about £3m micro businesses across the UK, these figures reflect the challenge that business support agencies and training providers have in engaging SMEs in management development of this type.

4.5 Locating the Right Policy Focus: Informal Learning

In examining the Learning Network, it is important to understand the options for how MLD is made available to SMEs in Wales. This is best illustrated through Figure 4.2 below.

The x-axis is the 'method' i.e. the process by which knowledge is acquired by the learner. This ranges from informal (completely unstructured learning experiences i.e. a chance conversation with a colleague who shows what can be done with a computer package and that leads how to do it) through to

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[16] CEML, (2002) Incentivising Management and Leadership Development
[17] Cullen and Matlay (1999)
[18] Merris Mc Donol (2001)

'formal', (structured learning experience e.g. following a defined course syllabus to a fixed timetable and with a formal assessment to gain a qualification i.e. MBA).

The 'y-axis' represents knowledge and exists on a continuum going from technical (forms basis of formal practices, to be learned for application) to practical (exists only in application and is imparted rather than taught)[19].

Figure 4.2 Locating the Right Policy Focus
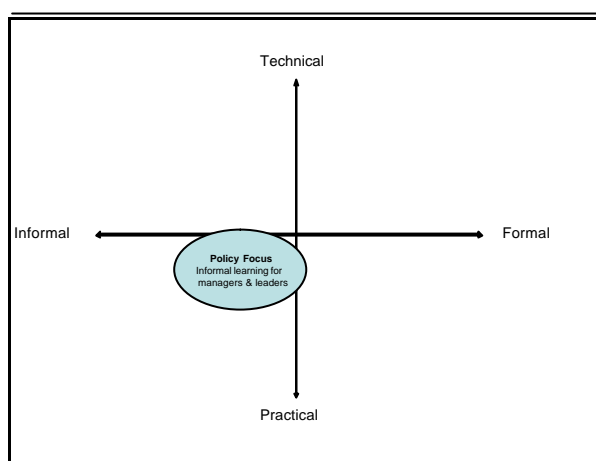
Source: Centre for Enterprise, 2003

Just as learning is a combination of informal and formal experiences, knowledge is never purely technical or practical.

Research has shown SMEs like to learn through less formal, more experiential methods and are looking to develop their practical knowledge. Policy should therefore be focused on the area illustrated on Figure 4.2.

4.6   Section Summary

The current learning network in Wales is complicated. The relative strengths and opportunities have been raised, whilst acknowledging, the weaknesses and impending threats, if improvements are not made. Achieving a step change in the learning network is a major challenge. It requires gaining the co-operation of many partners, drawing together into a more coherent package the array of programmes, policies and activities, getter greater impact as a result, and developing a strategy for future action which is regularly monitored and updated.

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[19] Centre for Enterprise, (2003) Leaders & Managers: Learning their Way

This section has highlighted the need for greater clarity of responsibility amongst the key stakeholders, and for better co-operation and co-ordination of effort. We need a delivery structure which champions MLD, and which has the credibility and influence to persuade other partners in the public, private and voluntary sectors to engage. Policy focus should be more closely aligned with the perceived need for more informal learning.

5.0 Summary and Recommendations

5.1 Summary of Findings

The sheer number of organisations that have been identified as working in the field of MLD in Wales is quite amazing. This poses a difficult challenge to policy-makers, SME managers and others if they are to maintain current information on the activities of organisations in the area –the vast majority of them are micro businesses. The continuing churn of these micro SMEs adds to the challenge.

Major differentials exist in terms of the type and levels of management and leadership offered and ultimately provided across Wales. Around half of these providers receive some funding from the public purse which begs the question of whether the Government stimulates to a certain extent the multitude of organisations involved in the area.

The task of policy-makers is further complicated by the vast array of training and consultancy services offered by each organisation. Many of the organisations funded by the public purse, such as HE and FE, offer the greatest number and diversity of courses.

The upshot of this is that there is no shortage of providers or qualifications for MLD. Some of the providers have a world-class reputation – for example, MBAs from top Business Schools. But, too often the forms of training and the qualifications offered are not sufficiently attractive or focused, to achieve the scale of improvement in leadership and management skills required by Welsh SMEs.

This review of existing provision reinforced to some extent the anecdotal evidence provided in the stakeholder interviews. The mapping exercise demonstrated that there is a plethora of poorly coordinated publicly funded initiatives - particularly European funding. Much of this appears to be driven by Government agendas and existing funding regimes, rather than any direct demand from SMEs themselves. Existing provision is very 'supply-led' and there is a crucial absence of 'demand-led' solutions that understand and reflect the needs of the SME manager.

The main gaps in provision lie in the area of practical, vocational, hands-on approaches to training delivered in a workshop environment that actively engages the participant. Managers complain that benchmarks are few and far between and there is no widely acceptable MLD qualification at senior management level.

A key issue emerging from this study is that significant differentials exist in the availability of data across the board from HE, FE, public and private sectors and European funded programmes. This has a continuing impact on the ability to effectively measure and benchmark MLD. This is turn constrains the type of initiatives that policy makers can introduce.

Small businesses are the backbone of the Welsh economy. Effective management of people and other resources within SMEs is fundamental to the success of Wales' economy. Managers need the right skills to enable them to operate effectively and flexibly in an ever-changing employment market. The lack of managerial and leadership skills is likely to be directly related to the high failure rate in SMEs. For example, as the following charts illustrate, the stock of VAT registered companies in Wales has been falling rapidly over the last ten years compared with other regions of the UK.

**Figure 5.1 Stock of VAT registered firms in UK**
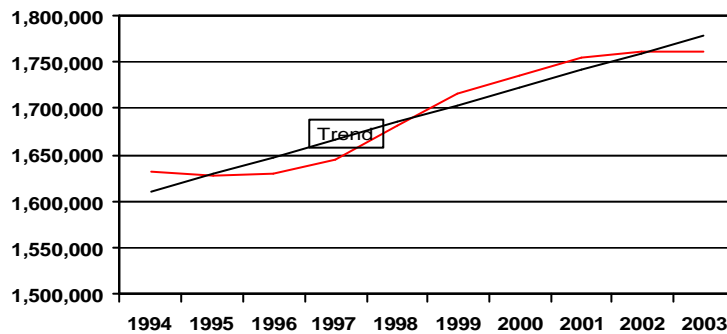
**Figure 5.2 Stock of VAT registered firms in Scotland**
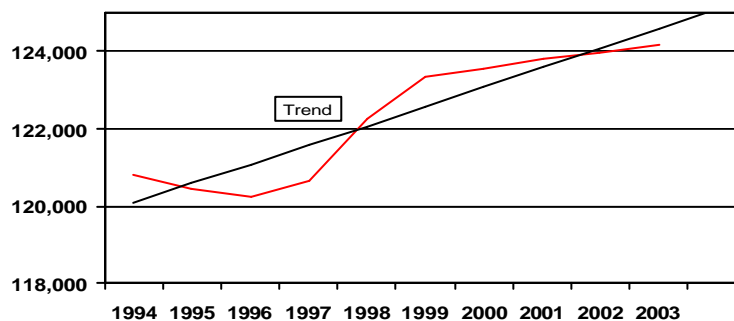
Figure 5.3 Stock of VAT registered firms in Wales
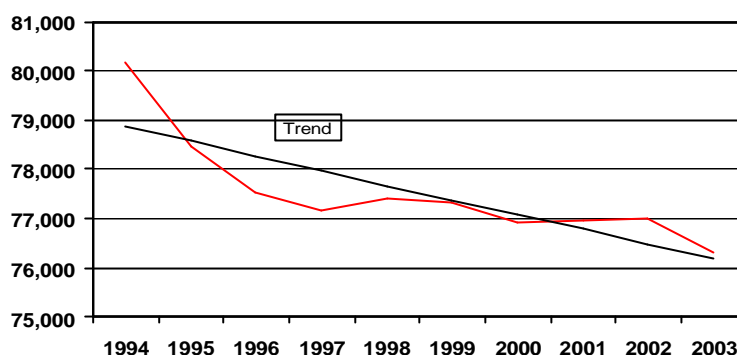
Source: DTI

In addition to the high failure rate, there is also concern about the low number of new firms that succeed in growing to an appreciable size in Wales - less than 2% of start ups grow to employ 50 or more people. The poor performance of the SME sector in Wales is increasingly being linked to weaknesses in management and leadership and to related training issues within the sector.

The managerial skills deficit in Wales is being singled out for attention because many of the other factors that can influence the success or failure of firms, like the level of the exchange rate or the phase of the business cycle, are common across the UK. Clearly, helping improve the quality, calibre and capacity of managers and leaders in SMEs is becoming one of the most important policy options for the Welsh Assembly Government seeking to close the prosperity gap with the rest of the UK. Not only is skills and training within the Assembly's remit but, compared with all the other factors that might be holding back economic growth, the managerial skills gap appears to be the most significant independent obstacle to growth.

As was shown in section 2 of the report a huge amount of funding for management and leadership has come from European programmes, with a range of projects available across Wales. Some are focused heavily on MLD, whilst others have a more indirect impact. However, despite the millions of pounds of European money being spent on MLD, there appears to be little work being carried out as yet to assess the full impact of these projects. Current outputs are not particularly meaningful in measuring both the up-take and effectiveness of MLD in SMEs. The good news is that up until the end of 2006 when the current European programmes end there is ample funding available to develop more focused management and leadership projects across key sectors of the Welsh economy.

The results of the questionnaire show that ELWa is currently the most common source of funding for respondents. There are two main explanations

for this; firstly, the majority of lead organisation for European funding are public sector organisations (from whom we had a relatively low response rate to the questionnaire) and/or secondly, the amounts of money being made available from ELWa are small in size, but fairly widely dispersed.

Different people have different conceptions of what management is about. This inevitably shapes their view about the way in which managers ought to learn and be developed. Because the availability of funding leads the development of training programmes this has created an impression from managers that all forms of training have to be subsidised. This leads to reluctance to spend resources on training. Also, the wide array of funding and the plethora of poorly coordinated provision mean that the individual manager has difficulty choosing a relevant training package.

Ultimately, improvements in management and leadership skills will only happen if employers, facing the day-to-day realities of running their organisations, see a value and purpose in investing scarce resources in upskilling their senior management team. They are more likely to engage in management development if it is offered through the types of communication channels and intermediaries that they trust. The trick is to deliver MLD in ways that encourage employers and individuals to adopt, in their own interest, the strategies that will drive up performance and enable their organisations to respond positively to changes in the economy.

5.2   Key Recommendations

Outline recommendations, that have not been prioritised, are summarised below to aid further research. These proposals have emerged from the desk research, from the results of the questionnaire, from follow up discussions with correspondents and from the stakeholder interviews. They have been categorised under the three key areas which need to be addressed; stimulating demand and raising the quality of supply, funding for MLD and; informal learning.

Stimulating Demand / Raising the Quality of Supply

- **Build credibility of MLD** through raising quality standards and developing appropriate kite marks for courses relevant to industrialists and middle managers

- **Greater assessment of provider credentials** (i.e. qualifications/ managerial experience etc)

- **Simplifying current qualifications and structure**

- **Take action on identified gaps in provision** i.e. in strategic decision making and in meeting the needs of micro SMEs

- **Benchmarking Performance** – there is a need to develop a framework of indicators (personal and organisational) to assess management capability and evaluate the impact of any development undertaken. (To be effective, guidance will need to be given to providers on how to use it)

- **Appropriate benchmarking tools should also be developed in the public and voluntary sectors**

- **Best Practice** - develop and highlight case studies of best practice and exemplars of successful leaders to demonstrate the 'real' benefits of MLD

- **Engaging Intermediaries** (i.e. Business Eye, Enterprise Agencies, Business Advisors, and Membership organisations) to understand the importance of the role of MLD. In this way they can play an important role as catalysts for MLD (particularly for informal learning)

- **Rationalisation of existing support structures**

- Identify the key drivers of business growth in the SME sector and **develop better methods of articulating the role of MLD** in addressing these drivers

- **Development of a diagnostic** to assess the needs of SME managers and their capacity to undertake training so as to make more efficient use of scarce resources

- Utilise the data from this project to begin to **build and populate a database of providers**. For the database to be successfully used by the network it must provide access to local learning opportunities, formal and informal, supported with qualitative, objective assessments of their effectiveness (i.e. Amazon style), tailored to identified needs of SME managers

Funding For MLD

- **Develop information on funding available for MLD** provided through key stakeholders i.e. ELWa, WDA , WAG and WEFO

- **Develop close links with other on-going research** in the area, such as that being undertaken by SSDA who have substantial funding to carry out a major study of MLD in the UK

- **Implementing 'seed-corn' funding** for innovative ideas to establish a desire for MLD which is self-sustaining

- **Review the funding regime**. The focus of the funding regime is currently too much on outcomes rather than learning – there is a need to re-address the balance

- The funding regime has given impetus to the development of a large number of uncoordinated deliverers. Need to **develop a more flexible funding regime that responds better to SME needs**

- **Capitalise on £27m + of un-spent European funding** by developing more focused MLD options for key sectors of the economy

- Use this funding to move management and leadership to the **top** of the training agenda and establish existing best practice across all sectors. **Develop MLD as a key channel for business support**

- **Integration of MLD funding** - funding for MLD should not be considered in isolation – it should be integral to other business support packages, through demonstration of management competencies

Informal Learning

- **Incentivise and stimulate demand for informal learning and Continuing Professional Development (CPD).** Some of this research has emphasised the significance of informal over formal learning to SMEs. The lack of support from Government for informal learning needs to be reversed

- **Recognise the contribution to MLD that informal learning such as mentoring, skill swapping, work-shadowing, and networking groups can provide**. We recommend that a significant amount of the remaining European Funding (in the key period up to 2006) be dedicated to Informal Learning and CPD to support existing networks and clusters and enhance informal learning opportunities

Appendix 1:   Functional Map of Management and Leadership

The Key Purpose of Management and Leadership is to…

Provide direction, gain commitment, facilitate change and achieve results through the efficient, creative and responsible deployment of people and other resources.

A. Develop a vision for the future
B. Gain commitment and provide leadership
C. Provide governance

D. Lead innovation
E. Manage change

Managing   self

Providing   Facilitating
direction   change

Using   Achieving
resources   results

Working
with
people

and personal skills

K. Manage financial resources
L. Procure products and/or services
M. Manage physical resources and technology
N. Manage information and knowledge

O. Manage
yourself

F. Lead business operations and projects
G. Meet customer needs

H. Build relationships
I. Develop networks and partnerships
J. Manage people

Appendix 2: *List of Consultees*

Business Eye	Ian Mabberley, Regional Manager
Business in Focus	Mark Cross, Operations Manager
Career Wales/ Learn Direct	Lesley Rees, Executive Director
CBI	Andrew Walker, Assistant Director
CCETs	Dafydd Hughes, Chair
CMI	Barbara Chidgey, Cardiff Branch Manager
Dysg	Dr Sonia Reynolds, Director
ELWa	Grenville Jackson, Director of Strategy & Communications
ELWa	Robin Beckman, Regional Director, Mid Wales
FSB	Russell Lawson, Parliamentary Officer for Wales
IOD	Roger Young, Executive Director
ILM	Pamela Hennabury, ILM National Manager (Wales)
SEMTA	Bernard Capaldi, National Manager for Wales
SSDA	Gillian Brewin, Development Manager, Cross Sector Skills
WMC	Christopher Ward, Chief Executive
WCVA	Karen Thomas, Training Manager
WDA	Gretel Leeb, Director of Business Support
WAG	David Pritchard, Head of Economic Development
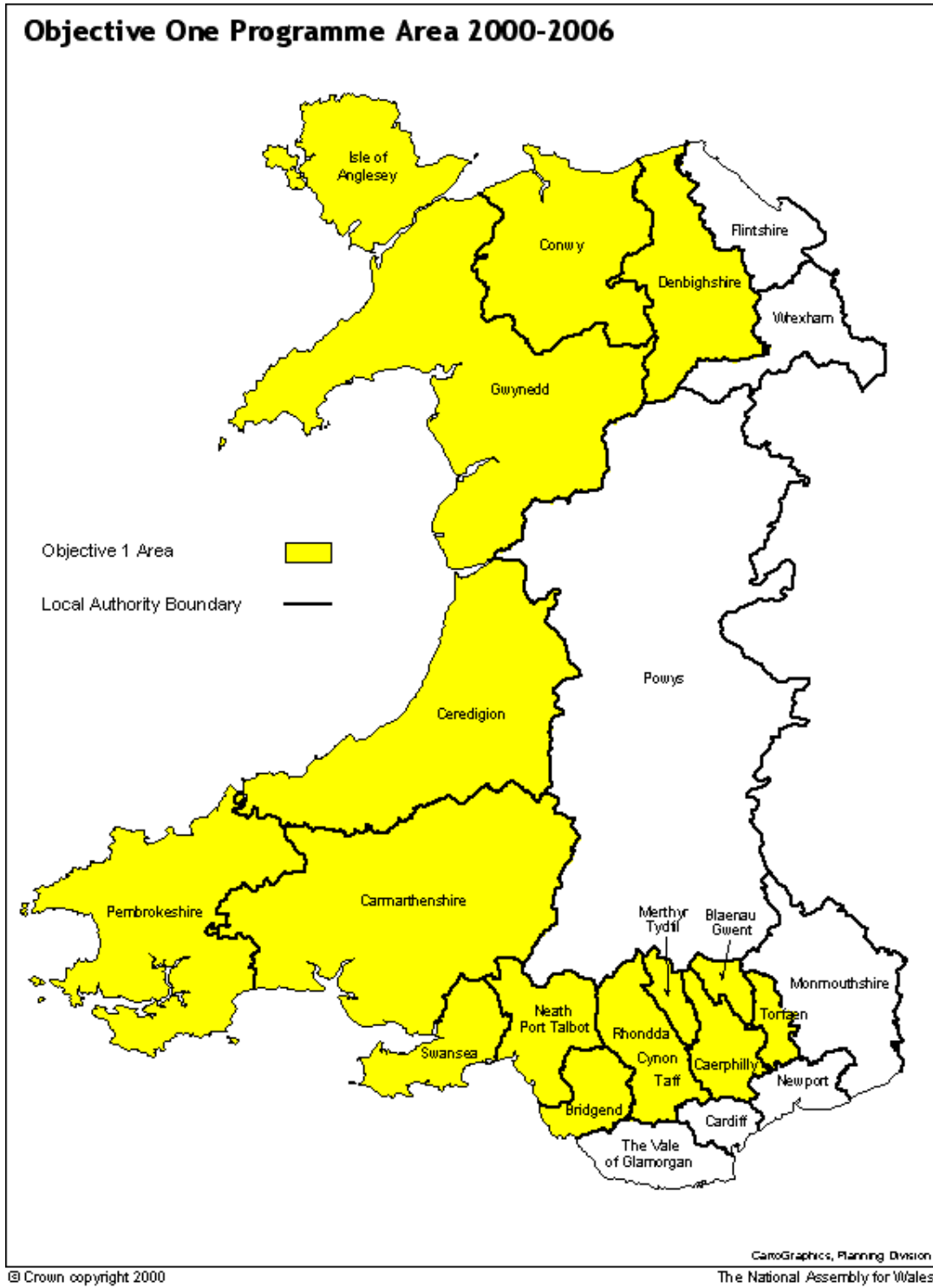
Appendix 3:   Map Showing Objective 1, 2 and 3 regions

Appendix 3:   Map Showing Objective 1, 2 and 3 regions

Objective Two Programme Areas 2000-2006 and Transitional Programme Areas

Objective 2 Areas (2000-2006)

Transitional Objective 2 Areas

Transitional Objective 5b Areas

Local Authority Boundary

Electoral Division boundary
(as at April 1998)

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Appendix 3:   Map Showing Objective 1, 2 and 3 regions

Objective Three Programme Area 2000-2006

Isle of Anglesey

Conwy

Flintshire

Denbighshire

Wrexham

Gwynedd

Objective 3 Area

Local Authority Boundary

Powys

Ceredigion

Pembrokeshire

Carmarthenshire

Merthyr Tydfil

Blaenau Gwent

Monmouthshire

Neath Port Talbot

Rhondda

Torfaen

Swansea

Cynon Taff

Caerphilly

Newport

Bridgend

Cardiff

The Vale of Glamorgan

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Appendix 4:   Examples of Accredited Courses Listed by the Respondents[20]

National Vocational Qualifications (NVQ)

Business Improvement Techniques
Customer Services 1-5
Management Levels 3,4,5
Management Development
Customer Care
Marketing Communications
Key Skills 1,2,3,4
Management Development 3, 4, 5
Strategic Management 4, 5
Operational Management 4, 5
Team leading 2
Information Technology

Construction Industry Training Board (CITB) Construction Awards

Supervisor Training

Chartered Institute of Personnel and Development (CIPD)

Management 3, 4, 5

Institute of Leadership and Management (ILM)

Supervisor Training
Successful First Line Management
Advanced First Line Management
Diploma in Management
Personal Management Skills
Effective Management Skills
Introduction to Management
Team Leader Level 2
First Line Manager Level 3
Diploma in Management Level 4
Certificate for Owner/Manager
First Line Manager – Introductory & Full Certificate
Strategic and Operations (Senior) Management - NVQ & full cert
Continuous Improvement (NVQ & Full cert)
First Line Manager
Introduction Cert Team Leading
Team Leading Certificate
Introduction Certificate First Time Manager
Aspire
EFQM Facilitators Workshop Programme

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[20] This is not a definitive list from any of the organisations cited.

Ascend – First Line Managers in NHS
Diploma in Coaching Skills
Insignia Awards
Certificate in Management
Feeling Confident about Finance
Management Introduction
Management Certificate
Professional Trainers Certificate
Introductory First Line Manager
EFQM Facilitators Workshop Programme
ILM Endorsed Awards
ILM Insignia Awards
Introductory Certificate in Supervisory Management
Full Certificate in Supervisory Management

Open College Network (OCN)
Workplace Mediation, 3
Conflict Management for Managers
Community Mediation Programme, 3
Presentation Skills
Dressing for Success
Seminar Selling
Customer Loyalty

Chartered Management Institute (CMI)
Diploma in Management level 4
Leadership Team Building
Introductory Certificate in Management
Level 4 Diploma in Management
Level 2 Certificate in Team Leading
Executive Diploma in Management
Level 5 Operational Management

City and Guilds (C&G)
Procurement
Customer Service
Call Handling
Information Technology

Chartered Institute of Purchasing and Supply (CIPS)
Diploma in Procurement (various levels)

Oxford Cambridge RCA (OCR)
Manager as a Coach
Manager as a Mentor

Association of Chartered Certified Accountants (ACCA)
Certified Accountancy (various levels)
ACA Chartered Accountancy (various levels)

Appendix 5:   UfI MLD Related Courses

Module Title or Description	Sector	Medium	Guide Level (NVQ)
Make Or Break - Starting Your Business	Business and Management	CD/Online	3
Make Or Break - Growing Your Business	Business and Management	CD/Online	3
Caring For Customers	Business and Management	Online	3
Equal Opportunities	Business and Management	Online	3
Health and Safety	Business and Management	Online	3
One to One Training	Business and Management	Online	3
Training for Non Trainers	Business and Management	Online	3
Investors in People	Business and Management	Online	3
Your Business and the Law	Business and Management	Online	3
Plugging ICT into Your Business	Business and Management	Online	3
Your Business and the Environment	Business and Management	Online	3
Leadership Skills	Business and Management	Online	3
Financial Skills for Non-Financial Managers	Business and Management	Online	3
Communication Skills	Business and Management	Online	3
People Managers Toolkit	Business and Management	Online	3
Essential Business Skills	Business and Management	Online	3
Personal Development Toolkit	Business and Management	Online	3
Customer Service Skills	Business and Management	Online	3
The Trainers Toolkit	Business and Management	Online	3
Sustainable Development for All	Business and Management	Online	3
Creating a Continuous Improvement Culture	Business and Management	Online	3
Delivering Value Through The Supply Chain	Business and Management	Online	3
Identifying and Eliminating The 7 Wastes	Business and Management	Online	3

Setting the Vision of Lean Thinking	Business and Management	Online	3
Continuous Improvement	Business and Management	Online	3
Promoting Change	Business and Management	Online	3
Understanding Quality	Business and Management	Online	3
Building the Team	Business and Management	Online	3
Leadership	Business and Management	Online	3
Communication Process	Business and Management	Online	3
Delivering Quality	Business and Management	Online	3
Practical Manager - Introduction to First Line Management	Business and Management	Online	3
How to Learn	Business and Management	Online	3
Written Communication	Business and Management	Online	3
Supporting Indivuduals	Business and Management	Online	3
Cost-Benefit Analysis	Business and Management	Online	3
Meetings	Business and Management	Online	3
Resolving Conflict	Business and Management	Online	3
Performance Indicators	Business and Management	Online	3
Objectives	Business and Management	Online	3
Briefing Skills	Business and Management	Online	3
Producing Project Reports	Business and Management	Online	3
Minimising Waste	Business and Management	Online	3
Coaching	Business and Management	Online	3
Analysing Information	Business and Management	Online	3
Maintaining Information Systems	Business and Management	Online	3
Putting you business on the web	Business and Management	Online	3
Training and Developing Others	Business and Management	Online	3
Recruitment and Selection	Business and Management	Online	3
Building Effective Relationships	Business and Management	Online	3
Effective Meetings	Business and	Online	3

Interviewing Skills	Management Business and	Online	3
Creating and Managing a Team	Management Business and	Online	3
Handling Conflict	Management Business and	Online	3
Creating a Customer Focused Team	Management Business and	Online	3
First Steps in Coaching	Management Business and	Online	3
Motivating Yourself and Others	Management Business and	Online	3
Finance for the Non-Financial Manager	Management Business and	Online	3
Presentation Skills	Management Business and	Online	3
Managing your Personal Effectiveness	Management Business and	Online	3
Delegation and Empowerment	Management Business and	Online	3
Effective Business Writing	Management Business and	Online	3
Managing Volunteers	Management Business and	Online	3
Call Centre Team Leaders	Management Business and	Online	3
Managing and Organisation	Management Business and	Online	3
Health and Safety @ Work	Management Business and	Online	3
Quality and Continuous Improvement	Management Business and	Online	3
Operational and Process Management	Management Business and	Online	3
Information Management	Management Business and	Online	3
Effective Decision Making	Management Business and	Online	3
Effective Problem Solving	Management Business and	Online	3
Supply Chain Management	Management Business and	Online	3
Managing Team and Individdual Performance	Management Business and	Online	3
Managing your Personal Development	Management Business and	Online	3
Change Management	Management Business and	Online	3
Manage Own Stress	Management Business and	Online	3
Interpersoanl Skills/Trust	Management Business and	Online	3
Financial Environment	Management	Online	3

Marketing	Business and Management	Online	3
Understanding Customers	Business and Management	Online	3
Planning Development	Business and Management	Online	3
Planning to Recruit	Business and Management	Online	3
Time Management	Business and Management	Online	3
Managing Diversity	Business and Management	Online	3
Implementing Change	Business and Management	Online	3
Health & Safety - Law and Practice	Business and Management	Online	3
Working to a Budget	Business and Management	Online	3
Motivation	Business and Management	Online	3
Managing Performance	Business and Management	Online	3
IT Applications	Business and Management	Online	3
Planning Change	Business and Management	Online	3
Using Information for Decisions	Business and Management	Online	3
Problem Solving	Business and Management	Online	3
Profit from Environmental Management	Business and Management	Online	4
Implementating an Environmental Management System: The EMS Toolkit	Business and Management	Online	4
Project Management Skills (SF)	Business and Management	Online	4
Project Management Skills: Starting a Project (SF)	Business and Management	Online	4
Project Management Skills: Estimate and Procure (SF)	Business and Management	Online	4
Project Management Skills: Scheduling and Managing Risk	Business and Management	Online	4
Project Management Skills: Qulaity and Control (SF)	Business and Management	Online	4
Project Management Skills: Communication and HR	Business and Management	Online	4
Design E-Learning	Business and Management	Online	4
Setting Up Your Own Business	Business and Management	Online	4
Marketing: Unleashing The Potential of Your Business	Business and Management	Online	4
Identifying Self development Needs	Business and Management	Online	3
Planning Work	Business and	Online	3

Understanding Costs	Management Business and Management	Online	3
Delegation	Business and Management	Online	3
Maintaining Discipline	Business and Management	Online	3
Communications Media	Business and Management	Online	3
Giving and Receiving Feedback	Business and Management	Online	3
Cash Is King	Business and Management	Online	3
Recruiting and Keeping Staff	Business and Management	Online	3
Taking Care of the Customer	Business and Management	Online	3
Business Planning for Profitability	Business and Management	Online	3
Customer care for people with disabilities	Business and Management	Online	3
How disability aware are you?	Business and Management	Online	3
Do you discriminate?	Business and Management	Online	3
How accessible are your services?	Business and Management	Online	3

Appendix 6:   MLD Questionnaire

Management Development and Leadership in Wales

> This brief questionnaire will help inform a mapping exercise that is being carried out on behalf of ELWa. What does your organisation provide in the area of Management Development and Leadership Training in Wales? This is your chance to have a say!
>
> Some questions may require more than one answer, please tick as appropriate

General Information: (Complete or attach business card)

Organisation:		Telephone Number	
Your name:		E-mail	
Your position:		No of Employees	
Address:			

Please give a brief description of your organisation and its core activities(enclose any relevant leaflets)

Q1	Which of the following types of services do you provide in the field of management and leadership development? (please tick all that apply)

☐ Accredited Training   ☐ Non Accredited Training   ☐ Consultancy
   (e.g. NVQ's, ILM, CMI etc)

☐ Mentoring	☐ On-the job training (i.e. in client's workplace)	☐ Other, please specify

Q2	**Please list all accredited management and leadership development courses you offer.**

Course	Accreditation i.e. NVQ, ILM, CMI etc

Q3	**Please list all relevant training (including non accredited) your organisation offers in the field of management and leadership development. (continues on next page)**

Providing Strategic Direction i.e. strategic planning, developing leadership, marketing management, managing risk	**Facilitating Change** i.e. fostering innovation, managing change
Operational Management i.e. developing & implementing plans/projects, Meeting customers needs	**Managing People** i.e. building relationships internally with colleagues, & customer care
Managing Yourself i.e. time management, continuing professional development	**Managing Resources** i.e. financial, physical resources & technology, information & knowledge

Q4 Which of the following types of companies are you currently working with in the field of management and leadership development? (please tick all that apply) Please list 1 or 2 examples of clients for each box ticked	
☐ Micro Companies (employing up to 10 people)	
☐ Small Companies (employing <50 people)	
☐ Medium Companies (employing 50-250 people)	
☐ Large Companies (employing >250 people)	
☐ International Companies	
☐ Voluntary Sector organisations	
☐ Public Sector	

Q5 Approximately how many clients (i.e. companies) are you currently working with?

☐ 1-10   ☐ 21-30   ☐ 41-50   ☐ Over 100
☐ 11-20   ☐ 31-40   ☐ 51-100

Q6	How are your training courses funded?

☐   <50% funded from the public sector   ☐   >50% funded from the public sector
☐   100% funded from the public sector   ☐   100% funded from clients

Please list main funding source i.e. ELWa, European Social Fund, WDA etc

Source:

Q7 (a)	What percentage of your training is in the field of management and leadership development?

☐   < 30%   ☐   30% - 60%   ☐   >60%

Q7 (b)   In which region of Wales is the majority of this training delivered?
☐   **SE**   ☐   **SW**   ☐ **Mid**   ☐ **North**

Q8	What is your current turnover (for your branch only)?

☐   < £50k   ☐   £50k – 100k   ☐   £100k - £250k   ☐   £250k – 500k
☐   £500k - £1m   ☐   £1m - £2m   ☐   £2m - £5m   ☐   Over £5m

Please feel free to send us any additional information or a note that explains your interpretation of the questions where there may be ambiguities

Thank you for taking the time to complete this questionnaire; your help is greatly appreciated.

Please return the questionnaire in the FREEPOST ENVELOPE enclosed.

Or to: Sally O'Connor, Cardiff Business School, FREEPOST CF4117, Cardiff, CF10 3EU.

We may wish to contact you to discuss your responses in more detail.

Please tick here if you do not wish us to contact you.   ☐