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Evaluation of Current Training and Change Communication Services in Supply Chain Network

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This Bachelor's thesis concentrates on evaluation of the success of current training services, communication and training materials provided by the functions appointed to those tasks. Also clarification of the additional training needs was one of the aims of this thesis. The thesis concentrated specifically on vocational trainings provided by employer to the employees of UPM Paper Supply chain functions.

The thesis is built with the traditional model. First section consists of theories on Human Resources Development, Learning and Training. Latter part concentrates on the empirical observations and results as well as interpretation of the results of the survey conducted to the employees of the target company. Thus the study was conducted with a quantitative method. The survey included altogether 27 questions and was created with Qualtrics survey tool. It was sent out to 523 employees of which 245 started the survey and 192 completed the survey. All answers were included in the results and the final response rate was 37 percent.

The results of the survey show that mostly employees were quite satisfied with the training possibilities and the trainings conducted in the target company. However there were some variation by location and function. There was a clear need to improve the trainings and communication towards supply teams and communication of system releases to the smaller sales offices. More practical and hands-on training was requested by most functions and locations. Also training material and work instructions although already currently available for all are not well known and cannot be found by a big amount of employees. These should thus be advertised more to the bigger audience. Also many of the respondents claimed that they would actually value training videos as part of training material and this is currently not available in the target company's supply chain functions. Improvement ideas are presented at the end of the study.

| **Keywords** |
| **Training, Learning, Communication, Systems, Processes, Supply Chain** |

Contents

1 Introduction

1.1 Background

The purpose of this thesis was to examine and evaluate the current way of training and communicating process and system changes in the target company. I myself have been heavily involved in developing the current way of transporting knowledge of the major and minor system and process changes to the end users via Paper Business Support team and Key User Network. After talking to a group of end users it was clear that the process is not always working as expected. Thus a survey was conducted and sent to all end user and their managers and team leads of the supply chain systems in UPM Paper Business areas; UPM Paper ENA (Europe & North America and UPM Paper Asia to see if this was the case in all regions and areas.

Target company UPM's business structure consists of the following six business areas: UPM Biorefiniring, UPM Energy, UPM Raflatac, UPM Paper Asia, UPM Paper ENA and UPM Plywood. On this theses I concentrated on the UPM Paper ENA and UPM Paper Asia where we have common global processes and IT systems in the area of Supply Chain. UPM Paper ENA produces magazine papers, newsprint and fine papers for a wide range of end uses in 17 efficient paper mills in Europe and United States. Its main customers are publishes, catalogues, retailer, printers and distributors all around the world. UPM Paper Asia produces fine papers to Asian markets and label and packaging materials to global markets. UPM has a global paper sales network and an efficient logistics system. Altogether UPM Paper ENA and UPM Paper Asia consists of 18 paper mills and several sales offices in different countries as well as supply chain centres in Germany, Finland, China and the US. Paper Business Area employs approximately 10,000 persons in Europe and North America and 1,600 persons in Asia with yearly production capacity of 9,4 million tons in Europe and 1,4 million tons in Asia.

1.2 Aim of the thesis

The main purpose of the study and the main research problem is to find out how well the current training and change communications are performed in the target company from the employees and their managers and team leads point of view.
The study is done with the quantitative research method although the survey includes some qualitative items as well where the respondents are able to give feedback in free written text format. The main research problem is supported by the following sub-problems:

- How do employees and their managers and team leads perceive and valuate the current trainings given by the organisation?
- How well do the trainings and change communications serve the needs of the employees both content wise and quantity wise?
- How skilled are the trainers i.e. do they have the skills needed to perform the trainings effectively?
- How well do the training materials as well as work instructions serve the needs of the employees in order for them to find out the information they need in their job?

1.3 Structure of the thesis

The first part of the thesis concentrates on the theory of general Human Resource Development and more specifically on the concepts of training and learning in more detail. It also includes on assessment of training needs in the UPM paper supply chain organisation thus working as the basis for the empirical part. The empirical section presents the current way of organising employee trainings in UPM Paper Customer Service and Supply organisations and the results of the survey conducted to the employees at the beginning of 2015. The survey concentrated on finding out the way how employees value and understand the current training concept and organisation as well as how well the trainings are conducted and what development ideas and new training needs they might have.

2 HRD (Human Resource Development) Strategy and Organisation Development

The key subjects in this thesis are knowledge management, learning, training, and organisational and individual development. These concepts are all considered as being part of Human Resource Development and many major companies have recognised that HRD is very closely tied to the overall business strategy. People and their development are considered as the key to the success of any business and lot of companies have recognised that well-chosen HRD strategies have a great impact on organisational success. Thus HRD Strategies have been established in many organisations in order to have a coordinated, target driven people's development plan and process.

As a theoretical concept HRD is fairly new and in the related literature and studies there are several similar but still slightly different determinations of the whole area of HRD. Also NHRD and IHRD i.e. National and International Human resources development theories show that there are even country specific differences in determining HRD but also a strive towards common international definitions and processes.

John P. Wilson gathered the below definition of HRD after studying several definitions and theories of other theorists:

> HRD is said to be a multidisciplinary field and can be said to include (Wilson, J. 2012, 36-37) :
> - Career planning
> - Change management
> - Coaching
> - Development studies
> - Leadership development
> - Management development
> - Organisation development
> - Outdoor development
> - Performance improvement
> - Personal development
> - Technical training
> - Training and development
> - Vocational education and training

As stated before HRD with all its aspects is in today's ever changing business, cultural, competitive and legal environment embedded often in many firms strategy. People and human capital and retaining those assets in the company has been seen critical for the firm's success. Human Resources Development department have been established to look at the company's overall strategy, vision and targets and to combine the human resource strategy with those goals and targets.

It is possible to delineate a number of the defining features of Strategic Human Resources Development (SHRD): it is concerned with the long-term development of human resources in organisation; it is a shaper of business strategy in addition to its role in strategy implementation; it emphasizes learning for the purpose of performance; it utilises a multiplicity of strategies to facilitate performance, learning and change in individuals and organisations; and it is continuously aligned with the strategic goals of the organisation. (Wilson, J. 2012, 50).
So in addition to operational HRD, SHRD combines all those operative actions into company's strategic activity in order to enhance the employee performance and thus the company performance.

HRD and SHRD theories and practices can be said to have been created to help firms to see the strategic importance of human capital, the key knowledge needed in the company not to lose the competitive edge and also to see what kind of new knowledge and resources are possibly needed in order to thrive in the ever changing business environment. It also helps companies to review and evaluate the organisational, team and individual performance and thus see what kind of trainings, knowledge data bases, change management actions, people motivation and learning activities should be conducted in order to retain and motivate the people working in the company. So it also enables with the performance analysis to put right people in right places with knowledge level applicable to that position and to keep their motivation and thus performance levels high and according to the company overall strategy

If the company HRD and Business functions are working together it is possible to analyse the performance of the organisation, teams and even individuals and assess the learning and training needs if a gap in the performance or knowledge is found. Of course a gap in the performance found does not automatically mean that there is a gap in learning or training but it may as well be something else that is for example demotivating to the person itself or their might be also exist some personal boundaries which cannot be solved by for example extra training.

2.1 Supply Chain Management and training needs

Supply Chain Management is a huge area of different processes which stretch through basically all operations inside a company. It can be said to include demand planning, customer service from order handling to customer invoicing, logistics planning and execution, sourcing and inventory management. Effective supply chain management is critical to companies' competiveness and export performance. It accounts according to several articles on the subject abt. 60% to 70% of a company costs. Thus it also requires a lot of training in information technology, purchasing, inventory and logistics management as well as innovative ways to deal with both supplier and customers.

The overall process of supply chain should be clear and available for employees working within the chain in a company as every individual step has an effect to the other. Employees in Customer Service, Production and production planning and in logistics must work together seamlessly and by sharing knowledge, information and best practices.

Global supply chain management in an international environment is creating additional challenges in understanding for example customs duties, logistics restraints, laws and regulations etc. This all is essential when dealing with customers in different parts of the world and must be known by especially the customer service and logistics operational people in the company as well of course by the management involved in supply chain processes. Employees, in addition to knowing the company internal processes and systems must become experts in international trade and international trade laws.

For example ITC (International Trade Centre) joint agency with of the world Trade Organisation and the United Nations has extensive training modules for supply chain managers and they have conducted these trainings to more than 30.000 professionals around the globe. This knowledge received from these trainings is then normally transported to the company organisation's operative level with a train the trainer concept. According to Alan E. Branch (2009) in order to keep up with the globalisation in the supply chain area companies must have a strategic focus on supply chain management and logistics. Planning, forecasting, customer focus, sourcing, training, technology and processes are key factors in particular to keep focused on the customer needs and the market environment. Also adequate professional training resources are essential to have professionally qualified and experienced personnel.

3 Learning

Learning is a relatively permanent change of knowledge, attitude or behaviour occurring as a result of formal education or training, or as a result of informal experience (Wilson J. 2012, 34). Learning can be considered as a lifelong process.

3.1 Theories of learning

There are several theories of learning of which the most important ones based on the international literature are: behaviourist, cognitive, constructive, humanist and social theories. Behaviourists based their theory on the impact of learning to an individual's behaviour based on stimulus and response. This theory does not consider at all people's internal thoughts and experiences. Cognitivism then has added to the behavioural theory the mind, intelligence and memory aspects of humans. Inside this theory it was expressed by Howard Gardner that there are actually multiple intelligences which all have an effect on how people learn.

Constructivism is based on the view that people develop their knowledge and understanding through interaction with the world. It is similar to cognitivism and addresses the interaction between physical experiences and their internal mental representations (Wilson, J. 2012, 78.) Constructivism includes the concept of experiential learning which can be considered as kind of trial and error process. People are considered to learn, plan their actions, implement their learnings in action and then evaluate how well what had been learned actually fits the practice. Thus experience is the key in this theory i.e. people use their experience in evaluating what they learn and how they can use it in their learning and doing. Most famous representative of constructivism can be considered to be David Kolb whose Learning cycle is widely used in the learning related literature (Figure 1). It illustrates how first the person experiences or notices something and then interprets or reflects on the experience. Next he or she would form a generalisation or judgement on the issue for example create a theory or process and then they would test it in practice. If the practice doesn't work or is not good enough then the cycle starts again from the beginning. This is also called experiential learning and seems to be a good theory on explaining in general how people learn. (University of Leicester 2015: Kolb's learning cycle)
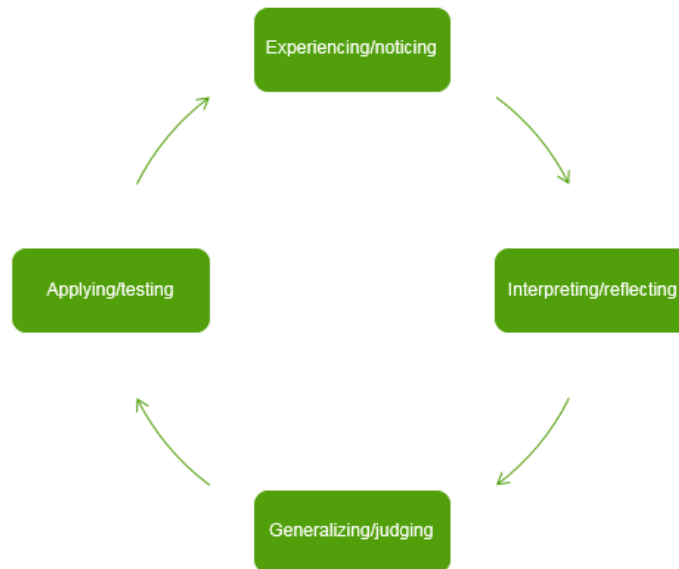
Figure 1. Kolb's Learning Cycle

Deriving from Kolb's Learning Cycle theory Peter Honey and Alan Mumford based their studies on the assumption that people had different preferences on how they like to learn. This theory has been widely used for people and even some organisations to support people to recognise and think about their own learning. Below the list and descriptions on the different learning styles defined by Honey P. & Mumford.

- Reflector - Prefers to learn from activities that allow them to watch, think, and review (time to think things over) what has happened. Likes to use journals and brainstorming. Lectures are helpful if they provide expert explanations and analysis.
- Theorist - Prefer to think problems through in a step-by-step manner. Likes lectures, analogies, systems, case studies, models, and readings. Talking with experts is normally not helpful.
- Pragmatist - Prefers to apply new learnings to actual practice to see if they work. Likes laboratories, field work, and observations. Likes feedback, coaching, and obvious links between the task-on-hand and a problem.
- Activist - Prefers the challenges of new experiences, involvement with others, assimilation and role-playing. Likes anything new, problem solving, and small group discussions.

These learning styles help individuals themselves to identify their preferred ways of working and thus enables them to improve and modify their learning methods. It also helps other employees, colleagues, managers and training staff to help individuals in their learning and also each other to communicate in a way that helps each individual to really grasp the essential knowledge from the trainings and then take them into action.

There are also other theories and ways to describe the experiential way of learning which then also take the aspect of environment, culture and other stimuli into account. They also reflect upon person's internal mental motives.

Humanistic learning brings the meaning of learning into to the picture. Purely here the question why and what does an individual need to learn. If there is no clear need nor motivation people tend to think of course that the subject matter is not relevant for them and learning does not happen as such. Here also the theories implicate that all humans have a natural need to learn no matter if the stimuli come from outside or inside the person.

Social learning theories bring together the behaviourist, cognitive and humanistic learning with the social aspects of learning. Groups whether they are friends, family, colleagues at work or other connections all bring attitudes, new knowledge, and behaviour models etcetera to person's life. So here the learning happens by observation of others as well as experiment. A good example of social learning would be for example teams or working groups trying to find together a solution to a problem. Or a tutoring or in the past master and apprentice way of learning.

3.2 Adult learning theory – Andragogy

There has been a lot of discussion amongst the researches whether or not adult learning differs from that of children. That discussion about the differences of Andragogy and Pedagogy is still on going and many researches claim that there actually are no differences. Malcolm Shepherd Knowles who was an American educator however created during the 80's 5 assumptions about the characteristics of adult learners that are different from the assumptions about child learners. Below those 5 assumptions of adult learners (Knowles M. 2005 : 63 - 65.) :

1. Self-concept
   As a person matures his/her self-concept moves from one of being a dependent personality toward one of being a self-directed human being
2. Adult Learner Experience
   As a person matures he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.
3. Readiness to Learn
   As person matures his/her readiness to learn becomes oriented increasingly to the development tasks of his/her social roles.

4. Orientation to Learning

As a person matures his/her time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his/her orientation toward learning shifts from one of subject centeredness to one of problem centeredness

5. Motivation to Learn

As a person matures the motivation to learn is internal

These assumptions indicates that adults need to be more involved in planning and evaluation of their instructions. They like to learn more from experience even mistakes rather than in theory. They also like to reflect the new knowledge on their current knowledge and want to see immediate benefits on their jobs of the knowledge they receive.

It is today accepted that learning doesn't only happen in traditional class room trainings and specifically designed learning situations but that learner engagement and knowledge retention are strengthened through working together, and learning continues even in social environments away from the classroom.

3.3   Learning and change

Learning and learning needs are also very much linked to change. And in the current economic and social environment it is a well-known fact that change is constant and businesses and organisations must be agile and learning fast in the changing environment to ensure their competitive advantage. Change always requires ability to learn new things and according to recent news the work life has increased the amount of knowledge workers where this need to learn is even greater than before. Think about for example the speed in which the IT technology develops. More and more professions are replaced by automation and IT tools. But we will still need humans to monitor those system automations and for example do the coding to change the behaviour of the systems. So the change in the social and economic environment has also changed what skills and knowledge is needed in todays and future work life. Change can come from two directions. It can be deliberate proactive behaviour to improve operations and anticipate what may happen in the environment or it can be reactive for example due to change in competition, customer demands or new legislation. Each of these impacts require different kind of change management and must be adopted to the speed of change as well.

Change management plays a big role especially when the change has a significant impact on the organisations, the ways of working and or individual itself. It is true that most

change management programs tend to fail according to some studies even 2 out of 3 change management initiatives fail at least partly. It can be due to poor planning and implementation but it can also be due to resistance to change. If change is something that employees resist and do not want or if change happens too often change fatigue can affect how well the change is adopted. If change management is not done appropriately it of course raises resistance also in learning and subsequently people tend to ignore the change and continue as before or even worse makes a lot of mistakes due to the reluctance to accept and learn the new ways of working.

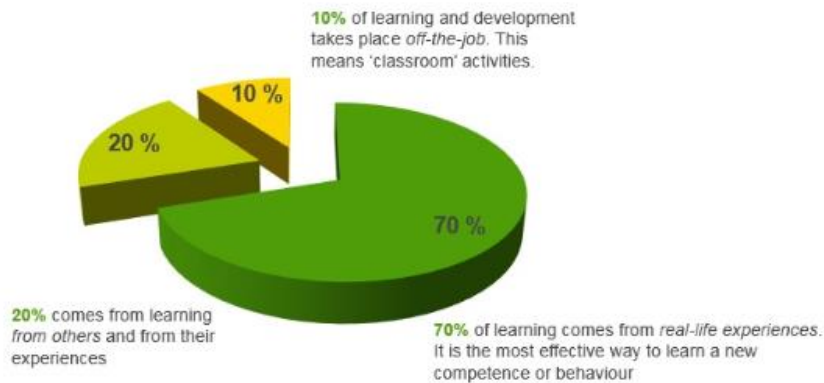## 3.4   Learning organisations and organisational development

During recent years there have been a lot of discussion on learning organisations and organisational development. Learning in organisations should happen on individual, team and organisational level. Learning organisations have an ability to continuously readjust themselves, adopt change and readjust their operations according to demands of the environment : they learn from their experiences and can quickly change their approach (Sydänmaanlakka 2012; 55). Learning organisations allow mistakes but they also have to learn from the mistakes and not do them again and again. Learning fast and effectively and taking the learnings into action and developing still from those learnings is essential for learning organisations. What is important is that learning organisations can identify their change needs, learn faster and implement the changes faster than the completion. This requires thus a lot from the organisations and the individuals working in the company. It requires a lot of communication and knowledge sharing in an open two way from top to bottom and bottom to top manner.

The below picture (Figure 2) is captured from the target company's Personal Performance Review template from the section where employees can list down their training and development needs. The assumption here is that individuals obtain 70 % of their knowledge from job-related experiences i.e. learning by doing and 20% from interacting with the colleagues, external partners, expert organisations and other contacts. Only 10 percent of knowledge is said to be obtained from formal educational events. The 70/20/10 model was introduced in the 1980's by three researchers and authors Morgan McCall, Michael M. Lombardo and Robert A. Eichinger. They were actually researching the key development experiences of successful managers and realised that this model would also be very beneficial for organisations and managers seeking to maximize the effectiveness of their learning and development programs. The model's creators say that hands-on experience is the most beneficial for employees because it enables them to discover and refine their job-related skills, make decisions, address challenges and in-

teract with influential people such as bosses and mentors within work settings. They also learn from their mistakes and receive immediate feedback on their performance (Training industry.com wiki page)

Learning and Development Solutions

70/20/10 model

10% of learning and development takes place *off-the-job*. This means 'classroom' activities.

10 %

20 %

70 %

20% comes from learning *from others* and from their experiences

70% of learning comes from *real-life experiences*. It is the most effective way to learn a new competence or behaviour

In learning and development we use the 70/20/10 model. It is based on the assumption that 70% of learning takes place on the job, 20% comes from learning from others, and 10% comes from development programmes.

Figure 2. 70/20/10 model of learning

3.5 Management role in learning

Managers and team leaders are vital to learning but often it seems they are failing in their role as enabler of learning within organisations. They are not able to empower the people they are responsible for to learn. And too often the employees are not given enough time for learning and self-development as daily issues always comes first. However if employees are given the time and the opportunity to learn either by doing their job, interacting with peers and other partners they would actually with that knowledge become more efficient and they would gain more skills to do their job correctly and effective. Learning opportunities have also been proven to keep employees motivated to do their job and improve their performance and adapt easier with changes in their jobs. Top learning organisations are more responsive to ongoing business change, engage employees more in the learning process, save more time and money, and deliver better business results.

Managers should themselves be trained and empowered to support the learning e.g. with the following

- Supporting coaching skills and peer group sessions
- Providing resources to be used back at the desk e.g. checklists, workflows, work instructions etc.
- Supporting mechanisms like forums or in-house social networking
- Growing a culture of learning conversations
- Encourage staff to apply new skills

Managers should thus with their own actions show example and also due active learning themselves. They should also somehow try to measure the impact of learning and training activities and be more often than the employees themselves to identify any training needs in order to improve the employee performance and engagement. And it is not just the closest line managers and team leads who should do this. All organisations which want to become true champions should also have the top management commitment to any learning programs. Also it has been notable that in today's organisations HRD tasks such as the responsibility of taking care that employees receive the training and information they require. It is not anymore the sole task of HR organisations to follow up that people are skilled, engaged and motivated.

4 Training

Training is a concept often associated with education but the difference is that education is mostly referred to in schools, universities i.e. formal education where the aim is to develop knowledge and skills in all aspect of life rather than knowledge and skills in a very specific field of activity e.g. a specific job. Training can be either formal (planned training programs) or informal (learning on the job, discussion groups etc).

The Unesco Man Power Services Commission (1981: 62) defines training as: a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organisation.

Another definition of training and comparison to education which is often used is the Cedefop's Glossarium (1996) which defines training as: Activity or programme of activities designed to teach the skills and knowledge required for particular kinds of work. Training usually takes place at working places, whereas education takes place at educational establishments.

It is well recognised that training your employees and ensuring that everyone is on the same page and has the information needed to do their job right is one of the most important things to conduct a sustainable and successful business.

According to Eurostat newsletter from 11 June 2013 two thirds of all enterprises with ten or more employees provided vocational training to their staff in 2010 in the 27 EU countries. These data, published by Eurostat, come from the Continuing Vocational Training Survey (CVTS) which is carried out every five years. According to the same study a slightly higher proportion of employees in large enterprises do training. Among those enterprises providing vocational training in the EU27 in 2010, almost half (48%) of their employees participated in such training. As regards costs, vocational training courses accounted for 0,8% of total labour costs of all enterprises in the EU27. According to EU study employers are the biggest providers of voluntary vocational trainings and there are several programs under European Union and Unesco to support continuous lifelong learning, weather it happens at the work place or provided by public or private training organisations. European Union's Cedefop organisation (European Center for the Development of Vocational Training) has established for example this concept of VET; Vocational Education and Training to follow up and develop further the opportunities for everyone in the member countries of the European Union. Cedefop concentrates on developing lifelong learning strategies in Europe and the Member States. The centre monitors and reviews trends and policy developments that are related to lifelong learning. It provides policy-makers with data and analysis and offers opportunities for knowledge-sharing and best practice exchange in education and training. (Cedefop, Developing lifelong learning web page 2015). Unesco-Unevoc; International Centre for Technical and Vocational education and Training is attempting to create similar kind of programs and studies worldwide. This according to their recent study is showing to be difficult due to the lack of data from several countries and due to the level of development in different countries and regional diversity.

4.1 Training / learning needs assessment

Training programs in organisations can be divided into required and mandated training. Required training assures that people in specific job receive the information and skills required to perform their work. Some examples are

- Job training for new hires
- Training on equipment, products, and product updates
- Training on systems and system rollouts

Mandated training is a type of training that includes programs done to comply with regulations or organisational policies. These programs usually specify that the organisation must document and report who was trained and when.
(Hale, J. 2002, 95 – 96).
Based on these different types of training needs also the training style should be chosen. It is however also good to assess the real training needs whether it is related to a project or impacts from the outside e.g. changes in the law.

There are several ways to assess training needs. Some of them become evident if for example required skills in certain job roles are listed down and their performance is measured and followed up. Indeed to really develop quality training programs it requires that the development and performance problems are carefully analysed and assessed. It is important to conduct job analysis i.e. list down the job descriptions, major responsibilities and tasks related to those as well as skills and knowledge required to succeed in the job. There is no point in giving training in issues which no one is really interested in or which do not have a positive effect on performance and or motivation. Boydell (1983) has identified three levels of training needs within organisations; they are organisational, occupational and individual. Organisational training needs are based on the company business plan and overall strategy. An example could be for example a launch of a new product or change in competition laws. Occupational training needs relate to the actual job function for example the gap between job requirements and the performance. Individual training needs can be pointed out by the employee themselves or then also based on the job analysis and required skills. It can be related to the current job or possible future job of the employee. Many companies have identified KPIs (Key Performance Indicators) for certain functions and by following up the KPIs should point out immediately the gap between performance and required skills and actions. Based on the KPI measurements organisations and functions can see where further training is needed.

Other ways of identifying training needs are for example Personal Performance Reviews where usually employee development and training needs should be discussed between the manager and the employee and training needs listed down. Unfortunately although these needs are written down many organisations still fail to react upon these requests (Sydänmaanlakka P. 2012.)

Perhaps the most common approach for identifying training needs is a questionnaire which is also the method used in this thesis. Many companies have a yearly questionnaire which requests information on how well the existing training courses are meeting the requirements of the managers and employees, what kind of function of individual

training needs exist, additional training that may be required and possible future training needs. The questionnaire should be simple and not too long a maximum of 30 questions are considered a good amount and questions should be direct so that they can be interpreted in only one way. Interviews can be used the same way as questionnaires and in order it to be successful the interviews should be carefully planned and the areas to question clearly identified. Both of these methods should then of course be addressed to the correct audience in order to receive relevant results and improvement ideas for a function or individual trainings. Based on the results training needs and training programs should be prioritised, careful plans conducted, frequency of trainings estimated, required training resources identified and training materials prepared. And of course the appropriate training methods to be used should be defined. (McConnell J. 2003, 145)

All in all training needs requirements can be proposed by anyone in the organisation. Many times training needs are identified for example by function and process experts such as key users who receive questions from the end users and sees the problem areas first hand. Of course the individual who is seeking for help must be helped there and then but if the same question pops up again and again then perhaps there is a need for a training or at least a short info session or work instruction creation on that specific subject.

4.2 Training methods

Training methods are very much linked to learning and should be chosen according to subject and according to what we want to achieve by the training. Training methods can be either formal or non-formal in nature.

4.2.1 Job Orientation

Orientation of new employees should be a self-evident method of training in all organisations. Companies should create effective orientation and induction plans and managers should be made responsible to implement the plans. Job orientation should include common organisational subjects like the company information, organisation, company targets, vision and strategies. This should also include the same for the business area where the employee ends up working. Job orientation should also include training in the specific process and e.g. systems used in the function. This training is very often done as on-the job training with an experienced colleague.

4.2.2 On the job-training

On the job-training i.e. learning by doing is considered today as the most important part of training as there people can actually try out the things they have learned in action. It is a one-on-one training located at the job site, where someone who knows how to do a task shows another how to perform it. This is perhaps the most inexpensive method of training as all it requires is another member of the staff with the related knowledge and the tools, often e.g. IT systems, to perform the task. This way of training also includes the social aspect of training. New employee gets to know their new colleagues and vice versa. But it must remembered that the trainer must be motivated to teach the new person and this should also be done with a planned structure. The learner should understand what and why they are learning and what effect the actions might have for example on performance.

4.2.3 Job mentoring and coaching

Job mentoring and coaching are quite close to on the job training but it may not be as hands on as learning by doing. The mentors can be for example appointed from a completely different function in the organisation and they might be coaching the employee for example in managerial efficiency or leadership issues. Job mentoring involves providing an employee with an experienced coach to oversee his or her learning experience. The mentor or coach provides advice and instruction, but is not performing the job with the employee as in on-the-job training.

4.2.4 Formal class room training

Other training methods of employees is the traditional formal class room training. This is something that should be in its best well planned and specifically designed to attend to requested training needs. This way of training is however getting more and more uncommon due to the costs and time consumed. Face to face class room trainings are however very beneficial especially when the attention of the trainees needs to be held continuously and when more involvement and participation for example in discussion is required. There are several methods for the trainer to use to keep the attention of the trainees for example by posing questions, involving trainees in action, writing down on black board or flip chart. Trainers are also able to see if the trainees are getting tired or out of focus. Compared to on-line trainings where it is easy for the trainees to get distracted for example by e-mails, chats and other daily issues face-to-face training can be much more beneficial for both the trainer and the trainee.

4.2.5 E-learning / training

Due to the costs and time needed for the class room trainings and greater distances between the people requiring the training E-learning has during the past couple of years grown remarkably. It is irrelevant to time and place and does not require as much planning and resources as the traditional training methods. Of course the initial set up E-training environments and material takes a lot of time and planning from training organisations but once it is done all it requires is continuous updating of the materials. This of course requires experienced personnel doing that as well as information sharing between the ones that are updating the material and concept and basically everyone else in the company. Some companies have already established so called LMS (Learning Management Systems) where all details of available training modules are reported as well as who has completed a training module and for how long are the trainings valid from professional point of view and when should the modules be done again by the employee. All the E-training materials are stored in this database and monitored and updated continuously. Moving the corporate training online has many advantages. Employee's access to training resources in their moment of need, cost reduction of training materials and on-site instructors and increased employee engagement.

Other good ways of training people or rather advance their learning are for example problem-solving groups, working groups in specific issues, meetings, discussion forums, blogs, and learning databases.

4.3 Measurement of training programs

In order to all training programs and methods to be effective they require at least some kind of measurement and evaluation. This is not always easy and depends also on the nature of the training. However any trainings where the goal is to achieve improvement in both individual and organisation performance should be measured. After all no one wants to spend time or money on training that doesn't provide a good return. External measures to be followed can be for example how many people were trained, how many classroom hours were involved and how many modules were accessible on the Web. These are all mostly quantity related measurements and are not enough alone. Also the quality of the trainings should be measured. This can be done for example with a short survey after each training about the quality of the training and the professionalism and knowledge of the trainer. This gives good insights to trainers to improve both their own training skills and also the improvement on the contents of the trainings. Some trainings can also be measured by the impact they have on the learners. For example conducting a simple test in the beginning and at the end of the training on the course subject can be

used to measure what the trainees have actually learned during the training. It also allows the trainer to view the already existing knowledge of the trained subject and adjust the trainings accordingly.

5 Implementation of the study

The idea for the study came from my own job and tasks related to my job role in the target company. There also was a lot of discussion amongst the company's Global Process Owners, myself, company Supply chain Key Users and Business support personnel about the coordination of training, training materials, help received from the Human Resources Department etc. A lot of discussions with some end users and the trainers themselves revealed that we had no common view nor common ways of working or best practices in the end user training. There seemed not to be a common understanding on how, when and by whom to conduct the end user trainings and how well they are conducted in each job location. Also it seemed that some locations were better informed and trained on global or regional process or legal changes as well as system changes.

Currently in the company there is no 100 % dedicated training personnel to train system and process changes to the end user community. When Key user Network was originally implemented in the waves of complete renewal of supply chain Sales, Customer Service and logistics related systems which was finished by the year 2009 most of the key users worked as part timers. It was evident that due to the complexity of the system landscape a more permanent user support and training organisation was needed. There was not enough resources on the HR side nor the IT side so it was thought to be best to have business people with good system and process skills to fulfil this task. To support the key user community as well as performing some business related parameter settings in the new systems also a global business support team was established. This team is keeping the key user network well aware of the systems and process changes and training them with new required knowledge and skills. This network and the trainings conducted and training material created and updated by them have never been globally measured.

Based on the discussions mentioned earlier the subject became obvious and a plan for an end user survey on current trainings, training materials and communication of change was decided to be done and sent to all Customer Service and Supply end users and their managers.

While building up the survey in co-operation with the Customer Service and Logistics process owners also the theoretical framework, focus of the study and the subject became clearer and clearer. So we needed to find answers to the main problem already introduced at the beginning of the thesis; find out how well the current training and

change communications are performed in the target company from the employees and their managers and team leads point of view. Based on this I decided to create a survey and send it out to all employees working in the paper supply chain area.

The Survey was conducted with Qualtrics on-line Survey Software which is widely used in the company for bigger and smaller surveys. This was also recommendation from the company as people are used to these surveys and I also had also experience of the tool. The questionnaire and the questions in it was built in cooperation with the Global Customer Service Process Owner and the Global Logistics Process Owner. But the main design was finalised by the author of this thesis.

6   Survey results

This survey concentrated on evaluating end user training, available training material and work instructions in the Supply Chain processes and solutions area. The survey was sent by e-mail with a link to the actual Qualtrics survey to 523 employees in the Customer Service and Supply teams globally. It comprises thus all the locations where the target company's paper business has Customer Service and Supply functions. 245 surveys were started but only 192 completed. All started answers are included in the end result. Also some repliers did not answer all the questions as they were not marked as mandatory in order not to prevent people from answering rest of the questions in case they found it difficult to answer some of the questions. The survey was open first for 3 weeks but the time for answering was then extended to 5 weeks due to some significant organisational changes and Christmas holiday period happening at the time of the survey. Survey completion percentage was then 37 % which can be agreed to be acceptable for the survey results to be reliable. Some responses clearly were missing also due to the organisational changes and this was quite expected.

The survey was built with 26 questions starting with general data like job location, gender of the respondent, years worked in the company and years in the current position

A bit different set of questions was sent to Managers and Team Leads, including questions e.g. on training needs requested by the team members, and on orientation plans. This section was only visible for Managers and Team leads and consisted of 3 basic questions.

Job location of the respondents (figure 3) divided according to the amount of people working in different locations. Most answers were self-evidently received from the bigger supply centres in Augsburg (22%), Dörpen (13%) and Tampere (8%). Some smaller locations by employee count for example the Eastern European locations in Bulgaria, Romania, Slovenia, Slovakia and Estonia were grouped together. Comparison with the answers from different locations is quite difficult due to the difference in the amount of employees but later on in the survey results I will also review if the location of the key users have any significance in the survey results for example in the area of amount of trainings received and the quality of trainings as in many smaller locations the trainings are mainly conducted virtually via Office Lync tool. Whereas in the bigger centres where full time key users are mainly located there is also possibility for face-to-face trainings and end users have immediate direct contact with the key users.

Answer		Response	%
Altrincham		18	7%
Antwerp		8	3%
Athens		1	0%
Augsburg		54	22%
Dörpen		32	13%
Istanbul		4	2%
Madrid		8	3%
Milan		10	4%
Moscow / St.Petersburg		6	2%
Paris		15	6%
Stockholm		7	3%
Tampere		19	8%
Varszawa		5	2%
Bucharest, Ljulbljana, Prague, Sofia, Tallinn		16	7%
North American Service Center		10	4%
APAC Service Center		17	7%
APAC Sales Office (Australia, Japan, Korea, Singapore etc)		15	6%
Total		245	100%

Figure 3 : Job Location

Largest group by job title (Figure 4) answering the survey was the Customer Service Specialist (52%) in different locations of the target company. They are of course also the biggest population in this area.
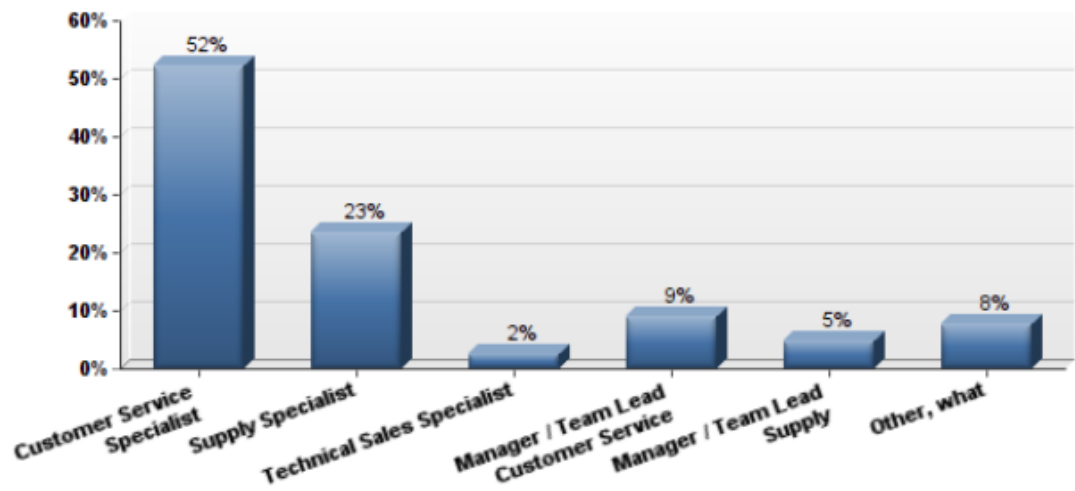
Figure 4. Job title of the respondent

74% of the respondents were female and 25% were male. Gender did not seem to have much effect on the results in different areas.

Most of the respondents (37%) had worked from 2 to 5 years at UPM and the second largest group were the ones who had worked for more than 16 years in the company (26%). 21% had worked for the company for 10-15 years, 14% from 6-10 years and only 2% for maximum 1 year. (Figure 5)

There has clearly also been some job rotation inside the company as 51% of the re-spondents answered that they have been working in their current position for 2-5 years, 19% for more than 10 years, 15% for 6-10 years and 14% under a year.
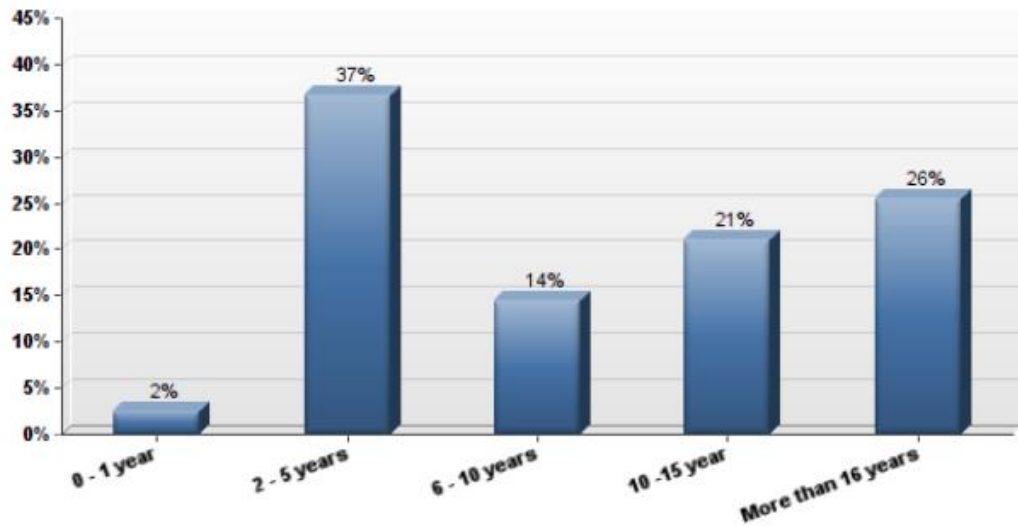
Figure 5. The count of answers by years in the job at UPM

6.1   Interpretation of the survey results

After the generic question there were 3 questions pointed to Managers and Team leads only which concentrated mainly on getting answers from them to questions related on training requests by the employees and whether or not the managers had clear orienta-tion plans for new employees.

74% of the managers or team leads had received training requests from their team members and 26% claimed that they had received none. The ones who had answered yes to the question listed down some of the training needs requests from the employees. But they seemed to mainly very generic for example system trainings, overall processes,

business knowledge, product trainings etc. Only a few very specific issues were written down. Based on these results there is clearly a need for more system and overall supply chain process trainings.

The next question was to find out whether managers were aware of and used an induction / orientation plan for new employees. Here the answers between yes and no divided in half. 50% claimed that they did indeed have an orientation plan in place and 50% claimed that they did not. The managers in the bigger service centres seemed to have orientation plans in place and mainly they included specific trainings not just on the company general items but also on the supply chain systems and processes. Most of the smaller sales offices and locations clearly stated that they did not have any kind of orientation plan but the new employees were mainly trained on the job by a more experienced colleague. Also it seemed that in the smaller locations no new employees had been recruited in the past years and thus they claimed that there really is no need for a common orientation plan. Interestingly enough there were also managers and team leads in the major locations who claimed that they did not have an employee orientation plan in use. So even inside the same location and function there was no common process nor common orientation plan for new employees.

Most of the ones who answered that they did not have a common orientation plan for the new employees thought that it would be of value having it and some of them were also saying that more HR support would be needed.

As the survey concentrates on valuating the different training and learning methods with question 11 I wanted to see how people perceive themselves as learners based on Honey P. and Mumford's learning styles which was also presented in the theory part of the study. This is very much of course based on personal feelings but often is quite close to the truth. (See the theory part for Honey & Mumford's learning styles).

In figure 6 it is illustrated that 44 % answered that they viewed themselves as Pragmatist i.e. they prefer to apply new learnings to actual practice to see if they work. 33% answered Activist, 14 % Reflector and only 9% Theorist.

In my opinion this is also affected by the type of job these persons are doing which in the supply chain area is very pragmatic and often employees use the learning by doing approach. For example not all the details and exceptions in how to use the systems, processes and especially market specific variances can be taught to the employee. Learning comes with more error and trial as well as learning by doing.
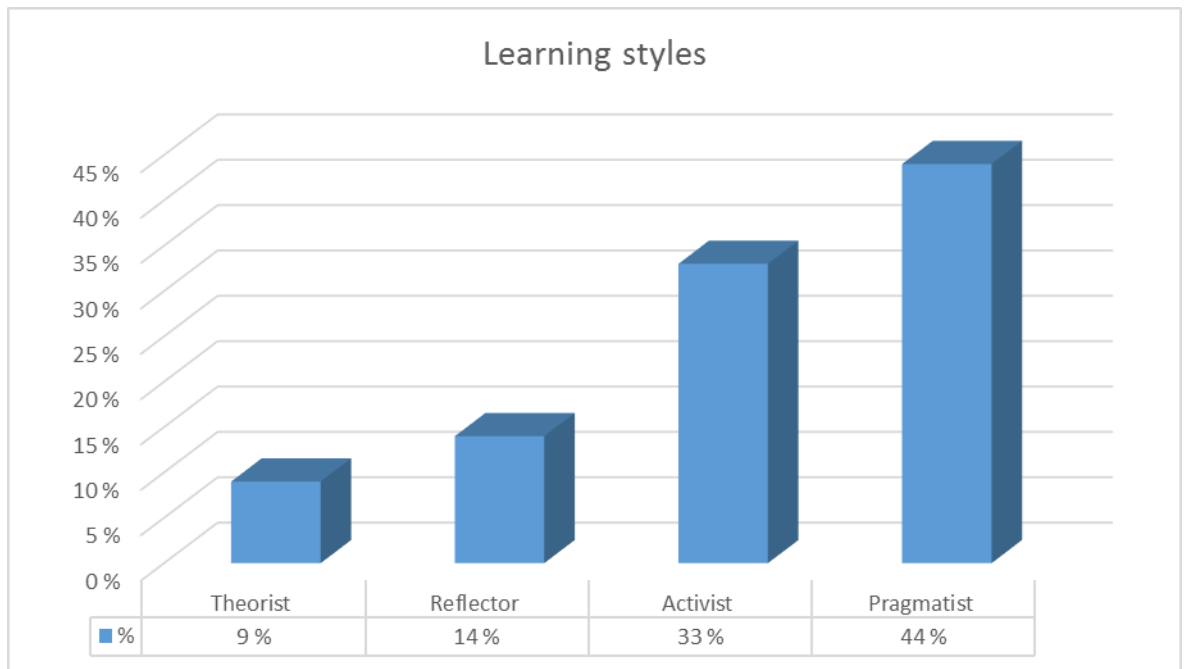
Figrure 6. Learning Styles

Results from question 12 (Figure 6) : (In your opinion what kind of training should be provided when implementing changes into systems or processes or both? Please rank 1= best 6= worse by dragging and dropping the statements) indicates as predicted that most people would prefer to have face-to-face training with a Full time key user or other trainer. Here the lower the Mean value the better as number 1 = best i.e. the preferred way.

So the social aspect of training and face-to-face presence is still very much valued in the company.

Statistic	On-the-job training with a tutor	Training, Demonstrations & hands on training face-to-face	Training, Demonstrations & hands on training on-line (Lync)	Self-learning from training materials, manuals & work instructions	Learning by doing	Other, what
Min Value	1	1	1	1	1	1
Max Value	6	6	6	5	6	6
Mean	2.23	2.02	3.44	3.98	3.39	5.93
Variance	1.43	1.16	1.25	1.10	2.36	0.26
Standard Deviation	1.20	1.08	1.12	1.05	1.54	0.51
Total Responses	196	196	196	196	196	196

Figure 6 . Training / Learning prefence

I also wanted to see here how the different learning styles reflect the way people like to learn or what kind of training they prefer. The results were actually quite similar between the preferred learning styles (Figure 7). Pragmatists, Reflectors and Theorists all chose Training Demonstrations & Hands on training face-to-face as the preferred way. Only Activists chose "On the job training with a tutor" as the preferred way.

Theorists ranked the rest of styles a bit differently from the rest of the groups. For example Theorists preferred "Self learning from training materials, manuals & work instructions" to the "Learning by doing" option. They also seemed to prefer either training class type of learning to the on the job training with a tutor.

All in all every group seemed to prefer to have class room trainings with hands on training and the go and try out what they have learned in practice in their jobs. And based on the standard deviation figures seemed to be of quite the same opinion on how they rated these different types of trainings.
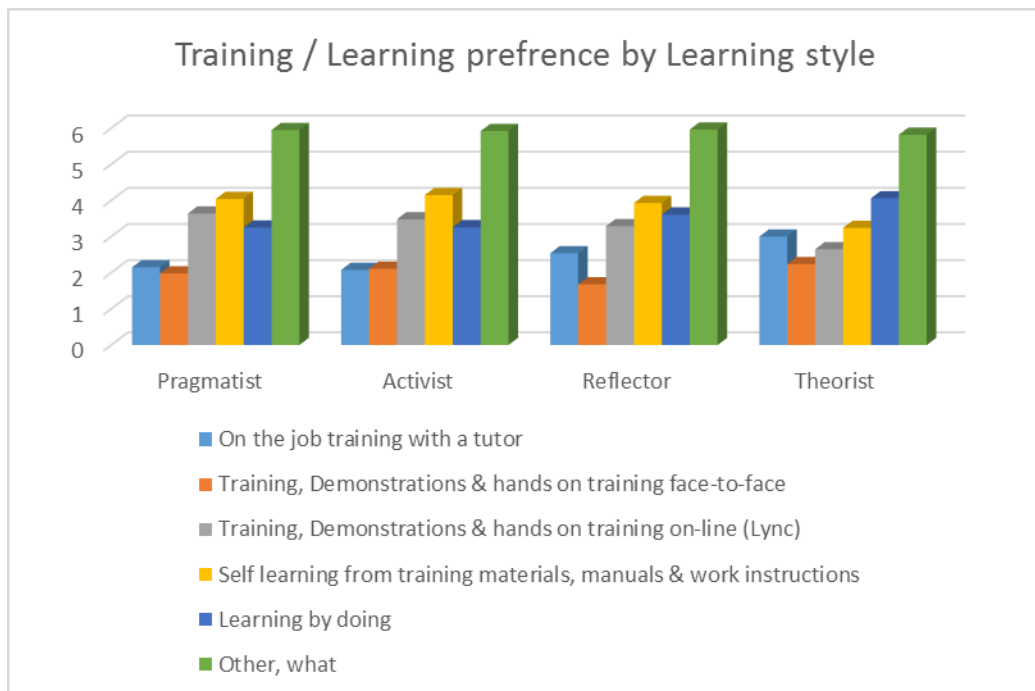
Figure 7. Comparison between Learning styles and preferred ways of training / learning.

Next section of the survey concentrated on the actual amount and quality of the trainings provided currently in the supply chain area. Most respondents (41%) claimed that they had participated in only 1 – 2 trainings during the past 12 months although it is according to some HR listings there has been several more trainings available. 31% said that they had participated 3 – 5 trainings, 16% 6 – 10 trainings and 12 % said that they had not participated any trainings during the past 12 months. There seemed to be big variances

based on location and also the function. In the bigger locations there were more responses that they had not received any trainings than in the smaller Sales Offices. Customer service seemed to have received more trainings than the supply teams. There can be a marginal misunderstanding also in the answers as to whether people understand the concept of "Sales and Supply Chain trainings" in the same way. But this also gives good indication that the assumption that not the same amount of training is available in each location and/or job function. This should be addressed in all the locations and more structural follow-up of training participation should be done.

Quality of different features of training were evaluated with seven statements which were ranked with the standard scaling from 1 – 5 where 1 means Strongly Disagree and 5 means Strongly Agree. 3 means Neither Agree nor Disagree which I decided to keep as one of the scales so that the figures would not be distorted in case persons responding did not have recent experience on the statement or wanted state their indifference to the topic. This neutral answer is always considered a risk in the validity of the responses as they can be interpreted either positively or negatively.

Overall employees seem to be with the quantity and quality of training. There is however more improvement to be done e.g. with the job orientation and listing down the employees training needs (Figure 8).
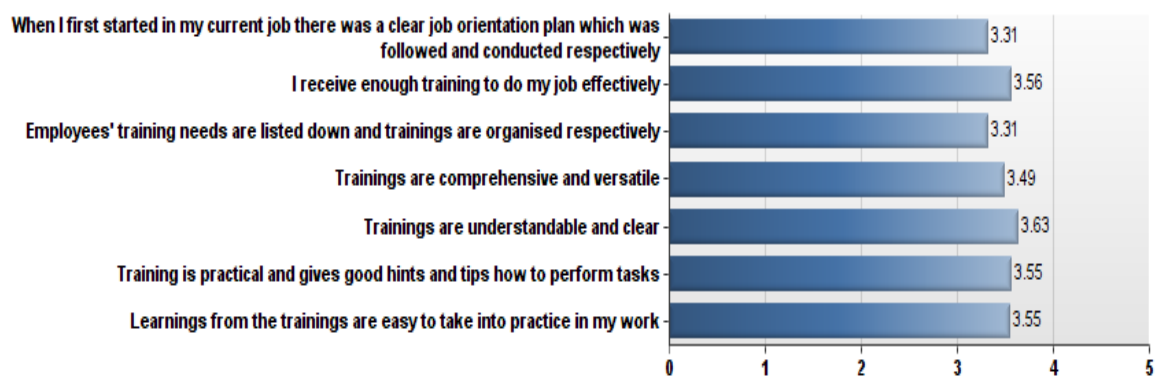

Figure 8. Evaluation of the statements on training quality and quantity

Respondents also seemed to be quite satisfied with the skills of the trainers from different functions. Full time key users received an average of 4.88 on a scale from 1 – 6, Team Leads and Manager 4.60, Global Process Owners and Business support 4.58 and Local Experts 4.89.

With the next question I wanted to find out how satisfied the employees are on the way the company's bigger system and/or process are changes are both communicated to them and then also trained to them. Here the averages on the scale from 1 – 5 was slightly lower compared to overall trainings. Average for how the changes are communicated was 3.32 and trained was 3.24. So clearly in these section there is some room for improvement.

Some relation to the previous question show the next one where I asked whether or not the employees receive info sessions and/or trainings on the Major and Monthly Releases from the Full Time Key Users. The result reflected the previous discussions with some end users and feedback received from them earlier. The answers between Yes and No divided evenly i.e. 50 % answered that they had received trainings on the releases and 50% answered that they had not received info sessions or trainings organised by the Key users.

The info sessions on the major and minor releases were considered quite useful amongst the respondents who had participated in those sessions. The average on the scale of 1 – 5 was 3.62. Also those who had not received any info thought that the information provided in the info sessions / trainings would be very useful; here the mean being 3.56 on the scale of 1 – 5.

In the next free text question (Question 20) "Where / in what subject do you see that more training is needed" 67 responses were received varying from very detailed system related trainings, very specific issues in the process and also common orientation trainings in the systems and processes. Also some requests on the roles and responsibilities i.e. who is to be contacted when users have for example master data questions, system problem solving questions, VAT and customs clearance questions. This is very useful information in the future planning of trainings conducted to end users. This also gives some indication on what kind of on-line / internet related trainings could be available in the company learning team site.

Question 21 was also a free text entry question where respondents were asked to list down what the Support Network and other trainer should do to improve the quality and amount of trainings provided. Here we received 50 responses. There were some surprising answers where people had stated that they would actually like to have less trainings and thought that the same subjects are trained again and again. Some comments were also received about the trainers not being familiar enough with the actual work that the end users do. They suggested that trainings should start by investigating current local work conditions and capabilities in order to perform customised trainings. Also it was

claimed that sometimes the trainings are too theoretical and hands on trainings are completely missing. There was a clear need for communicating any changes in a clear and end user friendly manner before the changes are actually visible in the systems. So right timing and enough training sessions at different times was required. Clearly also it was visible that our trainers do not have all the same skills in training as comments about the giving different feedback for different trainers and training sessions

Next section of the survey concentrated on the training material and work instructions. Majority of the respondents seemed to prefer detailed step by step instructions of a specific task, transaction or part of process where the mean was 1.30 on the scale from 1 – 6 where 1 was considered the preferred option and 6 the least preferred option. It was clearly the number one choice for almost everyone. Second preference was bigger materials describing an end to end process with an average of 3.01. Third was short video clips of a specific system function or task with an average of 3.08. Currently in supply chain are we do not provide any videos so clearly this should be one of the development items in the future.

Then the respondents were asked how often they use the global training material and work instructions to seek out answer to a problem. Those materials were at the time of the survey placed in an intranet page where all the end users had access to but perhaps was not very well organised and training material not always up to date. Nevertheless 40 % answered that they had used those materials occasionally, 22% frequently and 38 % not at all.

When respondents who had not used the material at all the biggest reason for that was that they did not know where to find them. Second reason was that full time key users or teams themselves have created local training materials in English which the users like to use. Also users said that they have created their own material and instructions (Figure 9). This indicates that there is duplicate of triplicate versions of the same documentation scattered in different locations and although we have global materials people tend to see that some local aspects should be added to them. However from global point of view the changes and updates we should basically always have up to date global material available as those actually should give enough indication on how the systems and processes should work.

Answer		%
I do not know where to find them		31%
FT Key users or teams themselves have created local training materials in English which I like to use		20%
I have created my own material and instructions		19%
Other, what		18%
FT Key users or teams themselves have created local training material in local language which I like to use		12%
Total		100%

Figure 9. Reason for not using global training material and work instructions

In the next question of the survey the respondents were asked to evaluate their overall impression on the supply chain training materials and work instructions. Mostly people were quite satisfied but there was also a lot off neutral answers (figure 10). This could reflect what was noticed with the previous question i.e. people did not know where to find the training materials and work instructions. Only 1% of the respondents said that they were very satisfied with the current material and 1% claimed that they were very dissatisfied with it. Mean on this question was 4.82 on a scale of 1 – 7.

Answer		%
Very Dissatisfied		1%
Dissatisfied		3%
Somewhat Dissatisfied		9%
Neutral		28%
Somewhat Satisfied		23%
Satisfied		36%
Very Satisfied		1%
Total		100%

Figure 10. Evaluation of the current training material and work instructions

In the second last item respondents were able to give free text feedback regarding the supply chain training and trainers. These responses reflect pretty much what was learned with the previous questions. What was noticeable is that people really required local face-to-face trainings. Lync i.e. on-line trainings were considered good also but many claimed that these are sometimes too long and while you are attending the train-ings on-line it is very easy to get distracted for example by e-mail messages, chats, peo-ple coming over to see you etc. Also it was claimed that the trainings conducted by dif-ferent trainers varied by the quality of the trainings and the expertise of the trainer. In addition some trainings were considered too theoretical and not enough problem solving, hands on training etc exists.

In the last question people were asked to volunteer for further clarification meetings or questions and there were some volunteers but I decided that for this survey the interviews were not required at this point. But it would be good that in the future these items are discussed openly with the volunteers and development ideas gathered verbally from them.

6.2   Classification of the answers and correlation between the questions

Already in the beginning I compared the learning styles and the way individuals preferred to learn. There are some other correlation factors that seemed to be significant in the survey when classified with the first part generic questions. For example the answers between the different functions and locations. Customer service seemed to be slightly more positive in their answers than Supply teams. When the respondents were asked about the quality of supply chain process & system trainings with the seven statements in question 14 the differences were actually quite visible. Only 2.93 average was received form supply specialist compared to 3.56 from customer service when they were asked if they had had clear job orientation plan in place when they started in their current job on the scale of 1 – 5. Also other averages were slightly better on customer service side than on supply specialists side (Figure 11). One aspect on this is also that there is more work force circulation involved in the supply area whereas customer service function can be considered a little bit more stable. Also supply specialists are only located in the bigger centres while customer service is also located in the smaller offices around Europe and Asia where the job circulation is not that strong. 53 % of the supply specialists and 37% of customer service specialists had worked for the company 2 – 5 years.41% of the supply specialists and 63% of the customer service specialists had worked more than 6 years in the company.

Quality of the supply chain process & system trainings. Please evaluate the below statements	Customer Service	Supply specialists
When I first started in my current job there was a clear job orientation plan which was followed and conducted respectively	3.56	2.93
I receive enough training to do my job effectively	3.71	3.24
Employees' training needs are listed down and trainings are organised respectively	3.44	3.18
Trainings are comprehensive and versatile	3.56	3.30
Trainings are understandable and clear	3.70	3.41
Training is practical and gives good hints and tips how to perform tasks	3.67	3.43
Learnings from the trainings are easy to take into practice in my work	3.66	3.46

Figure 11. Quality of the supply chain process and system trainings averages by job function.

Even in the learning styles option the difference between customer service and supply teams is clear. 49% of the supply specialists thought themselves to be Activists whereas 54% of customer service thought themselves to be Pragmatists. This also has some relation to the gender of the respondents. Males considered themselves being Activists more often than females and bigger part of males work for the supply function.

Same trend flows to the next question on the preferred ways of training. Supply teams prefer On-the-job training with a tutor and learning by doing. Customer service prefers training, demonstrations & hands on training face-to-face and valuates learing by doing only as the 4th preferred way.

More often also the supply specialists stated that they have not participated in any trainings during the last 12 months where the rate was 24% compared to customer service's 7%. When supply specialists had attended a training they also valued the skills of the trainers much lower than the customer service specialists as well as how bigger changes were communicated and/or trained to them. Also 65 % of the supply team members said that they do not receive any info sessions or trainings on the major and monthly releases. This is really worrying as these changes often have a significant impact on the ways of working and best pracices on the teams.

Supply teams are also more critical on the training materials and work instructions and claim more often than customer service that they are not able to find them or that it takes too much time to locate the relevant material. 45 % percent of the supply team members said that they are not at all using the global training material and work instruction. This seems to reflect also their second preferred way of learning i.e. learning by doing.

Overall impression on the supply chain training materials on the scale of 1 – 7 was evaluated by Customer service to be on average 5.07 and by supply teams 4.46.

Based on these results clearly the company must pay more attention on the orientation and trainings of the supply teams. More communication and advertising of the existing training materials and work instructions must be done as for a fact I personally know that those materials are even more up to date than the ones directed to customer service. Best practices should be shared and clearly trainers need to be advised to give trainings and share information in a more frequently and in a common way.

7   Conclusions

Based on the survey results people were mostly quite content with the trainings provided by the trainers appointed to that task. However there were some country and function specific differences. For example smaller sales office where full time key users are not located claimed that they do not receive enough information about the system and process changes regularly. Also supply teams seemed to receive less and lower quality trainings than customer service teams. What also became evident based on the results is that the training materials and work instructions are not easily available or have not been promoted enough to the end users as people seemed not to be aware of a global database for materials.

7.1   Reliability and validity of the study

During the process of the thesis the validity and trustworthiness of the study must be kept in mind all the time. This way the benefits from the research can be obtained and the company receives reliable results in order to improve in the area of the subject. And even though personal point of view is also important it is sometimes also difficult not to bring those personal ideas and biases too much to the research. For example when building the survey the questions or statements must be kept as neutral as possible and should not induce the respondents to answer in a certain way. This was in the beginning somewhat difficult as I am working so very close to the subject and working with the Business process owners, being the Business support manager and coordination of the key user network being one of my responsibilities. I had also received some positive and some very negative verbal feedback from the end user community that it was difficult to keep those aspects away when conducting the survey in order it to be as neutral as possible.

There were also some major organisational changes going at the moment of the survey which might have had some impact on the answers. That was certainly visible in the free text answers. Also culture and language can have an impact on the answers. Have the non-native English speakers understood the questions correctly. Does a culture inside a country prohibit people from answering the survey? For these cultural and language issues have had an impact on the answer rates for example and clearly there were questions that people just did not want to answer although this survey was conducted anonymously and in the introduction letter it was said that the answers cannot be traced to an individual.

In survey studies measurement of the results is not always very straight forward. As earlier stated for example in this case there might be cultural, lingual, organisational and content related differences which affect the results of the study.

Reliability of the study means that it should be reusable and measured accurately. For example if the survey in this thesis would be conducted again the answers should be quite similar although of course the results might have improved or impaired. Validity means that the survey actually measures what it is supposed to measure. Here the results show that reliability with the overall answer rate of 37% is quite good and in my opinion the questionnaire could be sent out again to the same audience but perhaps in a shortened version. In fact it would be interesting to see after for example the couple of improvements done already on the training materials used in the company how that would have affected the results.

7.2   Development ideas

The survey results clearly indicate that first of all most of the respondents and generally quite content with the quality and amount of trainings conducted as well as the existing training materials and work instructions. Despite this overall content there are clearly areas where the company can do better. There should be more emphasis on the new employee orientation or if an employee transfers from another function in the company to the paper supply function. These functions do contain so specific systems and business knowledge that it needs to be clearly trained to anyone new to the area. A common orientation plan concentrating on the supply chain processes and systems should be developed. Perhaps some of the existing orientation plans from the locations that stated to have them could be distributed globally and if needed modified for local purposes. This plan should then be conducted meticulously and team managers and team leaders should be made responsible for organising the needed trainings to the new comers. Also cooperation between the managers and HR should be fortified in this respect as based on some of the free text answers there is not much company general orientation initiated by HR available either at the moment. HR department is thus relying totally in good faith on the actions by the managers and team leads.

On the supply chain process and system trainings it was also strongly stated that almost everyone would prefer on-site face-to-face trainings whenever possible. However due to the constraints of not having full time key users in every location this might not be feasible. One possible way would be to involve so called local experts early in the change

process so that they would be able to conduct the trainings locally. This requires good networking by Process Owners, Business Support and Full Time key users with the local experts. Perhaps each smaller location where there are not Full time key users could nominate a local expert to be single point of contact from their side towards the development and support functions.

What is already done is the training material update and it has also been organised hopefully in a more user friendly manner in an intranet team site. There is still some work to be done with the structure and amount of documentation. Currently the training materials do not consist of any training video clips. This was however based on the survey results one of the preferred type of learning documentation. Thus with careful planning specific subjects could be produced as self-learning videos. This should be the task for the Business support network and the Global Business Process Owners. Also it would be good to check what kind of local material has been created and could perhaps for example market or customer specific work instructions etc be stored in one document repository and not for example on each and every user's computer or smaller team sites. This way we would have all needed documentation both system training materials, process training materials and market level information in one place.

In order to improve the trainings, and more importantly help the trainers to improve their personal training skills it would be very beneficial to conduct a short evaluation survey to the trainees after each and every training. This is already done sometimes but not constantly and not by every trainer. These feedback surveys are not followed up and not gathered anywhere as such either. Here also collaboration with HR and their training database should be more frequently. HR department has earlier advised that all trainings and info sessions with 1 hour or more in length should be recorded in their database with a list of participants. It would also be good that for example the key users would have the improvement of the results received from these surveys as one of the personal targets in the yearly target setting. This could motivate also them to improve and become true training professionals.

Also the trainers should, when conducting the trainings and creating the material for the trainings put themselves in the position of the end users and really concentrate on practical training with perhaps, when subject requires also hands-on trainings in the systems. As also pointed out in the theory part looks like handling the learned issue in practice is perhaps the most effective way of learning. This request for practice was also displayed clearly in the answers of the survey.

7.3 Evaluation of the thesis process and self-learning

The thesis process has been a long and strenuous path for me and it has basically taken me years to finalise this work. Mainly it has been due to all interesting projects at work and in personal life that this has taken so long. It was sometimes really hard to motivate myself to really take upon this study although the subject has interested me also as long time as I have been involved with the Business support and Key user network. Everything finally started to flow onwards when I suggested this survey to be done to our Process Owners. They were instantly interested and have unfortunately had to wait for the final results also for quite some time. The survey itself was already created in the autumn of 2014 and sent out at the end of the year. Results were partly analysed in the spring and presented to the key users and business support in a common workshop. Conducting the survey, thinking about the questions and creating the survey in tool and sending it out was in my opinion the easiest part of the process. I had read several books and articles about training, learning and survey creations before that.
But then when I started to really write down the theory part on paper the focus was several times missed and I kept on reading and reading and adding perhaps unnecessary theory items which I had to later on retrieve from the thesis as finally those items although relevant were not the key points for this thesis. As stated also in the theory part the learning, organisational and human development is a vast area of study and there are so many different theory books, studies and articles written about it that it was almost too difficult to find the key points and concentrate on those.

Survey results were easy to analyse with the web tool Qualtrics which I had conducted the survey with. It gives many of the comparisons and calculations automatically. Based on the survey results it was very easy to write down the development ideas for the company and recommendations for further study.

All in all after writing this thesis I have become more and more interested in for example international human resources development, human learning and training theories and practice. And I am sure that I will try to pass these learnings onwards in the organisation and try to implement myself together with key stakeholders some of the development items that I have written down based on the survey results.

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Appendices

Appendix 1. Survey template

Support and Training Survey 2014

Question 1 : Job location

❍ Altrincham (1)
❍ Antwerp (2)
❍ Athens (3)
❍ Augsburg (4)
❍ Dörpen (5)
❍ Istanbul (6)
❍ Madrid (7)
❍ Milan (8)
❍ Moscow / St.Petersburg (9)
❍ Paris (10)
❍ Stockholm (11)
❍ Tampere (12)
❍ Varszawa (13)
❍ Bucharest, Ljulbljana, Prague, Sofia, Tallinn (14)
❍ North American Service Center (15)
❍ APAC Service Center (16)
❍ APAC Sales Office (Australia, Japan, Korea, Singapore etc) (17)

Question 2 : Job title

❍ Customer Service Specialist (1)
❍ Supply Specialist (2)
❍ Technical Sales Specialist (3)
❍ Manager / Team Lead Customer Service (4)
❍ Manager / Team Lead Supply (5)
❍ Other, what (6) _____

Question 3 : Gender

❍ Female (1)
❍ Male (2)

Question 4 : How long have you worked at UPM

❍ 0 - 1 year (1)
❍ 2 - 5 years (2)
❍ 6 - 10 years (3)
❍ 10 -15 year (4)
❍ More than 16 years (5)

Question 5 : How long have you been in your current position

❍ 0 - 1 year (1)
❍ 2 - 5 years (2)
❍ 6 - 10 years (3)
❍ More than 10 years (4)

Answer If Job title Manager / Team Lead Customer Service Is Selected Or Job title
Manager / Team Lead Supply Is Selected

Question 6 : Have you received training requests related to Supply Chain processes &

systems from your team members / subordinates

❍ Yes (1)
❍ No (2)

Answer If Have you received training requests related to Supply Chain processes &
systems from your team members / subordinates Yes Is Selected

Question 7 : If yes please specify 3 most important training needs in your team

Answer If Job title Manager / Team Lead Customer Service Is Selected Or Job title
Manager / Team Lead Supply Is Selected

Question 8 : Do you have an induction / orientation plan for new employees?

❍ Yes (1)
❍ No (2)

Answer If Do you have an induction / orientation plan for new employees? Yes Is Se-
lected

Question 9 : If yes does it include introduction to Supply Chain processes and systems

❍ Yes (1)
❍ No (2)

Answer If Do you have an induction / orientation plan for new employees? No Is Select-
ed

Question 10 : If No could you list the main reasons why not and do you think a common

induction plan should be created?

Question 11 : Which option below describes best the way you perceive yourself as a learner?

❍ Reflector - (Prefers to learn from activities that allow them to watch, think, and review (time to think things over) what has happened. Likes to use journals and brainstorming. Lectures are helpful if they provide expert explanations and analysis.) (1)
❍ Theorist - (Prefer to think problems through in a step-by-step manner. Likes lectures, analogies, systems, case studies, models, and readings. Talking with experts is normally not helpful.) (2)
❍ Pragmatist - (Prefers to apply new learnings to actual practice to see if they work. Likes laboratories, field work, and observations. Likes feedback, coaching, and obvious links between the task-on-hand and a problem.) (3)
❍ Activist - Prefers the challenges of new experiences, involvement with others, assimilation and role-playing. Likes anything new, problem solving, and small group discussions. (4)

Question 12 : In your opinion what kind of training should be provided when implementing changes into systems or processes or both? Please rank 1= best 6= worse by dragging and dropping the statements.

− _____ On-the-job training with a tutor (1)
− _____ Training, Demonstrations & hands on training face-to-face (2)
− _____ Training, Demonstrations & hands on training on-line (Lync) (3)
− _____ Self learning from training materials, manuals & work instructions (4)
− _____ Learning by doing (5)
− _____ Other, what (6)
−
−

Question 13 : How many times have you participated in Sales & Supply Chain related trainings during the past 12 months.

❍ 1 -2 (1)
❍ 3 - 5 times (2)
❍ 6 -10 times (3)
❍ I have not participated any trainings during the past 12 months (4)

Question 14 : Quality of the supply chain process & system trainings. Please evaluate the below statements

When I first started in my current job there was a clear job orientation plan which was followed and conducted respectively (1)	○ Strongly Disagree (1)	○ Disagree (2)	○ Neither Agree nor Disagree (3)	○ Agree (4)	○ Strongly Agree (5)
I receive enough training to do my job effectively (2)	○ Strongly Disagree (1)	○ Disagree (2)	○ Neither Agree nor Disagree (3)	○ Agree (4)	○ Strongly Agree (5)
Employees' training needs are listed down and trainings are organised respectively (3)	○ Strongly Disagree (1)	○ Disagree (2)	○ Neither Agree nor Disagree (3)	○ Agree (4)	○ Strongly Agree (5)
Trainings are comprehensive and versatile (4)	○ Strongly Disagree (1)	○ Disagree (2)	○ Neither Agree nor Disagree (3)	○ Agree (4)	○ Strongly Agree (5)
Trainings are understandable and clear (5)	○ Strongly Disagree (1)	○ Disagree (2)	○ Neither Agree nor Disagree (3)	○ Agree (4)	○ Strongly Agree (5)
Training is practical and gives good hints and tips how to perform tasks (6)	○ Strongly Disagree (1)	○ Disagree (2)	○ Neither Agree nor Disagree (3)	○ Agree (4)	○ Strongly Agree (5)
Learnings from the trainings are easy to take into practice in my work (7)	○ Strongly Disagree (1)	○ Disagree (2)	○ Neither Agree nor Disagree (3)	○ Agree (4)	○ Strongly Agree (5)

Question 15 : How satisfied are you with the training skills of the trainers in the area of Sales & Supply Chain processes & systems?

	Very Dissat-isfied (1)	Dissatis-fied (2)	Some-what Dis-satisfied (3)	Some-what Satisfied (4)	Satis-fied (5)	Very Satis-fied (6)	I have no experi-ence (7)
Trainings done by Full Time key users (1)	❍	❍	❍	❍	❍	❍	❍
Trainings done by Team leads / Managers (2)	❍	❍	❍	❍	❍	❍	❍
Trainings by e.g. Global Process Owners, Business Support or other Experts (3)	❍	❍	❍	❍	❍	❍	❍
Trainings done by Local Ex-perts (4)	❍	❍	❍	❍	❍	❍	❍

Question 16 : How satisfied are you in the way bigger system and/or process changes are trained and/or communicated to you?

	Very Dissat- isfied (1)	Dissatisfied (2)	Neutral (3)	Satisfied (4)	Very Satis- fied (5)
Communicated to you (1)	❍	❍	❍	❍	❍
Trained to you (2)	❍	❍	❍	❍	❍

Question 17 : Do you receive info sessions / trainings on the Major and Monthly Releases from the Full Time Key Users

❍ Yes (1)
❍ No (2)

Question 18 : If Yes how useful do you find that information in your work?

❍ Very Useless (1)
❍ Useless (2)
❍ Neutral (3)
❍ Useful (4)
❍ Very Useful (5)

Question 19 : If No, how useful do you think it would be for you to get this information in a separate info session?

❍ Very Useless (1)
❍ Useless (2)
❍ Neutral (3)
❍ Useful (4)
❍ Very Useful (5)

Question 20 : Where / in what subject do you see that more training is needed? Try to be as specific as possible (e.g. specific part of a process, certain task in the system etc)

Question 21 : Please tell us what Support Network and other trainers should do to improve the quality and amount of trainings

Question 22: What kind of training material do you find the most useful: please rate from 1 - 6 by dragging and dropping the statements

- _____ Detailed step by step instructions of a specific task/transaction/part of process (1)
- _____ Bigger materials describing an end to end process (2)
- _____ Flow charts (3)
- _____ Short video clips of a specific system function / task (4)
- _____ Big manuals explaining in detail both the process and the system steps (5)
- _____ Other, what? (6)

Question 23: How often do you utilise the Global Intranet training material and work instructions to seek out an answer to a problem?

- ○ Occasionally (1)
- ○ Frequently (2)
- ○ Not at all (3)

Question 24: If you have not used the Intranet training material and work instructions please specify why.

- ○ I do not know where to find them (1)
- ○ FT Key users or teams themselves have created local training materials in English which I like to use (2)
- ○ FT Key users or teams themselves have created local training material in local language which I like to use (5)
- ○ I have created my own material and instructions (3)
- ○ Other, what (4) _____

Question 25: Please evaluate your overall impression of UPM Paper Supply Chain process and system training materials and work instructions

- ○ Very Dissatisfied (1)
- ○ Dissatisfied (2)
- ○ Somewhat Dissatisfied (3)
- ○ Neutral (4)
- ○ Somewhat Satisfied (5)
- ○ Satisfied (6)
- ○ Very Satisfied (7)

Question 26: Any other feedback you want give us regarding the Supply Chain trainings and trainers?

Question 27: In case you are available for a personal interview on the subject please write below your e-mail address and I may contact you in case further information gathering is seen useful.

Appendix 2. Results by Job title

		Job title							
		Customer Service Specialist	Supply Specialist	Technical Sales Specialist	Manager / Team Lead Customer Service	Manager / Team Lead Supply	Other, what	Total	Question Total
Have you received training requests related to Supply Chain processes & systems from your team me...	Yes	0.00%	0.00%	0.00%	64.00%	36.00%	0.00%	100.00%	100.00%
	No	0.00%	0.00%	0.00%	66.67%	33.33%	0.00%	100.00%	100.00%
	Mean	0.00	0.00	0.00	1.27	1.25	0.00	-	-
	Total	0.00%	0.00%	0.00%	64.71%	35.29%	0.00%	100.00%	-
Do you have an induction / orientation plan for new employees?	Yes	0.00%	0.00%	0.00%	62.50%	37.50%	0.00%	100.00%	100.00%
	No	0.00%	0.00%	0.00%	62.50%	37.50%	0.00%	100.00%	100.00%
	Mean	0.00	0.00	0.00	1.50	1.50	0.00	-	-
	Total	0.00%	0.00%	0.00%	62.50%	37.50%	0.00%	100.00%	-
If yes does it include introduction to Supply Chain processes and systems	Yes	0.00%	0.00%	0.00%	71.43%	28.57%	0.00%	100.00%	100.00%
	No	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	100.00%	100.00%
	Mean	0.00	0.00	0.00	1.00	1.33	0.00	-	-
	Total	0.00%	0.00%	0.00%	62.50%	37.50%	0.00%	100.00%	-
Which option below describes best the way you perceive yourself as a learner?	Reflector - (Prefers to learn from activities that allow them to watch, think, and review (time to think things over) what has happened. Likes to use journals and brainstorming. Lectures are helpful if they provide expert explanations and analysis.)	57.14%	21.43%	0.00%	7.14%	3.57%	10.71%	100.00%	100.00%
	Theorist - (Prefer to think problems through in a step-by-step manner. Likes lectures, analogies, systems, case studies, models, and readings. Talking with experts is normally not helpful.)	52.63%	31.58%	0.00%	10.53%	5.26%	0.00%	100.00%	100.00%
	Pragmatist - (Prefers to apply new learnings to actual practice to see if they work. Likes laboratories, field work, and observations. Likes feedback, coaching, and obvious links between the task-on-hand and a problem.)	60.00%	15.79%	4.21%	7.37%	6.32%	6.32%	100.00%	100.00%
	Activist - Prefers the challenges of new experiences, involvement with others, assimilation and role-playing. Likes anything new, problem solving, and small group discussions.	32.86%	37.14%	1.43%	12.86%	5.71%	10.00%	100.00%	100.00%
	Mean	2.82	3.15	3.20	3.15	3.08	3.06	-	-
	Total	50.00%	25.00%	2.36%	9.43%	5.66%	7.55%	100.00%	-

How many times have you participated in Sales & Supply Chain related trainings during the past 12...	1 -2	54.12%	24.71%	4.71%	3.53%	7.06%	5.88%	100.00%	100.00%
	3 - 5 times	50.79%	19.05%	1.59%	14.29%	6.35%	7.94%	100.00%	100.00%
	6 -10 times	67.74%	6.45%	0.00%	25.81%	0.00%	0.00%	100.00%	100.00%
	I have not participated any trainings during the past 12 months	29.17%	45.83%	0.00%	0.00%	8.33%	16.67%	100.00%	100.00%
	Mean	1.90	2.07	1.20	2.25	1.83	2.21	-	-
	Total	52.22%	22.66%	2.46%	9.85%	5.91%	6.90%	100.00%	-
Quality of the supply chain process & system trainings. Please evaluate the below statements - When I first started in my current job there was a clear job orientation plan which was followed and conducted respectively	Answer 1	25.00%	43.75%	6.25%	12.50%	6.25%	6.25%	100.00%	100.00%
	Answer 2	31.03%	34.48%	3.45%	13.79%	13.79%	3.45%	100.00%	100.00%
	Answer 3	56.41%	20.51%	0.00%	10.26%	5.13%	7.69%	100.00%	100.00%
	Answer 4	58.41%	18.58%	2.65%	7.96%	4.42%	7.96%	100.00%	100.00%
	Answer 5	83.33%	0.00%	0.00%	16.67%	0.00%	0.00%	100.00%	100.00%
	Mean	3.56	2.93	3.00	3.15	2.92	3.43	-	-
	Total	52.22%	22.66%	2.46%	9.85%	5.91%	6.90%	100.00%	-
Quality of the supply chain process & system trainings. Please evaluate the below statements - I receive enough training to do my job effectively	Answer 1	33.33%	33.33%	0.00%	0.00%	0.00%	33.33%	100.00%	100.00%
	Answer 2	25.00%	50.00%	4.17%	4.17%	16.67%	0.00%	100.00%	100.00%
	Answer 3	51.06%	21.28%	2.13%	8.51%	10.64%	6.38%	100.00%	100.00%
	Answer 4	58.26%	18.26%	2.61%	10.43%	2.61%	7.83%	100.00%	100.00%
	Answer 5	57.14%	14.29%	0.00%	21.43%	0.00%	7.14%	100.00%	100.00%
	Mean	3.71	3.24	3.40	3.85	2.92	3.64	-	-
	Total	52.22%	22.66%	2.46%	9.85%	5.91%	6.90%	100.00%	-
Quality of the supply chain process & system trainings. Please evaluate the below statements - Employees' training needs are listed down and trainings are organised respectively	Answer 1	40.00%	40.00%	0.00%	0.00%	0.00%	20.00%	100.00%	100.00%
	Answer 2	33.33%	25.00%	2.78%	16.67%	16.67%	5.56%	100.00%	100.00%
	Answer 3	54.39%	24.56%	0.00%	5.26%	7.02%	8.77%	100.00%	100.00%
	Answer 4	58.51%	20.21%	4.26%	10.64%	2.13%	4.26%	100.00%	100.00%
	Answer 5	42.86%	14.29%	0.00%	14.29%	0.00%	28.57%	100.00%	100.00%
	Mean	3.44	3.18	3.60	3.30	2.67	3.29	-	-
	Total	51.76%	22.61%	2.51%	10.05%	6.03%	7.04%	100.00%	-
Quality of the supply chain process & system trainings. Please evaluate the below statements - Trainings are comprehensive and versatile	Answer 1	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%
	Answer 2	41.67%	25.00%	0.00%	8.33%	16.67%	8.33%	100.00%	100.00%
	Answer 3	48.81%	27.38%	3.57%	9.52%	7.14%	3.57%	100.00%	100.00%
	Answer 4	55.10%	19.39%	2.04%	9.18%	4.08%	10.20%	100.00%	100.00%
	Answer 5	83.33%	0.00%	0.00%	16.67%	0.00%	0.00%	100.00%	100.00%
	Mean	3.56	3.30	3.40	3.53	3.17	3.64	-	-
	Total	52.24%	22.89%	2.49%	9.45%	5.97%	6.97%	100.00%	-
Quality of the supply chain process & system trainings. Please evaluate the below statements - Trainings are understandable and clear	Answer 1	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%
	Answer 2	22.22%	55.56%	0.00%	0.00%	11.11%	11.11%	100.00%	100.00%
	Answer 3	48.48%	25.76%	1.52%	13.64%	6.06%	4.55%	100.00%	100.00%
	Answer 4	56.20%	19.83%	3.31%	7.44%	5.79%	7.44%	100.00%	100.00%
	Answer 5	57.14%	0.00%	0.00%	28.57%	0.00%	14.29%	100.00%	100.00%
	Mean	3.70	3.41	3.80	3.65	3.50	3.71	-	-
	Total	52.22%	22.66%	2.46%	9.85%	5.91%	6.90%	100.00%	-
Quality of the supply chain process & system trainings. Please evaluate the below statements - Training is practical and gives good hints and tips how to perform tasks	Answer 1	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%
	Answer 2	37.50%	37.50%	0.00%	12.50%	0.00%	12.50%	100.00%	100.00%
	Answer 3	42.67%	21.33%	2.67%	13.33%	9.33%	10.67%	100.00%	100.00%
	Answer 4	60.19%	21.30%	2.78%	6.48%	4.63%	4.63%	100.00%	100.00%
	Answer 5	57.14%	28.57%	0.00%	14.29%	0.00%	0.00%	100.00%	100.00%
	Mean	3.67	3.43	3.60	3.42	3.42	3.29	-	-
	Total	52.00%	23.00%	2.50%	9.50%	6.00%	7.00%	100.00%	-
Quality of the supply chain process & system trainings. Please evaluate the below statements - Learnings from the trainings are easy to take into practice in my work	Answer 1	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%
	Answer 2	30.77%	30.77%	7.69%	15.38%	7.69%	7.69%	100.00%	100.00%
	Answer 3	46.58%	23.29%	2.74%	9.59%	9.59%	8.22%	100.00%	100.00%
	Answer 4	57.01%	23.36%	1.87%	9.35%	3.74%	4.67%	100.00%	100.00%
	Answer 5	66.67%	0.00%	0.00%	11.11%	0.00%	22.22%	100.00%	100.00%
	Mean	3.66	3.46	3.20	3.50	3.25	3.57	-	-
	Total	51.98%	22.77%	2.48%	9.90%	5.94%	6.93%	100.00%	-

How satisfied are you with the training skills of the trainers in the area of Sales & Supply Chai... - Trainings done by Full Time key users	Very Dissatisfied	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%
	Dissatisfied	66.67%	33.33%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%
	Somewhat Dissatisfied	0.00%	77.78%	0.00%	11.11%	11.11%	0.00%	100.00%	100.00%
	Somewhat Satisfied	41.94%	25.81%	6.45%	9.68%	6.45%	9.68%	100.00%	100.00%
	Satisfied	54.95%	16.48%	2.20%	13.19%	5.49%	7.69%	100.00%	100.00%
	Very Satisfied	65.12%	16.28%	2.33%	9.30%	6.98%	0.00%	100.00%	100.00%
	Mean	5.10	4.35	4.80	4.95	4.91	4.70	-	-
	Total	51.96%	22.35%	2.79%	11.17%	6.15%	5.59%	100.00%	-
How satisfied are you with the training skills of the trainers in the area of Sales & Supply Chai... - Trainings done by Team leads / Managers	Very Dissatisfied	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%
	Dissatisfied	20.00%	70.00%	0.00%	0.00%	0.00%	10.00%	100.00%	100.00%
	Somewhat Dissatisfied	36.36%	36.36%	0.00%	18.18%	9.09%	0.00%	100.00%	100.00%
	Somewhat Satisfied	48.57%	17.14%	2.86%	11.43%	11.43%	8.57%	100.00%	100.00%
	Satisfied	64.10%	11.54%	3.85%	10.26%	5.13%	5.13%	100.00%	100.00%
	Very Satisfied	60.00%	23.33%	3.33%	10.00%	0.00%	3.33%	100.00%	100.00%
	Mean	4.86	3.89	5.00	4.71	4.33	4.44	-	-
	Total	54.49%	21.56%	2.99%	10.18%	5.39%	5.39%	100.00%	-
How satisfied are you with the training skills of the trainers in the area of Sales & Supply Chai... - Trainings by e.g. Global Process Owners, Business Support or other Experts	Very Dissatisfied	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%
	Dissatisfied	33.33%	66.67%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%
	Somewhat Dissatisfied	33.33%	44.44%	5.56%	5.56%	5.56%	5.56%	100.00%	100.00%
	Somewhat Satisfied	53.33%	15.56%	2.22%	15.56%	6.67%	6.67%	100.00%	100.00%
	Satisfied	54.05%	14.86%	2.70%	12.16%	9.46%	6.76%	100.00%	100.00%
	Very Satisfied	61.54%	19.23%	3.85%	11.54%	3.85%	0.00%	100.00%	100.00%
	Mean	4.74	4.09	4.60	4.70	4.67	4.44	-	-
	Total	51.79%	20.83%	2.98%	11.90%	7.14%	5.36%	100.00%	-
How satisfied are you with the training skills of the trainers in the area of Sales & Supply Chai... - Trainings done by Local Experts	Very Dissatisfied	0.00%	50.00%	0.00%	25.00%	25.00%	0.00%	100.00%	100.00%
	Dissatisfied	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%
	Somewhat Dissatisfied	0.00%	66.67%	0.00%	33.33%	0.00%	0.00%	100.00%	100.00%
	Somewhat Satisfied	42.42%	30.30%	6.06%	12.12%	0.00%	9.09%	100.00%	100.00%
	Satisfied	54.67%	18.67%	2.67%	8.00%	10.67%	5.33%	100.00%	100.00%
	Very Satisfied	65.00%	15.00%	2.50%	5.00%	5.00%	7.50%	100.00%	100.00%
	Mean	5.15	4.46	4.80	4.43	4.82	5.00	-	-
	Total	51.92%	22.44%	3.21%	8.97%	7.05%	6.41%	100.00%	-
How satisfied are you in the way bigger system and/or process changes are trained and/or communic... - Communicated to you	Very Dissatisfied	66.67%	33.33%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%
	Dissatisfied	46.43%	25.00%	0.00%	10.71%	10.71%	7.14%	100.00%	100.00%
	Neutral	43.24%	31.08%	1.35%	8.11%	9.46%	6.76%	100.00%	100.00%
	Satisfied	60.00%	15.29%	4.71%	12.94%	0.00%	7.06%	100.00%	100.00%
	Very Satisfied	80.00%	0.00%	0.00%	0.00%	0.00%	20.00%	100.00%	100.00%
	Mean	3.41	3.09	3.80	3.40	2.70	3.43	-	-
	Total	52.31%	22.56%	2.56%	10.26%	5.13%	7.18%	100.00%	-
How satisfied are you in the way bigger system and/or process changes are trained and/or communic... - Trained to you	Very Dissatisfied	42.86%	42.86%	0.00%	0.00%	14.29%	0.00%	100.00%	100.00%
	Dissatisfied	44.00%	24.00%	4.00%	20.00%	4.00%	4.00%	100.00%	100.00%
	Neutral	42.68%	28.05%	1.22%	9.76%	8.54%	9.76%	100.00%	100.00%
	Satisfied	67.95%	16.67%	2.56%	8.97%	0.00%	3.85%	100.00%	100.00%
	Very Satisfied	50.00%	25.00%	0.00%	0.00%	0.00%	25.00%	100.00%	100.00%
	Mean	3.38	3.07	3.25	3.10	2.67	3.31	-	-
	Total	53.06%	23.47%	2.04%	10.20%	4.59%	6.63%	100.00%	-
Do you receive info sessions / trainings on the Major and Monthly Releases from the Full Time Key...	Yes	62.50%	15.63%	3.13%	7.29%	3.13%	8.33%	100.00%	100.00%
	No	43.43%	28.28%	1.01%	13.13%	8.08%	6.06%	100.00%	100.00%
	Mean	1.42	1.65	1.25	1.65	1.73	1.43	-	-
	Total	52.82%	22.05%	2.05%	10.26%	5.64%	7.18%	100.00%	-

If Yes how useful do you find that information in your work?	Very Useless	50.00%	0.00%	0.00%	50.00%	0.00%	0.00%	100.00%	100.00%
	Useless	57.14%	28.57%	14.29%	0.00%	0.00%	0.00%	100.00%	100.00%
	Neutral	64.29%	7.14%	0.00%	7.14%	3.57%	17.86%	100.00%	100.00%
	Useful	65.00%	15.00%	5.00%	7.50%	2.50%	5.00%	100.00%	100.00%
	Very Useful	57.14%	28.57%	0.00%	7.14%	0.00%	7.14%	100.00%	100.00%
	Mean	3.63	3.86	3.33	3.43	3.50	3.50	-	-
	Total	62.64%	15.38%	3.30%	7.69%	2.20%	8.79%	100.00%	-
If No, how useful do you think it would be for you to get this information in a separate info ses...	Very Useless	33.33%	66.67%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%
	Useless	25.00%	50.00%	12.50%	12.50%	0.00%	0.00%	100.00%	100.00%
	Neutral	61.54%	19.23%	0.00%	3.85%	3.85%	11.54%	100.00%	100.00%
	Useful	45.65%	21.74%	0.00%	13.04%	15.22%	4.35%	100.00%	100.00%
	Very Useful	10.00%	60.00%	0.00%	30.00%	0.00%	0.00%	100.00%	100.00%
	Mean	3.46	3.52	2.00	4.00	3.88	3.40	-	-
	Total	44.09%	29.03%	1.08%	11.83%	8.60%	5.38%	100.00%	-
How often do you utilise the Global Intranet training material and work instructions to seek out...	Occasionally	57.53%	19.18%	2.74%	9.59%	4.11%	6.85%	100.00%	100.00%
	Frequently	52.50%	20.00%	5.00%	17.50%	5.00%	0.00%	100.00%	100.00%
	Not at all	50.00%	26.47%	0.00%	7.35%	5.88%	10.29%	100.00%	100.00%
	Mean	1.92	2.10	1.50	1.89	2.11	2.17	-	-
	Total	53.59%	22.10%	2.21%	10.50%	4.97%	6.63%	100.00%	-