

## Education and training that meets the needs of small business: Support document – List of 198 studies with abstracts and reasons for exclusion

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This document was produced by the authors based on their research for the report *Education and training that meets the needs of small business: A systematic review of research*, and is an added resource for further information. The report is available on NCVER's website: <<http://www.ncver.edu.au>>.

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# Small Business Systematic Review

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## List of 198 studies with abstracts and reasons for exclusion

### Excluded

**RecordID**

3

**Document\_no**

TD/TNC 47.23

**English\_title**

Evaluation of training in the Australian meat processing industry: developing and establishing an Australian Vocational Training System (AVTS) in the Australian meat industry: training evaluation and intervention project at Casticum Brothers.

**Author**

Bodi, Anna; Greig, Alastair; Maggs, Glenn & Testi, Jonathon

**Imprint**

Melbourne: Workplace Culture Change and Training Research Unit, 1996. 41 p.

**Abstract**

This is the full report of the evaluation of Casticum Brothers Ltd's Australian Vocational Training System (AVTS) 1-3 pilot training program. As stated in the executive summary document (TD/TNC 47.22), that evaluation was conducted by the Workplace Culture Change and Training Research Unit and funded by the Meat Research Corporation. The experience of Casticum Brothers provides an example for other enterprises - inside and outside of the meat industry - wishing to embark on enterprise-based training. This report is complemented by the Enterprise Perspective paper (TD/TNC 47.63).

**Descriptors**

Meat processing industry, Program evaluation, Training Reform Agenda, Training within industry, Staff development, Competency standard

**Identifiers**

Victoria. TD/TNC 47.22, TD/TNC 47.63

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Not small business

### Excluded

**RecordID**

4

**Document\_no**

TD/TNC 47.63

**English\_title**

Evaluation of meat industry training: an enterprise perspective.

**Author**

Maggs, Glenn & Bodi, Anna

**Imprint**

Melbourne: Workplace Culture Change and Training Research Unit, 1996. 28 p.

**Abstract**

This report presents the outcomes from the Australian Vocational Training System (AVTS) training pilot program conducted at Casticum Brothers Ltd (February 1995 to September 1996). Documented are an assessment of the AVTS meat industry training and its impact on the enterprise productivity and the training culture at Casticum Brothers Ltd. The focus is on an appraisal of:

- the design of the pilot training program;

- the pilot's impact on workplace culture;
- the pilot's impact on the operational performance of that workplace.

This project has been uniquely placed to provide a longitudinal perspective on enterprise-based training, given that it covered nearly two years of tracking an enterprise-based, pilot training program. The findings have ramifications for training in other meat processing plants and other industries that embark on enterprise-based training. Issues with broad relevance include: process vs content in the training curriculum; ability of individual enterprises to operate a training program in terms of economy of scale and the training structure required; balancing production demands with the training framework; enterprise bargaining; training as a vehicle for workplace culture change; and the links among training, improved employee skills, and bottom-line outcomes.

The Meat Research Corporation commissioned the Workplace Culture Change and Training Research Unit to evaluate and, if necessary, modify the pilot. This document is complemented by the employee and executive summary (TD/TNC 47.22) and the full report (TD/TNC 47.23).

### **Descriptors**

Meat processing industry, Program evaluation, Training within industry, Staff development

### **Identifiers**

Victoria, TD/TNC 47.22, TD/TNC 47.23

### **Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

### **Reason for exclusion**

Not small business

## **Excluded**

### **RecordID**

5

### **Document\_no**

TD/ANTA 47.05

### **English\_title**

Training together.

### **Imprint**

Brisbane: ANTA, 1996. 370 p.

### **Abstract**

Papers from the second national conference were: 'Welcome' (S. Hornery); 'Priorities for vocational education and training' (A. Vanstone & B. Such); 'Commentary on training and labour market development' (M. Keating); 'Training - what's in it for me: small business speaks' (S. Axarlis, M. Kohalmi, J. Rixon); 'Training - what's in it for my company' (B. Crowley, A. West, & L. Heron); 'Training - how providers are changing their approach' (D. McEwan & P. Walsh); leading edge training case studies - 'Nyampa Aboriginal Housing Company and NSW Board of Adult and Community Education' (L. Holzberger), 'Barclay Mowlem Construction and UTS' (J. Gallogley), 'Jaques Quarrying and Mining and Swinburne University of Technology' (M. Gates & R. Maas), 'Electrical and Electronics Industry Training Advisory Board (SA) Inc (A. Reedy), & 'Johnson & Johnson Medical' (J. Brown & R. Harris); 'International developments' (W. Stubbs); 'MAATS and the national training framework' (B. Charles); key issues in the national strategy - 'Flexible delivery' (B. Stanford), 'Business and enterprise involvement in vocational education and training' (M. Robinson); 'Training market' (P. Harmsworth), 'Access and equity strategies' (M. Bagshaw), 'Development of MAATS - an ITAB perspective' (J. Braddy), & 'Innovative training in a changing environment - the ACTU-Lend Lease Foundation experience' (K. Power); 'Training and small business - perspectives from a Queensland small business and a small business industry training co.' (J. Rixon & V. Mudie); 'Small business training strategy' (S. Axarlis); 'Case study - the Real Estate Institute of Victoria' (E. White); 'Case study - Mackay region apprentice employment (GTC) (P. Broadhurst); 'TAFE's contribution to Australian society' (A. Koo, M. Woolley, & K. Peoples); 'National framework for vocational education and training: standards, curriculum, assessment, qualifications' (D. Gunning, B. Jones, & K. Pitts); 'Future for

ITABs' (C. Hayes, R. Jenkins, & M. Sargent); 'Students as clients' (V. Simmons & T. Walton); 'National women's VET strategy' (J. Sobski); 'Developing the further education college system in England' (W. Stubbs); 'Role of adult and community education in the national VET system' (A. Crombie); 'Professional development in VET' (P. Byrne); 'Developing the national strategy 1997 to 2000' (T. Moran, K. Peoples, P. Harmsworth, & J. Gallogley); 'Conference close' (S. Hornery).

**Descriptors**

Vocational education, Educational reform, Small and medium enterprise, Apprenticeship  
Traineeship, Industry training council, TAFE college, Occupational skill standard, Curriculum,  
Occupational qualification, Competency based assessment, Human resource development, Conference paper

**Identifiers**

Vocational training systems design

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Descriptive and not research :

Conference papers – see 'Small business training strategy' (S. Axarlis); 'Training - what's in it for me: small business speaks' (S. Axarlis, M. Kohalmi, J. Rixon); 'Training - what's in it for my company' (B. Crowley, A. West, & L. Heron); 'Training and small business - perspectives from a Queensland small business and a small business industry training co.' (J. Rixon & V. Mudie);

<b>Excluded</b>
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**RecordID**

8

**Document\_no**

TD/TNC 48.32

**English\_title**

Managing towards 2000.

**Author**

Meehan, Bart & Clarke, Jeannette

**Source**

Australian training review 21 Dec 96/Jan/Feb 97 p. 16-18

**Imprint**

Adelaide: NCVER, 1996.

**Abstract**

Described is Australian National University's Managing Towards 2000 (MT2000) program. This initiative concentrated on line managers: developing a team work environment that promoted job satisfaction, high productivity, and a commitment to quality service; appreciating that their value as managers was measured by their ability to cope with change. Participants completed Margerison-McCann's Team Management Index (TMI) to identify their shortcomings as managers and to devise means of improvement. Training modules were complemented by a mentoring group of selected senior staff and by concurrent project work. Training program evaluation will be undertaken.

**Descriptors**

Personnel management, Management development, Team management, Mentor, Article

**Identifiers**

Australian National University

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Program description and not research.

## **Excluded**

**RecordID**

16

**Document\_no**

TD/TNC 71.548

**English\_title**

Shaping up for change through Investors in People.

**Author**

Rajan, Amin; van Eupen, Penny; Graham, Joanne & Rajan, Rahim

**Corp\_author**

Investors in People (Great Britain). (IiP)

Centre for Research in Employment and Technology in Europe. (CREATE)

**Imprint**

London: Investors in People, 1996. 31 p.

**Abstract**

Investors in People (IiP) is the national standard, developed in the UK 1990, which sets a level of good practice for improving an organisation's performance through its people. This report describes the benefits enjoyed by a sample of 231 organisations from manufacturing and service sectors who implemented the IiP as part of their change programs. This report answers the following questions: What have been the key drivers of their change programs? How have their businesses been transformed as a result? What role did the IiP standard play in the process? What specific business benefits have accrued thus far?

**Descriptors**

UK, Enterprise, Case study, Report, Standard, Best practice, Organisation development, Human resource development

**Identifiers**

Training investment, IiP, Investors in People

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Promotional; standard for continuous improvement first implemented in 1991 based on commitment, planning, action & evaluation; see also 111, 184

## **Included – B list**

**RecordID**

25

**Document\_no**

TD/TAS 55.02

**English\_title**

Small Business Professional Development Best Practice Program: formative evaluation.

**Author**

Cotton, Geoff

**Corp\_author**

Australia. Dept of Employment, Education, Training and Youth Affairs. Small Business Professional Development Best Practice Program

**Imprint**

Canberra: DEETYA, 1997. 135 p.

**Abstract**

The Small Business Professional Development Programme aims to find ways to provide relevant quality professional development to small business to enable them to select appropriate training and to train their own staff. Under the programme all States and Territories established a range of projects in 1996/97 which aimed to: trial different approaches to equipping small business owners, operators and staff investigate small business peoples' needs in relation to selecting training and develop materials which support the uptake of training in small business.

The projects developed and trialled three types of models:

1. Training awareness-raising models targeted at small businesses operators with an emerging awareness of the value of training

2. Direct training infrastructure models. Targeted at those who have recognised a need to improve their business's training capacity and
3. General business management development models. Targeted towards businesses with a weak structured training culture.

The projects have helped to understand which models work and why. The project has shown that many small businesses continue to use unstructured and informal staff development approaches. This is an important issue in the context of the national training system.

#### **Descriptors**

Best practice, Vocational education, Career development, Small business, Project evaluation

#### **Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

#### **Reason for exclusion from A list**

Formative evaluation – mostly covered in **study 133** and used for reference only

### **Included – B list**

#### **RecordID**

34

#### **Document\_no**

TD/TNC 63.202

#### **English\_title**

Evaluation of Skills Challenge.

#### **Corp\_author**

Great Britain. Dept for Education and Employment. (DfEE)  
York Consulting

#### **Imprint**

[Suffolk, U.K.] [Dept for Education and Employment], c1997. 66 p.

#### **Abstract**

The aim of Skills Challenge was to improve business competitiveness by supporting groups of ten or more small firms to work together to find new ways of training to meet their current and future skills needs. This evaluation aims: (1) to examine the implementation of successful Skills Challenge projects in terms of the benefits, costs and impacts; (2) to examine the potential for replication and transferability of approaches; (3) to assess the benefits of the challenge approach to funding; and, (4) to produce case study materials as examples of good practice.

#### **Descriptors**

UK, Evaluation, Training needs, Skill development, Small business, Small and medium enterprise, Project evaluation, Best practice, Case study, Research report

#### **Identifiers**

Skills Challenge

#### **Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

#### **Reason for exclusion from A list**

Process evaluation to provide advice for funding body; Findings are not sufficiently connected to the data/evidence; Catalyst for collaborative skills development with group of 10 small companies; worked best where sponsor (TEC, ITO or other) played a significant role in promotion and implementation, and where group already existed before start of this project i.e. extension of network activities.

### **Included - A list**

#### **RecordID**

35

#### **Document\_no**

TD/TNC 63.203

#### **English\_title**

TECs and small firms training: lessons from Skills for Small Businesses.

#### **Corp\_author**

Great Britain. Dept for Education and Employment. (DfEE)  
GHK Economics & Management

**Imprint**

[Suffolk, U.K.] [Dept for Education and Employment], c1997. vi, 35 p.

**Abstract**

The Skills for Small Businesses (SFSB) initiative was introduced in 1995 to help small firms develop in-house capacity for training and development. SFSB has been subsumed into the wider portfolio of business assistance under the Local Competitiveness Budget. The experience of running SFSB has highlighted key principles and practices in working with small firms and this can still be applied in the current climate with Training and Enterprise Councils (TECs), Business Links and their providers. Key areas include marketing small firm initiatives, sector-based delivery strategies, overcoming barriers to training, innovative delivery processes, links to Investors in People (IiP), and providing follow-on services to action company training plans. This report draws attention to good practice in the implementation of SFSB and the implications for future TEC and Business Link relations with small firms.

**Descriptors**

UK, Evaluation, Training needs, On the job training, Skill development, Small business, Small and medium enterprise, Project evaluation, Best practice, Research report

**Identifiers**

Skills for Small Businesses, SFSB, Training and Enterprise Council, TEC

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Excluded****RecordID**

41

**Document\_no**

TD/TNC 65.284

**English\_title**

Denmark: the role of social partners.

**Author**

Olesen, Kaj

**Corp\_author**

International Labour Office. Employment Sector. Training Policies and Systems Branch. (POLFORM)

**Imprint**

Geneva: International Labour Organisation, 1997. [16 p.]

**Abstract**

The educational system has played a vital role in turning Denmark's economy from an agricultural to an industrial and service-oriented system and the last few years have seen the implementation of comprehensive reforms to renew the country's vocational training and education system. This paper discusses the training initiatives introduced through the collective bargaining system between the enterprises and the employees, and the role of the government in providing funding for the training. This tripartite collaboration structure allows the employers and employees to play a major role in defining the curriculum and the success of this is illustrated by the expansion in training and vocational education activities over the recent years.

This paper is part of a collection of papers produced under the research program 'Strategic training partnerships between state and enterprises'. This research program, undertaken between 1995-97 by the Training Policies and Systems Branch (POLFORM) of the ILO, includes case studies from: Australia, Chile, Denmark, France, Germany, India, Ireland, Ivory Coast, Japan, Malaysia, South Africa, Spain, United Kingdom and the United States. Individual papers are indexed from TD/APSDIN 45.13 to TD/APSDIN 45.19, at TD/APSDIN 49.03, TD/TNC 55.195, TD/TNC 57.62, and from TD/TNC 65.279 to TD/TNC 65.287.

**URL**

This document may be found at:

<<http://www.ilo.org/public/english/employment/skills/training/publ/denmark.htm>>

(accessed March 2001)

**Descriptors**

Case study, Denmark, Cooperation, Enterprise, Trade union, Government, Human resource development, Manpower, Government role, Employers organisation, Training, ILO

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Descriptive and not research; not about small business needs

<b>Excluded</b>
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**RecordID**

42

**Document\_no**

TD/TNC 65.286

**English\_title**

Republic of Ireland: strategic partnerships for training and development: the state/enterprise interface.

**Author**

Coldrick, A.

**Corp\_author**

International Labour Office. Employment Sector. Training Policies and Systems Branch. (POLFORM)

**Imprint**

Geneva: International Labour Office, 1997. [8 p.]

**Abstract**

Ireland's economy is strong and there is a commitment to human resource development. However, in spite of the favourable economic environment, unemployment continues to be a problem. In recent years, training and development has seen the emergence of partnership arrangements between the State, employers, trade unions and the farming community. This paper discusses the Irish approach to innovation in the field of training partnerships between the State and enterprise.

This paper is part of a collection of papers produced under the research program 'Strategic training partnerships between state and enterprises'. This research program, undertaken between 1995-97 by the Training Policies and Systems Branch (POLFORM) of the ILO, includes case studies from: Australia, Chile, Denmark, France, Germany, India, Ireland, Ivory Coast, Japan, Malaysia, South Africa, Spain, United Kingdom and the United States. Individual papers are indexed from TD/APSDIN 45.13 to TD/APSDIN 45.19, at TD/APSDIN 49.03, TD/TNC 55.195, TD/TNC 57.62, and from TD/TNC 65.279 to TD/TNC 65.287.

**URL**

This document may be found at:

<<http://www.ilo.org/public/english/employment/skills/training/publ/ireland.htm>>

(accessed March 2001)

**Descriptors**

Ireland, Case study, Training, Cooperation, Innovation, Manpower, Enterprise, State, Government, Trade union, ILO, Human resource development, Employer, Agricultural industry

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

No evaluation of strategy; description of County Enterprise Boards and job creation partnerships for unemployed. **See also 658**



## Included - B list

**RecordID**

46

**Document\_no**

TD/TNC 55.82

**English\_title**

ACE and small business in New South Wales.

**Author**

Kinnaird, Bob & Davis, Paul

**Imprint**

Adelaide: NCVER, 1998. xiv, 93 p.

**Abstract**

The overall aim of the project reported in this document was to identify the types of adult and community education (ACE) programs and approaches that are most effective in meeting small business training needs in New South Wales (NSW), including planning, marketing and other ACE provider activity. The project was a collaboration between the National Centre for Vocational Education Research (NCVER) and the NSW Board of Adult and Community Education (BACE). The methodology involved collection and analysis of both primary and secondary data, comprising a stocktake of previous key research in the area, and analysis of unpublished data on small business employer training spending; an analysis of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) statistics on 'small business' clients in ACE in 1996; a survey of small business client satisfaction in NSW ACE; focus groups of small business users of ACE, and ACE providers; and four case studies of 'good practice' ACE providers to small business. Key findings are given, and policy issues are discussed.

**Descriptors**

Adult education, Community education, Small business, Training needs, Client satisfaction, Government policy, Training policy, Case study, Statistical analysis

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion from A list**

No intervention strategy; surveys only those already in training; background only.

## Excluded

**RecordID**

55

**Document\_no**

TD/INT 60.169

**English\_title**

Options for human resources development in Egypt: the labour market context: analysis of findings from the Egypt survey of human resources development.

**Author**

Evans-Klock, Christine & Lin Lean Lim

**Imprint**

Geneva: International Labour Office, 1998. 67 p.

**Abstract**

The 1996 Egypt Human Resources Development Survey (EHRDS) documented changes in labour demand and in the occupational distribution of employment. In addition, the survey analysed the training needs and practices of both large state-owned enterprises and small informal sector businesses. This report, based on the findings of the EHRDS, reveals the broad trends in labour market developments at the enterprise level, current human resource development (HRD) practices and needs within enterprises, and suggests areas in which allocating resources to HRD would be most effective. The report demonstrates the importance of the analysis of pertinent labour market information to such human resource policy decisions. The introductory section defines the scope and coverage of the report and the overall context. The main findings in relation to four major questions are presented. How have enterprises performed in light of recent economic trends and macroeconomic

challenges? How have enterprises responded to these challenges in terms of their labour market practices? What has been the response of enterprises in terms of training practices and their participation in, and satisfaction with, public training programs? What other human resource practices are evident, for example remuneration, terms of employment and working conditions? The report concludes with a summary of the main findings of the survey in relation to the challenges to human resource development and some policy implications are also discussed. Tables containing survey data are contained in the appendices.

#### **Descriptors**

ILO pub, Report, Survey, Human resource development, Human resources, Management, Egypt, Labour market, Management attitude, Training needs, Enterprise

#### **Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

#### **Reason for exclusion**

No intervention strategy; employer views; not specifically small business.

### **Excluded**

#### **RecordID**

58

#### **Document\_no**

TD/TNC 63.190

#### **English\_title**

The role of Employee Development Schemes in increasing learning at work.

#### **Author**

Parsons, David; Cocks, Nigel & Rowe, Valerie

#### **Corp\_author**

Great Britain. Dept for Education and Employment. (DfEE)

#### **Imprint**

[Suffolk, U.K.] [Dept for Education and Employment], 1998. iv, 66 p.

#### **Abstract**

Employee Development Schemes (EDSs) in the United Kingdom have been slow to take off. Despite this slow start there has been no lack of ad hoc research. What has been missing is comparative evidence on how EDS has been taken up by firms, individuals within firms and its impact. While the general objective of this project was to undertake an evaluation of the impact EDS has had on increasing learning at workplaces, more specific research aims include gathering information about how far EDS encourages learning activity within the workplace, the impact of attitudes to the take-up of learning in the future and as reflected in post-EDS take-up of learning opportunities, the direct and indirect benefits of EDS to employers and, where appropriate, to other funders, integration with or tensions between the focus of EDS and employer participation in more business-orientated training and development activities and initiatives, and how to improve the contribution made by EDS to lifelong learning. The report presents evidence from past research of EDS activity and distribution, details support and facilitation of EDS by Training and Enterprise Councils (TECs) and Chambers of Commerce, Training and Enterprise (CTEs), explores employer rationale and expectation of EDS, describes the benefits and impact of EDS and discusses development issues and implications for organisations and policy makers.

#### **Descriptors**

UK, EDS, Program implementation, Participation, Program evaluation, Workplace learning, Learning process, Skill development, Staff development, Research report

#### **Identifiers**

Employee Development Schemes

#### **Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

#### **Reason for exclusion**

Employer views and less than a quarter are small businesses with fewer than 50 employees.

**Excluded****RecordID**

69

**Document\_no**

TD/TNC 58.80

**English\_title**

Broader realms of training for technology.

**Author**

David, Laurie Clark

**Source**

Training and development in Australia 26 2 April 1999 p. 15-16

**Imprint**

Melbourne: Australian Institute of Training and Development, 1999.

**Abstract**

In this brief article, the author argues that effective implementation of new technology must include equipping the organisation's personnel with the skills, competencies and experiences necessary to adapt to the new technology. The Organisational Change Management support provided by Oracle is used as an example to ensure that training is inclusive of the whole environment and the 'whole' person.

**Descriptors**

Article, Training, Technology, Staff development, Skill development, Planning of training, Enterprise

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Covered in more detail in study 715

**Excluded****RecordID**

75

**Document\_no**

TD/INT 59.553

**English\_title**

Managing skills: the creation of a generic business map.

**Author**

Ottens, Melanie; Taylor, Andrea

**Source**

ILM Conference 1999: skilling and the role of the firm. p. 371-385

**Imprint**

Aberdeen, Scotland: Centre for International Labour Market Studies, Faculty of Management, The Robert Gordon University, 1999.

**Abstract**

Small and medium-sized enterprises (SMEs) employ an increasing percentage of the workforce in the United Kingdom and in recent years, particular emphasis has been placed on the development of new skills programs directed at SMEs. One such initiative, a generic map of skills, provides the opportunity for an organisation to decide whether it has the necessary skills to operate effectively. This paper provides a review of how skills can be managed with the assistance of a generic business map and draws attention to several potential barriers to skills development among SMEs in Scotland. The authors describe the process and outcomes of a European Social Fund (ESF) Objective 4 project involving 25 Scottish SMEs from five different sectors in collecting tasks to build a generic map. The description includes the building of the map, the concept and the design, and how the map was constructed and received by participating SMEs. Barriers to skills development are grouped in four categories: financial, awareness related to knowledge of learning opportunities, access and provision to skills development opportunities, and cultural barriers, such as attitudes to skills development. In view of the reluctance of SMEs to participate in skills development, the challenges for policymakers, business advisors and educational institutions are highlighted and supported by evidence from recent

studies on the attitude of Scottish SMEs towards learning and skills development. The volume of papers is indexed at TD/INT 59.531.

**Descriptors**

Conference paper, UK, Training needs analysis, Organisation development, Skill development, Small business, Enterprise, Management attitude

**Identifiers**

Centre for International Labour Market Studies, CILMS

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Focus on employer attitudes and barriers towards learning and skills development.

<b>Included – B list</b>
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**RecordID**

93

**Document\_no**

TD/TNC 63.172

**English\_title**

Evaluation of the liP small firms development projects.

**Corp\_author**

Great Britain. Dept for Education and Employment. (DfEE)

DTZ Pieda Consulting

**Imprint**

[Nottingham, U.K.] [Dept for Education and Employment], 1999. vii, 76 p.

**Abstract**

In 1997 an initiative to develop innovative approaches to increase the achievement of the Investors in People (liP) Standard among organisations with 10 to 49 employees was launched. It was called the Small Firms Development Projects. Eleven development projects were implemented by the Training and Enterprise Councils (TECs) throughout England between 1997 and 1999, with the aim of testing more innovative and cost effective ways of delivering liP to smaller organisations. This evaluation is based on in-depth case studies of five of the eleven pilots and focused survey work with the other pilot projects. The aims are to provide a basis for judging how effectively the projects are improving access to liP for small firms, to report on both good practice and the difficulties encountered in the projects, and to assess the sustainability and transferability of the projects both sectorally and geographically. In addition, the following issues were identified and explored as part of the study. How has the use of Building a Better Business contributed to the projects? What are the barriers to small firm participation and how do the projects overcome these? Would small firms committing to liP as part of the project have done so anyway? What is their previous involvement in training? Are there different project approaches? Is there an emphasis on increasing take-up or is it a matter of simply targeting small firms for attention? How will work with small firms continue after the development project? How effectively have TECs and Chambers of Commerce, Training and Enterprise (CCTE) worked with Business Links, National Training Organisations and other key partners in running projects? How transferable are the projects to other industries and localities?

**Descriptors**

UK, Small business, Staff development, Case study, Project evaluation, Standard, Benchmarking, Quality, Participation, Research report

**Identifiers**

Investors in People Standard, liP

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion from A list**

Process evaluation of 11 Training and Enterprise Councils (TECs) delivering liP to small firms within the locality; failed to secure data from a representative group of participants. Both TECs who had prior experience and those new to the process were involved. However, most participants were already involved with TECs and/or

had positive attitude towards training. Does not address the review question; some support for 'tailoring to the needs of small business had been important in securing their involvement'.

### **Included – A list**

**RecordID**

94

**Document\_no**

TD/TNC 63.177

**English\_title**

Evaluation of Small Firms Training Loans.

**Author**

Maton, Kevin

**Corp\_author**

Great Britain. Dept for Education and Employment. (DfEE)

**Imprint**

[Suffolk, U.K.] [Dept for Education and Employment], 1999. 58 p.

**Abstract**

This is an evaluation of the Small Firms Training Loans (SFTL) scheme. One of the aims of the project was to establish whether SFTLs are increasing training in participating firms. Of particular interest was what impact, if any, this training had on the business performance and on the employability or continued employment prospects of the staff members who undertook the training. The key partners' views of SFTL process and its outcomes were also examined. The final part assesses the scheme's value for money and makes practical recommendations for the future to improve the scheme.

**Descriptors**

UK, Training policy, Employability, Human resource development, Productivity, Research report, **Identifiers**

Small Firms Training Loans, SFTL

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

### **Excluded**

**RecordID**

97

**Document\_no**

TD/TNC 65.278

**English\_title**

Competing with labour: skills and competitiveness in developing countries.

**Author**

Lall, Sanjaya

**Corp\_author**

International Labour Office. Development Policies Dept. (ILO)

**Imprint**

Geneva: International Labour Office, 1999. vi, 52 p.

**Abstract**

This paper is part of the contribution of the Development Policies Department of the International Labour Office (ILO) to understand the emerging issues in development as a result of globalisation and the responses in terms of national economic and social management. It looks at the impact of rapid technological change on skill needs for competitiveness in developing countries. The resultant demand is for more skills, higher levels of skills and different kinds of skills. The chapters are: Introduction; Skills and competitiveness; The new context for competitiveness; Skill formation in developing countries; Policy implication. Includes bibliographical references.

**URL**

This document may be found at:

<<http://www.ilo.org/public/english/employment/strat/publ/iddp31.htm>> (accessed

March 2001)

**Descriptors**

Developing country, Skill, Skill development, Skill analysis, Training, Enterprise, Technology, Government policy, Training policy, Globalisation

**Identifiers**

Training investment

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Does not focus on small business; policy focus; some background on intervention strategies used e.g. Singapore Skill Development Fund & Levy but not sufficiently relevant to review question.

<b>Excluded</b>
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**RecordID**

99

**Document\_no**

TD/TNC 67.245

**English\_title**

Enterprise in Africa: between poverty and growth.

**Author**

King, Kenneth & McGrath, Simon (editors)

**Imprint**

London: Intermediate Technology Development Group Publishing, 1999. ix, 245 p.

**Abstract**

Internationally, donors are increasing their emphasis on poverty-focused policies and on the notion of pro-poor growth. This publication examines key elements of the debate about small and micro enterprises (SMEs) from the perspective of the current poverty-growth debate and in the specific context of Africa. Contributing authors consider issues such as the effect of the macroeconomic climate on small enterprise development, the effectiveness of enterprises, and policies and programs to support them, and the impact of education on enterprise performance. The introductory chapter 'Enterprise in Africa: new contexts; renewed challenges' is by Simon McGrath and Kenneth King. Part one attempts to situate the subsequent debates about the SME sector in broader contexts of macro-economic prospects, trade patterns, and political disputes. The chapters are: Have Africa's economies turned the corner? / Tony Killick; Developmental states and small enterprises / Thandika Mkandawire; Gender, property rights and trade: constraints to Africa growth / Susan Joeke. Part two examines the overall structure and internal dynamics of the SME sector and the chapters are: MSEs tackle both poverty and growth (but in differing proportions) / Donald C. Mead; Micro-enterprises in West Africa / Jacques Charmes; Small enterprise development in post-apartheid South Africa / Christian M. Rogerson; Inherent gender inequities in small and micro-enterprise development in rural Africa / Fra Von Massow; Enterprise development in Africa: strategies for impact and growth / George Manu. Part three explores linkages, clusters and associations amongst enterprises in the sector and contains the following chapters: Do SMEs network for growth? / Abigail Barr; Enterprise clusters in Africa: linkages for growth and development / Dorothy McCormick; Trading agents and other producer services in African industrialization and globalization / Poul Ove Pedersen; MSE associations and enterprise promotion in Africa / Hans Christiaan Haan. Part four discusses the potential role of education, training and technology in SME development. The chapters are: Technology, NGOs and small enterprises: securing livelihoods through technical change / Andy Jeans; Competences and other factors affecting the small enterprise sector in Ibadan, Nigeria / Susanna Adam; Reshaping vocational training: hopeful signs from a Ghanaian experience / Lawrence A. Honny; The role and potential of technical and vocational education in formal education systems in Africa / Bonaventure Wanjala Kerre; Learning to grow?: the importance of education and training for small and micro-enterprise development / Simon McGrath and Kenneth King. Selected chapters are indexed from TD/TNC 67.246 to TD/TNC 67.249.

**Descriptors**

Monograph, Africa, Small business, Small and medium enterprise, Enterprise, Technology, Skill development, Vocational training, Ghana, Nigeria, Development policy, Developing country, Cooperation, Gender, Poverty, Economic growth, Informal sector, Foreign aid, Macroeconomics

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Not research; overview in 1999 textbook.

**Excluded****RecordID**

111

**Document\_no**

TD/TNC 62.464

**English\_title**

Putting your people at the heart of business performance and competitiveness in the cleaning and support services industry: Investors in People.

**Corp\_author**

Investors in People UK

**Imprint**

London: Investors in People UK, 2000. 12 p.

**Abstract**

The Investors in People Standard is the national quality standard for effective investment in training and development for all people. It aims to improve the effectiveness and performance of United Kingdom (UK) business by encouraging employers to develop the skills of their employees to achieve business goals. This guide has been produced by the Cleaning and Support Services NTO to describe the Standard and highlight its benefits for organisations and employees. The guide also outlines the process of becoming an Investor in People and achieving the Standard. It then presents the results of a case study survey involving six firms, representing a mix of large, medium and small companies, who have either committed to becoming Investors in People or have already achieved recognition. The results provide an insight into industry views about the Standard. Contact details for further information are included.

**Descriptors**

UK, Guide, Standard, Quality, Human resource development, Staff development, Organisation development, Service industry, Cleaning, Strategic planning, Further training

**Identifiers**

Investors in People Standard

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Not research; promotion; guide.

**Excluded****RecordID**

122

**Document\_no**

TD/TNC 63.309

**English\_title**

Customer service and sales training ... let's combine them.

**Author**

Lennon, Garry

**Source**

Australian training review 36 Oct/Nov/Dec 2000 p. 26-27

**Imprint**

Adelaide: NCVER, 2000.

**Abstract**

In a competitive marketplace, the service provided to its customers by a company is a vital aspect of the company's competitiveness and future growth. Training that promotes good service will also enhance good selling. The author of this brief article suggests that companies will ensure more effective and efficient staff development by combining training in sales and customer service. Training in sales and service is most effective when applied to three levels within a business, i.e. the organisational or macro level, the departmental or function level, and the individual or personal level. Staff need skills to assist them in improving customer service at these levels and team leaders and managers need skills in order to lead and facilitate the whole process.

**Descriptors**

Article, Customer relations, Quality, Organisation development, Staff development, Training  
Sales

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Not research; promotion

**Included – A list****RecordID**

133

**Document\_no**

TD/TAS 66.07

**English\_title**

Size matters: national summative evaluation report of the Small Business Professional Development Best Practice Programme 1996-2000.

**Author**

Kearney, Paul

**Imprint**

Hobart: Office of Vocational Education and Training, 2000. 185 p.

**Abstract**

This report brings together lessons learned over the life of the Small Business Professional Development Best Practice Programme. It distils critical issues into key recommendations for policy and strategic developments. This publication also: appraises the 1999 initiatives in some detail; provides an overview of the program, including its positioning, management and history; and gives an account of the models/approaches successfully used with small workplaces.

**Descriptors**

Best practice, Evaluation, Research, Small business & Staff development

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Included – A list****RecordID**

133a

**Document\_no**

TD/TAS 59.04

**English\_title**

Big pictures from the small end of town: 1998 Small Business Professional Development Programme evaluation report.

**Author**

Kearney, Paul

**Imprint**

Hobart: Office of Vocational Education and Training, 1999. 172 p.

**Abstract**

Representing over 90 per cent of all enterprises, small business employs over half the Australian workforce. Yet small business remains dramatically under-



represented in formal training. This publication reports on the evaluation of the Small Business Professional Development Programme in 1998. It includes a background to the Programme, a discussion of issues requiring attention by policy-makers, outcomes of the longitudinal evaluation of projects which began in 1997, reports on individual 1998 projects and three case studies

**Descriptors**

Small business, Professional continuing education, Career development, Evaluation, Project report, Case study, Australia

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Included – B list**

**RecordID**

142

**Document\_no**

TD/TNC 70.171

**English\_title**

Learning and training in small-medium sized enterprises in the Leicestershire.

**Author**

Sung, Johnny, Raddon, Arwen & Ashton, David

**Corp\_author**

University of Leicester. Centre for Labour Market Studies. (CLMS)

**Imprint**

Leicester, U.K. Centre for Labour Market Studies, 2000. 50 p.

**Abstract**

This paper reports on a study designed to build a comprehensive picture of training and learning in small-medium sized enterprises (SMEs) in the Leicestershire region of the United Kingdom (UK). For this project, SMEs were defined as those firms employing up to 250 employees and in the sample of 265 SMEs selected, the majority of firms employed 99 employees or less. The paper is organised in three main sections: (1) a description of the project and the profile of the sample; (2) a report on the survey results on training and learning activities in SMEs; and (3) a contextual analysis to investigate important issues relevant to training/learning in SMEs emerging from the in-depth interviews and the survey results. The major findings were that: there is a lot more training and learning occurring within SMEs than is generally recognised; most SMEs have a preference for skills rather than formal qualifications; some SMEs have a particular way of developing a learning culture appropriate for the SME environment; SMEs perceive the role of quality standards and training awards differently from larger organisations; and many innovative practices in SMEs, which may have been overlooked by national survey-based studies, form an important part of training and learning within SMEs.

**Descriptors**

UK, Learning, Training, Small business, Small and medium enterprise, Regional, Research study, Innovation, Attitude, Skill development, Survey, Learning activities, Learning culture, Training activities

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion from A list**

Not evaluation of strategy; not specifically small business; background on triggers and drivers of training such as quality standards & training awards; innovative practices in SMEs.

<b>Included – A list Supporting evidence</b>
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**RecordID**

167

**Document\_no**

TD/TNC 68.07

**English\_title**

What convinces enterprises to value training and learning and what does not?: a study in using case studies to develop cultures of training and learning.

**Author**

Figgis, Jane; Alderson, Anna; Blackwell, Anna; Butorac, Anne; Mitchell, Keith & Zubrick, Ann

**Imprint**

Adelaide: NCVET, 2001. 65 p.

**Abstract**

This study of training/learning cultures in small to medium-large sized enterprises has two purposes: (1) to gain a better understanding of the concept of cultures of training and learning in enterprises; and (2) to investigate what makes case studies and other information about exemplar enterprises interesting and convincing enough that other enterprises will follow their lead. Stage one of the project focused on studying ten enterprises in depth and constructing a comprehensive picture of each enterprise, its culture and the strategies it used to develop the skills and knowledge of individual employees and of the enterprise as a whole, including why those strategies were used. In stage two, material capturing the most interesting and important ideas about training and learning emerging from stage one was given to a new sample of enterprises for feedback and comment.

**URL**

This report and supporting documentation may be found on the NCVET web site at: <<http://www.ncvet.edu.au/publications/707.html>> (accessed October 2005).

**Descriptors**

Training, Learning, Learning culture, Enterprise, Case study, Skill development, Staff development, Employee

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

<b>Excluded</b>
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**RecordID**

168

**Document\_no**

TD/TNC 69.355

**English\_title**

Searching for extended identity: the problematised role of managing people development, as illuminated by the Frontline Management Initiative.

**Author**

Barratt-Pugh, Llandis

**Source**

2001 AVETRA conference: research to reality: putting research to work: refereed papers. Australian Vocational Education and Training Research Association. (AVETRA) [12] p

**Imprint**

Alexandria, N.S.W. AVETRA, 2001.

**Abstract**

The Frontline Management Initiative (FMI) is a new means of developing management and leadership skills for Australian companies. It is a system of developing managers by assessing actual skills in the workplace in line with a set of practical competencies required by frontline managers. The assessment is used to identify specific learning and development needs which can then be met through workplace learning, thus equipping managers with practical skills they can apply immediately. There has been considerable research undertaken recently to explore

and evaluate the FMI. The research positions FMI as representative of the political move towards workplace learning and provides evidence pertinent to the development of managing identities and the management of workplace learning. This paper examines the FMI as a technology of identity within the discourse of enterprise and as an instrument of the textualisation of the workplace. The author argues that, as such, the FMI is viewed as a dichotomy; a powerful tool to promote elite representations of managing, but in contrast, creating learning spaces within which people extend their identity to include managing. FMI is thus positioned on the battleground for the development of manager identity. In conclusion, the author identifies the diversity that is coming out of workplace practices and points to the significant and complicated role of people development managers as a key area for future research.

The volumes of collected papers are indexed from TD/TNC 69.351 to TD/TNC 69.353. Individual papers are indexed from TD/TNC 69.354 to TD/TNC 69.445.

#### **URL**

The refereed papers may be found on the AVETRA web site at:

<[http://www.avetra.org.au/abstracts\\_and\\_papers\\_2001/lbp\\_full.pdf](http://www.avetra.org.au/abstracts_and_papers_2001/lbp_full.pdf)> (accessed November 2003).

#### **Descriptors**

Conference paper, Management development, Political aspect, Workplace learning, Staff development, Human resources, Management, Leadership, Skill development, Manager, Research needs, Future

#### **Identifiers**

Frontline Management Initiative, FMI

#### **Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

#### **Reason for exclusion**

Conference paper; descriptive: see full report by Llandis Barratt-Pugh, Geoffrey N Soutar, NCVER 2002

*Paradise nearly gained: Volume 1: Developing the Frontline Management Initiative*  
*Paradise nearly gained: Volume 2 - Case studies of impact and diversity for Frontline Management Initiative practice* <http://www.ncver.edu.au/research/proj/nr9038e.htm>

### **Included – B list**

#### **RecordID**

170

#### **Document\_no**

TD/TNC 69.169

#### **English\_title**

Funding continuing training in small and medium-sized enterprises: discussion and case studies from across the EU.

#### **Author**

Pukkinen, Tommi; Romijn, Clemens & Elson-Rogers, Sarah

#### **Corp\_author**

European Centre for the Development of Vocational Training. (CEDEFOP)

#### **Imprint**

Luxembourg: Office for Official Publications of the European Communities, 2001. 154 p.

#### **Abstract**

Small and medium-sized enterprises (SMEs) comprise a significant part of all European Union (EU) Member States and an increasing recognition of their importance has led to the introduction of a number of measures at both EU and national levels to harness and improve their competitiveness. SMEs have the ability to provide and participate in continuing training and Member States are encouraged to support the continuing training of staff in SMEs. This document reports on a study of the different measures introduced within Member States to support continuing training in SMEs and how they are financed. The report outlines current funding schemes and their operation in various Member States. A number of case studies from across the EU are used to illustrate policies specifically linking funding mechanisms to continuing training activities in SMEs. The case studies are

presented in terms of the rationale for the individual policies and how they operate. The widest possible number of approaches have been represented in the case studies and, where possible, any available evaluations of the effectiveness of policies have been included. The report also provides a review of research and discusses the case studies in terms of their characteristics and indicators of effectiveness. Suggestions for further research are made.

**Descriptors**

Monograph, CEDEFOP pub, Europe, Case study, Continuing vocational training, Fund Financing, Small business, Small and medium enterprise, Belgium, Finland, France, UK, Ireland, Netherlands, Portugal, Spain, Sweden, Government policy, Staff development, Organisation development

**Identifiers**

European Union, EU, Training effectiveness, Training investment

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion from A list**

Overview and comparison of initiatives used to stimulate SME investment in training in nine countries: 12 case studies; recommends scheme must address more than one obstacle, target different sectors or regions and be simple e.g. training voucher for small employers with less than 20 employees.

<b>Excluded</b>
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**RecordID**

174

**Document\_no**

TD/TNC 69.568

**English\_title**

Business skills building: Diploma in Business Studies.

**Author**

Tan, Keah Fong

**Source**

Re-engineering TET: non-traditional approaches that worked / Colombo Plan Staff College. Colombo Plan Staff College. (CPSC) p. 105-119

**Imprint**

Manila: Colombo Plan Staff College for Technician Education, 2001.

**Abstract**

The Diploma in Business Studies - Accounting program, introduced in 1992, was designed to meet an urgent need within Papua New Guinea's (PNG's) industrial and commercial sectors for Business Management and Accounting graduates. The aim of the program is to provide training in both accounting and managerial fields to satisfy the requirements of PNG's trade and industry sector and small businesses. The course, which was originally based on the Association of Accounting Technicians' (UK) syllabus, was modified to meet the local needs. The paper provides the background to the introduction of the program, the industry training linkage and the role of the Board of Business Studies and the Technical Education Division before describing the Diploma in Business Studies - Accounting program which covers: entry requirements; assessment procedures; certification; the business programs; how graduates have fared so far; post-implementation evaluation; and problems encountered. The author concludes by stressing the need for a strong linkage between the needs of the workplace and the nature of the training programs to ensure the trainees have the competencies that industries need.

The monograph from which this chapter is taken is indexed at TD/TNC 69.564; individual chapters are indexed from TD/TNC 69.565 to TD/TNC 69.581.

**Descriptors**

Papua New Guinea, Accounting, Management, Management development, Certificate, Cooperation, Small business, Industry, Commerce, Program description, Technical education, Standard, Assessment, Certificate course, Course design, Evaluation, College industry, relationship, Training employment relationship, Skill development

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Not research; promotional

<b>Excluded</b>
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**RecordID**

182

**Document\_no**

TD/TNC 71.41

**English\_title**

Lifelong learning in SMEs: a case study.

**Author**

Devins, David; Smith, Vikki & Holden, Rick

**Source**

2nd International conference on researching work and learning: proceedings.

University of Calgary. Faculty of Continuing Education p. 213-221

**Imprint**

Calgary, Alberta: Faculty of Continuing Education, University of Calgary, [2001].

**Abstract**

Global economic restructuring and the increasing freedom to trade are key factors affecting company growth and success and national economic success. In this paper it is suggested that the current policy agenda in the UK has 'learning' central to social, economic and technological development. The development of skills is seen as an important factor in productivity levels but the effectiveness of training interventions is contested. The paper explores the impact of a Learning Centre on the development of organisational learning by small and medium sized enterprises (SMEs) by means of a case study developed to investigate aspects of lifelong learning in the workplace. The authors conclude that the research suggests that not only is there a divide between learning in large organisations and SMEs but that SMEs are not a homogenous group. The key factor is to encourage SMEs to engage in and with individualised training and development.

The complete volume, with papers from sections 1-5 listed, is indexed at TD/TNC 71.26; the complete volume, with papers from sections 6-10 listed, is indexed at TD/TNC 71.27; selected individual papers are indexed from TD/TNC 71.28 to TD/TNC 71.75.

**Descriptors**

UK, Conference paper, Research, Learning, Workplace learning, Small business, Organisation, Organisational change, Globalisation, Trade, Government policy

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Strategy of SME hosting a learning centre but focus more on individual learning and preparation for change less on meeting the needs of small business; see study **328**.

<b>Excluded</b>
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**RecordID**

184

**Document\_no**

TD/TNC 71.549

**English\_title**

Benefits of being an Investor in People.

**Corp\_author**

Investors in People (Great Britain). (IiP)

**Imprint**

London: Investors in People, 2001. 31 p.

**Abstract**

Investors in People (IiP) is the national standard, developed in the UK in 1990, which sets a level of good practice for improving an organisation's performance through its

people. This booklet outlines how both businesses as well as their employees can benefit through liP. It features over 30 mini case studies of successful liP organisations and provides information about the types of organisations involved in liP, why organisations adopt liP, what liP provides, what employees expect from organisations, how liP improves productivity and the human capital of organisations, and how liP can help organisations focus on change.

**Descriptors**

UK, Enterprise, Case study, Report, Organisation development, Employee, Human capital, Human resource development, Productivity

**Identifiers**

Training investment, Investors in People, liP

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Not research: promotional material

<b>Included – B list</b>
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**RecordID**

198

**Document\_no**

TD/TNC 71.360

**English\_title**

Agora VIII: Jobrotation: Thessaloniki, 20-21 March 2000.

**Author**

Guggenheim, Eric Fries (editor)

**Corp\_author**

European Centre for the Development of Vocational Training. (CEDEFOP)

**Imprint**

Luxembourg: CEDEFOP, 2002. 122 p.

**Abstract**

The Agora Thessaloniki is a forum for vocational education and training issues. Jobrotation is a scheme for investing in human capital by allowing rotation between employment and training. It enables: employees to leave their jobs temporarily in order to be trained without this causing any major break in production; replacement from outside the firm for the employee who is receiving training so that the number of employees in the firm remains unchanged and replacement workers are operational immediately; and the firm to benefit from the increased efficiency of the employees who have returned from training whilst at the same time allowing their replacements to have acquired new skills. Agora VIII, on Jobrotation, aimed to: review the implementation of Jobrotation in Europe; analyse Jobrotation as good practice; and consider the future of Jobrotation. This publication contains the agenda of the meeting, papers from the meeting and a list of participants. The papers are: 'Jobrotation' in France: a pioneering measure / Patrick Guillox; Jobrotation development and dissemination in Europe / Kens Kruhoffer; German experience of Jobrotation: a case study / Monika Kammeier; Danish experience of Jobrotation: a case study / Ghita Vejlebo; Jobrotation efficiency: small and large companies compared / Lizzi Feiler; Contribution of Mar Athanasios Papathanasiou, Director of the Technopolis Vocational Training Centre; Jobrotation from the perspective of enterprises, employees and political decision-makers: expectations and results illustrated by the example of 'Jobrotation for the Bremen region' / Hubertus Schick; A few Danish comments on the concept of Jobrotation / Jorgen Mork; Jobrotation as a means of promoting innovation and employment: a model for small and medium-sized enterprises in North Rhine-Westphalia (D) / Reiner Siebert; Synthesis of the work / Andre Kirchberger.

**URL**

This document may be found on the European Training Village web site at:  
<[http://www2.trainingvillage.gr/etv/publication/download/panorama/5129\\_en.pdf](http://www2.trainingvillage.gr/etv/publication/download/panorama/5129_en.pdf)>  
(accessed September 2002)

**Descriptors**

CEDEFOP pub, Report, Europe, Skill development, Human capital, Human

resource, development, Employment, Training, Innovation, Case study, France, Denmark, Germany, Federal Republic, Employee, Enterprise, Employment creation, Meeting

**Identifiers**

European Union, EU

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion from A list**

Background reference; case studies of *Jobrotation* in EU countries: rotation between employment and training and training unemployed workers for job replacement.

**Excluded**

**RecordID**

201

**Document\_no**

TD/TNC 71.578

**English\_title**

Costs and funding of continuing vocational training in enterprises in Europe.

**Author**

Nestler, Katja & Kailis, Emmanuel

**Corp\_author**

Statistical Office of the European Communities. Eurostat

**Imprint**

Brussels: Eurostat, 2002. [8] p.

**Abstract**

The second survey of continuing vocational training (CVTS2) was launched by the European Commission and follows on from the first survey conducted in 1994 of the Member States of the European Union. The second survey was conducted in 2000 and 2001 in all the Member States, Norway and nine candidate countries (Bulgaria, Czech Republic, Estonia, Hungary, Latvia, Lithuania, the Pomorskie region of Poland, Romania and Slovenia). Enterprises participating in the survey provided comparable statistical data on the forms, content and extent of continuing vocational training at work, the supply of, and demand for, vocational knowledge and skills, inhouse training resources and the use of external training providers, and key data for analysing the costs of continuing training. The funding structure of CVT courses provides key evidence of enterprise commitment to investment in the continuing training of their staff as well as the significance of CVT measures on the demand side of the labour market. This publication presents survey outcomes on the costs and funding of CVT courses in 21 European countries. The data for Greece, France, Italy and the UK were not available at the time of publication. The survey results revealed: (a) highest expenditure per staff member on CVT in large enterprises and in the 'financial intermediation' sector; (b) European enterprises invested between 0.5% and 3.0% of labour costs on CVT; (c) payments to external training providers made up the largest share of the direct costs of CVT courses; and (d) little promotion of CVT courses in enterprises through public training funds or subsidies. Five 'Statistics in focus' have been published containing results of CVTS2. These are indexed from TD/TNC 71.576 to TD/TNC 71.580.

**URL**

This document may be found on the Eurostat web site at:

<[http://europa.eu.int/comm/eurostat/Public/datashop/print-product/EN?catalogue=Eurostat&product=KS-NK-02-008-\\_\\_-N-EN&mode=download](http://europa.eu.int/comm/eurostat/Public/datashop/print-product/EN?catalogue=Eurostat&product=KS-NK-02-008-__-N-EN&mode=download)> (accessed November 2002)

**Descriptors**

Periodical, Statistics, Europe, Continuing vocational training, Enterprise, Survey, Poland, Czech Republic, Estonia, Hungary, Romania, Training cost, Cost, Fund, Financing, Expenditure, In service training, Staff development, Employer, Attitude, Comparative analysis, Data analysis

**Identifiers**

European Union, EU, Norway, Bulgaria, Latvia, Lithuania, Slovenia, Training investment

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Not focused on small business; statistics only

**Excluded****RecordID**

211

**Document\_no**

TD/TNC 73.205

**English\_title**

Using 'employee-led development' to promote lifelong learning in SMEs: a research note.

**Author**

Holden, Rick; Smith, Vikki & Devins, David

**Source**

Human resource development international 6 1 March 2003 p. 125-132

**Imprint**

London: Taylor & Francis, 2003.

**Abstract**

This paper discusses the evaluation of a project funded through the European Community initiative ADAPT. The project contributed to the ADAPT drive to assist companies and workers to address change. In this project, 'learning' was chosen as the major means by which this would be realised. The project sought to develop a commitment to continuous development and lifelong learning among participating companies and their employees. The project involved the resourcing and establishment of information and communication technology (ICT) based learning centres on each of three industrial estates. The project was managed by a university department of continuing education and delivered by three core partners: one tertiary college and two Training and Enterprise Councils (TECs). The project aimed to use the idea of employee-led development (ELD) to encourage individual employees to engage in their own development. The workforce on the industrial estates consisted mainly of unskilled males with no or low qualifications and part-time female staff. Their participation would bring about mutual benefits for individual and employer by enabling employees to become 'switched on to learning' and increasingly familiar with new technology. The evaluation was undertaken by members of Leeds Business School at Leeds Metropolitan University.

**Descriptors**

Article, Lifelong learning, Small business, Workplace learning, Organisation development, Employee, Participation, UK, Case study, Staff development, Individual development, Skill development, Partnership in education, Education industry relationship, Project evaluation, Unskilled worker, Part time worker

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Employee-led development through learning centres on estates; not meeting the needs of small business.

**Excluded****RecordID**

225

**Document\_no**

TD/TNC 74.452

**English\_title**

Report of the Business NZ skills and training survey 2003: findings of research / conducted by Business NZ and the Industry Training Federation of NZ for the Future of Work Research Programme Dept of Labour.

**Corp\_author**

Business NZ



Industry Training Federation of New Zealand. (ITF)  
New Zealand. Dept of Labour. Future of Work Research Programme

**Imprint**

[Wellington] [Dept of Labour], 2003. 105 p.

**Abstract**

This document provides the results of a research project. The aim of this project was to improve knowledge about the level and nature of enterprise-based training and the drivers for, and barriers to, training in the workplace in New Zealand. The research was based on a survey conducted by Business NZ in conjunction with the New Zealand Dept of Labour and the Industry Training Federation and builds upon research conducted by the New Zealand Employers' Federation in 1989, 1994 and 1997. The survey covered: respondent profile; prevalence and nature of training and skill development; causes and effects of training and skill development; and perceptions of industry training and Modern Apprenticeships. Among the findings are: 15% of the 479 enterprises that participated in the survey had five or fewer employees while 21% had 100 or more employees; 89% of respondent enterprises indicated that they were currently providing training for their employees; the mean amount spent on training over the previous 12 months was 3.7% of total payroll; 59% of the employees of respondent firms had undergone training in the last 12 months; in most firms, senior managers and/or owners played a significant role in decision making about training and skill development; the majority of respondents believed that skill development and training contributed to improved performance for their firm; cost was the most cited barrier to training provision; 42% of respondents were aware of an Industry Training Organisation (ITO) that covered that industry or enterprise; 33% of respondents indicated they were aware of Modern Apprenticeships; and 48% of respondents agreed or strongly agreed that ITO-arranged industry training effectively contributed to meeting the skill development and/or employment needs of their industry.

**URL**

This document may be found on the New Zealand Dept of Labour web site at:  
<<http://www.dol.govt.nz/PDFs/Skills%20and%20Training%20Survey%20Report%20-%20June%202003.pdf>> (accessed August 2003).

**Descriptors**

Report, New Zealand, Training, Skill development, Enterprise, Survey, Staff development

**Identifiers**

Modern Apprenticeship

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Employers' awareness rather than evaluating strategies; Not just small business; see 182 & 328

<b>Included – A list</b>
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**RecordID**

226

**Document\_no**

TD/WA 75.03

**English\_title**

Small business smart business get smart? get into training: final report & evaluation  
2002

**Author**

Duffy, Prue

**Corp\_author**

Western Australia. Dept of Training. (DET)  
Small Business Development Corporation. (SBDC)  
Business Enterprise Centre. (BEC)

**Imprint**

Perth: The Dept, 2003. 59 p.

**Abstract**

The aim of this evaluation is to provide information and recommendations on the 2002 Small Business Smart Business (SBSB) program conducted in metropolitan and regional areas of Western Australia (WA) from March to December 2002. The 2002 SBSB program was intended to improve productivity in the small business sector by enabling small businesses to access the training necessary for improved productivity. It was designed to provide eligible small businesses, that is those with an Australian Business Number (ABN) and less than 20 employees, with a training voucher valued up to \$200 towards approved training aimed at improving the productivity of their business. The objectives were: to ensure that the regional communities drive the SBSB processes; to ensure that the appropriate training is available to small business; and to develop strategic partnerships and a network of advocates for small business training for productivity. The 2002 SBSB program was delivered in 27 regional and 10 metropolitan Business Enterprise Centres (BECs), ensuring that local communities drove the process in Western Australia. It offered a wide range of training options that could be tailored to meet particular small business needs.

The evaluation found that 2002 SBSB does appear to have met its aims, with 86% of small businesses that responded to the survey saying the training had improved the productivity of their businesses. Analysis of the results of the survey revealed a change in training culture, with 91% of small business respondents including training on their business plan, compared with 65% before participation in 2002 SBSB. Further, most of the BECs reported that there were insufficient vouchers to support demand. More than half of all training was delivered by non registered training providers (RTOs), 80% of training in regional areas was delivered in the local area, and two thirds of training providers changed their approach or delivery, indicating a considerable degree of flexibility. The emphasis for 2002 SBSB was for the BECs to actively promote the benefits of training, as well as increasing competition in the training market, particularly in their local area. In addition, the emphasis was on helping small businesses identify their training needs in regard to improving business productivity. Because two thirds of small businesses found the BECs helpful in determining their training needs, some BECs experienced an excessive administrative load. Finally, the evaluation found that all major stakeholder groups want the SBSB program to continue.

**URL**

This document may be found on the Western Australian Dept of Education and Training web site at:  
<<http://www.training.wa.gov.au/resources/docs/SBSB%202002%20FINAL%20PDF.pdf>> (accessed November 2003)

**Descriptors**

Western Australia, Small business, Training, Evaluation, Training needs, Training opportunity, Training provider, Productivity

**Identifiers**

Australia

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Excluded****RecordID**

228

**Document\_no**

TD/TNC 76.271

**English\_title**

Core and entrepreneurial skills in vocational education and training: from concept and theory to practical application.

**Author**

Mansfield, Bob

**Corp\_author**

European Training Foundation. (ETF)  
Hammerton Associates (U.K.)

**Imprint**

Luxembourg: Office for Official Publications of the European Communities, 2003. 62 p.

**Abstract**

This report follows the implementation of a number of projects on standards development in the New Independent States and in particular in Kazakhstan. Local experts investigated the needs of employers and concluded that the availability of core and entrepreneurial skills in addition to the 'technical' ones is a critical issue. This report aims to clarify the development and use of core and entrepreneurial skills. It also explains how these skills were concretely developed in Kazakhstan in consultation with employers. It attempts to create a link between the concepts, theories and practical steps which vocational education and training (VET) practitioners can take to help young people develop skills that are of immediate use to employers in transition economies.

**URL**

This document may be found on the ETF web site at:

<[http://www.etf.eu.int/WebSite.nsf/Pages/528F07C56E7798A3C1256E05004FDA9E/\\$FILE/EECA\\_VET\\_Core+skills+\\_03\\_EN.pdf](http://www.etf.eu.int/WebSite.nsf/Pages/528F07C56E7798A3C1256E05004FDA9E/$FILE/EECA_VET_Core+skills+_03_EN.pdf)> (accessed January 2004)

**Descriptors**

Report, Entrepreneur, Transition economy, Kazakhstan, Key competency, Education industry relationship, Skill development, Employability

**Identifiers**

Entrepreneurial skill, New Independent States, NIS

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Not about small business; defining entrepreneurial and core skills.

<b>Excluded</b>
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**RecordID**

229

**Document\_no**

TD/TNC 76.466

**English\_title**

Competition, competence and conservation: a case study of strategic learning in the petrochemical industry.

**Author**

Hodges, David

**Imprint**

London: Triangle Journals, 2003. 6 p.

**Abstract**

This paper presents a case study of the implementation of the Diploma in Frontline Management Initiative (FMI) in a petrochemical company. The FMI is a nationally recognised management program targeting supervisors or first line managers. It emerged in response to the 1995 Report of the Industry Task Force on Leadership and Management Skills (Karpin Report - indexed at TD/TNC 43.53). The report advised that Australian companies could be more competitive internationally if leadership and management were improved. The implementation strategy in the petrochemical company involved an action learning approach that emphasised reflection and open conversations. However, problems were caused by the difficulty in defining competence and the inappropriateness of the action learning approach for the short term learning and development required in an increasingly competitive business environment.

The collected conference papers are indexed at TD/TNC 76.451 and TD/TNC 76.452. Selected individual papers are indexed from TD/TNC 76.453 to TD/TNC 76.480.

**URL**

This paper may be found on the Triangle website at:

<[http://www.triangle.co.uk/jvet/Resources/Hodges\\_amend.pdf](http://www.triangle.co.uk/jvet/Resources/Hodges_amend.pdf)> (accessed January 2004)

**Descriptors**

Conference paper, Management development, Supervisor, Case study, Training effectiveness, Relevance of education, Learning method, Evaluation

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Not small business

**Excluded****RecordID**

231

**Document\_no**

TD/TNC 76.471

**English\_title**

Public subsidy of private on-the-job training: policy lessons from California's Employment Training Panel.

**Author**

Moore, Richard W.; Blake, Daniel R.; Phillips, G. Michael & Gorman, Phillip

**Imprint**

London: Triangle Journals, 2003. 7 p.

**Abstract**

The California Employment Training Panel provides public funding for training of incumbent workers in private companies in the state of California in the US. The Panel's programs are supported by a dedicated payroll tax. As part of its program, the Panel directs 17% of its funds into on-the-job training to support the transfer of skills from the classroom setting to the workplace. This paper presents the results of an evaluation of the on-the-job training component of training completed in 2002. The evaluation revealed five key issues related to on-the-job training that will need to be addressed by policy makers as they consider subsidising on-the-job training. Some issues represent barriers to the effectiveness of on-the-job training in terms of skill development and improved productivity. Others are related either to training cost or the ability to monitor training activities.

The collected conference papers are indexed at TD/TNC 76.451 and TD/TNC 76.452. Selected individual papers are indexed from TD/TNC 76.453 to TD/TNC 76.480.

**URL**

This paper may be found on the Triangle website at:

<[http://www.triangle.co.uk/jvet/Resources/Moore\\_et\\_al.pdf](http://www.triangle.co.uk/jvet/Resources/Moore_et_al.pdf)> (accessed January 2004)

**Descriptors**

Conference paper, USA, Subsidy, On the job training, State aid, Training effectiveness, Training efficiency, Evaluation, Private enterprise,

**Identifiers**

California Employment Training Panel

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Not about small business needs; barriers to effectiveness of on-the-job training to support transfer of skills from classroom setting.

**Included – B list****RecordID**

233

**Document\_no**

TD/WA 76.05

**English\_title**

Small business taskforce report: meeting the training needs of small business in Western Australia.

**Corp\_author**

Western Australia. State Training Board. (STB)

**Imprint**

Perth, W.A. State Training Board, 2003. 19 p.

**Abstract**

Small businesses employ an estimated 364,000 people which accounts for nearly 50% of Western Australia's private sector workforce and includes traditional trades, high technology business services, biotechnology, manufacturing and a vast range of homebased enterprises. This report has been prepared by the State Training Board (STB) Taskforce on Small Business in response to a request from the former Minister for Training for the Board to identify strategies to better meet the training needs of small business in Western Australia.

While there are many training options available for the small business sector, small business owner/operators and employees continue to participate in training at a much lower rate than their counterparts in mid to large sized businesses. The Taskforce has identified a number of issues that are affecting the small business sector's level of participation in training. These include: small business is not always well informed about the range of training due to difficulty in locating and navigating through available training information; time is a major factor for small business and conventional training delivery is not always sufficiently tailored to the needs of small business; training delivery strategies such as business coaching and mentoring are preferred to classroom delivery by small business operators, but are currently available on a limited basis; cost is a major issue for small business and training can be viewed as an expensive luxury; small business does not always see the bottom line benefits that training can bring; and small business is deterred from taking on more apprentices and trainees because of the time and effort involved. The report identifies strategies to improve training in the sector so small businesses can continue to remain innovative, creative and competitive. Key recommendations include the development of a small business training portal in conjunction with the Small Business Development Corporation (SBDC), improved target marketing, and expanded and more affordable access to online training.

**Descriptors**

Western Australia, Small business, Training effectiveness, Training evaluation, Training needs, Participation, Strategic planning

**Identifiers**

Australia

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion from A list**

Descriptive not evaluation of intervention strategy; Overview of research and consultation; issues/barriers identified; also list of references and websites; Recommendations include to develop SB training portal in conjunction with SBDC; improve target marketing, and expanded and more affordable access to online training.

<b>Included – A list</b>
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**RecordID**

236

**Document\_no**

TD/TNC 77.142

**English\_title**

Evaluation of the pilot Small Firm Development Account.

**Author**

Hirst, Andy; Lefauchaux, Morgane & Rinne, Sini

**Corp\_author**

Great Britain. Dept for Education and Skills. (DfES)

Cambridge Policy Consultants (U.K.). (CPC)

**Imprint**

Nottingham, U.K. Dept for Education and Skills, 2003. viii, 54 p.

**Abstract**

The Small Firm Development Account (SFDA) pilot program operated in the UK

between April 2002 and April 2003. Its broad aims were to: (1) increase the number of small businesses taking part in developing their workforce, particularly at basic and intermediate levels, to improve business performance; and (2) develop an internal resource for small businesses able to identify workforce development opportunities and engage with diverse training provision to identify the most effective solution. This report presents the findings from an evaluation carried out between June 2002 and March 2003. The evaluation explored the following issues: why some companies engaged with SFDA and others did not; how various elements of SFDA support have facilitated changes in company practices and procedures; the extent of any changes in the way businesses are run, specifically those associated with workforce development which occur as a result of SFDA; the extent to which SFDA has achieved its objectives and the degree to which these would have been achieved in the absence of SFDA; and the potential for improvements in the process. The results of the evaluation suggest that the SFDA pilots have been successful. Companies indicated that financial support was an important factor in their initial interest in participating but half said that they would have participated if financial support were not available. This indicates the value they placed on support and advice in developing a structured approach to training.

#### **URL**

This document may be found on the Dept for Education and Skills (DfES) web site at: <<http://www.dfes.gov.uk/research/data/uploadfiles/RR466.pdf>> (accessed March 2004)

#### **Descriptors**

UK, Research report, Small business, Fund, Evaluation, Pilot project, Staff development, Organisation development, Participation, Subsidy

#### **Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

#### **Excluded**

##### **RecordID**

240

##### **Document\_no**

TD/TNC 78.137

##### **English\_title**

Regional development, innovation, skill needs and training: a pilot study in the Shire of Gannawarra, Victoria.

##### **Author**

Selby Smith, Chris & Ferrier, Fran

##### **Corp\_author**

Monash University-ACER. Centre for the Economics of Education and Training. (CEET)

##### **Imprint**

Monash, Vic. CEET, 2004. 61 p.

##### **Abstract**

This project, undertaken during 2003, was a pilot investigation of the relationship between innovation and the provision of education and training in regional Australia. A large number of industries and enterprises in the Gannawarra region of Victoria are involved in innovative activities and this is leading to changes in the types of training being sought. The study examined four questions. How closely does the supply of education and training match the skill requirements of enterprises? Is there a mismatch between the education and training that is provided, and what is needed, or does one develop as enterprises innovate? What is the magnitude of the problem and are difficulties experienced by only a handful of enterprises, perhaps operating at the leading-edge of their industries, or are they more general? What kind of a response is required, if any? The study found that there is some dissatisfaction among enterprises with the response from education and training providers to their changing skill needs. Issues arising included: the extent to which training providers could give greater assistance to enterprises; and whether training providers could have more access to the specialised knowledge of professional or industry associations and of equipment suppliers. The establishment of Local

Learning and Employment Networks (LLENs) by the Victorian Government has been successful in strengthening relationships between educational providers, communities and industry. It is suggested that, if adapted to suit local conditions, similar networks might also be successful in other parts of Australia in helping education and training adapt to meet local needs.

**URL**

This document may be found on the Centre for the Economics of Education and Training (CEET) web site at:  
<<http://www.education.monash.edu.au/centres/ceet/docs/workingpapers/wp55may04selbysmith.pdf>> (accessed June 2004)

**Descriptors**

Education industry relationship, Innovation, Working paper, Pilot study, Victoria, Regional development, Training employment relationship, Training, Vocational education, Skill shortage, Network, Relevance of education

**Identifiers**

Australia

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Not evaluating intervention strategy; employer views but not necessarily small business.

<b>Excluded</b>
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**RecordID**

241

**Document\_no**

TD/TNC 78.269

**English\_title**

Entrepreneurial careers of women in Zimbabwe.

**Author**

Ncube, Lisa B. & Greenan, James P.

**Source**

Journal of vocational education research 28 3 2002 p. 217-258

**Imprint**

Columbus, Ohio: American Vocational Education Research Association, 2003.

**Abstract**

The purpose of this study was to investigate the pathways of entrepreneurial career development and the processes involved for women to become entrepreneurs in Zimbabwe. Women entrepreneurs were studied to gain an understanding of why women chose self-employment and how local enterprise programs should be designed to benefit them. The study examined how women's experiences, the environment, and other contextual factors have assisted to shape women's entrepreneurial careers; and examined programs and policies for supporting skill and technology acquisition and development in small and medium enterprises. It was the intention of the study to identify the priority needs of individual women entrepreneurs. A hermeneutic phenomenological life-course approach to women's careers in Zimbabwe was used to investigate entrepreneurship. This holistic approach captured the complexity of women's entrepreneurial careers. Accumulating various forms of economic, social, and cultural capital facilitated the development of entrepreneurial careers. Women's agency or the ability to carry out initiatives was critical to overcoming social and economic subjugation in the colonial and post-colonial states. Entrepreneurial outcomes included gain in capital and power as well as construction and acquisition of skills. In addition, women entrepreneurs became increasingly visible as they developed more power within society. Technology played an important role in the development of enterprises. Published abstract. Copyright held by JVER.

**URL**

This issue of 'The journal of vocational education research' may be found on the Digital Library and Archives web site at:  
<<http://scholar.lib.vt.edu/ejournals/JVER/v28n3/pdf/v28n3.pdf>> (accessed June 2004)

**Descriptors**

Article, Research study, Career development, Women, Entrepreneur, Self employment, Zimbabwe, Skill development, Technology, Training program, Literature survey, Developing country, Data analysis, Case study

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

No intervention strategy evaluated

<b>Excluded</b>
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**RecordID**

247

**Document\_no**

TD/TNC 80.395

**English\_title**

Creating an entrepreneurial Europe: the activities of the European Union for small and medium-sized enterprises (SMEs).

**Corp\_author**

Commission of the European Communities

**Imprint**

Brussels: Commission of the European Communities, 2003. 112 p.

**Abstract**

This report provides an overview of the activities of the European Union (EU) for small and medium-sized enterprises (SMEs) and how the SME dimension has been incorporated within European Community policies and programs. The report describes a broad range of different policies, programs and instruments that all help SMEs, either directly or indirectly. The report's structure corresponds to the areas of the European Charter for Small Enterprises, along with other policy areas not covered by the Charter but relevant for SMEs. Charter areas of activity are: education and training for entrepreneurship; improving business start-up procedures; better legislation and regulation; developing the right skills and competences; improving online access; Internal Market strategy; taxation; financial services; strengthening the technological capacity of SMEs; successful e-business models; and business support services. Other policy areas not covered by the Charter are: competition; employment and social issues; the environment; energy, transport and telecommunications; Structural Funds; and agricultural and rural development. Activities associated with EU enlargement, pre-accession and cooperation with non-Member countries are also covered, for example, internationalisation of SMEs. An overview of the major programs and instruments providing aid for SMEs is given in a summary table, with the participation rates of SMEs in the programs in terms of both their number and the budgetary amounts involved.

**URL**

This document may be found on the European Commission web site at:  
<[http://europa.eu.int/comm/enterprise/entrepreneurship/promoting\\_entrepreneurship/doc/2003sec58\\_en.pdf](http://europa.eu.int/comm/enterprise/entrepreneurship/promoting_entrepreneurship/doc/2003sec58_en.pdf)> (accessed December 2004)

**Descriptors**

Small business, Enterprise, Report, Organisation development, Institutional role, Policy analysis, Development policy, Entrepreneur, Skill development, Small and medium enterprise, **Identifiers**

Europe, European Union, Business support services

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Not research; policy; promotional.



<b>Included – A list</b>
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**RecordID**

260

**Document\_no**

TD/TNC 81.148

**English\_title**

Evaluation of the pilot Small Firm Development Account: year 2.

**Author**

Hirst, Andy; Lefaucheux, Morgane & Rinne, Sini

**Corp\_author**

Great Britain. Dept for Education and Skills. (DfES)

Cambridge Policy Consultants (U.K.). (CPC)

**Imprint**

Nottingham, U.K. DfES, 2005. viii, 52 p.

**Abstract**

The Small Firm Development Account (SFDA) pilot program operated in the UK between April 2002 and April 2003. Its broad aims were to: (1) increase the number of small businesses taking part in developing their workforce, particularly at basic and intermediate levels, to improve business performance; and (2) develop within the small business, an internal resource or 'training champion' able to identify workforce development opportunities and engage with diverse training provision to identify the most effective solution. Following the successful delivery of the SFDA pilots in 2002/03, it was extended for a further year to reinforce the principles of structured training and test different methods of learning. Second year aims were: (1) to embed and develop the training plan approach in companies; (2) to offer clients a mentoring facility as a further option in relationship building between companies and business support services; and (3) to offer clients additional support, including management and leadership training for key workers, specifically targeted at areas of weakness in first year plans. The evaluation concludes that SFDA year 2 has achieved its primary objective to fully embed a structured approach to training within the vast majority of participating companies.

The first year evaluation report is indexed at TD/TNC 77.142.

**URL**

This document may be found on the DfES web site at:

<<http://www.dfes.gov.uk/research/data/uploadfiles/RR619.pdf>> (accessed April 2005)

**Descriptors**

Small business, Financial aid, Fund, Staff development, Organisation development, Participation, Subsidy, Pilot project, Evaluation

**Identifiers**

UK

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

<b>Included – A list</b>
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<b>Supporting evidence</b>
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**RecordID**

261

**Document\_no**

TD/TNC 81.391

**English\_title**

Employers collaborating to raise skills in supply chains and clusters.

**Corp\_author**

Confederation of British Industry (U.K.). (CBI)

**Imprint**

London: CBI, 2005. 141 p.

**Abstract**

In 2003, the Confederation of British Industry (CBI) was commissioned by the Dept for Education and Skills (DfES) as part of the government's Skills Strategy (indexed

at TD/TNC 74.416), to identify how businesses can enhance their performance by collaborating to increase skills and innovation in clusters and supply chains, and to help stimulate further development in this area. The CBI undertook quantitative and qualitative research to examine the extent, objectives, nature and benefits of employer collaboration on skills, as well as drivers and barriers to success. The research revealed that, almost without exception, the employers studied who collaborate on skills indicated that this activity positively influences business performance. The most common specific business benefits of collaboration are: improvements in employees' competence, working practices, product/service quality and customer satisfaction. Employers collaborate on skills in various ways, usually working together in a sector, although the research found considerable collaborative activities on skills in the local area and in the supply chain. Four broad types of business groupings in which employers collaborate were identified: local area-related sector (the 'classic' cluster); local area-disparate sector; national sector; and the supply chain. The most common specific aim of collaboration is to improve employees' job specific skills, and there is also considerable interest in developing employees' generic skills. It was found that skills collaborations most commonly involve higher-level employees, particularly managers, a trend particularly pronounced in small and medium enterprises (SMEs). The report suggests that while the research revealed extensive evidence of good practice among CBI member firms, it is likely that the level of collaborative working is not as well-established in the wider economy. The CBI suggests that with appropriate opportunities, information and support, many more companies would be willing to work together on skills to raise business performance. Based on the research findings, the report provides a range of policy recommendations designed to facilitate and promote business collaboration on skills and innovation.

#### **URL**

This document may be found on the DfES web site at:

<[http://www.dfes.gov.uk/skillsstrategy/\\_pdfs/whitePaper\\_PDFID103.pdf](http://www.dfes.gov.uk/skillsstrategy/_pdfs/whitePaper_PDFID103.pdf)> (accessed May 2005)

#### **Descriptors**

Performance, Cooperation, Skill development, Innovation, Staff development, Organisation behaviour, Enterprise, Small business, Research report

#### **Identifiers**

UK, Small and medium enterprise

#### **Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

#### **Excluded**

#### **RecordID**

265

#### **Document\_no**

TD/TNC 82.533

#### **English\_title**

'Investing in people': towards a Queensland Small Business Management Skills Strategy: discussion paper.

#### **Corp\_author**

Queensland. Dept of Business, Industry and Regional Development. (DBIRD)

#### **Imprint**

[Brisbane] Queensland Government, [1996?]. iii, 20 p. + appendix

#### **Abstract**

With skill development within the small business sector recognised as essential to the growth of the Queensland economy, this discussion paper aims to develop a strategy that will enhance the skills of small business owners and operators. The number of small business owners who take steps to improve their skills is currently very low, and the reasons for this are addressed in the Strategy developed by the Government. The Strategy specifically aims to enhance the relevance and credibility of management training for small business owners/operators and to increase small business participation in learning activities. Various parts of the paper include: The consultation process; Overview; Defining skills development; Demand side issues;

Supply side issues; and Options.

**Descriptors**

Small business, Training, Skill development, Participation, Management development

**Identifiers**

Australia, Queensland

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Descriptive and promotional; background discussion paper to develop policy, suggestions for further research.

<b>Included – B list reference</b>
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**RecordID**

266

**Document\_no**

TD/TNC 82.433

**English\_title**

Enterprising, franchised and online: towards a model of e-learning for small businesses: project report.

**Author**

Ward, Catriona & Bennett, Deb

**Corp\_author**

Australian Flexible Learning Framework. (AFLF)

**Imprint**

Brisbane: Australian Flexible Learning Framework, 2004. 40 p.

**Abstract**

This report from the 'New practices in flexible learning' project describes an interactive e-learning model, 'enAble', which provides a pathway for industry and organisations to undertake and implement e-learning in small to medium-sized enterprises (SMEs). The web-based model divides the process of implementing e-learning into four manageable steps which help clarify e-learning for industry. The aim is to enable SMEs to incorporate e-learning within their training programs. This has previously been difficult because of a lack of resources, skills and expertise. The model is intended to help businesses in knowing where to start, where to get support, who to work with and how to keep their training programs moving forward. The development of the model involved working with small franchised business to explore their training needs, the ways they engaged their employees, the barriers to technology and how resources and skills could best be utilised and shared between the businesses. The final model was tested and trialed with another industry sector, the golf industry, and was proven to be transferable and relevant to their needs. The model: (1) can be used with other vocational education and training (VET) providers and industry clusters across Australia; (2) will increase the opportunity to build relationships and partnerships between VET providers and industry clusters; (3) encourages and supports the uptake of flexible delivery in SMEs; (4) provides a process to engage more industry and businesses to flexible delivery, which in return will give employees greater access to training; and (5) will lead to new business practices for SMEs in Australia.

**URL**

This document may be found on the AFLF web site at:

[http://www.flexiblelearning.net.au/projects/media/enterprising\\_project\\_report.pdf](http://www.flexiblelearning.net.au/projects/media/enterprising_project_report.pdf)  
(accessed September 2005)

**Descriptors**

Project report, Online learning, Model, Flexible delivery, Staff development, On the job training, Access to education, Partnership in education, Education industry relationship

**Identifiers**

Australia, E-learning, Small and medium enterprise

**Source\_name**

VOCED www.voced.edu.au

**Reason for exclusion from A list**

Description of e-learning model trialled in franchises; Reference related to franchising and e-learning;

**Included – B list  
reference****RecordID**

267

**Document\_no**

TD/NSW 83.09

**English\_title**

The role of VET providers in delivering improved outcomes across skill networks: phase 2 final report May 2005.

**Corp\_author**

New South Wales . Dept of Education and Training \ (DET)

**Imprint**

[Sydney] NSW Dept of Education and Training, 2005. 19 p.

**Abstract**

This is the final project report to the Australian National Training Authority (ANTA), which was abolished on 30 June 2005. ANTA's national responsibilities for vocational education and training (VET) were passed to the Dept of Education, Science and Training, to which this national project will report in the future. The objective of this ANTA national project was to reposition policy on work and skills as a key component of economic and regional development initiatives using a skill ecosystem approach. The skill ecosystem approach is concerned with the broad challenges to workforce development and innovation in a particular industry, regional or local context. In the demonstration projects, VET providers work in a partnership or network setting with a wide range of stakeholders, including industry representatives and regulatory bodies, to identify solutions to business challenges. Active learning then takes place as one or more strategies (which include, but go beyond, skill formation) are trialled. The report summarises the outcomes and lessons of the 2003-04 demonstration projects, examines the national project's success in disseminating these learnings, and flags the commencement of the latest round of demonstration projects.

**URL**

This document may be found on the skillecosystem.net web site at:

<[http://www.skillecosystem.net/data/files/general/Progress%20report%20for%20ANTA%20May%2005%20\\_SPR%2004\\_00213\\_%20website%20version.pdf](http://www.skillecosystem.net/data/files/general/Progress%20report%20for%20ANTA%20May%2005%20_SPR%2004_00213_%20website%20version.pdf)>  
(accessed November 2005)

**Descriptors**

National project, Skill development, Industry, Network, Final report, Labour market, Innovation, Small and medium enterprise, Research and development, Regional development, Project evaluation

**Identifiers**

Australia, Skill ecosystem

**Source\_name**

VOCED www.voced.edu.au

**Reason for exclusion from A list**

Progress on demonstrations projects but fuller evaluation reports to come.

**Excluded****RecordID**

268

**Document\_no**

TD/TNC 83.217

**English\_title**

Chartered Institute of Professional Development (CIPD) annual survey report, 2005: training and development.

**Corp\_author**

Chartered Institute of Personnel and Development (U.K.). (CIPD)

**Imprint**

London: CIPD, 2005. 40 p.

**Abstract**

This survey report provides 2005 data on current and emerging practice in the UK, covering: economic influences on training and development; trends in training practices; e-learning; organisations' future skills requirements; apprenticeship programs; leadership development; gaining manager buy-in to training; and training spend and budgets. Key findings include: while traditional training methods such as on-the-job training, conferences and formal education courses remain more commonly used than the newer methods like e-learning and knowledge-sharing events, the 'newer' training methods are rising in popularity and coaching by line managers is now used by 88% of respondents and 72% use mentoring/buddying schemes; on-the-job training, instructor-led training, off-the-job and formal education courses are judged to be the most effective training methods; the main drivers behind changing skills requirements are achieving the organisational strategy and driving quality improvements; and 58% of respondents say they are involved in National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs), but under a third are involved with apprenticeship programs at Level 2 or advanced levels.

**URL**

This document may be found on the CIPD web site at:

<<http://www.cipd.co.uk/NR/rdonlyres/271CD424-507C-4E4A-99B6-1FAD80573E4A/0/traindevtsurvrept05.pdf>> (accessed October 2005)

**Descriptors**

Report, Survey, Trend, Training, Skill development, Leadership, Apprenticeship, Training method, Online learning, Economic implication, Staff development

**Identifiers**

UK

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

No intervention strategy; not focussed on SMEs.

**Excluded****RecordID**

273

**Document\_no**

TD/TNC 83.274

**English\_title**

Promoting female entrepreneurship in Mauritius: strategies in training and development.

**Author**

Day-Hookoomsing, Patricia & Essoo, Vedna

**Corp\_author**

International Labour Organisation \ Job Creation and Enterprise Dept \ InFocus Programme on Boosting Employment through Small Enterprise Development \ (IFP/SED)

**Imprint**

Geneva: ILO, 2003. xii, 68 p.

**Abstract**

This paper will focus on female entrepreneurship in Mauritius, more specifically the role of training and human resource development in promoting female entrepreneurship. The study begins with a situational analysis of female entrepreneurship in Mauritius based on national statistics and trends, and then investigates the *raison-d'être* for encouraging women to become entrepreneurs. It then focuses on training and human resource development with emphasis on the national policies and various training initiatives by different institutions. A vital component of this study is a survey on female entrepreneurship in Mauritius carried out among 25 women entrepreneurs.

Published abstract.

**URL**

This document may be found on the ILO web site at:

<<http://www.ilo.org/dyn/empent/docs/F1595415261/WP58-2003.pdf>> (accessed November 2005)

**Descriptors**

Working paper, Entrepreneur, Human resource development, Women, Training, Survey, Self employment, Statistical analysis

**Identifiers**

Mauritius

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Not evaluation of strategy; background & barriers.

**Excluded****RecordID**

279

**Document\_no**

TD/TNC 67.171

**English\_title**

Jobrotation: combining skills formation and active labour market policy.

**Author**

Siebert, Reiner

**Source**

Learning at work / edited by Frank Coffield. Coffield, Frank Economic and Social Research Council. (ESRC) p. 15-21

**Imprint**

Bristol, U.K. Policy Press, 1998.

**Abstract**

This article reports on research carried out under the Economic and Social Research Council's (ESRC's) Learning Society Programme. The program comprised 14 projects involving research into the learning society and the ways in which it can contribute to the development of knowledge and skills for employment and in other areas of adult life. Jobrotation provides educational leave for employees to upgrade their work-related skills and knowledge while at the same time offering new employment opportunities for unemployed people who act as substitutes in the temporarily vacant jobs. The international project entitled 'Jobrotation' is currently being implemented in 14 countries of the European Union. This article provides an overview of the jobrotation concept and the project 'Jobrotation NRW' currently in progress in Germany. The focus is on the employment and labour market aspects of jobrotation, in particular the attitudes towards the transition from unemployment to regular employment. The author also highlights the educational aspect of jobrotation in terms of the reactions and expectations of employees within the context of the skill formation needs and demands in small and medium-sized enterprises (SMEs). The volume from which this article is taken is indexed at TD/TNC 67.169. Other publications from the ESRC Learning Society Programme are indexed at TD/TNC 67.145, TD/TNC 67.152, TD/TNC 67.176, TD/TNC 67.185, and TD/TNC 67.192.

**Descriptors**

Learning society, Educational leave, Small business, Small and medium enterprise,

Germany, Federal Republic, Job rotation, Continuing vocational training, Staff development, Employment opportunity, Unemployed, Personnel management, Temporary employment, Skill development  
Research results, Labour market

**Identifiers**

European Union, EU

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Not evaluation of strategy. See study **198** for final report of 14 countries

<b>Excluded</b>
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**RecordID**

290

**Document\_no**

TD/TNC 62.586

**English\_title**

HRD innovations: a case study from the Finnish paper industry.

**Author**

Nurmi, Ville

**Source**

ECER 99: conference proceedings: web page. Lasonen, Johanna Manning, Sabine Mulder, Martin Streumer, Jan (ed.) European Educational Research Association. (EERA) Vocational Education and Training NETwork. (VETNET) Academy of Human Resource Development. (AHRD) University of Jyväskylä. Institute for Educational Research. (IER) 6 p

**Imprint**

Leeds, U.K. Education-line, Brother Library, University of Leeds, 1999.

**Abstract**

The European Conference on Educational Research (ECER) is organised annually by the European Educational Research Association (EERA) to provide a European forum on discourse about the latest research findings on education in Europe and world-wide. This conference aims to foster mutual work and communication amongst researchers in Europe and encourage dialogue between researchers and those involved in decision-making in both policy and practice fields. Selected papers have been indexed from TD/TNC 62.562 to TD/TNC 62.595.

This paper reports on a descriptive study of innovations applied in the largest human resource development program (HRD) ever undertaken in Finnish industry. The program was designed to train workers and frontline managers to operate a state-of-the-art fine paper mill. The study described the innovations of the program and identified the innovative aspects. The paper begins with a conceptual definition of HRD. The innovations of the program are described within the categories of context, input, process and product innovations. The author provides concluding comments on the provision of on-the-job training to meet the ongoing skill requirements of industries characterised by sophisticated and expensive production machinery and rapidly changing production techniques.

**URL**

The full text of this paper may be found at:

<<http://www.leeds.ac.uk/educol/documents/000001156.htm>> (accessed June 2000).

**Descriptors**

Electronic document, Conference paper, Case study, Pulp and paper industry, Finland, Innovation, Human resource development, Training needs, Skill upgrading, Vocational training, Training program, On the job training

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Not small business; not research; program description.

**Excluded****RecordID**

292

**Document\_no**

TD/TNC 64.448

**English\_title**

The business incubation concept: global possibilities for vocational-technical education / Victor M. Hernandez-Gantes.

**Author**

Hernandez-Gantes, Victor M.

**Source**

Workforce preparation in a global context. Lasonen, Johanna (ed.) p. 67-84

**Imprint**

Jyvaskyla, Finland: Institute for Educational Research, 1999.

**Abstract**

In today's global economy, businesses need entrepreneurial skills as well as technical and business skills in order to survive. The business incubation concept is an environment where firms are nurtured and provided with opportunities to develop entrepreneurial skills. This paper looks at the experience of entrepreneurs, business incubator managers and post-secondary institutions involved collectively in educational and training strategies aimed at promoting entrepreneurship. The author suggests that entrepreneurial programs in conjunction with business incubation experiences can be used globally to promote entrepreneurship, create jobs and stimulate economic growth.

The volume of collected papers is indexed at TD/TNC 64.443 and individual papers are indexed from TD/TNC 64.444 to TD/TNC 64.464.

**Descriptors**

Business economics, Management development, Vocational education, Cooperation, Enterprise, Skill development, Cooperative program, College industry relationship

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Not sufficiently relevant to review question; Results of survey of entrepreneurs in incubators (nine case studies which support findings are written up elsewhere); includes incubators sponsored by two-year technical colleges; concludes technical colleges need to focus on entrepreneurial development training.

**Excluded****RecordID**

310

**Document\_no**

TD/TNC 71.223

**English\_title**

Innovation and learning in small companies.

**Author**

Nieuwenhuis, Loek F. M.

**Source**

The dynamics of VET and HRD systems / edited by Loek F. M. Nieuwenhuis and Wim J. Nijhof. Nieuwenhuis, Loek F. M. Nijhof, Wim J. p. 125-137

**Imprint**

Enschede, Netherlands: Twente University Press, 2001.

**Abstract**

This chapter contributes to a discussion of the shaping of learning processes in vocational education and training (VET) and human resource development (HRD) in the knowledge-based economy. The author presents a case study of innovating entrepreneurs in small companies. Most science and technology policies designed to enhance innovation within small and medium-sized enterprises (SMEs) are based on a linear model where the new technology is developed at specialised research



institutes and disseminated through a knowledge infrastructure to the shop floor. However, entrepreneurial learning appears to be interactive. The chapter focuses on the way in which agricultural entrepreneurs organise their knowledge networks in order to develop as innovative and learning enterprises. The author analyses linear and interactive policies to develop a theoretical framework in which innovative strategies and learning processes are related. It is argued that interactive innovation policies should facilitate creative rather than programmed learning.

The volume from which this chapter is taken is indexed at TD/TNC 71.214.

Individual chapters are indexed from TD/TNC 71.215 to TD/TNC 71.226.

**Descriptors**

Learning, Small business, Small and medium enterprise, Learning process, Innovation, Agricultural industry, Model, Knowledge economy, Learning organisation, Network, Policy formation, Entrepreneur, Research and development, Technology, Science

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Not evaluation of intervention strategy; Theoretical framework.

<b>Excluded</b>
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**RecordID**

319

**Document\_no**

TD/TNC 82.57

**English\_title**

Understanding the size of the problem: the National Skills Development Strategy and enterprise training in South Africa / Azeem Badroodien.

**Author**

Badroodien, Azeem

**Source**

in *Shifting understandings of skills in South Africa: overcoming the historical imprint of a low skills regime* / edited by Simon McGrath ... [et al.]. McGrath, Simon; Badroodien, Azeem & Kraak, Andre; Unwin, Lorna p. 140-157

**Imprint**

Cape Town, South Africa: HSRC Press, 2004.

**Abstract**

This chapter contributes to a critical analysis of South Africa's current skills development strategy and the prospects for successfully upskilling the population. It explores the extent to which the goals of the National Skills Development Strategy (NSDS) (indexed at TD/TNC 75.378) are being achieved in South Africa today. The analysis is based on the findings of research undertaken between 1999 and 2002 to identify the volume of training in the private sector. Key indicators that characterise enterprise training in South Africa and that will determine the success of the NSDS are suggested. The chapter documents the progress of the success indicators for the NSDS, describes the features of training in terms of type and variance, size, sector, mode and duration, and explores the potential of training in the micro and small enterprise (MSE) sector. The author observes that the NSDS institutional regime has great potential to reverse the low skills levels of the last few decades. However, further state intervention to redress structural inequalities in the labour market and 'low skill' barriers, and greater commitment from employers to treat training as an asset to productivity and growth, will be required to realise a new skills regime in the country.

The volume from which this chapter is taken is indexed at TD/TNC 82.51. Individual chapters are indexed from TD/TNC 82.52 to TD/TNC 82.62.

**URL**

The document from which this chapter is taken may be found on the Human Sciences Research Council (HSRC) web site at:  
<[http://www.hsrcpublishers.ac.za/user\\_uploads/tblPDF/2040\\_00\\_Shifting\\_Understandings\\_of\\_Skill\\_in\\_SA~19112004110356AM.pdf](http://www.hsrcpublishers.ac.za/user_uploads/tblPDF/2040_00_Shifting_Understandings_of_Skill_in_SA~19112004110356AM.pdf)> (accessed May 2005)

**Descriptors**

Training policy, Outcome of education, Research results, Educational indicator, Performance indicator, Skill development, Policy analysis, Government role, Employer attitude, In service training, On the job training

**Identifiers**

South Africa, Training effectiveness, Enterprise training, Small and medium enterprise, Microenterprise

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Not evaluation of intervention strategy.

**Excluded****RecordID**

326

**Document\_no**

EJ631926

**English\_title**

The Contribution of University Business Incubators to New Knowledge-based Ventures: Evidence from Italy.

**Author**

Grimaldi, Rosa; Grandi, Alessandro;

**Source**

Industry & Higher Education v15 n4 p239-50 Aug 2001

**Imprint**

2001-00-00. N/A

**Abstract**

University business incubators give businesses access to labs and equipment, scientific-technical knowledge, networks, and reputation. A study of incubators in Italy shows they do not resolve inadequate funding or lack of management and financial skills. However, the networking capacity can offset these problems.

(Contains 25 notes/references.) (SK)

**Descriptors**

Foreign Countries; Networks; Organizational Development; Research Utilization; Small Businesses; Universities;

**Source\_name**

ERIC

**Reason for exclusion**

Not evaluation of intervention strategy; six academic spin-off companies.

**Excluded****RecordID**

328

**Document\_no**

EJ636482

**English\_title**

Creating 'Learning' Industrial Estates: Addressing Lifelong Learning in Small and Medium Enterprises.

**Author**

Devins, David; Smith, Vikki & Holden, Rick;

**Source**

Research in Post-Compulsory Education v6 n2 p205-21 2001

**Imprint**

2001-00-00. N/A

**Abstract**

Establishment of learning centers in British industrial estates was evaluated through telephone and mail questionnaires, focus groups, and case studies. The objective of learning networks was not fully realized. Tensions between the needs and interests of employers, learning providers, and individual workers was found. (SK)

**URL**

[http://www.journalsonline.tandf.co.uk/\(tnh3pm45nsshej45u4ru2b45\)/app/home/main.asp](http://www.journalsonline.tandf.co.uk/(tnh3pm45nsshej45u4ru2b45)/app/home/main.asp)

**Descriptors**

Adult Education; Educational Improvement; Employer Employee Relationship; Foreign Countries; Lifelong Learning; Small Businesses;

**Source\_name**

ERIC

**Reason for exclusion**

Not evaluation of intervention strategy; needs of individuals not small business; see also 182.

**Excluded****RecordID**

330

**Document\_no**

ED415350

**English\_title**

Learning in Smaller Companies. Final Report.

**Author**

Seagraves, Liz; Osborne, Mike; Neal, Peter; Dockrell, Richard; Hartshorn, Christina; Boyd, Alison;

**Source**

N/A N/A

**Imprint**

1996-03-00. 51

**Abstract**

The Learning in Smaller Companies (LISC) project was undertaken to develop links between academic institutions and work-based learning in Scotland. The University of Stirling worked with Falkirk College and Clackmannan College to create a number of work-based learning schemes for employers in small and medium-sized enterprises. The programs were designed for delivery at various academic levels from pre-higher to postgraduate education and in a range of modes, including traditionally assessed courses and portfolio schemes based on accreditation of competence. The LISC project emphasized flexible delivery schemes compatible to employers' needs and an overall framework that is based on accreditation of competence. The following programs have been delivered through the LISC project: Scottish Vocational Qualifications; Scottish Vocational Education Council National Certificate modules; Higher National Certificate qualifications; University Access courses; and the postgraduate Certificate in Small and Medium Enterprise Management. During the past 2 years, 28 companies within the geographic area covered by Forth Valley Enterprise have participated in the project. The project has attracted small and medium-sized firms from a wide range of industrial and commercial sectors. (Appended are lists of steering group and focus group members and project outputs and dissemination activities. The bibliography contains 25 references.) (MN)

**Descriptors**

Articulation (Education); Case Studies; Competency Based Education; Conventional Instruction; Education Work Relationship; Foreign Countries; Higher Education; Portfolios (Background Materials); Professional Development; Program Development; Program Effectiveness; School Business Relationship; Small Businesses; Student Evaluation; Two Year Colleges; Work Experience Programs;

**Source\_name**

ERIC

**Reason for exclusion**

Not research, description; promotional - see 331 also.

**Excluded – see  
also 330****RecordID**

331

**Document\_no**

ED415349

**English\_title**

Leading the Way. Report of Employers Whose Companies and Employees Took Part in the Learning in Smaller Companies (LISC) Project.

**Author**

Seagraves, Liz, Ed.;

**Source**

N/A N/A

**Imprint**

1996-00-00. 27

**Abstract**

This document is written by employers whose companies participated in the Learning in Smaller Companies (LISC) project, during which a university and two further education colleges created a number of work-based learning schemes for employers in small and medium-sized enterprises in Scotland. The foreword (Peter Swinson) discusses the importance of collaboration between education and industry. In a section on the purpose of the project, the importance of education to a high quality work force and company success is emphasized. The roles of management and employees in work force education and work force development are discussed in the introduction (Michael Willis). The following topics are considered in 'The Learning Environment in the Small Company' (Michael Willis): characteristics of the entrepreneurial business environment; barriers to training and development; and characteristics of work-based learning. The essentials of becoming a learning organization are outlined in 'Becoming a Learning Organisation' (Peter Neal). 'The Learning in Smaller Companies (LISC) Project' (Peter Neal) summarizes the objectives and activities of the LISC project. Presented next are three case studies: 'The Taylor Group' (Michael Willis); 'The Lake Hotel' (Douglas Little); and 'Harvey Maps Limited' (Sue Harvey). Concluding the document are a resource checklist, profile of the Forth Valley Enterprise, and 11 references. (MN)

**Descriptors**

Case Studies; Education Work Relationship; Educational Environment; Employer Attitudes; Entrepreneurship; Foreign Countries; Organizational Development; Program Effectiveness; School Business Relationship; Small Businesses; Work Experience Programs;

**Source\_name**

ERIC

**Reason for exclusion**

Not research, description; promotional - see study 330 also.

**Included - B List  
Reference for  
CD-ROM & web-  
based tools****RecordID**

332

**Document\_no**

ED481365

**English\_title**

Building Skills and Qualifications among SME Employees. Leonardo da Vinci Good Practices Series.

**Author**

N/A

**Source**

N/A N/A

**Imprint**

2003-00-00. 17

**Abstract**

This document profiles 10 European programs that exemplify good practice in building skills and qualifications among employees of small and medium enterprises (SMEs). The programs profiled are as follows: (1) TRICTSME (a program providing World Wide Web-based information and communication technologies training for SMEs in manufacturing); (2) CORCITSEME (a project that examined corporate citizenship for SMEs); (3) Teacher as Consultant (a CD-ROM-based program to help SMEs define their training needs); (4) MATCH (a project to make recruitment easier for small companies); (5) Europrise (a youth entrepreneurship model for Europe); (6) Criare (a program providing entrepreneurial training for new business success); (7) a program providing training in e-commerce for procurement and distribution; (8) a study of firms from the metal working and mechanics sectors in France, Germany, and Italy that focused on SMEs' training needs and developed a model for integrating vocational training into an SME's overall business strategy and human resources management; (9) European Masters in Multimedia (a program during which a curriculum to build skills in the knowledge-based economy was developed and used at eight universities and training institutes across Europe); and (10) a program to help SMEs prepare for environmental certification. A list of 27 ongoing projects with a focus on SMEs is included. (MN)

**URL**

[http://www.eu.int/comm/education/programmes/leonardo/new/leonardo2/broc\\_bp/bo\\_n\\_prat7\\_en.pdf](http://www.eu.int/comm/education/programmes/leonardo/new/leonardo2/broc_bp/bo_n_prat7_en.pdf)

**Descriptors**

CD ROMs; Certification; Curriculum Development; Education Work Relationship; Educational Practices; Employment Potential; Employment Qualifications; Foreign Countries; Industrial Training; International Programs; Job Skills; Labor Force Development; Manufacturing Industry; Models; Postsecondary Education; School Business Relationship; Skill Development; Small Businesses; Training Methods; World Wide Web;

**Source\_name**

ERIC

**Reason for exclusion from A list**

Description of CD-ROM tools e.g. 'Teacher as consultant'; TRICTSME two-year pilot for web-based ICT training for manufacturing SMEs .

**Included – B list****RecordID**

333

**Document\_no**

ED481328

TD/TNC 71.399

**English\_title**

Internationalisation and Changing Skill Needs in European Small Firms: The Services Sector. CEDEFOP Reference Series.

**Author**

Hassid, Joseph;

**Source**

N/A N/A

**Imprint**

2003-00-00. 52

**Abstract**

A study explored questions on changing skill requirements of small firms in the services sector that are internationalizing their activities. These seven European Union (EU) member states were involved: Greece, Spain, Italy, Ireland, Austria, the Netherlands, and the United Kingdom. The services sector accounted for a significant part of the EU economy. Its share of gross domestic product is estimated

at more than 70 percent and services account for more than two-thirds of total employment in most member states. Investigations of factors inducing small firms to start operating abroad suggested the decision was triggered by the consideration that the firms seek growth but cannot achieve it in their home markets and expansion opportunities are identified in other markets. The most important 'keys to success' of internationalized small firms were finding the right agents/distributors; choosing the right export market(s); being committed, confident, and persistent; using fast communications; and having foreign language abilities. Firms needed to develop such competency as foreign language, negotiation, and communication skills. Small firm owners preferred practical results-oriented mechanisms--on-the-job training and exchange of experience--as alternative mechanisms through which internationalization-related competency could be developed. Results of individual countries were synthesized. Recommendations regarding crucial shortages of specific types of skills were addressed to public and private providers of support to small firms, national governments, and the European Commission. (YLB)

#### **Descriptors**

Communication Skills; Competence; Developed Nations; Economics; Foreign Countries; International Trade; Job Skills; Labor Force Development; Labor Market; Labor Needs; Marketing; On the Job Training; Organization Size (Groups); Retraining; Second Language Learning; Service Occupations; Skill Development; Small Businesses; Success;

#### **Source\_name**

ERIC

#### **Reason for exclusion from A list**

Background only; describes initiatives to improve competence in internationalisation; mostly about barriers to training and need to promote awareness of benefits to employees and family members.

#### **Excluded**

#### **RecordID**

334

#### **Document\_no**

ED478151

#### **English\_title**

Creating Cooperation: How States Develop Human Capital in Europe. Cornell Studies in Political Economy.

#### **Author**

Culpepper, Pepper D.;

#### **Imprint**

2003-00-00. 239

#### **Abstract**

This book looks at ways European governments can create changes in institutions that will foster cooperation among states, focusing on company investment in general skills and using data from France and Germany. Chapter one provides a general description of the challenges governments face in developing policies to change company-level vocational training practices. Chapter two contains an analysis of why actors (countries, companies, etc.) have an interest in cooperation. It focuses on the experiences of France and Germany, East German large firms, and French and German small and mid-size firms. Chapter three examines the training behaviour of companies in Germany and France and provides an overview of government training program reforms in the two countries, along with the results of training reforms. Chapter four compares the policies of Saxony regarding encouraging apprenticeships with those of neighbouring state Saxony-Anhalt. Chapter 5 discusses the general failure of French vocational training reform and contrasts it with the success of an association of employers in the Valley of the Arve. Chapter six considers the broader implications of the book's findings for cooperation and policy-making. The book also contains a list of abbreviations, three appendixes, extensive references, and an index. (SLR)

#### **Descriptors**

Adult Vocational Education; Apprenticeships; Comparative Education; Cooperative

Programs; Economics of Education; Education Work Relationship; Educational Change; Educational Improvement; Foreign Countries; Government Role; Government School Relationship; Human Capital; Industrial Training; International Cooperation; Job Skills; Labour Force Development; Postsecondary Education; Skilled Workers; Small Businesses; Trade and Industrial Education;

**Source\_name**

ERIC

**Reason for exclusion**

Not research, description; promotional

**Included – B list**

**RecordID**

340

**Document\_no**

EJ675769

TD/TNC 79.482

**English\_title**

Collaborative Learning in Advanced Supply Systems: The KCLASS Pilot Project.

**Author**

Rhodes, Ed & Carter, Ruth;

**Source**

Journal of Workplace Learning v15 n6 p271-79 2003

**Imprint**

2003-00-00. N/A

**Abstract**

The Knowledge and Learning in Advanced Supply Systems (KCLASS) project developed collaborative learning networks of suppliers in the British automotive and aerospace industries. Methods included face-to-face and distance learning, work toward National Vocational Qualifications, and diagnostic workshops for senior managers on improving quality, cost, and delivery standards. (SK)

**Descriptors**

Aerospace Industry; Distance Education; Foreign Countries; Networks; Prior Learning; Small Businesses; Total Quality Management;

**Source\_name**

ERIC

**Reason for exclusion from A list**

Background only; limited evaluation as project still continuing in 2005; defines 'supply chain concept as encompassing all stages involved in producing and delivering products'.

**Excluded – see**

**688**

**RecordID**

359

**Document\_no**

ED423376

**English\_title**

Small Business and Vocational Education and Training. Research at a Glance.

**Author**

N/A

**Imprint**

1998-00-00. 9

**Abstract**

This issue in the series, 'Research at a Glance,' explores Australian small business and its attitudes to training, needs, how small business becomes involved in training, and how training happens. It begins with an overview of findings, some policy options, and a list of 11 references used in preparation of this publication. Research findings are presented in a question and answer format. The following findings are discussed: small business does not like externally provided formal training in management or technical skills areas, but prefers short training developed to meet

its specific needs; vocational education and training (VET) delivery to small business has concentrated on generic externally provided courses for small business managers just starting out that have reached only about a quarter of all small businesses; small business owners and operators prefer a learning style that is problem-based, practical, and integrated with their businesses; awareness of training options and the value of training are not an inducement to train; the diversity of the small business sector means that general training programs are of limited value; training needs to be market-orientated; and networks--social and business--are the prime source of information and learning for small business. The report suggests that, if VET is to secure a place in the world of small business, it must penetrate the networks. (YLB)

**Descriptors**

Adult Education; Delivery Systems; Educational Needs; Educational Research; Foreign Countries; Job Training; Models; Needs Assessment; Small Businesses; Vocational Education;

**Source\_name**

ERIC

**Reason for exclusion**

Overview of research only, for better description see RecordID 688.

**Included – B list**

**RecordID**

360

**Document\_no**

ED437545

TD/TNC 60.05

**English\_title**

Learning and Training: Enhancing Small Business Success.

**Author**

Kilpatrick, Sue; Crowley, Suzanne;

**Imprint**

1999-00-00. 111

**Abstract**

Owners or managers of 181 Australian businesses employing fewer than 20 people in the construction, manufacturing, property and business services, and retail industries in 3 metropolitan and 3 non-metropolitan locations were interviewed by telephone to identify how they used training to enhance their small business's success. Of those surveyed, one-third had had someone attend a relevant course in the past 12 months, 30% had learned from a consultant or mentor, and more than 60% had attended a business-related meeting or seminar. Small businesses with partners or employees with post-school qualifications were more likely to engaging in ongoing learning activities. The low rate of participation in training, especially by owners, and their preference for informal learning methods are consistent with a picture of small business owners who are supervisors of more formalized training and unaware that training policy could be relevant. The study demonstrated a relationship between success and learning on the job and resulted in 11 recommendations concerning developing a learning culture, learning and training design, and future policy directions relating to the provision of learning/training opportunities for small business. (The report contains 58 references and 13 tables/figures. Appendixes constituting approximately 30% of this document contain the following: 72 additional tables; discussion of the relationship between training and small business; small business training questionnaire; location selection data; and list of reference group members.) (MN)

This report addresses some of the issues surrounding small business participation in training and other learning activities, and the relationship between participation and business success. The project surveyed 181 small businesses in the construction, manufacturing, property and business services, and retail industries in three metropolitan and three non-metropolitan locations. Indicators of success were developed based on a review of the literature relating to small business goals and on previous studies of the relationship between education and training and small



business success. [VOCED ABSTRACT]

**Descriptors**

Change Strategies; Education Work Relationship; Educational Attainment; Educational Attitudes; Educational Change; Educational Needs; Educational Policy; Educational Quality; Foreign Countries; Job Training; National Surveys; Needs Assessment; Organizational Climate; Outcomes of Education; Participation; Policy Formation; Postsecondary Education; Public Policy; Questionnaires; Small Businesses; Success; Tables (Data); Training Methods; Training Objectives; Vocational Education;

**Source\_name**

ERIC

**Reason for exclusion from A list**

Employer views not evaluation of strategy.

<b>Excluded</b>
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**RecordID**

362

**Document\_no**

ED434215

**English\_title**

Training Practices for Small Businesses. Practice Application Brief No. 6.

**Author**

Brown, Bettina Lankard;

**Imprint**

1999-00-00. 4

**Abstract**

Although large companies are more apt to provide training than smaller companies are, size is becoming less of a predictor of training than complexity of the environment, degree of market competition, and internal makeup of the company. The increasingly technological nature of the workplace has prompted many small businesses to increase their spending on training. In most of the 6 million U.S. small businesses with fewer than 50 employees, training is usually offered in house on an informal and sometimes random basis. Forms of employer-provided training include the following: on-the-job training by mentors and co-workers; seminars and speakers; classroom instruction; one-on-one training; training partnerships with other businesses and suppliers; and vendor training provided by suppliers. Because many small companies lack technology specialists or time for technology specialists to train other employees, approximately one-third of all small businesses resort to outsourced training delivered by training companies or educational institutions. Trainers in small businesses face time, space, and staff restrictions because of limited funding for their efforts, as well as attitudinal obstacles. Small businesses can enhance employee training by adopting mentoring, coaching, and peer review practices. Innovative compensation practices have proved effective in prompting employees of small businesses to seek and continue training. (Contains 16 references.) (MN)

**Descriptors**

Education Work Relationship; Educational Needs; Educational Practices; Educational Trends; Job Training; Needs Assessment; School Business Relationship; Small Businesses; Training Methods; Training Objectives; Trend Analysis; Vocational Education;

**Source\_name**

ERIC

**Reason for exclusion**

Not research, overview; guide.

**Excluded – see  
360****RecordID**

371

**Document\_no**

ED446227

TD/TAS 58.05

TD/TNC 60.261 (conference paper) - copy given to Sarah

**English\_title**

Learning in Small Business. CRLRA Discussion Paper Series.

**Author**

Kilpatrick, Sue &amp; Crowley, Suzanne;

**Imprint**

1999-04-00. 18

**Abstract**

An Australian study examined the relationship between current and past participation in education and training in small business and success or failure and how small businesses decide how to improve knowledge and skills. Telephone surveys were conducted with 181 small businesses in 4 industries in 3 metropolitan and 3 non-metropolitan regions. Findings indicated almost a third of the sample had an employee or owner attend a relevant course in the last 12 months; the largest group of courses attended were technical/production-related vocational education and training (VET); more than a third of the sample had undertaken on-the-job training; more than 80 percent found informal learning sources useful; about half had owners or employees with VET qualifications as their highest qualifications; owners' most common way of learning about their new business was experience or trial and error; successful owners were no more likely to have attended a course at the time they started in the businesses; there were few relationships between business success and recent participation in education and training; businesses that participated in on-the-job training were more likely to be successful; the most frequently given prompt for training was a general desire to improve efficiency; the most frequent reason for choosing a training or learning source was that it provided learning relevant to the business; and successful businesses were likely to be prompted to learn or train. (Contains 27 references.) (YLB)

**Descriptors**

Adult Education; Continuing Education; Developed Nations; Education Work Relationship; Educational Background; Entrepreneurship; Foreign Countries; Information Utilization; Job Training; Labor Force Development; Motivation; On the Job Training; Outcomes of Education; Participation; Productivity; Regional Characteristics; Self Employment; Small Businesses; Staff Development; Success; Transfer of Training; Vocational Education;

**Source\_name**

ERIC

**Reason for exclusion**

Summary of research; see full NCVER report study 360.

**Included – B list  
reference****RecordID**

372

**Document\_no**

ED445195

**English\_title**

Small, Mid-Sized Businesses Power Up with Workforce Training.

**Author**

N/A

**Imprint**

2000-08-00. 8

## Abstract

Increasingly, small and mid-sized businesses are becoming just as focused on work force training as large corporations are. The training being provided by smaller companies is extending beyond nuts-and-bolts instruction into the area of core business skills, such as leading, managing, thinking creatively, and solving problems. States are dramatically increasing their funding and reducing their inflexible rules for work force training programs. Community colleges are providing accessible, affordable and responsive education and training that is often customized to specific business needs. Technology is making work force training both more essential and more feasible. The Workforce Investment Act of 1998 is also pushing state and local systems to bring business to the table to craft job training programs that meet real-world needs. **Maryland's Partnership for Workforce Quality** is an example of how some states are funding training programs targeted toward small businesses to make their state globally competitive.

**Connecticut** exemplifies another trend in state-funded training, namely, **customization by industry. In Austin, Texas, the local community college has partnered with a local company** to develop an apprenticeship program supplemented with academic courses leading to **an associate degree**. Fast-changing technologies are both driving and enabling small companies to expand their work force training. (MN)

## Descriptors

Adult Education; Business Administration; Community Colleges; Corporate Education; Corporations; Educational Technology; Educational Trends; Government School Relationship; Job Training; Labor Force Development; Models; Partnerships in Education; School Business Relationship; Small Businesses; Technological Advancement; Training Methods; Training Objectives; Trend Analysis; Two Year Colleges;

## Source\_name

ERIC

## Reason for exclusion from A list

Not evaluation of intervention strategies; description of projects; background only.

## Included – A list

### RecordID

384

### Document\_no

TD/TNC 71.347

### English\_title

Working towards Skills: Perspectives on Workforce Development in SMEs.  
Research Report.

### Author

Hughes, Maria; Keddie, Vince; Webb, Peter & Corney, Mark;

### Imprint

2002-00-00. 66

## Abstract

Research into workforce development (WD) considered the relationship between corporate assessments of workers' development needs and WD strategies; how learning at work takes place; and what learning methods are used and their effectiveness. Focus was on practice in small and medium-sized enterprises (SMEs). Methodology included a literature review to identify the scope and extent of WD; survey of WD being undertaken in a sample of SMEs; follow-up interviews with managers in SMEs; and focus group meetings with employees in SMEs. Findings indicated that, while there are still many barriers to progress, WD seems to be gaining ground as a concept with both individuals and employers; securing greater employer involvement in learning within SMEs requires an emphasis to be placed on business support, rather than learning in itself; a wide range of learning styles and forms of learning must be accommodated, but a central theme is the need for flexible, time-efficient solutions; companies are finding innovative solutions; space as well as time may be a limiting factor in the extent to which certain types of learning can occur in the workplace; and very small firms usually face different

problems requiring different solutions from those faced by bigger companies. Appendixes include: a review of related WD initiatives; and 19 tables illustrating characteristics of focus group participants. (Contains 46 endnotes.) (YLB)  
 This report outlines how workforce development has emerged as a major government priority in the UK. It is based on research which involved: a literature review; a survey of workforce development being undertaken in a sample of small and medium-sized enterprises (SMEs); follow-up interviews with managers of SMEs; and focus-group meetings with employees in SMEs. The focus of the report is on the potential for workforce development in SMEs and criteria for good practice in the development of support for workforce development in SMEs are suggested. The chapters are: Introduction; A rationale for developing the workforce; Workforce developments in SMEs; Learning in practice; Conclusions and issues; Developing effective support for workforce development in SMEs. Also includes two appendices: Review of related workforce development initiatives; Characteristics of focus group participants. [VOCED ABSTRACT]

This report provides a commentary on how workforce development has emerged as a major government priority, and on related initiatives and interventions attempting to promote it. It concentrates on the potential for workforce development in Smes, drawing the views of employers and employees of small companies. The report also suggests criteria for good practice in the development of support for workforce development in Smes. As such, the report should be of interest to policy makers and providers of support for small business, as well as providers of post-16 education and training. [LSDA ABSTRACT]

#### **Descriptors**

Adult Education; Adult Learning; Business Responsibility; Cognitive Style; Corporate Education; Developed Nations; Educational Research; Educational Resources; Employer Attitudes; Employer Employee Relationship; Flexible Scheduling; Foreign Countries; Instructional Innovation; Labor Force Development; Needs Assessment; Off the Job Training; On the Job Training; Small Businesses; Teaching Methods; Vocational Education;

#### **Source\_name**

ERIC

#### **Excluded**

##### **RecordID**

387

##### **Document\_no**

ED468842

##### **English\_title**

Are High-Growth Entrepreneurs Building the Rural Economy? The Main Street Economist: Commentary on the Rural Economy.

##### **Author**

Henderson, Jason R.;

##### **Imprint**

2002-08-00. 5

##### **Abstract**

Creating opportunities for high-growth entrepreneurs is becoming increasingly important in rural America. Rural policymakers, who once focused on recruiting manufacturers that export low-value products, have realized that entrepreneurs can generate new economic value for their communities. Entrepreneurs add jobs, raise incomes, create wealth, improve the quality of community life, and help rural communities operate in the global economy. Each year, high-growth entrepreneurs create the bulk of new jobs in the United States. Still, rural America is creating relatively few high-growth entrepreneurs. To overcome the challenges of being small and remote, rural communities must help entrepreneurs tap venture capital markets to finance growth. They must help entrepreneurs gain access to the information and technology needed to spur growth. And they must help entrepreneurs acquire the technical and managerial skills to cultivate that growth. Rural policymakers are responding to these challenges by making entrepreneurship the cornerstone of many economic development strategies. Their strategies aim to build the skills of

individual entrepreneurs, strengthen community resources for entrepreneurs, and create support networks. Universities and community colleges are offering entrepreneurship courses, and extension services provide programs to improve entrepreneurs' technical and Internet skills. Rural support networks are emerging in various forms, including networks of business incubators, angel investors, and technical assistance organizations. (TD)

**Descriptors**

Business Skills; Capital; Entrepreneurship; Extension Education; Higher Education; Networks; Public Policy; Rural Areas; Rural Development; Self Employment; Small Businesses; Technical Assistance;

**Source\_name**

ERIC

**Reason for exclusion**

Not research, descriptive; commentary.

<b>Excluded</b>
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**RecordID**

396

**Document\_no**

ED429185

**English\_title**

Entrepreneurial Gazelles 'Informalize' the Learning Curve.

**Author**

N/A

**Imprint**

1999-04-00. 5

**Abstract**

Small and mid-sized companies provide substantial opportunities for many U.S. workers. The nature of work and the culture of workplaces are changing as dramatically as the employment statistics. A company's success or failure may ride on the knowledge and skills of a handful of employees. Employees in small and mid-sized companies--both highly trained professionals with advanced degrees and front-line workers--are wearing more hats; they need specialized skills to perform their jobs and more general skills, such as the following: business skills, computer and mechanical skills, quality management skills, problem-solving skills, and social skills. In such companies, the nature of work changes from project to project, and, in a constantly changing business environment, every project demands fresh thinking from talented professionals. The new rules of work are flexibility and fluidity. For many businesses, their business is about 'finding out what is next' before the competition does. Employees must share knowledge and information, exchange ideas, and create bold solutions for clients and customers. A physical work environment that fosters collaborations features large, open workspaces in which employees are able to interject new ideas into colleagues' open work groups. A new notion of workplace learning is co-mentoring: rather than a pairing of older and younger workers, mentoring involves people of any age sharing knowledge. (YLB)

**Descriptors**

Adult Education; Cooperation; Entrepreneurship; Futures (of Society); Informal Education; Informal Organization; Interpersonal Relationship; Job Skills; Mentors; Organizational Change; Organizational Climate; Small Businesses; Teamwork;

**Source\_name**

ERIC

**Reason for exclusion**

Not research; overview.

**Included – B list****RecordID**

398

**Document\_no**

ED426229

TD/INT 58.410

**English\_title**

Work and Learning in Micro Car-Repair Enterprises. A Comparative Study on the Relationship between Technological and Organisational Developments and Training Activities in Micro Car-Repair Enterprises in Four European Countries. Synthesis Report. CEDEFOP Panorama.

**Author**

van den Tillaart, Harry; van den Berg, Sjaak & Warmerdam, John;

**Imprint**

1998-01-00. 122

**Abstract**

Work and learning in microenterprises in the car repair industries of four European Community (EC) countries were examined through 21 case studies of firms with 10 or fewer employees (6 firms in Ireland and 5 each in Greece, the Netherlands, and Spain). Structured interviews were conducted with each firm's owner and 60 motor vehicle mechanics at the 21 firms. Firms were not selected randomly; rather, they were selected because of their active use of training to adapt their staff to technological, economic, and organizational change. The sample included franchise and nonfranchise firms. All 21 microfirms studied were simultaneously pursuing growth strategies and the strategy of specialization in networks. Of the 60 mechanics interviewed, 43 had initial vocational education for the sector. Except for the apprentices, all 43 mechanics participated in continuing training during the previous 3 years. Of the 17 mechanics with no initial training for the sector, 10 (59%) had participated in continuing training and only 7 (41%) reported learning a great deal from that training. Many employees developed skills through incidental learning (including learning by solving problems individually or with colleagues, learning by regular rotation of tasks, and learning under the boss or an experienced worker). (Contains 23 tables/figures) (MN)

**Descriptors**

Auto Mechanics; Case Studies; Comparative Analysis; Continuing Education; Economic Development; Education Work Relationship; Educational Attainment; Educational Trends; Employee Attitudes; Employer Attitudes; Employer Employee Relationship; Employment Practices; Entrepreneurship; Foreign Countries; Informal Education; Job Training; Labor Market; Needs Assessment; Networks; Nonformal Education; Skill Development; Small Businesses; Synthesis; Technological Advancement; Trade and Industrial Education; Training Methods; Trend Analysis; Work Environment;

**Identifiers**

European Community; Greece; Ireland; Microenterprises; Netherlands; Spain

**Source\_name**

ERIC

VOCED [www.voced.edu.au](http://www.voced.edu.au)**Reason for exclusion from A list**

Not evaluation of intervention strategy; Synthesis report of 21 case studies of organisational learning in four European countries; learning normal part of daily work e.g. practising, reading instruction manual or using Help on computer software, requesting help from the boss (incidental learning); includes franchise and non-franchise micro-firms in automotive repairs.

**Excluded****RecordID**

399

**Document\_no**

ED423937

**English\_title**

Tribal Business Assistance Center.

**Author**

Lansdowne, Michele;

**Imprint**

1998-00-00. 21

**Abstract**

The Salish Kootenai College Tribal Business Assistance Center was established in 1994 to provide technical assistance to individuals who are pursuing a small business. The center assists the entrepreneur by way of individual consultation with business advisors, small business workshops, and business administration courses that have been created especially for the small business owner. It also provides information, resources, and assistance to individuals by arranging meetings and workshops for groups and by developing academic business courses that meet the needs of tribal entrepreneurs. The center continually seeks opportunities to collaborate with tribal government, Salish Kootenai College, the financial community, state and federal government agencies, and other business resource providers. This document includes information about the business management degree, business course descriptions, case study development, and workshops. Also provided is background information about the Salish and Kootenai Indians of Montana, and Salish Kootenai College, a tribally controlled school on the Flathead Indian Reservation. (AS)

**Descriptors**

American Indian Education; Business Education; Community Colleges; Entrepreneurship; Program Descriptions; School Community Relationship; Small Businesses; Student Needs; Tribally Controlled Education; Two Year Colleges;

**Identifiers**

Salish Kootenai College MT

**Source\_name**

ERIC

**Reason for exclusion**

Not research; promotional; descriptive.

**Excluded****RecordID**

402

**Document\_no**

ED442228

**English\_title**

It's All Business: A Site Visit Report on Working Order, Sharpsburg, Pennsylvania.

**Author**

Olney, Marjorie F & Harris, Perri;

**Imprint**

1998-10-00. 21

**Abstract**

This report discusses the results of a case study of Working Order, a Pennsylvania program designed to develop entrepreneurs with and without disabilities by sharing the expertise, resources, and skills of small business owners. The strategy of the program is to invite competitive entrepreneurs, those who could likely produce and sell their services or products on the open market, to share space with and support entrepreneurs who would likely not be able to compete in the marketplace due to their disabilities. The report describes how the program was started, its organizational structure and financing, its location in a former high school that has been converted to a community center, advantages to members, the business plan,

and mentorships. Support strategies and three member profiles are discussed. Experiences with cooperative entrepreneurship, the importance of a well-developed mission statement, advantages of entrepreneurship for people with severe disabilities, ways to by-pass traditional funding and regulatory mechanisms, and the benefits of mutual support are also addressed. The report closes with a discussion on the challenges that Working Order is facing, including enticing competitive entrepreneurs. (CR)

**Descriptors**

Adults; Careers; Case Studies; Community Programs; Disabilities; Entrepreneurship; Financial Support; Helping Relationship; Mentors; Merchants; Program Development; Self Employment; Severe Disabilities; Small Businesses;

**Source\_name**

ERIC

**Reason for exclusion**

Not research; description of program.

<b>Excluded</b>
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**RecordID**

403

**Document\_no**

ED442003

**English\_title**

Quality Management and Qualification Needs 1: Quality and Personnel Concepts of SMEs in Europe.

**Author**

Koper, Johannes & Zaremba, Hans Jurgen;

**Imprint**

2000-00-00. 349

**Abstract**

This book examines how quality management is implemented in small and medium-sized enterprises (SMEs) in Germany, Finland, Greece, Ireland, Portugal, Sweden, and the United Kingdom. It presents the survey results as two sector studies. Competitive and specialization tendencies of the sectors and company concepts of 'quality' and 'personnel' are analyzed, including current profiles of quality-related skill demands on staff as well as current training areas in the companies. An introduction covers these topics: project design, survey design, guidelines for a problem-representative sample, and the database. Part 1 focuses on the metalworking sector, and Part 2 on the food processing sector. Each part addresses these topics: target group and sample (the sector in Europe, description of the sample--Federal Republic of Germany, Finland, Greece, Ireland, Portugal, Sweden, United Kingdom); quality concepts of the SMEs (quantitative findings: reasons for implementing quality management; qualitative findings: barriers, critical points, examples of good practice); personnel-related concepts of the sector (quantitative findings; qualitative findings: barriers, critical points, examples of good practice); and a summary of quality and personnel concepts of food-processing SMEs. (YLB)

**Descriptors**

Administrator Education; Developed Nations; Food Processing Occupations; Foreign Countries; Metal Working; Personnel Management; Personnel Needs; Postsecondary Education; Program Implementation; Small Businesses; Total Quality Management; Vocational Education;

**Identifiers**

Europe; Finland; Germany; Greece; Ireland; Portugal; Sweden; United Kingdom

**Source\_name**

ERIC

**Reason for exclusion**

Not research; description.



**Excluded****RecordID**

410

**Document\_no**

ED461722

TD/TNC 67.17

**English\_title**

Group Training Apprenticeships and Traineeships. Research at a Glance.

**Author**

N/A

**Imprint**

2001-00-00. 13

**Abstract**

A search of recent research on group training apprenticeships and traineeships in Australia found that group training companies (GTCs) are making a strong contribution to Australia's apprentice and trainee system. Key findings include the following: (1) group training apprentice and trainee numbers doubled over the period of 1995-2000; (2) over the same period, GTCs increased their market share by 1 percent, a considerable achievement in that this occurred during a period of rapid growth in the sector as a whole; (3) host employers serviced by GTCs are overwhelmingly (90 percent) small- or medium-sized businesses; (4) overall, group training apprentices and trainees are more concentrated in the traditional trades than across all areas; (5) GTCs have the largest proportion of teenage apprentices and trainees of all major employer types and account for almost half of school-based apprenticeships; (6) completions in GTCs have grown at a higher rate than among all apprentices and trainees overall; and (7) job outcomes from group training apprenticeships and traineeships are high and comparable with job outcomes from apprenticeships and traineeships in general. The study concludes that group training continues to be subject to emerging pressures as the apprentice and trainee system changes and expands, including the need to diversify to new and emerging occupations, the need to maintain a focus on small- and medium-sized firms, and the need to continue to provide opportunities to different groups in the community.

(KC)

**Descriptors**

Apprenticeships; Cooperative Education; Developed Nations; Educational Needs; Educational Research; Foreign Countries; Group Experience; Group Instruction; On the Job Training; Outcomes of Education; Partnerships in Education; Postsecondary Education; Program Implementation; Secondary Education; Small Businesses; Teaching Methods; Trainees; Trainers; Vocational Education; Work Experience Programs;

**Identifiers**

Australia; Intermediaries

**Source\_name**

ERIC

**Reason for exclusion**

Not new research; summary of research.

**Excluded****RecordID**

411

**Document\_no**

ED461470

TD/TAS 67.04

**English\_title**

Benefits for All: How Learning in Agriculture Can Build Social Capital in Island Communities. CRLRA Discussion Paper Series.

**Author**

Kilpatrick, Sue &amp; Falk, Ian;

**Imprint**

2001-00-00. 16

**Abstract**

Social capital helps communities respond positively to change. Research into managing change through learning in communities and in small businesses, particularly farm businesses, has highlighted the importance of relationships between people and the formal and informal structure of communities to the quality of outcomes experienced by communities. Communities can be geographic communities or communities-of-common-purpose, such as agricultural commodity organizations or discussion groups. This paper reviews research into managing change through learning and social capital, presents a model of the simultaneous building and use of social capital, and explores the ways in which learning as part of an agricultural community can be used to bring benefits to isolated geographic communities. The model presented stems from studies in Tasmania (Australia) of the informal learning process that builds resilient communities. The two-stage model conceptualizes the way in which social capital is used and built in interactions among individuals. The first stage depicts social capital at the micro level of one-on-one interactions, focusing on knowledge resources and identity resources (identification with and commitment to the community). The second stage of the model outlines the interrelationship of micro-level social capital processes with community-level and societal-level social capital resources. (Contains 54 references.) (Author/SV)

**Descriptors**

Access to Information; Community Change; Community Development; Community Resources; Experiential Learning; Farmers; Foreign Countries; Human Resources; Informal Education; Interpersonal Relationship; Models; Organizations (Groups); Rural Areas; Rural Development; Social Capital; Social Networks;

**Identifiers**

Australia (Tasmania)

**Source\_name**

ERIC

**Reason for exclusion**

Not new research; review of research

<b>Excluded</b>
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**RecordID**

413

**Document\_no**

ED460261

**English\_title**

Productivity Training Project Final Report.

**Author**

N/A

**Imprint**

1997-09-25. 34

**Abstract**

This report describes the Productivity Training Project (PTP), a partnership between the University of Southern Colorado and Latino Chamber of Commerce (LCC) of Pueblo. The project provided 'new economy skills' training to employees of LCC member businesses and basic skills training to the unemployed or underemployed. The report explains how PTP made progress in achieving most of its nine objectives: (1) it refined processes through which partnerships were established; (2) LCC's Corporate Advisory Council served as the Partners Council to oversee the project; (3) PTP customized programs of instruction to meet content and time requirements of a very wide variety of businesses; (4) PTP adopted a consultative approach to uncover workplace issues upon which to provide training; (5) it did not conduct job-task analyses; (6) it delivered new economy skills instruction to 552 employees; (7) it served 762 individuals, 513 of whom achieved measurable gains in academic proficiency in one module of instruction or other training related goals; (8) it provided customized training for 45 LCC member businesses; and (9) PTP

produced a final report. An evaluation of PTP based on interviews with 17 stakeholders categorizes seven themes that address project effectiveness into three groups: workplace education in the community (community and cultural context, business/education needs, barriers to providing workplace education), program strengths (instructor expertise, impact of training), and program challenges (marketing, past/future). (YLB)

**Descriptors**

Adult Basic Education; Basic Skills; Inplant Programs; Job Skills; Job Training; Literacy Education; Models; Needs Assessment; Partnerships in Education; Program Development; Program Effectiveness; Program Evaluation; Skill Development; Small Businesses; Underemployment; Unemployment; Workplace Literacy;

**Identifiers**

Colorado (Pueblo); Latinos

**Source\_name**

ERIC

**Reason for exclusion**

Not research; description of project.

<b>Excluded</b>
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**RecordID**

414

**Document\_no**

ED458434

TD/TNC 70.208

**English\_title**

Overview of Management Development Support for SME Growth in the Mediterranean Region: The Egyptian, Jordanian and Lebanese Cases. Report.

**Author**

N/A

**Imprint**

2001-00-00. 173

**Abstract**

This study identifies opportunities in three Mediterranean countries Egypt, Lebanon, and Jordan, for improving the support available for management and entrepreneurial development to stimulate growth of small and medium-sized enterprises (SMEs). After an executive summary, Part 1 provides an analysis of the situation across the three countries, identifying common trends in management development support for SMEs in the countries that could form a basis for actions to be taken at a multi-country level. Part 2 provides an analysis of the situation in each country. The analysis includes an overview of the socioeconomic context; summary of the situation in regard to SMEs, the environment in which they operate and their potential for growth; a critical overview of the training and support currently available to managers and entrepreneurs in SMEs; and an overview of the support and impact created by donors' interventions. Recommendations on how to improve the training and support are given at the end of the analysis. (YLB)

**Descriptors**

Adult Education; Business Administration Education; Case Studies; Comparative Analysis; Developing Nations; Donors; Economic Development; Educational Trends; Entrepreneurship; Foreign Countries; International Cooperation; Intervention; Management Development; Postsecondary Education; Secondary Education; Small Businesses; Socioeconomic Influences; Training Methods; Training Objectives;

**Identifiers**

Egypt; Jordan; Lebanon; Mediterranean Region

**Source\_name**

ERIC

**Reason for exclusion**

Not evaluation of intervention strategy; background; overview; focus on supply side; role of intermediaries & sustainability

**Included – A list****RecordID**

415

**Document\_no**

ED458432

TD/TNC 71.598

**English\_title**

Entrepreneurial Training for the Growth of Small and Medium-Sized Enterprises: Lessons from Central and Eastern Europe. Report.

**Author**

N/A

**Imprint**

2000-00-00. 159

**Abstract**

This report brings together a number of principles as to best practice in supporting, through training, growth of small and medium-sized enterprises (SMEs) in Central and Eastern Europe. Chapter 2 identifies key principles to be drawn from the West through a literature review. Chapter 3 reviews the 'practice' of entrepreneurial training in Central and Eastern Europe and identifies and reviews principles that can be drawn from practices such as the establishment of Small Business Centers and other initiatives to support growth and development of SMEs and of entrepreneurship. Chapter 4's nine case studies provide an encouraging scenario as they demonstrate that many principles set out earlier, drawn from experience elsewhere, can be successfully embedded in programs in the transition economy context. The case studies involve Estonia, Latvia, Hungary, Romania, Ukraine, Poland, and Russian Federation. Each case discusses identifying customer needs, reaching the customer, program, training approach, content, location, evaluation, monitoring, followup, and future. Chapter 5 is a comparative analysis of growth training programs from supplier, buyer, and customer perspective. Chapter 6 makes recommendations for future support and development. Appendixes include methodology and questionnaire on SME entrepreneurship training. (Contains 45 references.) (YLB)

**Descriptors**

Adult Education; Business Administration Education; Case Studies; Comparative Analysis; Developing Nations; Economic Development; Educational Practices; Entrepreneurship; Foreign Countries; International Communication; International Cooperation; International Educational Exchange; Labor Force Development; Literature Reviews; Management Development; Postsecondary Education; Program Development; Secondary Education; Self Employment; Small Businesses; Training;

**Identifiers**

Estonia; Europe (East Central); Hungary; Latvia; Poland; Romania; Russia; Ukraine

**Source\_name**

ERIC

**Excluded****RecordID**

420

**Document\_no**

EJ602227

**English\_title**

Starting with the Business Basics.

**Author**

Hoffman, Carl;

**Source**

Appalachia v32 n3 p8-11 Sep-Dec 1999

**Imprint**

1999-00-00. N/A

**Abstract**

A nonprofit community action agency, BusinesStart, provides business training and small loans to entrepreneurs in 18 rural counties in southwestern Virginia and northeastern Tennessee. The entrepreneurs, many with no previous business experience, cite the agency's basic business training as key to their success. (SV)

**Descriptors**

Basic Business Education; Disadvantaged; Entrepreneurship; Rural Areas; Rural Development; Small Businesses; Social Agencies; Training;

**Identifiers**

Appalachia; Loan Programs

**Source\_name**

ERIC

**Reason for exclusion**

Not research; description of BusinesStart

**Excluded****RecordID**

433

**Document\_no**

EJ656382

**English\_title**

LogSafe and Smart: Minnesota OSHA's LogSafe Program Takes Root.

**Author**

Honerman, James;

**Source**

Job Safety & Health Quarterly v10 n4 p32-39 Sum 1999

**Imprint**

1999-00-00. N/A

**Abstract**

Logging is now the most dangerous U.S. occupation. The Occupational Safety and Health Administration (OSHA) developed specialized safety training for the logging industry but has been challenged to reach small operators. An OSHA-approved state program in Minnesota provides annual safety seminars to about two-thirds of the state's full-time loggers, delivered near their homes. Logging accidents and insurance rates have fallen. (SV)

**Descriptors**

Accident Prevention; Lumber Industry; Occupational Safety and Health; Outreach Programs; Rural Areas; Safety Education; Small Businesses; State Programs; Workshops;

**Source\_name**

ERIC

**Reason for exclusion**

Not research, description of annual safety seminars.

**Included - B list****RecordID**

445

**Document\_no**

00247018

TD/TNC 60.169

**English\_title**

A process study of New Apprenticeship participation in three service industries.

**Author**

Rowlands B

**Source**

In 'Changing practice through research : changing research through practice : 7th annual International Conference, 6-8 December 1999, Parkroyal Surfers Paradise, Gold Coast, Queensland, Australia', volume 4, pages 116-126. Brisbane : Centre for Learning and Work

**Imprint**

1999.

**Abstract**

This research investigates how and why contextual conditions and factors interact to influence owner/managers of small businesses to participate in traineeships. ; In pursuit of this objective, the focus of the research was aimed at theory building and adopted a case study methodology gathering qualitative evidence. ; More specifically, the findings presented were conducted in the context of 21 Queensland small businesses in the information technology, child care and recreation industries, where the owner/manager is known to play a crucial role. ; A conceptual model to explain the process of traineeship participation is proposed. ; The model comprises four elements, namely: perceived innovation characteristics, small business characteristics, owner/manager attitudes, and supplier-side influences. ; Unusual but effective use of theoretical replication logic to rigorously analyse case study. Data are illustrated for the purpose of validating the proposed model. ; The research identifies policy and practical applications appropriate for researchers, practitioners and policy makers linked to small enterprise training development. ; (Author abstract)

The purpose of this research is to explain how and why contextual conditions and factors interact to influence owner/managers of small businesses to participate in traineeships. In pursuit of this objective, the focus of the research was aimed at theory building and adopted a case study methodology gathering qualitative evidence. More specifically, the findings presented were conducted in the context of twenty-one small businesses in the information technology, child care and recreation industries, where the owner/manager is known to play a crucial role. A conceptual model to explain the process of traineeship participation is proposed. The model comprises four elements, namely: perceived innovation characteristics, small business characteristics, owner/manager attitudes, and supplier-side influences. Unusual but effective use of theoretical replication logic to rigorously analyse case study data are illustrated for the purpose of validating the proposed model. The research identifies policy and practical applications appropriate for researchers, practitioners and policy makers linked to small enterprise training development. [VOCED ABSTRACT]

**Descriptors**

Apprenticeships;Employer employee relationship;Employers;Innovation;Models; Organisational development;Participation;Service occupations;Service workers; Small businesses;Training;Traineeships;Work environment; Case studies

**Identifiers**

New Apprenticeship Scheme; Queensland

**Source\_name**

AEI

**Reason for exclusion from A list**

Conceptual model; identifies triggers for participation; rigorous analysis of case studies; not sufficient evaluation of a strategy.

**Included – B list  
reference****RecordID**

448

**Document\_no**

TD/TNC 73.389

**English\_title**

Creating opportunities: good practice in small business training for Australian rural women / Lyn Simpson, Leonie Daws & Leanne Wood.

**Author**

Simpson, Lyn

Daws, Leonie

Wood, Leanne

**Source**

Journal of Vocational Education and Training v.54 n.4 p.497-514

**Imprint**

2002.

**Abstract**

While social and economic changes have altered the conditions and structuring of women's employment in rural areas, the opportunities for women to respond to these changes have been hampered by problems of isolation. The Small Business Skills for Rural and Regionally Isolated Women project was an Australian project undertaken to address the resulting problem of low participation and completion rates of isolated rural women in vocational education and small business training programs. This article identifies the particular training needs of isolated rural women, explores barriers to their participation in vocational education, and provides a matrix of good practice elements for small business training programs aimed at this target group.

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**Descriptors**

Article, Rural women, Small business, Training, Remote area, Best practice, Training program, Training needs, Participation, Vocational education. Self employed, Model, Womens education

**Source\_name**

AEI

**Reason for exclusion from A list**

Description of project; good reference for best practice principles for strategies to meet the needs of women in small business in rural and remote areas in the training arena.

<b>Excluded</b>
-----------------

**RecordID**

451

**Document\_no**

01101196

TD/SA 52.18

**English\_title**

How attention to employee satisfaction through training and development helps small business to maintain a competitive edge: a comparative case study.

**Author**

Rowden R W

**Source**

Australian Vocational Education Review v.4 n.2 p.33-41

**Imprint**

1997.

**Abstract**

While a great deal of attention is being given to developing human resources in large Fortune 500-type companies, little is known about the extent and function of human resource development in small to mldentifiers sized businesses. ; This study delineates how training and development helps small businesses to maintain a competitive edge through employee satisfaction. ; The qualitative methodology employed in this US study was a comparative case study. ; Eleven successful small manufacturing companies were selected. ; This study revealed six characteristics common to these successful small businesses. ; They were: i) belief in people as the primary source of competitive advantage, ii) concern for employee well-being, iii) belief that investment in employee development yields a return, iv) meaningful employee involvement, v) open communication channels, and vi) proactive leadership and direction from the top.

**Descriptors**

Employee attitudes; Employer employee relationship; Job satisfaction; Quality of working life; Small businesses; Human resources; Labour force development; Job training; Professional training; Manufacturing industry; Case studies

**Identifiers**

United States

**Source\_name**

AEI

**Reason for exclusion**

Not strategies for participation or evaluation.

**Excluded****RecordID**

459

**Document\_no**

01139658

**English\_title**

'Lifelong learning in theory : but small business learning in practice' : how do we explain the skills capabilities in small firms, build capacity, and harness the creative capital essential for learning communities?

**Author**

Plane K

**Source**

In 'Communities of learning : communities of practice : 43rd Annual ALA National Conference of the Adult Learning Australia held ...Sydney 27-30 November 2003', pages 338-359. Canberra : Adult Learning Australia

**Imprint**

2003.

**Abstract**

The incidence of formal skills training in all business is on the incline in Australia, but not necessarily in small business. ; The traditional vocational education and training (VET) discourse finds that small firms, although the innovator of the Australian economy, lie outside VET with a low participation in formal training. ; This paper attempts to 're-discover' the 'skills ecology' in small business and the enablers and barriers for developing a learning community in the Adelaide Hills region of South Australia. ; It questions if there is a practical, streetwise culture of lifelong learning in the small firm that is difficult for VET to accredit, quantify and partner with, and how that might impact on capacity building for a sustainable learning region. ; It critiques the dominant discourses in VET and their effect on building creative capital and collaborative learning partnerships with small workplaces. ; Findings are presented from practitioners and small businesses of the extent to which small firms are participating in VET and the knowledge economy. ; It concludes a collaborative model of business community partnerships is needed in VET that develops capabilities and capacities in small firms without negating the lifewide skills, skills ecosystems and creative capital existing in the small workplace community. ; {Author abstract, ed}

**URL**

<http://www.ala.asn.au/conf/2003/plane.pdf>

**Descriptors**

Adult learning; Business administration; Learning communities; Partnerships in education; Recurrent education; Relevance (Education); Small businesses; Training policy; Vocational education and training

**Source\_name**

AEI

**Reason for exclusion**

Not evaluating intervention strategy; conceptual models of community learning.

**Excluded****RecordID**

460

**Document\_no**

01102396

TD/TNC 62.628

**English\_title**

Outcomes for apprentices and trainees in Australian small enterprises.

**Author**

Freeland B



**Source**

In 'Future research, research futures : proceedings of the third national conferences of the Australian Vocational Education and Training Research Association {AVETRA}, Canberra Institute of technology, 23-24 March 2000', pages 109- 114. { Alexandria NSW } : Australian Vocational Education and Training Research Association

**Imprint**

2000.

**Abstract**

This paper presents an overview of some important issues relating to the Australian apprentice and traineeship system. ; It also examines research that is currently being undertaken to provide a more comprehensive understanding of employment-based training. The paper describes the research objectives, research methodology and some preliminary results from a study of new apprentice training in Australian small-enterprises. The principal objectives of this paper are: to examine the objectives of the apprenticeship and traineeship system as they relate to Australian small-enterprises; to examine the effects small-enterprises have had on the apprenticeship and traineeship system; and to present methods suitable for deriving results from analyses of available apprentice and trainee data. ; This paper outlines the approach that will be taken to research the outcomes for apprentices and trainees in Australian small- enterprises.

**URL**

[http://www.avetra.org.au/abstracts\\_and\\_papers\\_2000/bfreeland\\_full.pdf](http://www.avetra.org.au/abstracts_and_papers_2000/bfreeland_full.pdf)

**Descriptors**

Apprenticeships;Trainees;Traineeships;Outcomes of education;Small businesses; Research projects;Research methodology; Vocational education

**Source\_name**

AEI

**Reason for exclusion**

Not research; description of research proposal

<b>Excluded – see 500</b>
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**RecordID**

464

**Document\_no**

01138230

TD/TNC 72.57

**English\_title**

Small business pedagogic practices.

**Author**

Billett S; Ehrich L & Hernon-Tinning B;

**Source**

Journal of Vocational Education and Training v.55 n.2 p.149-167

**Imprint**

2003.

**Abstract**

Understanding how learning for small businesses should best proceed constitutes a worthwhile, yet challenging, pedagogic project. ; In order to maintain their viability, small businesses need to be able to respond to new practices and tasks. ; Yet small businesses seem neither attracted to nor to value the kinds of taught courses that are the standard pedagogic practice of vocational education systems. ; Small business operators commonly view these courses as being irrelevant, inappropriate or inaccessible. ; Therefore, identifying the kinds of pedagogic practices that meet their needs and offer effective learning outcomes is a useful project. ; This paper reports and discusses the findings of a study of how 30 Australian small businesses learnt to implement a new practice: a recently introduced goods and service tax (GST). ; Interviews were used to understand the pedagogic practices that supported the learning associated with implementing the GST. ; In most cases, the process of learning comprised a movement from an initial

reliance upon external contributions to a greater independence in practice premised on capacities residing within the small businesses. ; The key and most commonly reported contributions were those provided by localised support and expertise (e.g. ; experts such as affiliates, accountants, consultants, family, other small businesses). ; Localised support was potent when it assisted in identifying the goals for learning (e.g. ; the scope and requirements of the task) and the development of capacities to operate independently, as well as supporting and monitoring the progress with this innovation. ; A model of learning in small business was generated and validated through further interviews with small businesses. ; The model illuminates the need to go beyond the orthodox pedagogic practice of vocational education and training to consider options, such as localised learning spaces as the key source of small business learning. ; {Author abstract}

#### **Descriptors**

Business administration;Business skills;Educational needs;Small businesses; Interviews; Models; Vocational education and training

#### **Identifiers**

Goods and Services Tax (GST)

#### **Source\_name**

AEI

#### **Reason for exclusion**

Final report is available – see study 500.

### **Included – B list**

#### **RecordID**

475

#### **Document\_no**

01124302

#### **English\_title**

The Small Business Training Bonus Scheme.

#### **Source**

Training Agenda v.9 n.2 p.19-20

#### **Imprint**

2001.

#### **Abstract**

To meet the challenge of providing more training support for small business, the NSW Board of Vocational Education and Training (BVET) funded the Small Business Training Bonus Scheme. ; The scheme operated from October 1999 to June 2000 and involved more than 1,000 small businesses in training or training-related activities. ; How the scheme worked, its outcomes and lessons for future voucher training schemes are recounted. ; Although the focus of the training sought by small business was influenced by the GST, small businesses wanted training in core business skills such as business and financial management and information technology skills rather than industry- specific training. ; The diversity of the registered training organisations (RTOs) involved in the scheme offered small businesses the opportunity to choose the training that best suited their needs. ; {Author abstract, ed}

#### **Descriptors**

Education work relationship;Educational finance;Government role;Public policy; Small businesses;Training allowances;Training objectives;Vocational education; Adult education; Postsecondary education

#### **Identifiers**

New South Wales. Board of Vocational Education and Training (BVET); Small Business Training Bonus Scheme; New South Wales

#### **Source\_name**

AEI

#### **Reason for exclusion from A list**

Full document not available; superseded by final report?

**Excluded****RecordID**

476

**Document\_no**

01098831

TD/QLD 53.17

**English\_title**

Training and business strategy.

**Author**

Smith A & Hayton G

**Source**

In 'Better business: productivity through training: conference proceedings', pages 1-17. Brisbane Qld : Queensland. Dept of Training and Industrial Relations.

**Imprint**

1997.

**Abstract**

This paper explores the processes of training within businesses and reports the results from a two-year study of the determinants of training in a range of Australian private sector enterprises. It is a unique record of the training arrangements that exist within contemporary Australian enterprises. Includes information on the diversity of training arrangements, formal and informal training, external and internal training, technical and behavioural skills training, industry training traditions, occupational structures, industrial relations, management attitudes and government policies.

**Descriptors**

Business; Job training; On the job training; Small businesses; Vocational education

**Source\_name**

AEI

**Reason for exclusion**

Paper/report about drivers of training; not evaluating an intervention strategy.

**Excluded****RecordID**

477

**Document\_no**

01081462

**English\_title**

Training and small business: perspectives from a Queensland small business and a small business industry training company.

**Author**

Mudie V

**Source**

In 'Training together': 2nd National Conference on Vocational Education and Training' pages 245-250. Brisbane: Australian National Training Authority ( ANTA) (Conference proceedings, 3-5 July 1996, Adelaide)

**Imprint**

1996.

**Abstract**

This paper looks at training and small business from the perspective of a Queensland small business and a New South Wales small business training provider. ; It examines the disincentives and barriers to training for small businesses, the training requirements of small businesses, the requirements expected of training providers, and the services of the New South Wales Small Business Training Company.

**Descriptors**

Small businesses; Training; Vocational education; Postsecondary education; Queensland

**Source\_name**

AEI

**Reason for exclusion**

Conference paper; promotion by CEO of Small Business Industry Training Company of small business traineeship; 76% first time users of traineeship; Training Company started January 1995; in 1996, 1641 small business traineeships commenced by 11/7/96.

**Excluded****RecordID**

479

**Document\_no**

01089755

**English\_title**

Vocational education and training and small business.

**Author**

Gibb J

**Source**

In 'Readings in Australian vocational education and training research' pages 91-142. Kensington Park, SA: NCVER

**Imprint**

1998.

**Abstract**

This literature review chapter summarises the published findings of research projects undertaken in the area of small business and vocational education training (VET) in Australia since 1990. The paper starts with a definition of small business and includes an overview of why this area is an important focus for research activity in VET. The report analyses major areas of research activity in small business and VET. The research activity is summarised under the following headings:- role of government; approach to training; delivery modes suitable to small business; information and networking; credibility and quality of training and equity.

**Descriptors**

Vocational education; Small businesses; Research; Training

**Source\_name**

AEI

**Reason for exclusion**

See study **688** - review of research reference material only

**Included – B list****RecordID**

484

**Document\_no**

01094144

TD/TNC 57.113

**English\_title**

Workplace based training in small business enterprises: an employer survey.

**Author**

Robertson I

**Source**

In 'VET research : influencing policy and practice : proceedings of the first national conference of the Australian Vocational Education and Training Research Association, Sydney, February 1998' edited by J McIntyre and M Barrett, pages 282-288. Alexandria NSW : Australian Vocational Education and Training Research Association

**Imprint**

1998.

**Abstract**

Reports on a research project conducted in Victoria in 1996 and another project to search for government-funded training programs which are conducted in small

business enterprises. ; The project also examined where the training and assessment is structured and integral to the overall training program. This paper reports on the results of research funded by the Office of Training and Further Education (OTFE), conducted in Victoria and published in November 1996. The research investigated small business employer perceptions of the factors which influenced the success of structured workplace training and assessment arrangements. The report includes a discussion of the criteria used to select the participants and the methods used for data collection. It also provides an outline of the three training programs chosen for study and an analysis of the data collected. Also included is a report on a more recent search in 1998 which identified a small number of other programs which met the criteria applied in the 1996 study. [VOCED ABSTRACT]

**Descriptors**

Employer attitudes; Industrial training; Small businesses; Training; Government role; Vocational education; Interviews; Telephone surveys; Victoria

**Source\_name**

AEI

**Reason for exclusion from A list**

Not evaluation of a strategy; Early work on role of workplace supervisor - employer perceptions of what makes training successful.

**Included – B List  
reference only**

**RecordID**

486

**Document\_no**

01119546

TD/TNC 71.03

**English\_title**

Are two worlds colliding? : The provision of training and learning services for small business.

**Author**

Kearns P

**Imprint**

Leabrook S Aust: NCVER, 2002.

**Abstract**

This study examines how training and learning is being promoted for small business, the products provided, the strategies adopted, and provides an assessment of impact and recent initiatives taken by a range of stakeholders. Topics discussed include: successful strategies for supporting the development of learning and skill in small business; the potential of e-learning; the challenge of a dual system in the knowledge economy; and building a culture to support learning, skill and enterprise. ; {Executive summary, ed}

**URL**

<http://www.ncver.edu.au/research/proj/nr1003.pdf>

**Descriptors**

Training; Small businesses; Skill development; Training policy; On the job training; Teaching effectiveness; Organisational climate; Vocational education

**Source\_name**

AEI

**Reason for exclusion from A list**

Overview; not evaluation of an intervention strategy; reference only

## Included – B list reference

**RecordID**

487

**Document\_no**

01114299

TD/TNC 59.01

**English\_title**

Irreconcilable differences? Women in small business and VET.

**Author**

Kempnich B; Butler E & Billett S

**Imprint**

Leabrook S Aust: National Centre for Vocational Education Research (Australia) (NCVER), 1999.

**Abstract**

This report investigates and discusses the literature on women business operators. Matters addressed in the report are: globalisation, economic development and VET; gender equity, vocational education and work; small business, industry and women; training and learning in small business; user choice, small business and lifelong learning; a conception of learning for small business; and policy directions for women in small business and VET.

**Descriptors**

Women administrators; Small businesses; Vocational education; Policy; Economic development; Industry; Training

**Source\_name**

AEI

**Reason for exclusion from A list**

Literature review; highlights 'time poverty'; builds on findings of earlier study of views of over 70 women business operators by Barrett (1997): *Women training for transition: Enhancing VET for women's business involvement*, Sunshine Coast University, Maroochydore. Field (1997) *Training and learning in small business: Issues for research*, UTS Research Centre of VET, Sydney, identified five critical areas related to learning in small business: influence of enterprise context, whether and why knowledge or skill is valued, how they are utilised within firm, how learning is transferred between individuals within and between enterprises, learning from and in networks. Further the need to understand the diverse range of organisations with whom small business interacts and consider their needs at a particular point in time. ACE sector has long been used by women and small business attraction to ACE has been attributed to its local nature and its responsiveness to local needs.

## Excluded

**RecordID**

495

**Document\_no**

01098759

**English\_title**

Better business: productivity through training: conference proceedings.

**Author**

Heindel J; Hoyle G & O'Connor R

**Imprint**

Brisbane: Queensland. Dept of Training and Industrial Relations, 1997.

**Abstract**

The papers within these proceedings contain a common theme: training is essential for every business. Without a highly- trained and multi skilled workforce, economic success in an increasingly international marketplace cannot be achieved. ; Includes papers on training in the USA, UK apprenticeship experiences, training and business strategies, Stanwell power station case study, career advice and productivity, rural training and technology, small business profitability, VET in schools and at work and a disability strategy.

**Descriptors**

Business; Disabilities; Job training; On the job training; Productivity; Small businesses; Vocational education

**Identifiers**

Queensland

**Source\_name**

AEI

**Reason for exclusion**

Not new research

**Excluded****RecordID**

499

**Document\_no**

01107880

TD/TNC 66.176

**English\_title**

Factors influencing active learning in small enterprises.

**Author**

Hawke G

**Imprint**

UTS Research Centre for Vocational Education and Training, 2000.

**Abstract**

Small enterprises are not large users of structured training. However, they are often actively engaged with learning. This paper proposes a possible model or framework to identify the sorts of learning they engage in. The framework is built around two key questions: what motivates enterprises or staff to seek new or further learning?; and what factors shape the type of learning that is required? The paper identifies key motivations as being: new employees; critical incidents; knowledge- or skill-intensive products or services; rapid changes in the knowledge or skills base of the industry sector; operations that involve danger or liability; learning orientedness of partners and allies; changes in the political, legal or cultural context of the enterprise; and scope to develop/ acquire new knowledge. ; The factors that shape the type of learning required are identified as: scope to share knowledge within the organisation; the quantity and characteristics of the knowledge used within the enterprise; the educational level of employees; the availability of learning programs; the learning infrastructure available; and owner/manager attitudes. ; {Author abstract, ed}

**URL**

<http://www.uts.edu.au/fac/edu/rcvet/working%20papers/0013%20Hawke.pdf>

**Descriptors**

Work environment; Learning experience; Small businesses; Training; Training objectives; Organisational change; Organisational effectiveness; Workplace learning

**Source\_name**

AEI

**Reason for exclusion**

Motivation and attitudes; drivers of training

**Included – A list****RecordID**

500

**Document\_no**

01136723

TD/TNC 75.16

**English\_title**

How small business learnt about the goods and services tax : lessons for vocational education and training.

**Author**

Billett S; Ehrich L H & Hernon-Tinning B

**Imprint**

Adelaide: NCVER, 2003.

**Abstract**

This report presents the findings of a research project on learning in and for small business. ; The recent experiences of small businesses' implementation of the goods and services tax (GST) and its associated business activity statement (BAS) were used to understand how small businesses can best develop the capacities to respond to new tasks and challenges. ; As the key means of determining how small businesses accomplished this task, case studies were developed. ; Semi-structured interviews were undertaken with thirty small businesses across two states. ; The small businesses represented a diversity of locations, sizes and specialities.

**URL**

<http://www.ncver.edu.au/research/proj/nr1024.pdf>

**Descriptors**

Mini-courses; Participation; Skill development; Small businesses; Taxes; Workplace learning; Organisational learning; Case studies; Interviews; Models; Vocational education and training

**Identifiers**

Goods and Services Tax (GST)

**Source\_name**

AEI

<b>Excluded</b>
-----------------

**RecordID**

503

**Document\_no**

01080553

TD/VIC 46.16 (same TD number for all 6 reports) - ON SHELF

**English\_title**

Industry education partnerships: innovation and learning. **Report four, Small business case studies.**

**Author**

Kearns P; Murphy M & Villiers G

**Imprint**

Melbourne: Victoria. Office of Training and Further Education (OTFE), 1996.

**Abstract**

The Australian Vocational Training System (AVTS) is being implemented in a dynamic era in both industry and education sectors. This 6 volume report is a study of industry education partnerships in the AVTS. It draws upon 20 case studies to analyse factors which influence the course of these partnerships. The overriding theme of the study is the centrality of industry education partnerships to the success of the AVTS. As firms committed to continuous improvement and achieving international best practice develop new models for integrating technology, work organisation and skills formation, the establishment of different relationships with the education and training sectors become crucial. These requirements provide fertile conditions for industry education partnerships, which, if developed as a strategic instrument can foster the generation and dissemination of ideas and lead to innovation and enhanced competitiveness. The interplay between reform and traditional attitudes, habits and values is also central to the study. The 6 volume report consists of: (1) The report; (2) The case studies; (3) Overview of report; **(4) Small business case studies**; (5) Access and equity case studies; (6) Good practice volume. [VOCED ABSTRACT]

**Descriptors**

Best practice; Educational cooperation; Educational innovation; Partnerships in education; School business relationship; Small businesses; Training; University business relationship; Vocational education; Agricultural education; Case studies; Child care occupations; Competency based education; Cooperative programs; Delivery systems; Educational quality; Farmers; Industrial training; Program development; TAFE; Traineeships



**Identifiers**

TAFE business relationship

**Source\_name**

AEI

**Reason for exclusion**

Report not specifically about small business although Volume 2 has some Small business case studies which the report recommends should be promoted to other small businesses.

<b>Excluded</b>
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**RecordID**

509

**Document\_no**

01126540

TD/TNC 69.111

**English\_title**

Local perspectives on globalisation and learning: a case study of the printing and packaging industry in south-west England.

**Author**

Payne J

**Source**

Studies in Continuing Education v.23 n.2 p.215-228

**Imprint**

2001.

**Abstract**

This paper examines the impact of technological change and globalising tendencies on the printing industry. ; These processes of change have important implications for training. ; The paper uses available case-study evidence on the print industry in the south-west of England, organised mainly within small and medium-sized enterprises (SMEs). ; It takes as its starting point a limited range of the extensive literature on globalisation, and the literature that relates issues of lifelong learning to globalisation. ; The period since 1997 has seen an increasingly interventionist approach by the UK government to education and training. ; In addition, there is a strong emphasis on regional policy, with substantial devolution of power to Wales and Scotland, and the setting up of the Regional Development Agencies in England. ; Within the south-west England print industry, the initiative to rebuild the training infrastructure, especially for SMEs, has been taken by the Graphical Paper and Media Union. ; It has used money provided by government primarily through the Trade Union Learning Fund to set up training courses in new print technologies for its members and to begin to create a network of learning representatives to encourage and support members to take up these new opportunities. ; The paper refers to both quantitative and qualitative data on this work, and reflects on its economic, social, and cultural situatedness. ; {Author abstract}

**Descriptors**

Globalisation; Learning; Printing; Publishing industry; Technological change; Training; Small businesses; Unions; Labour force development; Case studies; Vocational education

**Identifiers**

United Kingdom

**Source\_name**

AEI

**Reason for exclusion**

Promotion of Trade Union Learning Fund being used to network and train in new print technologies in local region.

**Included – B list****RecordID**

513

**Document\_no**

01095282

TD/TAS 56.05

**English\_title**

Promoting learning networks for small business : how can group learning facilitate change?

**Author**

Kilpatrick S

**Imprint**

Launceston Tas: Centre for Research and Learning in Regional Australia, 1998.

**Abstract**

Learning organisations are characterised by both intra-organisational learning and inter-organisational learning. ; Lundvall's work on organisational innovation proposes that innovation, or change, is a cumulative process which builds on existing knowledge and practices through interactive learning. ; Change originates within the organisation, with the proviso that the change may be internal to a network of organisations, rather than a single organisation. ; Organisations which adapt and change as a result of interactive learning activities are learning organisations. ; On-going, lifelong learning has been shown to promote responsiveness, flexibility and an ability to make successful changes among farm managers. ; Individual farms have small workforces, with consequently limited opportunities for interactive learning within the 'institution'. ; This is reflected in the amount of change occurring in single and dual operator family farm businesses. ; These small businesses, which comprise 74 percent of all Australian farm businesses, are less likely to make changes to farming practices than those with larger management teams, according to results of a survey of 2500 farm businesses presented in this paper. ; Unlike in Europe, there is very little trade protection for Australian agricultural businesses. ; Agriculture is a significant contributor to the Australian economy, producing 29 percent of exports. ; Both industry leaders and government recognise that farm businesses must be flexible and adaptable in order to manage the risks of climate and changes in global markets, and for Australian agriculture to be internationally competitive. ; Organised learning 'events', such as seminars, conferences, courses and field days, are a way of fostering learning 'networks' of small business managers. ; By developing 'learning networks', increasing participation in organised 'learning events' will improve the performance of businesses by promoting the ability to make appropriate change in their managers. ; This paper uses data from a large study of Australian farm businesses to describe the organised 'learning events' in which their managers choose to participate. ; These data are supplemented by data from two interview surveys of participants in a number of types of organised 'learning events'. ; The paper explores the role of interaction between participants, and with 'expert' facilitators, in learning process which leads to changes to management practices. ; Given the conclusion that group learning networks are effective in promoting successful change for small business, the paper concludes with a discussion of industry and government responses to research on the impact of education and training on farm business performance and further policy implications. ; {Author abstract, ed}

**URL**

<http://www.crlra.utas.edu.au/files/discussion/1998/D09-1998.pdf>

**Descriptors**

Change; Employees; Farm management; Farm occupations; Group discussion; Nonformal education; Small businesses; Training; Adult farmer education

**Source\_name**

AEI

**Reason for exclusion from A list**

Specifically farm businesses; group learning networks effective for promoting change: discussion paper related to study 516, 696 & 411.

**Excluded****RecordID**

515

**Document\_no**

01106547

**English\_title**

Stepping on-line.

**Author**

Ashcroft K

**Source**

Australian training review n.36 p.14

**Imprint**

2000.

**Abstract**

In 1999 Southern Sydney Institute of TAFE started some small projects in Administrative Services and Management & Small Business to develop trial online modules. This article describes the development and successful piloting of modules.

**URL**

[https://www.acer.edu.au/scripts/library/request/docreq01.php?document\\_id=108911](https://www.acer.edu.au/scripts/library/request/docreq01.php?document_id=108911)

**Descriptors**

Small businesses; Business education; Courseware; Computer software development; TAFE

**Identifiers**

Southern Sydney Institute of TAFE

**Source\_name**

AEI

**Reason for exclusion**

Description of trial online training modules in Small Business Management.

**Excluded****RecordID**

516

**Document\_no**

01129943

TD/TAS 58.01

**English\_title**

Support networks and trust : how social capital facilitates learning outcomes for small businesses.

**Author**

Kilpatrick S & Bell R

**Source**

In 'Learning to manage change : developing regional communities for a local-global millennium' edited by I Falk. Leabrook S Aust : National Centre for Vocational Education Research

**Imprint**

2001.

**Abstract**

This chapter examines a learning community of farm businesses (a community-of-practice rather than a geographic community). ; It traces the way in which the community deliberately structures its activities so as to develop and accumulate social capital. ; The chapter also examines the outcomes of the use of social capital in learning processes of members. ; Much of the literature on social capital focuses on trust as the central element. ; The farmer learning community develops a high level of trust among its members, however trust is not the most important element in bringing about and sustaining changes. ; The support network created by the

community is the single most important factor in facilitating the changes, which the members make to their business management practice. ; It is argued that trust is a by-product of getting to know other members of the community and developing shared values. ; A strong and effective support network for change is created as a result of knowing others' strengths and weaknesses and valuing a climate of openness in which members are able to challenge others and be challenged. ; {Author abstract, ed}

**URL**

<http://www.ncver.edu.au/pubs/falk2001/ch10.pdf>

**Descriptors**

Learning communities; Farm management; Educational planning; Rural development; Small businesses; Labour education; Social support groups; Trust (Psychology); Social capital

**Source\_name**

AEI

**Reason for exclusion**

Description; covered in study 513

<b>Included – B list</b>
--------------------------

**RecordID**

523

**Document\_no**

01102012

**English\_title**

Strategies for small business education and training: a case study in the independent supermarket industry in Australia.

**Author**

Eiseman J

**Imprint**

Werrington NSW: University of Western Sydney, 1997.

**Abstract**

The need to raise the skills and knowledge of both managers and staff in small business through improvement to education and training is the underpinning thematic concern of this research. ; Another concern is the appropriateness of action research as a process for research and development in education and training for small business. ; The independent supermarket industry in Australia provided the case study for this action research. ; The study sought to identify the barriers to participation in education and training programs and to develop strategies to overcome these barriers. ; Participation in education and training programs in the independent supermarket industry in Australia was found to be constrained by working conditions at store level, geographic location, negative attitudes of owners or principal managers towards education and formalised training and economic pressures on the industry. ; In this study the action research methodology provided the means to incrementally achieve a rich contextual understanding, to build researcher-client relationships, client receptivity to the research findings and credibility for both the researcher and the study. ; However, a key constraint to action research was the difficulty of gaining active participation from the client system. ; Another contribution of this is the documentation of the key issues and characteristics of independent supermarkets which have been poorly reported. ; The issues and characteristics identified for independent supermarkets, such as those arising from future uncertainty, family ownership, management style and attitude are compatible with those reported for small business generally. ; This research was guided by, and the results support, the proposition put forward by Gummesson that action research in a business environment is enhanced by the combining of the consultant and researcher roles. ; This role duality and the cyclic processes of action research provided the opportunity for incremental benefits to the clients which gave incentive for the clients to provide access and support for research in their environment.{ADT abstract}

**URL**

<http://library.uws.edu.au/adt-NUWS/public/adt-NUWS20030811.161842/>

**Descriptors**

Business education; Small businesses; Employees; Training; Administrators; Action research; Case studies

**Identifiers**

Supermarkets

**Source\_name**

AEI

**Reason for exclusion from A list**

Background on strategies used for organisational learning; barriers/facilitators.

**Excluded****RecordID**

534

**Document\_no**

British Library Shelfmark: 3661.188100

**English\_title**

Design of learner-centred tools for continuous training in SMEs

**Author**

Molfino, Maria Teresa; Quarati, Alfonso & Forcheri Paola

**Source**

Education and Information Technologies; Vol.3,nos.3-4: Sep-Dec 98

**Imprint**

England: 1998. p261-276

**Descriptors**

Small Businesses; Information Technology; Staff Development; Computer Assisted Learning; Learner Centred Curriculum; Job Training; Computer Literacy; Human Computer Interaction

**Source\_name**

British Education Index (BEI)

**Reason for exclusion**

Description only

**Excluded****RecordID**

545

**Document\_no**

British Library Shelfmark: 6422.876650

**English\_title**

The big challenge facing small firms

**Author**

Thatcher Mike

**Source**

People Management; Vol.2,no.14: 96

**Imprint**

England: 1996. p20-25

**Abstract**

Examines the impact on small businesses of personnel and training initiatives such as NVQs and Investors in People

**Descriptors**

Small Businesses; Job Skills; Skill Development; Training; Government Role; National Vocational Qualifications

**Identifiers**

Investors in People

**Source\_name**

British Education Index (BEI)

**Reason for exclusion**

Not sufficiently relevant to review question; mostly comments on where government is 'not meeting small business needs'.

**Included – B list****RecordID**

546

**Document\_no**

TD/TNC 70.605

**English\_title**

The nature of training and motivation to train in small firms

**Author**

Blackburn, Robert & Kitching John

**Imprint**

England: 2002 Publisher: Nottingham. 99p

**Abstract**

This study begins from the premise that smaller employers provide less formal training than larger companies and are less likely to participate in government training initiatives. The study has a number of objectives: to understand the issues small employers face in making decisions about training; to examine training provision for owner-managers, new recruits and established employees; to gauge the importance of formal and informal training; to identify employers' motives to provide training; and to assess whether small businesses' informal training can be assessed more formally than at present. The first stage of the study provides quantitative data on a sufficiently large sample to be able to generalise the findings to the broader population. The second stage provides qualitative data on employers' definitions of training, their motives for undertaking training and the barriers to providing training. The report also suggests implications for future policy. [VOCED ABSTRACT]

**URL**

This document may be found on the DfES web site at:

<<http://www.dfes.gov.uk/research/data/uploadfiles/RR330.pdf>> (accessed September 2002).

**Descriptors**

Training; Small Businesses; Motivation; Government Role; Business Administration

**Source\_name**

British Education Index (BEI)

**Reason for exclusion from A list**

Focus on determinants of training; highlights barriers to participation and recommends initiatives target specific segments of small business population and workforce e.g. new recruits, established staff and owner-managers; also different initiatives to encourage participation from 'non-trainers' e.g. reduce cost, time and other barriers; or 'trainers' including strategic, tactical and low training small enterprises.

**Excluded - see**

**659**

**RecordID**

551

**English\_title**

Vocational education and training in small businesses: an evaluation of current initiatives

**Author**

Matlay Harry

**Imprint**

England: 2001. 8p

**Descriptors**

Small Businesses; Vocational Education; Training; Programme Effectiveness

**Source\_name**

British Education Index (BEI)

**Reason for exclusion**

Conference paper; summary article; covered elsewhere - see study **659** better (from Harry Matlay's PhD); Examines the relationship between small/medium sized businesses and

training initiatives in Britain including impact of NVQs (1986), Investors in People (1990), Business Links (1995) & ITOs (1980); Argues that they do not meet the specific training needs of vast majority of owner/managers operating in small business sector in British economy.

**Excluded****RecordID**

557

**Document\_no**

British Library Shelfmark: 4476.285000

**English\_title**

Attitudes of entrepreneurs in SMEs towards training in Malaysia

**Author**

Moha-Asri Abdullah

**Source**

Industry and Higher Education; Vol.12,no.2: Apr 98

**Imprint**

England: 1998. p115-122

**Abstract**

The significant contribution of small and medium-sized enterprises (SMEs) to national economic development is widely recognized in Malaysia. Various training programmes for SMEs have been provided by different agencies and institutions (both governmental and private-sector). The aim has been to accelerate systematic training programmes for the development of SMEs. However, it is difficult to ascertain the attitudes and perceptions of entrepreneurs in SMEs concerning these programmes, and consequently the extent to which they have made good use of them. This paper attempts to evaluate the attitudes of entrepreneurs in SMEs towards training programmes for their employees, and to examine the extent of their efforts to provide training facilities in their firms. To this end, a survey was carried out of 185 entrepreneurs in SMEs in Penang, Malaysia. The study reveals that a majority of them realize the need for training; a large percentage realize that the existing training programmes are useful and relevant to their requirements; and a majority of them provide training programmes using "on-the-job" training. However only a small percentage provide and use a specific annual budget for training. The results of the survey suggest that training efforts among the entrepreneurs remain limited despite the fact that there is a widespread realization of the importance of training. (Abstract reproduced by kind permission of the publisher)

**Descriptors**

Small Businesses; Employer Attitudes; Staff Development; Training

**Identifiers**

Malaysia; Training Needs

**Source\_name**

British Education Index (BEI)

**Reason for exclusion**

Not sufficiently relevant to review questiion; no strategy; attitudes of employers

**Excluded****RecordID**

560

**Document\_no**

British Library Shelfmark: 8883.583000

**English\_title**

Competing in world-class markets

**Author**

Draycott David

**Source**

Training Tomorrow; Vol.10,no.8: Nov 96

**Imprint**

England: 1996. p20-21

**Abstract**

Describes a project led by Birmingham TEC to assist the region's automotive component suppliers to develop the quality practices, skills and technology to compete in the world market

**Descriptors**

Training and Enterprise Councils; Small Businesses; Skill Development; Job Skills; Programme Development

**Source\_name**

British Education Index (BEI)

**Reason for exclusion**

Description of project only

**Excluded****RecordID**

563

**Document\_no**

British Library Shelfmark: 4476.285000

**English\_title**

Electronic commerce resource centers: an industry-university partnership

**Author**

Sommer, Rainer; Tarimcilar, M. Murat & Gullede Thomas R.

**Source**

Industry and Higher Education; Vol.13,no.2: Apr 99

**Imprint**

England: 1999. p127-134

**Abstract**

This paper provides a description and an analysis of the effectiveness of the Electronic Commerce Resource Center (ECRC) concept, as implemented in the USA. Following the general presentation, a specific discussion of the industry-education partnership at a Center in Fairfax, Virginia is provided. The mission of the ECRC network is to transfer process improving and enabling electronic commerce technologies to small and medium-sized businesses and government agencies. Each ECRC is a virtual organization, comprised of industry and university partners. In order to achieve its mission, the ECRC focuses on demonstrating emerging technologies, and then rapidly transferring the technologies to small and medium-sized businesses. The ECRC mission also requires the provision of training on process improving methods, legacy data management, and enabling technologies. Finally the effectiveness of the Fairfax ECRC is analysed within the context of our internally established performance measurement system. The authors argue that the ECRC concept could be successfully transferred to other countries, given the intense worldwide interest in electronic commerce. (Abstract reproduced by kind permission of the publisher)

**Descriptors**

Resource Centres; Industry Higher Education Relationship; Technology Transfer; Small Businesses

**Identifiers**

United States

**Source\_name**

British Education Index (BEI)

**Reason for exclusion**

Not sufficiently relevant to review question; Description of Industry-Higher Education partnership for technology transfer

**Excluded****RecordID**

570

**Document\_no**

British Library Shelfmark: 4476.285000

**English\_title**

Improving the export capabilities of SMEs: a case study from the North-East of



England

**Author**

Johnson, David & Sutherland Eileen

**Source**

Industry and Higher Education; Vol.10,no.2: Apr 96

**Imprint**

England: 1996. p121-124

**Abstract**

The authors document the assistance given by Durham University Business School (DUBS) from 1988-94 to small and medium-sized enterprises in the UK in order to increase their export capabilities. The assistance provided has been in the form of seven training programmes which included the provision of additional resources to participating companies (e.g. people, contacts, sources of information and financial assistance). They also describe a current initiative designed to increase SMEs' access to global markets, international training opportunities and worldwide resources (Abstract reproduced by kind permission of the journal)

**Descriptors**

Small Businesses; Industry Higher Education Relationship; Exports

**Identifiers**

England and Wales

**Source\_name**

British Education Index (BEI)

**Reason for exclusion**

Description of assistance given by Durham University Business School from 1988-94, especially related to exporting.

**Excluded –  
linked to 587**

**RecordID**

574

**Document\_no**

British Library Shelfmark: 4476.285000

**English\_title**

Linking small firms with higher education: TCS initiatives

**Author**

Robson E.H.

**Source**

Industry and Higher Education; Vol.10,no.2: Apr 96

**Imprint**

England: 1996. p103-108

**Abstract**

The Author describes recent steps taken to increase the benefits of the TCS (Teaching Company Scheme) for its participants, especially for the growing number of graduates and supervisors working in small or medium-sized firms. Particular emphasis is given to an initiative to establish a network of TCS centres for small firms (Abstract reproduced by kind permission of the publisher)

The British Teaching Company Scheme (TCS) stimulates university-industry partnerships in innovative projects. The growing importance of small and medium-sized enterprises has necessitated some changes to help small businesses supervise interns, support multiple internships, manage projects, and disseminate innovations. [ERIC ABSTRACT]

**Descriptors**

Teaching Company Scheme; Small Businesses; Industry Higher Education Relationship; Networks

**Source\_name**

British Education Index (BEI)

**Reason for exclusion**

Description of Teaching Company Scheme; linked to study 587 on technology transfer.

**Excluded****RecordID**

578

**Document\_no**

British Library Shelfmark: 4476.285000

**English\_title**

Success and failure in helping SMEs: a three-year observational study

**Author**

Coleman, Shirley & Stewardson David J.

**Source**

Industry and Higher Education; Vol.17,no.2: Apr 2003

**Imprint**

England: 2003. p125-130

**Abstract**

This paper describes the outcomes of work conducted to help local small and medium-sized enterprises (SMEs) since 1999 by a unit attached to a university in the North East of England. It describes the pattern of help offered, the uptake rates, levels of assistance and the types of outcome measures achieved. Certain regions of Europe have been given special status as areas that are in need of varying degrees of funded assistance. The North East of England is one such area and has attracted several hundreds of millions of pounds in European- sponsored State Aid as a result. The paper describes briefly how some of this money has been used to help SMEs design products more quickly, reduce waste and re-work, and introduce continuous improvement to key business processes. It then details the numbers and types of companies concerned, how many companies dropped out of the project early, the patterns of work and the measured outcomes. The authors examine the uptake rates, and discuss possible reasons why some SMEs do not make full use of the facilities on offer. Anecdotal evidence of SME owner motivations and decision criteria is also presented. Reasons for the overall success of the unit's efforts are suggested, as are ways to improve the potential for SME engagement throughout the HE sector (Abstract reproduced by kind permission of the publisher)

**Descriptors**

Small Businesses; University Role; Industry Higher Education Relationship; Financial Support

**Source\_name**

British Education Index (BEI)

**Reason for exclusion**

Description of university unit that provides help to SMEs; not sufficiently relevant to review question.

**Excluded****RecordID**

579

**Document\_no**

British Library Shelfmark: 4476.285000

**English\_title**

Support of small innovative businesses in the Czech Republic

**Author**

Klusacek Karel

**Source**

Industry and Higher Education; Vol.11,no.1: Feb 97

**Imprint**

England: 1997. p40-44

**Abstract**

This paper reviews the national system for support of small and medium businesses in the rapidly changing environment of the Czech Republic. The major components of the support are national programmes of assistance to small and medium-sized enterprises, information and consulting services, the PHARE programme and business incubators. It is concluded that incubators can be a cost- effective instrument in the creation of new enterprises: however, most of the facilities claiming

to be business incubators do not offer adequate services and business assistance to their clients, but operate only as multi-tenant buildings. Three case examples of business incubators (two successful, one not successful) are presented. (Abstract reproduced by kind permission of the journal)

**Descriptors**

Technological Advancement; Technology Transfer; Small Businesses

**Identifiers**

Czech Republic

**Source\_name**

British Education Index (BEI)

**Reason for exclusion**

Mostly descriptive: higher education business incubations; three case studies – two successful and one not.

**Excluded**

**RecordID**

582

**Document\_no**

British Library Shelfmark: 4476.285000

**English\_title**

Technology transfer projects in Europe: a comparison

**Author**

Galbiati Maria

**Source**

Industry and Higher Education; Vol.15,no.3: Jun 2001

**Imprint**

England: 2001. p197-208

**Abstract**

Throughout Europe, technology transfer between academic institutions and industry is seen as an important mechanism by which to improve the competitiveness of small and medium-sized enterprises (SMEs). This paper evaluates the strategies, structures and success of schemes operated in three different EU countries: Germany, Italy and the UK. It would appear that such schemes are more successful in economically successful areas. A major finding is the difficulty in all countries of first identifying suitable SMEs for such projects and then persuading them to participate. It was also found that without the whole-hearted commitment of academic staff such schemes rarely succeed (Abstract reproduced by kind permission of the publisher)

**Descriptors**

University Role; Technology Transfer; Small Businesses; Industry Higher Education Relationship

**Source\_name**

British Education Index (BEI)

**Reason for exclusion**

Not sufficiently relevant to review question; paper evaluates technology transfer schemes in Germany, Italy and the UK; mostly universities; one Technical College incubator.

**Excluded**

**RecordID**

585

**Document\_no**

British Library Shelfmark: 4476.285000

**English\_title**

The role of higher education in developing effective support for technology entrepreneurs: a case study from Ireland

**Author**

Henry, Colette; Carroll Gerry

**Source**

Industry and Higher Education; Vol.11,no.4: Aug 97

**Imprint**

England: 1997. p204-210

**Abstract**

The authors examine the active role which a third-level institution in the North East of Ireland has taken in the development of a regional support structure of new and existing technology-based businesses. The specific experiences of Dundalk Regional Technical College (Dundalk RTC) are related and their response to the new RTC Act is described. The paper focuses on the technological aspect of the new regional development role and describes how the College's incubator was set up and developed into a comprehensive support facility for technology-based businesses. The main objective of the paper is to identify the key components of an effective technology support structure. The advantages of a campus-based support facility are underlined, as is the need for a comprehensive approach to regional technological development. (Abstract reproduced by kind permission of the publisher)

**Descriptors**

Industry Higher Education Relationship; Economic Development; Entrepreneurship; Small Businesses; Technology

**Identifiers**

Ireland (Republic)

**Source\_name**

British Education Index (BEI)

**Reason for exclusion**

Description only

**Excluded****RecordID**

586

**Document\_no**

British Library Shelfmark: 8883.583000

**English\_title**

The skills challenge

**Author**

Forsyth, Scott; Wilson Bob

**Source**

Training Tomorrow; Vol.10,no.9: Dec 96

**Imprint**

England: 1996. p17-18

**Abstract**

Describes a new initiative to develop management training and skills training in small and medium sized enterprises

**Descriptors**

North West Training Council; Engineering Training Authority; Training Methods; Small Businesses; Staff Development; Skill Development; Management Development

**Source\_name**

British Education Index (BEI)

**Reason for exclusion**

Description only

**Excluded****RecordID**

587

**Document\_no**

British Library Shelfmark: 4476.285000

**English\_title**

The TCS model: an effective method of technology transfer at Kingston University, UK

**Author**

McEwan, Anne Marie; Lipscomb Marguerite

**Source**

Industry and Higher Education; Vol.15,no.6: Dec 2001

**Imprint**

England: 2001. p393-401

**Abstract**

This paper demonstrates that, despite the considerable challenges in transferring research knowledge, particularly to small and medium-sized enterprises (SMEs), there are innovative methods of technology transfer that can be highly effective in both large companies and the SME context. It is argued that organizations must continually innovate products and processes, and constantly develop their knowledge base, in response to contemporary technological and social change. Innovation through the TCS model of technology transfer is examined, drawing on case studies that describe outcomes from the government-sponsored scheme, and a technology transfer method based on TCS. This leads to an analysis of why the TCS model is an effective method of technology transfer (Abstract reproduced by kind permission of the publisher)

**Descriptors**

Technology Transfer; Industry Higher Education Relationship; Small Businesses; Innovation

**Identifiers**

Teaching Company Scheme

**Source\_name**

British Education Index (BEI)

**Reason for exclusion**

Not sufficiently relevant to review question; description of HE-industry partnership for MSc students - see also 574

**Included – B list****RecordID**

593

**Document\_no**

952477191

TD/TNC 84.253

**English\_title**

Australian small business participation in training activities

**Author**

Beverley Webster, Elizabeth Walker & Alan Brown

**Source**

Education & Training. London: 2005. Vol. 47, Iss. 8/9; pg. 552, 10 pgs

**Abstract**

This paper investigates the use of on-line training by small businesses in Australia. It aims to explore the relationship between the owner's acceptance and use of the Internet, and their current participation in training opportunities. A sample of small businesses which had participated in an Australian government scheme aimed at improving the participation of this business sector in training, were surveyed using a mailed questionnaire. The scheme provided training vouchers to businesses to fund training activities for the owner managers. Findings suggest that business characteristics can affect the participation in training, with those having plans more likely to engage in training. The use of the Internet for training has improved accessibility for small businesses and offers some potential as a delivery medium, however, the findings also highlight the lack of e-literacy of many small business owners.

**URL**

<http://proquest.umi.com/pqdweb?did=952477191&sid=2&Fmt=7&clientId=29032&RQT=309&VName=PQD>

**Descriptors**

Studies, Small business, Online instruction, Skill development

**Identifiers**

9179 Asia & the Pacific, 9130 Experiment/theoretical treatment, 9520 Small

businesses, 6200 Training & development, 5250 Telecommunications systems & Internet communications Australia

**Source\_name**

Proquest E-journals

**Reason for exclusion from A list**

Survey of stratified sample of participants in Training Voucher scheme - see study **731** in A list. Shows business owners who send their staff to training are those who have intentions to grow, have a written business plan and training is part of that business plan, see the value of training for business and have positive attitudes towards training. See also study **727**.

<b>Excluded – see report 500</b>
--------------------------------------

**RecordID**

594

**Document\_no**

774591571

TD/TNC 80.392

**English\_title**

Learning new practices in small business: engagement and localised support

**Author**

Lisa C Ehrich & Stephen Billett

**Source**

Education & Training. London: 2004. Vol. 46, Iss. 8/9; pg. 501

**Abstract**

Discusses the findings of a study that investigated how the learning of innovative practices might best proceed in small businesses. The recent implementation of the Goods and Service Tax (GST) in Australia presented an opportunity for understanding how small business operatives learned to implement a new practice. The procedures comprised semi-structured interviews with 30 small businesses about how they had learned about and implemented the GST. A case study was written about each small business' experience and they were verified for their accuracy by each small business. These case studies became the data source. It was found that the small business operatives that appeared to have learned most about the GST were those who were highly engaged in the task of learning about the GST - active learners and also accessed high levels of support from localised sources. A typology comprising dimensions of support needed and engagement by small business operatives was synthesised from the findings and is discussed.

[PUBLICATION ABSTRACT]

**URL**

<http://proquest.umi.com/pqdweb?did=774591571&sid=2&Fmt=7&clientId=29032&RQT=309&VName=PQD>

**Descriptors**

Studies, Small business, Learning, Sales taxes, Employment practices

**Identifiers**

9179 Asia & the Pacific, 9130 Experimental/theoretical, 9520 Small business, 4210 Institutional taxation Australia

**Source\_name**

Proquest E-journals

**Reason for exclusion**

Fuller report available – see study **500**

**Included – B list  
reference only****RecordID**

596

**Document\_no**

524317441

**English\_title**

Managerial skills and SME's development in Palestine

**Author**

Mohammed I Al-Madhoun &amp; Farhad Analoul

**Source**

Career Development International. Bradford: 2003. Vol. 8, Iss. 7; pg. 367, 13 pgs

**Abstract**

In recent years management training development has secured an increasingly important place in the life of the business managers. In the Arab countries, the management and development efforts have largely been found to be somewhat inadequate and ineffective. Many management-training programmes (MTPs), of an off-the-job nature, have been established in the Palestinian territories (PT), after the peace agreement, in order to find a solution for the apparent lack of managerial strength, especially amongst the small and micro-enterprises (SMEs). Discusses the contribution of these programmes towards the development of these managers by dividing the managerial skills offered into three main categories. The primary data have been generated through a survey of the SME managers who have participated in management development training programmes in Palestine. The results of the study highlighted the question of the importance, interrelationship and interaction of managerial skills used for developing SMEs. [PUBLICATION ABSTRACT]

**URL**

<http://proquest.umi.com/pqdweb?did=524317441&sid=2&Fmt=7&clientId=29032&RQT=309&VName=PQD>

**Descriptors**

Management training, Small business, Managerial skills, Studies

**Identifiers**

9178 Middle East, 6200 Training & development, 2200 Managerial skills, 9130 Experimental/theoretical Palestinian territory

**Source\_name**

Proquest E-journals

**Reason for exclusion from A list**

Reference: causal relationship between training & business success found but does not answer our review question.

**Excluded****RecordID**

597

**Document\_no**

537151311

**English\_title**

A conceptual development framework for management and leadership learning in the UK incubator sector

**Author**

Paul D Hannon

**Source**

Education &amp; Training. London: 2003. Vol. 45, Iss. 8/9; pg. 449, 12 pgs

**Abstract**

Focuses attention upon a recent phenomenon promoted by public sector policy and government funding and adopted within the private sector as a vehicle for wealth creation, where wealth can mean the development of different forms of capital such as financial, intellectual and social. Incubators and incubation programmes have established themselves across the globe as part of the enterprise landscape and are

achieving substantial growth rates in numbers, with expectations for further growth in the near future. Emphasises the finding of recent studies suggesting that the nature and experience of incubator management and leadership positively affect client perceptions of the value and impact of their incubation experience. In conclusion, there is an emerging demand for greater professionalism within the sector and the role that current national incubation benchmarks may have on supporting management and leadership capability building. Suggests that focusing on management and leadership capability building across the sector is an important policy consideration for government in enhancing the overall performance and effectiveness of the industry. [PUBLICATION ABSTRACT]

**URL**

<http://proquest.umi.com/pqdweb?did=537151311&sid=2&Fmt=7&clientId=29032&RQT=309&VName=PQD>

**Descriptors**

Small business, Learning, Leadership, Business incubators

**Identifiers**

9175 Western Europe, 9520 Small business, 2200 Managerial skills, 8130 Investment services United Kingdom, UK

**Source\_name**

Proquest E-journals

**Reason for exclusion**

Reports on other studies only: suggest good practice ideas for business incubator sector

<b>Excluded</b>
-----------------

**RecordID**

598

**Document\_no**

343709741

**English\_title**

Basic skills and small business competitiveness: Some conceptual considerations

**Author**

Mark Addis

**Source**

Education & Training. London: 2003. Vol. 45, Iss. 2/3; pg. 152, 10 pgs

**Abstract**

This article considers how basic skills affect competitiveness, particularly that of small businesses, and the effectiveness of some facets of recent policy initiatives directed at increasing the level of basic skills. Economic performance is seriously threatened by low standards of basic skills. Basic skills are an element of competitiveness because they are connected with personal development, occupational skills, and information technology skills. The application of market and system failure models offers some insight into the levels of basic skills training provided by employers. It is suggested that there is a substantial way to go before employers are firmly persuaded of the competitiveness benefits of undertaking more investment in basic skills training.

**URL**

<http://proquest.umi.com/pqdweb?did=343709741&sid=2&Fmt=7&clientId=29032&RQT=309&VName=PQD>

**Descriptors**

Training, Small business, Competitive advantage, Skills

**Identifiers**

9175 Western Europe, 6200 Training & development, 9520 Small business United Kingdom, UK

**Source\_name**

Proquest E-journals

**Reason for exclusion**

'Conceptual' not research study.



**Excluded****RecordID**

599

**Document\_no**

537151231

**English\_title**

New Zealand's BIZ training programme: service provider perspectives

**Author**

Claire Massey, David Tweed, Kate Lewis

**Source**

Education & Training. London: 2003. Vol. 45, Iss. 8/9; pg. 439, 10 pgs

**Abstract**

Following a review of assistance provision to New Zealand small and medium enterprises (SMEs) in 1998, the government established the BIZ programme. The purpose of the new initiative was to build management capability amongst SMEs by providing them with free access to a business needs assessment, followed by training and seminars, one-on-one mentoring and networking. BIZ became operational in February 1999 and in June 2000, a team of researchers undertook a comprehensive evaluation of the training component of the programme. This paper reports on one aspect of this evaluation, which was designed to capture the experience and views of the BIZ training providers. During this phase of the project a team of three researchers travelled throughout New Zealand to interview providers. Summarises the different experiences of these front-line organisations in delivering BIZ training, as a contribution to the wider policy debate about the role of government in assisting small enterprise. [PUBLICATION ABSTRACT]

**URL**

<http://proquest.umi.com/pqdweb?did=537151231&sid=2&Fmt=7&clientId=29032&RQT=309&VName=PQD>

**Descriptors**

Training, Small business, Public policy, Initiatives

**Identifiers**

9179 Asia & the Pacific, 9520 Small business, 6200 Training & development, 1200 Social policy New Zealand

**Source\_name**

Proquest E-journals

**Reason for exclusion**

Views of employers but does not address outcome of their satisfaction with training programs.

**Included – B list  
Supporting  
evidence****RecordID**

600

**Document\_no**

403455331

**English\_title**

Encouraging SME participation in training: Identifying practical approaches

**Author**

Karen Johnston & Kim Loader

**Source**

Journal of European Industrial Training. Bradford: 2003. Vol. 27, Iss. 6/7; pg. 273, 8 pgs

**Abstract**

This study was designed to provide insights into how barriers to small- to medium-sized enterprises' (SMEs') participation can be addressed by training providers by examining evidence from a training programme offered over a period of 21 months. Previous research findings identifying influences on SME participation in training

have been used as an analytical framework to examine an experience of training design and delivery in practice. Discussion and analysis of project data within the framework above identifies support for some of the relationships between SME participation and these influences. SMEs have taken up the training, participation grew over time, and positive feedback was received. More respondents reported an intention to participate in future training than had taken part in prior training. It therefore seems that the approach taken has been successful in overcoming barriers to SME participation. The paper concludes by discussing the implications of the findings for learning approaches that promote SME take up. [PUBLICATION ABSTRACT]

**URL**

<http://proquest.umi.com/pqdweb?did=403455331&sid=2&Fmt=7&clientId=29032&RQT=309&VName=PQD>

**Descriptors**

Studies, Small business, Training, Statistical analysis

**Identifiers**

9190 United States, 9130 experimental/theoretical, 9520 Small business United States, US

**Source\_name**

Proquest E-journals

**Reason for exclusion from A list**

Deals with implementation issues in UK; addresses barriers; ESF funding to improve SME competitiveness.

**Excluded**

**RecordID**

602

**Document\_no**

409478461

**English\_title**

Corporate university developments in the UK SME sector

**Author**

Christopher Prince & Seamus Allison

**Source**

Journal of Workplace Learning. Bradford: 2003. Vol. 15, Iss. 5; pg. 229, 11 pgs

**Abstract**

This article surveys the status and potential of three small and medium sized enterprises in relation to the concept of the corporate university. It examines the dynamic context for their current training and development activities and their individual similarities and differences in emphasis and priorities. The study involves the use of taxonomies and model structures to articulate current status and to give pointers to further potential for corporate university or corporate academy development. It can be argued that the evidence presented supports the claim that the academy or corporate university can plan an important role in the development and growth of the smaller organization.

**URL**

<http://proquest.umi.com/pqdweb?did=409478461&sid=2&Fmt=7&clientId=29032&RQT=309&VName=PQD>

**Descriptors**

Small business, Organizational learning, Training, Corporate culture

**Identifiers**

9175 Western Europe, 2500 Organizational behavior, 6200 Training & development, 9520 Small business United Kingdom, UK

**Source\_name**

Proquest E-journals

**Reason for exclusion**

Not sufficiently relevant to review question

**Excluded – see  
596****RecordID**

603

**Document\_no**

277373921

**English\_title**

Developing managerial skills in Palestine

**Author**

Mohammed Al-Madhoun &amp; Farhad Analoui

**Source**

Education &amp; Training. London: 2002. Vol. 44, Iss. 8/9; pg. 431, 12 pgs

**Abstract**

This paper assesses the contribution of management training and development programs (MTPs) to the development of managerial skills in small and medium enterprises (SMEs). Different sets of variables were used to explore the managers' skills development by dividing the managerial skills into three main categories: self, people, and task-related skills. After the peace agreement, many training programs were established in the Palestinian Territories in order to solve managerial weakness, and these almost always use off-the-job training. A combination of survey questionnaire and interviews were used to collect the primary data (field study). The target respondents for this first time study were the managers of SMEs who participated in the MT courses. The results of the study highlighted the presence of clusters of managerial skills for SME managers and supported the evidence in the literature suggesting that managerial skills should be analyzed as a system of interrelated skills

**URL**

<http://proquest.umi.com/pqdweb?did=277373921&sid=2&Fmt=7&clientId=29032&RQT=309&VName=PQD>

**Descriptors**

Managerial skills, Management development, Training, Small business, Studies

**Identifiers**

2200 Managerial skills, 6200 Training & development, 9130 Experimental/theoretical, 9520 Small business, 9178 Middle East Palestinian territory

**Source\_name**

Proquest E-journals

**Reason for exclusion**

More relevant article see study 596.

**Included – A list****RecordID**

604

**Document\_no**

277373571

**English\_title**

Engaging SME managers and employees and in training: Lessons from an evaluation of the ESF Objective 4 programme in Great Britain

**Author**

David Devins &amp; Steve Johnson

**Source**

Education &amp; Training. London: 2002. Vol. 44, Iss. 8/9; pg. 370, 8 pgs

**Abstract**

This paper draws on a telephone survey of 116 independent SMEs to explore the impact of a variety of training interventions on human resource (HR) practices and business performance in Great Britain. The paper investigates the extent to which targeting such interventions on the managers of SMEs affects the impact and the likelihood of changes in HR practices but finds no statistically significant relationship.

The research findings suggest that while training interventions have positively contributed to the establishment of HR practices and are perceived by SME managers to have met the needs of the organization, their impact on a range of business performance indicators is fairly modest. Furthermore the research identifies the propensity of SMEs who are currently engaged in training to become involved in these interventions while the majority of SMEs who are not engaged in external training activities remain untouched by the policy intervention.

**URL**

<http://proquest.umi.com/pqdweb?did=277373571&sid=2&Fmt=7&clientId=29032&RQT=309&VName=PQD>

**Descriptors**

Small business, Training, Human resource management, Studies

**Identifiers**

6200 Training & development, 9130 Experimental/theoretical, 9175 Western Europe United Kingdom, UK

**Source\_name**

Proquest E-journals

<b>Included – B list</b> <b>Background</b>
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**RecordID**

610

**Document\_no**

239587591

**English\_title**

Pro-growth small businesses: Learning "architecture"

**Author**

Alison Morrison 7 Sue Bergin-Seers

**Source**

The Journal of Management Development. Bradford: 2002. Vol. 21, Iss. 5/6; pg. 388, 13 pgs

**Abstract**

Internationally, a certain market failure has become apparent in terms of the effective engagement of small business owner-managers in business support programs, and in the wider concept of life long learning. There exists a cultural gap between support agencies and the small business sector's perceptions of the utility of formal support and learning interventions to the business performance of their business. Therefore, this paper extends knowledge and understanding within this context relative to what constitutes small business owner-managers' learning disposition, means, obstacles and organisation to be confronted and what form of new "architecture" needs to be designed to support learning. A theoretical framework supports the analysis of findings from a research project based in Melbourne, Australia, which serves to illuminate pertinent issues towards informing more sensitised support interventions. Specifically, the attribute of a learning culture was identified as a factor contributing to growth in small businesses, and may represent a distinguishing characteristic between effective and non-effective economic performers.

**URL**

<http://proquest.umi.com/pqdweb?did=239587591&sid=4&Fmt=7&clientId=29032&RQT=309&VName=PQD>

**Descriptors**

Small business, Studies, Organizational learning, Services

**Identifiers**

9179 Asia & the Pacific, 9520 Small business, 9130 Experimental/theoretical, 2500 Organizational behavior Australia

**Source\_name**

Proquest E-journals

**Reason for exclusion from A list**

Theoretical framework - cultural gap between support agencies and small business perceptions of formal support

**Included – B list****RecordID**

613

**Document\_no**

121854869

**English\_title**

Making connections: Innovation and collective learning in small businesses

**Author**

Jay Mitra

**Source**

Education & Training. London: 2000. Vol. 42, Iss. 4/5; pg. 228, 9 pgs

**Abstract**

Investigates the learning process in innovation and, in particular, the collective learning which underlines different types of innovation within the context of small- to medium-sized enterprises (SMEs). Argues that innovation is often the result of interaction of various subjects, technologies, people and organisations, and that it is the learning that is derived from such interaction which underpins innovative activity. SMEs are better able to innovate when they are part of clusters because it is through the networking process and the management of externalities (key elements in clustering) that they develop new products, processes and services.

**URL**

<http://proquest.umi.com/pqdweb?did=121854869&sid=4&Fmt=7&clientId=29032&RQT=309&VName=PQD>

**Descriptors**

Learning, Innovations, Small business

**Identifiers**

9130 Experimental/theoretical, 6400 Employee benefits & compensation

**Source\_name**

Proquest E-journals

**Reason for exclusion from A list**

Background definitions, theory & practice; case study of regional cluster for innovation; 'regional learning system' model.

**Included- B list****RecordID**

617

**Document\_no**

115923710

TD/TNC 80.383

**English\_title**

Recruitment and training in small firms

**Author**

Stephanie M. Jameson

**Source**

Journal of European Industrial Training. Bradford: 2000. Vol. 24, Iss. 1; pg. 43

**Abstract**

The hospitality and tourism industries are two of the fastest growing and most dynamic sectors of the British economy. Both industries are highly labor intensive and, because of this, the effective management of human resources is critical to their success. A defining characteristic of these industries is the high incidence of small firms. The issue of training in the small business sector in general has been neglected by academics and management specialists and this is also the case specifically in tourism and hospitality. Jameson goes some way to address this gap in knowledge and examines the recruitment and training practices of small tourism and hospitality firms. The issues examined include sources of recruitment, the extent to which small tourism and hospitality firms had training plans and training budgets, participation, and evaluation of training.

**URL**

<http://proquest.umi.com/pqdweb?did=115923710&sid=4&Fmt=7&clientId=29032&QT=309&VName=PQD>

**Descriptors**

Small business, Tourism, Economic conditions, Human resource management

**Identifiers**

8380 Hotels & restaurants, 9175 Western Europe, 6200 Training & development, 9520 Small business United Kingdom, UK

**Source\_name**

Proquest E-journals

**Reason for exclusion from A list**

Background only; research paper on HRD in small business; analysis of survey results.

**Excluded – see  
659****RecordID**

618

**Document\_no**

120680664

**English\_title**

Vocational education and training in Britain: A small business perspective

**Author**

Harry Matlay

**Source**

Education & Training. London: 1999. Vol. 41, Iss. 1; pg. 6, 8 pgs

**Abstract**

Beginning with the 1970s, policy makers, academics, and industrial commentators in Britain have increasingly focused their attention on the development of the domestic small business sector. The macro-economic potential of this sector of the economy had progressively come to be viewed as the panacea to Britain's relative economic decline. Very soon it had become obvious that in comparison with those of other industrially developed nations, the British labor force was poorly educated and trained. This paper explores the dynamics of workplace training in the small business sector of the British economy. The study upon which this paper is based involved 3 complementary research methods. It included an investigative telephone survey during which attitudinal, sectoral, and compositional data on training were collected from 2,000 randomly selected businesses from the West Midlands region of Great Britain. Although the vast majority of respondents claimed to hold positive attitudes to training, a large proportion of them admitted not to have provided any during the 12 months prior to the interviews. According to them, this apparent training paradox has its roots in a number of directly and indirectly relevant factors.

**URL**

<http://proquest.umi.com/pqdweb?did=120680664&sid=4&Fmt=7&clientId=29032&QT=309&VName=PQD>

**Descriptors**

Studies, Vocational education, Training, Economic policy, Small business, Macroeconomics, Labor force

**Identifiers**

9130 Experimental/theoretical, 1120 Economic policy & planning, 6200 Training & development, 9520 Small business, 9175 Western Europe United Kingdom, UK

**Source\_name**

Proquest E-journals

**Reason for exclusion**

More relevant study – see study 659

**Excluded – see  
728****RecordID**

619

**Document\_no**

116353565

**English\_title**

Small firm organisational learning: comparing the perceptions of need and style among UK support service advisors and small firm managers

**Author**

Ian Chaston, Beryl Badger, Eugene Sadler-Smith

**Source**

Journal of European Industrial Training. Bradford: 1999. Vol. 23, Iss. 1; pg. 36

**Abstract**

It is increasingly the case that within the academic literature, firms seeking to survive in rapidly changing and/or highly competitive markets are being advised to consider adopting an organizational learning philosophy as a strategy through which to develop new approaches to delivering greater customer value. This view is apparently shared by the UK government, which has incorporated the concept of lifelong learning into its small firms support policy. This is despite the fact that to date in the academic literature, there is only limited anecdotal evidence of the positive contribution that organizational learning can make to enhancing the performance of firms. Surveys of small firm advisors and small manufacturing firms were undertaken. These surveys revealed significant differences of opinion between advisors and owner/managers over the need to utilize organizational learning to upgrade management practices.

**URL**

<http://proquest.umi.com/pqdweb?did=116353565&sid=4&Fmt=7&clientId=29032&RQT=309&VName=PQD>

**Descriptors**

Organizational learning, Small business, Studies, Statistical analysis

**Identifiers**

9520 Small business, 9130 Experimental/theoretical, 9175 Western Europe, 2500 Organizational behavior United Kingdom, UK

**Source\_name**

Proquest E-journals

**Reason for exclusion**

Better paper found – see study 728

**Excluded****RecordID**

620

**Document\_no**

116353567

**English\_title**

Training in small business retailing: testing human capital theory

**Author**

Marta Fernandez Barcala, Maria Jose Sanzo Perez, Juan Antonio Trespalacios Gutierrez

**Source**

Journal of European Industrial Training. Bradford: 1999. Vol. 23, Iss. 7; pg. 335

**Abstract**

This paper analyzes the training demand in the retail sector based on the study of a representative sample of small-sized retailers. By means of probit models a set of hypotheses developed from the basic assumptions of the human capital theory are tested. Four models of training demand are considered: probability of attending a training course in the near future, probability of having attended in the past, probability of being willing to follow multimedia and correspondence courses, and probability of repeating the experience of attending another training course in the

near future. In particular, the paper determined how the retailer's age, sex, educational level and the business sector, location and size, the quality of training previously received, the suitability of the costs and scheduling of the training courses, among other variables, significantly influence the probability of small-sized retailers attending training courses.

**URL**

<http://proquest.umi.com/pqdweb?did=116353567&sid=4&Fmt=7&clientId=29032&RQT=309&VName=PQD>

**Descriptors**

Retailing, Small business, Human capital, Training, Studies, Statistical analysis

**Identifiers**

9130 Experimental/theoretical, 8390 Retailing industry, 9520 Small business, 6200 Training & development

**Source\_name**

Proquest E-journals

**Reason for exclusion**

Not sufficiently relevant to review question; model of probability of small retailers attending courses.

**Included – B list**

**RecordID**

626

**Document\_no**

119639630

**English\_title**

NVQs in small businesses: Factors influencing adoption

**Author**

Colin Hales, Ziv Tamangani, Anne Walker & Noelle Murphy

**Source**

Education & Training. London: 1996. Vol. 38, Iss. 2; pg. 3, 11 pgs

**Abstract**

The findings and conclusions of a study of 5 small businesses in the hotel and catering sector which had adopted national vocational qualifications (NVQ) are reported. Using an open system model, a comparative case study design and a range of data sources and methods of data collection within each organization, the paper traces the preconditions, processes, outcomes and issues associated with NVQ adoption and implementation. In a small business context, this is shown more likely to be successful where there is an existing training culture and infrastructure; where on-the-job training is positive, supportive and monitored; and where there is a senior management NVQ champion and an enthusiastic cadre of in-house trainers and potential assessors. NVQs give a sharper focus to training activity, improve candidates' perceived job satisfaction, morale and career prospects; enhance work flexibility and performance; and have a perceived, if hard-to-measure payoff in terms of business performance.

**URL**

<http://proquest.umi.com/pqdweb?did=119639630&sid=4&Fmt=7&clientId=29032&RQT=309&VName=PQD>

**Descriptors**

Studies, Small business, Hotels & motels, Catering, Vocational education, Training

**Identifiers**

9130 Experimental/theoretical, 8380 Hotels & restaurants, 9175 Western Europe, 6200 Training & development, 9520 Small business United Kingdom, UK

**Source\_name**

Proquest E-journals

**Reason for exclusion from A list**

Strategy: using national vocational qualifications; Not evaluation but comparison of five small firms with less than 50 employees; may meet the needs of small business if they already have a training culture; problems with NVQ administration and time required.



**Included – B list****RecordID**

628

**Document\_no**

520403331

**English\_title**

Business culture in Latin America: interactive learning for UK SMEs

**Author**

Jonathan S Swift &amp; Keith Lawrence

**Source**

Journal of European Industrial Training. Bradford: 2003. Vol. 27, Iss. 8/9; pg. 389, 9 pgs

**Abstract**

In 2000, Academic Enterprise in the University of Salford, UK began working with TradePartnersUK to investigate how higher education could support the development of international trade, particularly in the small- to medium-sized enterprise (SME) sector. The UK business community has traditionally suffered from a lack of foreign language and business culture skills and little understanding of the cultures within which they operate. SMEs in particular, with more limited financial resources, find it difficult to free staff to attend even short-term courses. This suggested that e-learning might provide a partial solution, enabling courses to be accessed at a time and place convenient to the learner, and at a fraction of the cost associated with more traditional methods of delivery. From this background the BUCLA (Business Culture in Latin America) project emerged, initially focused on Mexico. In view of the success achieved, the project was subsequently extended to cover other Latin American countries. [PUBLICATION ABSTRACT]

**URL**

<http://proquest.umi.com/pqdweb?did=520403331&sid=2&Fmt=7&clientId=29032&RQT=309&VName=PQD>

**Descriptors**

Small business, International trade, Organizational learning, Corporate culture

**Identifiers**

9173 Latin America, 9175 Western Europe, 9520 Small business, 2500 Organizational behavior, 1300 International trade & foreign investment United Kingdom, UK, Latin America

**Source\_name**

Proquest E-journals

**Reason for exclusion from A list**

Meeting the needs of a sub-group only; Evaluation of an interactive web-based program on understanding, for example, Mexican society and culture; developed for small United Kingdom businesses interested in exporting to Latin America.

**Included – B list****RecordID**

629

**Document\_no**

121855701

**English\_title**

The implications of new technology for the skill and training needs of small-and medium-sized printing firms

**Author**

David Smallbone, Salinder Supri &amp; Robert Baldock

**Source**

Education &amp; Training. London: 2000. Vol. 42, Iss. 4/5; pg. 299, 9 pgs

**Abstract**

Investigates the implications of digital technology for the skill and training needs of small printing firms. The picture that emerges is one where the emphasis is on re-

training due to technological change. The bulk of this training takes place in the workplace, with initial training typically being supplied by an equipment or software supplier as part of the initial purchase package. The skills gained by the key workers selected for initial training are then passed on informally to other staff in the firm. There is rarely a high level of commitment or a systematic approach to training that might be expected given the scale of the investment costs that many of these firms have incurred. Only a few proactively-managed small- to medium-sized enterprises are recognising the need to constantly update their workforce skills.

**URL**

<http://proquest.umi.com/pqdweb?did=121855701&sid=4&Fmt=7&clientId=29032&RQT=309&VName=PQD>

**Descriptors**

Technology, Training, Skills, Printing industry, Small business

**Identifiers**

6400 Employee benefits & compensation, 9130 Experimental/theoretical

**Source\_name**

Proquest E-journals

**Reason for exclusion from A list**

Reference paper for vendor training; related study 604 (ESF O4) & 694 (printing industry).

<b>Excluded</b>
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**RecordID**

633

**Document\_no**

000049502

**English\_title**

Innovation and e-learning : e-business for an educational enterprise.

**Author**

Roffe, Ian

**Imprint**

Cardiff : University of Wales Press, 2004: 335 p.

**Abstract**

Internet-supported learning is an innovative way for educational enterprises to gain competitive advantage. It allows for reconfiguring delivery without sacrificing the quality of learning. It also opens up a whole set of services for flexible learning. Most institutions, departments, groups and individuals are making the transition to online delivery, but many teachers and decision-makers find that maximizing its use for learning has to be considered in the changing context of increased competition for students and resources. To be successful, it is necessary to develop learning, technology and business in a creative way. The book provides an insight into the key business dynamics in implementing an e-learning programme. It discusses the development of e-learning for small firms and a variety of other markets. To deliver provision in this area means we must confront conventional issues of overcoming resistance to change and encouraging collaboration, but also a range of business and educational management issues. Key issues covered include forces driving the need for e-learning; small firms and e-learning; open, distance and flexible learning; innovation and competitive strategy; and quality assurance and evaluation.

**Descriptors**

eLearning, educational institution, competition, training market, small enterprise, educational innovation,

**Identifiers**

United Kingdom,

**Source\_name**

VET-Bib (Cedefop)

**Reason for exclusion**

Description; book of development of eLearning

**Excluded****RecordID**

634

**Document\_no**

000050939

**English\_title**

Skillnets network profiles and directory 2002-2005.

**Corp\_author**

Skillnets

**Imprint**

Dublin : Skillnets, 2004: 118 p.

**Abstract**

Skillnets is an enterprise-led training initiative supported by public funds. This directory details the 55 training networks established for the period 2002-2005. It describes each network in terms of objectives, activities, challenges and methodologies. The publication is seen as the first step towards identifying and disseminating successful and best practices that are now emerging from the current programme. The 55 networks approved for this time involve 2,500 companies and over 15,000 employees. The programme places a special emphasis on the needs of small businesses and over 85% of participating companies employ less than 50 people. Located throughout Ireland, the networks involve a range of sectors from traditional industries to leading-edge technologies and services. Activities within networks are also wide ranging and varied, from developing the competencies of low-skilled occupations or further enhancing knowledge and skills of those already holding formal qualifications, to providing owner-managers and entrepreneurs with the expertise in business management necessary to sustain and grow their enterprises.

**Descriptors**

training system, small enterprise, skill development,

**Identifiers**

Ireland,

**Source\_name**

VET-Bib (Cedefop)

**Reason for exclusion**

Description of training networks; see study 653 case studies

**Excluded****RecordID**

635

**Document\_no**

000047384

TD/TNC 76.105

**English\_title**

The social construction of training in small firms.

**Author**

Bishop, D.V.M.

**Imprint**

Cardiff : D.V.M. Bishop, 2003: 0 p.

**Abstract**

This paper reports on an ongoing PhD project that addresses the social construction of participation in vocational training within small businesses, and the implications for vocational training provision within the higher education sector. The focus of this paper falls specifically upon the construction of training within the small business. Current vocational education and training (VET) policy in the UK tends to work on the assumption that participation in training by individuals and organisations is based on an explicit and objective calculation of the economic costs of and returns to such participation. This assumption is in turn founded on theoretical constructs such as human capital theory. A growing body of evidence suggests, however, that participation in training, for organisations and individuals alike, is profoundly affected

by social and subjective factors such as the previous educational experiences of individuals, and interactions with institutional environments. The project on which this paper reports aims to investigate these social factors more closely, with a specific focus upon small businesses in the South Wales area. Findings from qualitative interviews with key stakeholders, supported where appropriate by documentary analysis and observation, appear to support the argument that participation in VET, among and within small firms, is embedded in a complex web of social relations and subjective orientation (Author abstract)

**Descriptors**

small enterprise, vocational training, work based training, social structure, higher education,

**Identifiers**

United Kingdom, Wales,

**Source\_name**

VET-Bib (Cedefop)

**Reason for exclusion**

No intervention strategy, views of employers and employees in South Wales

<b>Excluded</b>
-----------------

**RecordID**

636

**Document\_no**

000038191

TD/TNC 66.74

**English\_title**

Training, innovation and business performance: an analysis of the business longitudinal survey.

**Author**

Dockery, A. Michael

**Corp\_author**

National Centre for Vocational Education Research - NCVER

**Imprint**

Adelaide : NCVER, 2001: 79 p.

**Abstract**

This paper uses the Australian Bureau of Statistics (ABS) Business Longitudinal Survey (BLS) to explore relationships between training, innovation and firm performance for Australian businesses with less than 2000 employees. The paper is structured to concentrate consecutively on the determinants of training practices, innovation and finally measures of firm performance. The longitudinal nature of the data is used to test various hypotheses about the nature of the link between training, business changes and innovation. The analysis is significantly constrained by the quality of the data. This applies in particular to the instruments used for measuring training and also for measures of innovation. The research has served to re-emphasise the many problems that have confounded economists in attempting to analyse the benefits and impacts of training. The findings here suggest that one fruitful avenue might be to shift the focus of the research away from viewing training as a 'general' input to one that is purpose-specific. The impacts of training could then be evaluated against relevant objectives rather than more general performance measures.

**Descriptors**

training employment relationship, cost benefit analysis, innovation, performance, small medium enterprise, cost of training,

**Identifiers**

Australia,

**Source\_name**

VOCED [www.edu.au](http://www.edu.au)

**Reason for exclusion**

Not about meeting the needs of small business; The longitudinal nature of the data is used to test various hypotheses about the nature of the link between training, business changes and innovation. See similar study 681 (Jones).

**Excluded****RecordID**

637

**Document\_no**

000036059

**English\_title**

Winning the war for talent : staff recruitment and retention strategies for SMEs.

**Corp\_author**

Chambers of Commerce of Ireland - CCI

**Imprint**

Dublin : CCI, 2001: 23 p.

**Abstract**

Employee recruitment and retention has been identified in recent surveys as the most important issue affecting Irish business. This publication is intended as a practical guide for employers. In the area of staff recruitment, advice on developing a recruitment strategy, government supports for employing the socially excluded and how to employ non-nationals are covered. Ways of retaining staff are also examined, such as flexible work arrangements, teleworking, pay and benefits, child care provision and training. Creating a personal development plan for individual employees can be an effective way of retaining staff, the report states. Investing in training can be an expensive process for small companies, but belonging to a training network, such as Skillnets, can reduce costs.

**Descriptors**

recruitment, employers' role, financing of training, flexible hours of work, labour shortage, personal development, information network, computer network, Internet,

**Identifiers**

Ireland,

**Source\_name**

VET-Bib (Cedefop)

**Reason for exclusion**

Practical guide for employers

**Excluded****RecordID**

639

**Document\_no**

000029393

**English\_title**

National survey of vacancies in the private non-agricultural sector 1998 : a report prepared for FAS and FORFAS.

**Author**

Williams, J. & Hughes, G.

**Corp\_author**

Training and Employment Authority - FAS; Economic and Social Research Institute - ESRI

**Imprint**

Dublin : ESRI, 1999: xiii, 77 p. ; bibl.

**Abstract**

This national survey of vacancies was carried out in c.1,100 companies in private sector manufacturing and services. It follows on from an earlier study in 1997. 27 per cent (pc) of firms surveyed said they had vacancies, the greatest of these in the High-Tech Manufacturing and Traditional Manufacturing sectors and for large firms in all sectors. The Manufacturing Sector had a vacancy rate of 5.4pc. Occupations with the highest vacancy rates are Computer Professionals at 15pc, Computer Technicians/ Associate professionals at 14pc, Engineering Professionals, Engineering Technicians, Science Technicians and Security Staff (all 11-12pc). The occupations with the highest absolute number of vacancies were Production

Operatives and Sales (8,300), Skilled Maintenance and Skilled Production (8,100) and Clerical and Secretarial (6,800). Between them these 4 occupations account for almost three-fifths of all vacancies. Almost half of the firms which had difficulty in filling vacancies said the main reasons were a shortage of applicants with the right practical skills or right experience. Another is the difficulty in retaining staff. Training existing staff or new recruits is an effective means of providing the skills which a firm needs and of preventing difficult-to-fill vacancies. Employees of one-third of firms attended formal on-the-job training courses in the year preceeding the survey. The incidence of such training was highest in manufacturing and lowest in construction, and more likely for employees of large than employees of small firms. 40 pc of firms spend less than 1pc of the wage bill and 5pc spend one-tenth or more. The kind of training most often provided was in Marketing/Sales/Customer Services and in Accounts/Finance while the kind least of ten provided was in Languages. Smaller firms are far more likely not to provide training than larger firms.

#### **Descriptors**

job vacancy, employment survey, private sector, advanced technology, Descriptor industry, computing personnel, engineering, technology, security services worker, skilled worker, clerical worker, secretary, skill shortage, working experience, staff training, off the job training, training course, construction industry, large enterprise, small enterprise, employee, training participation rate, training budget, marketing, commercial personnel, business worker, Descriptor foreign language learning,

#### **Identifiers**

Ireland,

#### **Source\_name**

VET-Bib (Cedefop)

#### **Reason for exclusion**

Not sufficiently relevant to review question.

### **Excluded**

#### **RecordID**

640

#### **Document\_no**

000054022; 000054020

#### **English\_title**

Analysis of sectoral training policies towards SME's : intermediate results and impact of the project : presentation of Leonardo Active Monitoring / John Warmerdam.

Sectoral training policies for SME's in Belgium, France and the Netherlands : experiences in the car repair and textiles sector in Belgium, the metalworking, building and horeca sector in the Netherlands and the construction and plastics sector in France / John Warmerdam [et al.].

#### **Author**

Warmerdam, John

#### **Imprint**

Nijmegen : ITS, 1998: p.

#### **Abstract**

This report contains the results of the research project "Analysis of sectoral training policies towards SME's", which was carried out within the framework of the Leonardo programme during the years 1997-1999.

#### **Descriptors**

labour, employment policy, training policy, sectoral training, small medium enterprise, construction industry, comparative analysis

#### **Identifiers**

Netherlands, Belgium, France, Denmark, EU countries,

#### **Source\_name**

VET-Bib (Cedefop)

#### **Reason for exclusion**

Presentation not online or held in any Australian library so see 332, 642 and 724

## Included – B list

**RecordID**

641

**Document\_no**

000024996

**English\_title**

Development and challenges of small and medium-sized enterprises.

**Author**

Martinsuo, M.; Järvenpää, E.

**Corp\_author**

Helsinki University of Technology - HUT

**Imprint**

: HUT, 1998: 113 p.

**Abstract**

This collection of articles has been put together to document on-going programmes and projects dealing with SME training and development, and to present efficient and potential ways to enhance growth and improve performance in small and medium-sized organizations. The interest of the Authors has been to share existing knowledge not only within the university organization but also with other Finnish training institutions, public organizations, and partners all over the world. The focus is on practical issues and actual experiences.

**Descriptors**

small medium enterprise, training function, economic development,

**Identifiers**

Finland,

**Source\_name**

VET-Bib (Cedefop)

**Reason for exclusion from A list**

Full document not available; description of projects not evaluation of strategies;

## Excluded

**RecordID**

642

**Document\_no**

000025994

**English\_title**

The NetMet management guide : a methodology for establishing and running a self-directed learning network of owner-managers of small and medium-sized enterprises.

**Corp\_author**

Training and Employment Authority - FAS

**Imprint**

Dublin : FAS, 1998: 19 p.

**Abstract**

This guide was prepared under a LEONARDO project to develop learning networks of small and medium-sized enterprises. It profiles one such network composed of groups of small companies who come together to help develop their human resources and in so doing develop their companies. The distinguishing features of the network are identified as:- the aim to achieve self-sufficiency as a network; self-directed from the outset; participative, team-based, learning; sharing of experience and knowledge, based on mutual trust; and diverse enterprises in a local area.

Chapter 1 of this guide presents an overview of SME networks and the learning organisation, a short description of NetMet, and an explanation of how it can be positioned within a typology of different kinds of networks. Chapter 2 provides a summary of the original network based on the NetMet process and Chapter 3 provides guidelines for establishing a learning network using the NetMet method. A complementary Facilitator's Guide and an Annex provide detailed advice and material for facilitating network Conferences.

**Descriptors**

small medium enterprise, human resources management, Community programme, learning method, self management, self directed learning, team work,

**Identifiers**

Ireland,

**Source\_name**

VET-Bib (Cedefop)

**Reason for exclusion**

Guide, not research

**Included – B list****RecordID**

644

**Document\_no**

000020856

**English\_title**

FASNET learning network for small businesses.

**Author**

Murphy, M.

**Corp\_author**

Training and Employment Authority - FAS

**Imprint**

, 1997: 8 p.

**Abstract**

FASNET is the name given to a consortium of small, owner-managed companies in the Dublin West and Kildare region who are committed to adopting the concept of the Learning Organisation, in the words of its mission statement "to share knowledge, expertise and experience that will strengthen all our people, and other resources, resulting in a more effective business". The idea for the network arose from a EUROTECNET (European Action Programme) training workshop in 1994. The companies involved are from the engineering, clothing, footwear and chemical sectors. The group now exists as a self-managed network having developed the skills of self-analysis and continuous learning. Benefits alluded to by participating companies include changes in approach to staff training and development, problem solving and team working.

**Descriptors**

small enterprise, continuing education, information network, company management, human resources management, Community programme, engineering, clothing industry, leather industry, chemical industry, staff training, problem solving, team work, learning organisation, computer network, Internet,

**Identifiers**

Ireland,

**Source\_name**

VET-Bib (Cedefop)

**Reason for exclusion from A list**

Full document not available; Description of self-managed small business learning network.

**Excluded****RecordID**

645

**Document\_no**

000021780

**English\_title**

Making education our business: lessons and issues.

**Author**

Miller, A.

**Source**

Education and Training, 1996, No. 38/6, 7 p



**Abstract**

Describes research undertaken in 50 companies, small, medium and large, concerning companies' collaboration with education. Charts the rationale for company involvement, describes the types of activities undertaken and the ways in which such activities are organized and managed. Demonstrates the outcomes and benefits for business and for education of such collaborative activity. Illustrates examples of good practice by two case studies collected during the course of the research. They are illustrative of the range of activities undertaken and the mutual benefits derived. Points to the need for better monitoring and evaluation of such activities in order to secure benefits to both business and education.

**Descriptors**

school enterprise relationship, case study,

**Identifiers**

United Kingdom,

**Source\_name**

VET-Bib (Cedefop)

**Reason for exclusion:**

Not specifically small business - some best practice for companies helping schools or communities

**Excluded****RecordID**

646

**Document\_no**

000018992

**English\_title**

Modern apprenticeships: a guide for small businesses.

**Corp\_author**

National Council of Industry Training Organisations - NCITO; Tec National Council; Department for Education and Employment - DfEE

**Imprint**

Sheffield : NCITO, 1996: Various paging

**Abstract**

This guide explains: what Modern Apprenticeships are; how they can help your business; how Modern Apprenticeships work, including a step-by-step guide and sources of assistance; who you need to contact (in order to get started on the road to Modern Apprenticeships). It also shows real examples of small businesses using and benefiting from Modern Apprenticeships.

**Descriptors**

apprenticeship, small enterprise, case study,

**Identifiers**

United Kingdom,

**Source\_name**

VET-Bib (Cedefop)

**Reason for exclusion**

Guide for employers; promotional

**Excluded****RecordID**

648

**Document\_no**

000053951

**English\_title**

OECD SME and entrepreneurship outlook : 2005.

**Corp\_author**

Organisation for Economic Co-operation and Development - OECD

**Imprint**

Paris : OECD, 2005: 413 p.

**Abstract**

Encouraging entrepreneurship and facilitating the rapid growth of innovative SMEs is an effective means of creating jobs, increasing productivity and alleviating poverty. Identifying and implementing the policies that can achieve these goals is an increasing priority for governments of industrialised and developing countries alike. This publication describes recent trends concerning SMEs and entrepreneurship in OECD economies and beyond. It reports on a range of policy initiatives taken to enhance the vitality and competitiveness of the SME sector, which comprises over 95% of all enterprises and accounts for two thirds of private sector employment. Among the themes covered in this edition are: the need to reduce regulatory and administrative burdens affecting entrepreneurial activity; the increasing attention given by governments to entrepreneurship education and training; the need to ease SME access to financing, technology, innovation and international markets; the growing importance of women's entrepreneurship; and local policy issues. This third edition also includes the Istanbul Ministerial Declaration on Fostering the Growth of Innovative and Internationally Competitive SMEs. Coming four years after the Bologna Charter on SME Policies, this Declaration is comprised of a set of policy recommendations and was adopted by Ministers and representatives of 72 governments at the 2 OECD Ministerial Conference on SMEs, held in Istanbul, Turkey, in June 2004.

**URL**

[http://new.sourceoecd.org/9264009248 application/pdf \(.pdf\), Notes: Downloadable document \(EN\)](http://new.sourceoecd.org/9264009248%20application/pdf%20(.pdf),%20Notes:%20Downloadable%20document%20(EN))

**Descriptors**

small medium enterprise, , entrepreneurship, comparative analysis,

**Identifiers**

OECD countries,

**Source\_name**

VET-Bib (Cedefop)

**Reason for exclusion**

Not research

**Included – B list****RecordID**

649

**Document\_no**

000053692

TD/TNC 81.07

**English\_title**

Training of existing workers : incentives and models.

**Author**

Mawer, Giselle & Jackson, Elaine

**Corp\_author**

National Centre for Vocational Education Research - NCVER

**Imprint**

Adelaide : NCVER, 2005: 35 p.

**Abstract**

"This report presents issues associated with incentives for training existing workers in small to medium-sized firms, identified through a small sample of case studies from the retail, manufacturing, and building and construction industries. While the majority of employers recognise workforce skill levels are fundamental to the success of the business, their understanding and support of the national vocational education and training sector varies markedly. Employers and employees tend to prefer informal, on-the-job training because the returns to the enterprise are more immediate. Accredited training which is supported by employers and employees is mainly driven by external mandates, such as occupational health and safety, licensing and contractual requirements and industrial awards."

**URL**

[http://www.ncver.edu.au/research/proj/nr3017.pdf application/pdf \(.pdf\), Notes:](http://www.ncver.edu.au/research/proj/nr3017.pdf%20application/pdf%20(.pdf),%20Notes:)

Downloadable document (EN)

**Descriptors**

in company training, small medium enterprise, on the job training,

**Identifiers**

Australia,

**Source\_name**

VET-Bib (Cedefop)

**Reason for exclusion from A list**

Description not evaluation of strategy; use of employee job rotation, short courses, WELL funding, team building and networking found in 12 case studies.

<b>Included – B list Reference</b>
--

**RecordID**

651

**Document\_no**

000046461

**English\_title**

Final report [of the] Training Networks Programme.

**Corp\_author**

Skillnets

**Imprint**

Dublin : Skillnets, 2003: 56 p.

**Abstract**

Skillnets was set up in April 1999 by employer bodies and trade unions to support enterprises in fulfilling their joint training needs. With funding from the Government and the EU, Skillnets established the pilot Training Networks Programme in 1999 and is responsible for its management. This report summarises the data and learning from the 1999-2002 Programme and presents features of the new Programme 2002-2005. A majority of the networks chose sector-based approaches as a primary basis for the network operation which is interpreted as a demand for sector-specific training and a view by enterprises that this was a gap within current provision. Many networks were established on a regional basis especially in the West, Southwest, Midwest and Midlands. This highlighted the low level of locally available training in these areas and the limited range of training available generally in peripheral areas. While a number of networks were formed with small or micro businesses most networks involved a mix of large, medium and small companies in order to provide a more comprehensive experience and practice base. This was seen as an interesting departure from the usual practice of providing funding for small companies exclusively within the context of small business activity.

**Descriptors**

training system, pilot project, social partners, sectoral training, regional labour market,

**Identifiers**

Ireland,

**Source\_name**

VET-Bib (Cedefop)

**Reason for exclusion from A list:**

There is no clear link between findings and data, and only vague reference to evaluation methodology ('interviews & surveys'). Although 73% of companies had under 50 employees, individuals only accounted for 16% of the total number of people involved in the training networks. Over half of the individuals participating in the training networks were from companies with over 250 employees. See also study 653 & 660.

## Included – B list Background

**RecordID**

653

**Document\_no**

000046463

**English\_title**

Skillnets case studies.

**Author**

Costello, John (editor)

**Corp\_author**

Skillnets

**Imprint**

Dublin : Skillnets, 2003: 63 p.

**Abstract**

Skillnets is an enterprise-led training initiative supported by public funds. It is responsible for the development and management of the pilot Training Networks Programme for the period 1999-2001. Up to the end of 2001, 58 had been developed throughout Ireland, based on specific industry sectors, geographical regions or small business interests. This publication provides detailed case studies for a small cross-section of networks that operated during the first round of the Training Networks Programme. It is intended to give a flavour of what a Skillnets network is like, how it functions and in particular what its impact is on the companies and employees involved with the networks.

**Descriptors**

training system, pilot project, social partners, case study,

**Identifiers**

Ireland,

**Source\_name**

VET-Bib (Cedefop)

**Reason for exclusion from A list:**

As with study 651, there is no clear link between findings and data. Case studies are interesting but mostly for promotional purposes. See also 651 & 660 also 634, 657 & 661

## Excluded

**RecordID**

654

**Document\_no**

000041092

TD/TNC 68.09

**English\_title**

New management practices and enterprise training

**Author**

Smith, Andrew

**Corp\_author**

National Centre for Vocational Education Research - NCVER

**Imprint**

Adelaide : NCVER, 2002: 106 p.

**Abstract**

The aim of the research reported in this publication was to explore the changing nature of the demand for training in enterprises adopting new management practices and the implications for training providers of meeting the requirements of the fragmented training demand created by these changes. The research examined five new management practices: the learning organisation; total quality management; lean production/high performance work organisation; teamworking; and business process re-engineering. The study addressed five questions concerning new management practices and enterprise training: (1) to what extent are Australian enterprises adopting the new management practices; (2) what human resource practices are associated with the new management practices; (3) what

training practices are associated with each of the new management practices and how do they relate to other human resource practices; (4) how effectively have Australian enterprises adopting new management practices been able to meet their training requirements from the vocational education and training (VET) system; and (5) what should training providers do to be able to meet the changing demand for training from Australian enterprises. Key findings from the research are given and the discussion focuses on issues around small business, the use of the VET system, the importance of the individual, the nature of training, the importance of behavioural skills, organisational change, training and organisational change, and implications for future policy.

**URL**

<http://www.ncver.edu.au/research/proj/nr7024.pdf> application/pdf (.pdf), Notes: Downloadable document

**Descriptors**

learning organisation, organisational change, management, work organisation, enterprise culture, in company training, staff training,

**Identifiers**

Australia,

**Source\_name**

VET-Bib (Cedefop)

**Reason for exclusion**

Not specifically an intervention strategy or small business; focus on barriers/facilitators

**Excluded**

**RecordID**

655

**Document\_no**

000043246

**English\_title**

Plato Ireland : the business support forum for owner managers.

**Corp\_author**

Irish Business and Employers' Confederation - IBEC; Chambers of Commerce of Ireland - CCI

**Imprint**

Dublin : Plato, 2002: unpagged

**Abstract**

Plato Ireland is a business support forum for small and medium enterprises (SMEs). Through partnership with large parent companies, Plato provides SMEs with facilitated group learning, specialist expertise and advice, networking opportunities, business development training and cross border activities. Membership of the two-year programme is open to companies in all areas of commercial activity. Plato members typically employ 3-50 people, and have usually completed the start-up phase of development. There are currently around 1,000 participating SMEs in 7 regional Plato networks around Ireland. The website contains details of regional fora, upcoming events, relevant publications and a search section for members.

**URL**

<http://www.plato.ie/text/html> (.htm, .html), Notes: Database

**Descriptors**

small medium enterprise, company management, management training, mentoring,

**Identifiers**

Ireland,

**Source\_name**

VET-Bib (Cedefop)

**Reason for exclusion**

Promotional; descriptive not research

**Excluded****RecordID**

657

**Document\_no**

000028918

**English\_title**

Time to train?.

**Author**

Sweetman, M.

**Source**

Technology Ireland, No. 31, no.6, p.38-40

**Imprint**

, 1999:

**Abstract**

The focus of this article is the Skillnets Training Network Programme, a new industry-led initiative designed to promote in-service training in business and industry. The programme is funded by the Department of Enterprise, Trade and Employment and the European Social Fund. Employers and workers groups are strongly represented on the management board and the initiative operates as an entirely independent entity i.e. companies design their own training process to meet their own needs. Networking is an important aspect of the programme, of particular benefit to small companies where they can tap into world class expertise of global players located in Ireland. The call for proposals for the programme comprises 3 strands, the first concerning proposals ready to start training and networking activity immediately and involves financial support to cover the cost of operating the network up to the end of the programme in 3 years time. The second strand is for less developed network proposals with financial support for a 3-month period within which the network concept can be more fully defined and companies brought on board. The purpose of the third strand is to gather and disseminate information on the nature and dynamism of the networking process itself by those groups who have already gone through the process.

**Descriptors**

in service training, training programme, financing of training, Community funds, employers' role, workers' representation, training system, training needs, small enterprise, multinational enterprise

**Source\_name**

VET-Bib (Cedefop)

**Reason for exclusion**

Promotional and descriptive: not research see 653 & 651

**Excluded****RecordID**

658

**Document\_no**

000051916

**English\_title**

Local enterprise - a decade of support: a review of the City and County Enterprise Boards 1993-2003 / Department of Enterprise, Trade and Employment.

**Corp\_author**

Department of Enterprise, Trade and Employment

**Imprint**

Dublin : Department of Enterprise, Trade and Employment, 2004: 36 p.

**Abstract**

The City and County Enterprise Boards (CEB) were established in 1993 to provide support specifically for the micro-enterprise sector at local level. They are funded mainly by the Exchequer with the support of the European Regional Development Fund. The Boards, which comprise representatives of a range of local interests, provide a local 'first stop shop' for business start-ups, a range of 'soft' supports for businesses such as business advice, skills development, mentoring and some

financial supports. In the ten years of its existence, 30,000 jobs were created in 16,000 projects and almost 70,000 employees/promoters received CEB-sponsored training and business development programmes. Independent evaluation reports completed recently concluded that the CEB-operated micro-enterprise measures have been performing very well in terms of both physical (jobs created, training provided, etc.) and financial (productive spend of funding).

**Descriptors**

small enterprise, local planning, enterprise creation, local training initiative, subsidy,

**Identifiers**

Ireland,

**Source\_name**

VET-Bib (Cedefop)

**Reason for exclusion**

Promotional: good reference; background on 35 CEBs set up in 1993; case studies of best practice; not independent evaluation of strategy. see also 42

**Included – B list**

**RecordID**

659

**Document\_no**

000044577

TD/TNC 71.311

**English\_title**

Contemporary training initiatives in Britain : a small business perspective.

**Author**

Matlay, Harry

**Imprint**

Warwick : SKOPE, 2002: 19 p.

**Abstract**

Examines the relationship between small/medium sized businesses and training initiatives in Britain. Finds there is a lack of training and accreditation amongst small business owners and managers. Only a small number of small business owners are aware or interested in government training schemes. Argues that lack of research into small businesses and training skews any overall national statistical information in the broader field because of the focus on larger companies.

**Descriptors**

training initiative, small enterprise, small medium enterprise, human resources management, training budget,

**Identifiers**

United Kingdom,

**Source\_name**

VET-Bib (Cedefop)

**Reason for exclusion from A list**

Summary of PhD thesis research survey of 6000 businesses; compares six UK government-funded initiatives –Investors in people (1990), Business Links (1995), National and Scottish Vocational Qualifications (NVQs/SVQs) (1986); Modern Apprenticeships, Industry Training Organisations (1980s) now extinct and Training and Local Enterprise Councils (TECs/LECs).

**Excluded**

**RecordID**

660

**Document\_no**

000041556

**English\_title**

Developing a model for SME training in Ireland : Irish and international SME training compared : prepared for Skillnets / by the Small Firms Association and Tansey Webster Stewart.

**Corp\_author**

Small Firms Association – SFA & Tansey Webster Stewart; Skillnets

**Imprint**

Dublin : Skillnets, 2002: 36 p.

**Abstract**

This report is the first stage in a series of reports on SME training. It is concerned with the development of an analytic model applicable to training within SMEs together with a review of recent research on the extent of SME training in Ireland and a benchmarking of Irish SME performance relative to competitors. It reviews the economics of training, the role of education and training in the growth process and their contribution to the Irish economic boom. Survey data on Irish training performance over the past decade is examined and Ireland's comparative training performance is evaluated relative to trade rivals. The study concludes that: survey data points to an improvement in the domestic training performance of Irish enterprises, including SMEs over the past decade; comparative international data indicates that Irish enterprises are, at best, average trainers in an EU and OECD context while Irish SMEs are below-average trainers relative to trade rivals. The most important factors undermining training in SMEs are the diseconomies associated with training provision on a small scale and the potential 'poaching' of trained labour by competitors. Ireland faces particular problems in the enterprise-training sphere since the vast majority of its enterprises are small and its small enterprises are very small. Increased training provision and skills enhancement within enterprises will be of increasing importance to maintain the growth in productivity and industrial adaptation necessary for economic prosperity.

**Descriptors**

small medium enterprise, training research, model, training evaluation, economics of education, comparative analysis,

**Identifiers**

EU countries, OECD countries, Identifiers Ireland,

**Source\_name**

VET-Bib (Cedefop)

**Reason for exclusion**

Promotional; no strategy; related to 653, 651, 661 & 634

<b>Excluded</b>
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**RecordID**

661

**Document\_no**

000041565

**English\_title**

SME training perspectives, prospects and proposals: interviews with 50 small- and medium-sized businesses: prepared for the Small Firms Association / by Tansey Webster Stewart.

**Corp\_author**

Tansey Webster Stewart; Small Firms Association - SFA; Skillnets

**Imprint**

Dublin : Skillnets, 2002: 52 p.

**Abstract**

This study comprises in-depth interviews with over 50 Irish SMEs on their training performance and attitudes to training. The interviews sought to elicit concrete proposals from SMEs on how training performance within SMEs could be improved in the future. Four quantitative dimensions of SME training were assessed:- the proportion of employees receiving some training in the past year; average days? training provided per employee; training costs as a percentage of payroll; management time devoted to training. Six summary case studies of how training is organised in SMEs are presented. The motivating factors for training and the barriers to providing training are elicited. Finally, employers/owners are asked if they felt they were doing enough training. Interviews with SME employees are also included in this study to determine how much training they had received in the past and to ascertain their attitudes to their own training in the future. A majority of the interviewees saw training as enhancing both pay and promotion prospects while



there was a clear understanding of the importance of training to the future prosperity of the enterprises in which they worked.

**Descriptors**

small medium enterprise, training management, employer, interview, case study, employees' attitude,

**Identifiers**

Ireland,

**Source\_name**

VET-Bib (Cedefop)

**Reason for exclusion**

Barriers, attitudes and motivation; no strategy; see 660, 653, 651 & 634

<b>Excluded</b>
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**RecordID**

662

**Document\_no**

000030439

**English\_title**

Innovation & technology transfer [EN].

**Corp\_author**

European Commission, DG XIII

**Imprint**

Brussels : European Commission - DG XIII, 1999-2005:

**Abstract**

This journal provides information about the European Commission's Fifth Research Framework Programme. The "Innovation and SME (Small and Medium enterprises) Programme" stands at the cross-roads of the Community's policies on Research, Innovation and SMEs. It promotes Innovation at Community level and encourages SMEs participation under FP5. The programme supports European businesses to innovate, to develop, market and integrate new technology and to manage change more effectively. More specifically, it supports European SMEs to fully participate in FP5 actions and to optimise their advantages from such participation. The programme also aims at contributing to a more innovation friendly environment in Europe, improved conditions for the creation and development of new companies, the diffusion of new technologies, the emergence of new economic activities and at fostering the "innovation culture" in Europe.

**Descriptors**

Community programme, small medium enterprise, innovation, information technology, training evaluation, European Union,

**Identifiers**

EU countries,

**Source\_name**

VET-Bib (Cedefop)

**Reason for exclusion**

Promotional; not research

<b>Excluded</b>
-----------------

**RecordID**

663

**Document\_no**

000033663

**English\_title**

Small firms and the University for Industry : an appraisal.

**Author**

Matlay, Harry & Hyland, Terry

**Source**

Educational Studies, 25/3, p. 253-267

**Imprint**

Basingstoke : Carfax Publishing Company, 1999:

**Abstract**

Learndirect, previously known as the University for Industry (Ufi), is an initiative to make learning opportunities available to everyone through a network of accessible learning centres. It is set to become the chief vehicle and change mechanism for the Government's policies for vocational education and training and lifelong learning. A principal target and priority for the Ufi will be the small and medium-sized enterprise (SME) sector, which has traditionally had a poor record of investment in education and training. The authors examine the chances of success of the Ufi in this important sector of VET activity against the background of a national survey of firms, which specifically addressed the views of SME owner-managers, in particular, in terms of awareness of attitudes to the expectation of the new organisation. The general awareness amongst the 6000 firms contacted may be described as modestly optimistic. The Authors conclude by offering a number of general recommendations based on the emerging picture and on the basis of matching owner-manager expectations against Ufi priorities and strategies.

**Descriptors**

small medium enterprise, access to training, government policy, training initiative, training participation rate,

**Identifiers**

United Kingdom,

**Source\_name**

VET-Bib (Cedefop)

**Reason for exclusion**

Awareness and attitudes only

<b>Excluded</b>
-----------------

**RecordID**

664

**Document\_no**

000022689

**English\_title**

Human competence and business development : emerging patterns in european companies.

**Author**

Docherty, P. & Nyhan, Barry

**Imprint**

Berlin : Springer Verlag, 1997: 301 p.

**Abstract**

This publication addresses the question whether a new European organisational paradigm is emerging in which competitiveness is reached through learning and competence development. In answering this question, case studies were carried out across European manufacturing industry. The high level of technological innovation and the changing service orientation within the sector and the subsequent necessity for new competencies provide us with excellent examples of fundamental organisational change in order to increase competitiveness. The cases in the book can also be regarded as descriptions of stages in a development process, leading to a new paradigm in work organisations.

**Descriptors**

skill development, continuing vocational training, technological change, work organisation, case study, industry, production, automobile industry, plastics industry, metalworking industry, small enterprise, construction industry, transport, learning organisation,

**Identifiers**

EU countries,

**Source\_name**

VET-Bib (Cedefop)

**Reason for exclusion**

Descriptive; theory

**Excluded****RecordID**

666

**Document\_no**

000022613

**English\_title**

Training for the crafts industry.

**Corp\_author**

Department of the Environment, European Social Fund. Programme Evaluation Unit

**Imprint**

Dublin, 1997: xi, 76 p. ; bibl. + appendices

**Abstract**

EN This evaluation is concerned with ESF assisted training provision for craft workers provided by the Crafts Council of Ireland. The main courses involved are the pottery skills course, business and design skills course and jewellery design and production skills course. The crafts industry in Ireland is based on very small units, employing one to three persons, and is predominantly female. The report finds that the training is Conference the needs of those who wish to train in craft areas and is of high quality. The development of a FAS-Training and Employment Authority traineeship for Jewellers is welcomed. Further training needs of employees are identified in the areas of business and planning, marketing and finance. Monitoring of the labour market outcomes of trainees is considered excellent. Certification of training, however, is not well developed and so progression to further education or training is hampered.

**Descriptors**

handicraft, Community funds, training evaluation, glass worker, company management, jeweller, production management, small enterprise, female employment, trainee, training needs, marketing, financial management, employment monitoring system, certification of competences, craft training, continuing vocational training

**Identifiers**

Ireland,

**Source\_name**

VET-Bib (Cedefop)

**Reason for exclusion**

Full document not available but as sub-group only probably not sufficiently relevant to review.

**Included – B list****Reference only****RecordID**

667

**English\_title**

Evaluating training programs for small and medium enterprises: lessons from Mexico

**Author**

Gladys Lopez Acevedo and Hong Tan

**Imprint**

2005.

**Abstract**

While there have been numerous impact evaluations of unemployed individuals participating in retraining programs or in programs to foster self-employment, impact evaluations of enterprises benefiting from training programs for small and medium enterprises (SMEs) are rare. The authors re-evaluate the impact of the largest SME program in Mexico, the Comprehensive Quality and Modernization Program (CIMO). They show that compared to the control group, CIMO firms increased investments in worker training, had higher rates of capacity utilization, and were more likely to adopt quality practices. The evidence also suggests that these improved intermediate outcomes were associated with increased productivity growth among CIMO participants, impacts that were especially strong throughout the 1991-93 period.

However, the productivity impacts of CIMO are not apparent in the 1993-95 period.

**URL**

[http://www-wds.worldbank.org/servlet/WDSCContentServer/WDSP/IB/2005/10/21/000016406\\_20051021160157/Rendered/PDF/wps3760.pdf](http://www-wds.worldbank.org/servlet/WDSCContentServer/WDSP/IB/2005/10/21/000016406_20051021160157/Rendered/PDF/wps3760.pdf)

**Descriptors**

ICT Policy and Strategies; Economic Theory & Research; Poverty Monitoring & Analysis; Labor Markets; Teaching and Learning

**Source\_name**

EconPapers

**Reason for exclusion from A list**

Secondary analysis of evaluation data 1991-95 to show impact of training compared to a control group of firms; no details of strategy. **However**, this study reflects on two impact studies evaluating a government program targeting small, and medium-sized enterprises in Mexico (CIMO, Program of Comprehensive Quality and Modernisation), and re-analyses data from the two studies, in order to address some of the limitations from previous analysis. The methodology is relatively unique among the studies that have been reviewed, in that it is longitudinal and compares non-participants to participants of the program to measure the impact of the program across a five year period. It focuses on the impact of the program on productivity of the business and findings are not relevant to our review question.

**Included – B list**

**RecordID**

670

**English\_title**

Learning Opportunities And Learning Behaviours Of Small Business Starters: Relations With Goal Achievement, Skill Development, And Satisfaction

**Author**

Gelderen, M. van; Sluis, L. van der; Jansen, P.

**Imprint**

30-Jul-2004.

**Abstract**

Learning is a vital issue for small business starters, contributing to short term and long term business performance, as well as to personal development. This study investigates when and how small business starters learn. It specifies the situations that offer learning opportunities, as well as the learning behaviours that small business starters can employ in order to learn from these opportunities. In a cross-sectional, quantitative study of recently started small business founders, learning opportunities and learning behaviours are related to three outcome measures: a performance outcome (goal achievement), a personal growth outcome (skill development), and an affective evaluation outcome (satisfaction). The results show the importance of learning opportunities and learning behaviours in influencing these outcome variables, albeit not always in the directions we hypothesized.

**URL**

<https://ep.eur.nl/handle/1765/1429>

**Descriptors**

learning; learning opportunities; learning behaviours; entrepreneurship; small business start-ups; performance

**Source\_name**

EconPapers

**Reason for exclusion from A list**

No real strategy i.e. 'learning opportunities'. The findings are not very useful to the systematic review i.e. 'planned learning is positively related to skill development' and 'did not find that obstacles [adverse conditions] contributed to skill development'.

## **Included – B list**

### **RecordID**

672

### **English\_title**

Developing the business and developing people: the view of small firms

### **Corp\_author**

Federation of Small Businesses

Small Firms Enterprise Development Initiative

### **Imprint**

London: Federation of Small Businesses Press Parliamentary Office, 2003. 40p.

### **Abstract**

This report presents results from a novel survey on learning and development in small businesses.

A crucial innovation in this study was to ask about the abilities people had developed, how this was achieved and their preferred methods of learning. The results show that small businesses do develop people but predominantly by informal means that rely heavily on learning from experience. This offers vital insights into learning and development that are missed in surveys that consider only formal training and qualifications.

Small businesses do develop people but predominantly by informal means that rely heavily on learning from experience.

About two-thirds of owner-managers thought practice, discovering what works and reviewing what they did had made very important or critical contributions to helping them do their job better.

The most common routes to employee development were from learning by doing the job (85%) and discussions with their manager (81%), again relatively informal approaches.

Substantial proportions of owner-managers:

- believe more effective learning occurs if it is directed at solving problems for the business;
- thought you could learn a lot from the experience of other small businesses;
- find time is the biggest constraint on personal development activities;
- prefer learning-by-doing;
- would do more self-development if activities were 'bite-size'.

Help from an advice agency had made, on average, the smallest contribution to improvements in owner-managers ability to do their jobs. Almost three-quarters also thought that agencies

promoted training and development programmes that were not relevant or appropriate to their business.

Methods of development are highly diverse. Thirteen routes to improved performance were identified and each had made a critical contribution to the ability of at least one ownermanager.

Further work is needed to investigate whether and how informal learning can be extended and enhanced.

### **URL**

<http://www.fsb.org.uk/documentstore/filedetails.asp?id=107>

### **Source\_name**

WEB

### **Reason for exclusion from A list**

Employer survey to measure extent of informal learning; closed questions and findings are quite simple and not useful to the review i.e. 'planning learning is positively related to skill development'.

**Included – B list****RecordID**

673

**English\_title**

Value of worker training programs to small business. Draft final report.

**Author**

Berger, Mark C.; Barron, John &amp; Black, Dan A.

**Corp\_author**

Carolyn Looff and Associates

**Imprint**

Lexington, Kentucky: Carolyn Looff and Associates, 2001. 82p.

**Abstract**

A 1992 report on small firms and job training found interesting results but is becoming dated. The present report attempts to update and extend the previous report. The new report answers the following questions:

Are there still firm size differences in the knowledge and use of government training programs?

Has the overall use of these programs increased or decreased? What are the major factors behind the decision to use or not use government training programs? Are firms that use government training programs satisfied with them? What changes would make government training programs more useful to small businesses? Programs targeting small businesses are more likely to offer apprenticeship training, culture-based training, essential workplace skills, safety training, training on industrial quality standards, literacy skills, management skills, and customized training.

Programs that do not target services to small businesses are more likely to focus on computer or software training.

Within the 59 training programs that reported a particular focus on small firms, a variety of services were included—some targeted to employees and others to the owners of small businesses. Almost 70 percent of the administrators reported that they were satisfied or very satisfied with how well the smallbusiness-targeted services were working.

Elements that small businesses find useful include affordability, customized training programs; flexible times, modes, and locations; and programs that provide various employer and employee skills.

Once businesses start using the programs, most are fairly pleased with them. However, a significant minority of firms, particularly smaller firms, would not use these programs again and think that they do not meet their needs. In addition, a growing perception among those graduating from the programs is that individuals are not adequately trained. Thus, it appears there is the potential to improve the value of government training programs to small businesses.

**URL**<http://www.sba.gov/advo/research/rs213tot.pdf>**Source\_name**

WEB

**Reason for exclusion from A list**

Background only: overview of 59 training courses with a focus on small business in USA; Elements that small businesses find useful include affordability, customized training programs; flexible times, modes, and locations; and programs that provide various employer and employee skills.

**Included – B list****RecordID**

674

**Document\_no**

TD/TNC 83.390

**English\_title**

Management training in SMEs

**Corp\_author**

Organisation for Economic Co-operation and Development \ OECD

**Imprint**

Paris: OECD, 2002. 189p.

**Abstract**

Upgrading the skills of all types of workers, including managers, is central to firm performance in knowledge-based economies. The quality of management is particularly important for small and medium-sized enterprises (SMEs), which must be able to adapt quickly to evolving markets and changing circumstances, but which often have limited resources. Such constraints also put limits on their ability to engage in training, even though studies indicate that there is a positive correlation between the degree of management training and the bottom-line performance of an SME. There is preliminary evidence that formal management training can reduce the failure rates of small firms, which are far more likely to fail than larger firms, particularly in the early years. These are the findings of case studies of management training in six OECD countries: Canada, Finland, Germany, Japan, the United Kingdom and the United States.

For a variety of reasons, smaller firms are less likely than larger enterprises to provide external training to all grades of workers, including managers. In addition to financial constraints, information gaps make smaller firms less aware of the benefits they would obtain from management training and few see training as a strategic tool. Due to higher turnover in managerial staff, small firms may not realise the same benefits from training investments as larger firms. And since training providers must group a number of SMEs together to realise scale economies, such generic training may be of more limited value to a small firm than to a larger firm receiving more targeted courses.

For these reasons, and to realise the social benefits from high-performance SMEs, many OECD governments have implemented programmes to enhance SME management training. These must be geared to the profile of training provision in various countries, which highlight a prominent role for government/industry partnerships in Germany, for schools and universities in Finland and for the private sector in the United States. Although publicly supported training programmes are often rated by the trainees, there is little empirical assessment of the impact of management training schemes on firm performance. A first recommendation for governments is to engage more systematically in programme evaluation. Other recommendations for management training "best practice" emerging from the case studies are:

Differentiate between training for start-ups and counselling for established SMEs. Teach management skills such as flexibility and teamwork needed in the current business environment.

Target training to specific groups of managers, such as new entrepreneurs or exporters.

Provide training at local levels and reasonable times for small-firm managers.

Make greater use of electronic delivery of training through the Internet.

Foster entrepreneurship through the general educational system.

**URL**

<http://www.oecd.org/dataoecd/20/43/2492440.pdf>

**Source\_name****WEB****Reason for exclusion from A list**

Synthesis of reports from Canada, Finland, Germany, Japan, the United Kingdom and the United States on formal, external training provision; Two types of measures to assess impact of training provision: i) satisfaction of trainees/firms; and ii) impact upon firms; only examples of training evaluations undertaken were found in Japan (SME Evaluation system "SHINDAN") and the United Kingdom (e.g. Maton, 1999) and these were surveys of recipients of training.

**Excluded****RecordID**

675

**Document\_no**

TD/TNC 75.378

**English\_title**

The national skills development strategy: April 2001-March 2005: skills for productive citizenship for all.

**Imprint**

Pretoria: Dept of Labour, 2001. 11 p.

**Abstract**

This national skills development strategy was developed by the Dept of Labour and the National Skills Authority to chart the ways in which South Africa can develop the skills required to compete more successfully in the global economy and to build a more inclusive and equitable society. The strategy identifies priorities for skill development and defines indicators to measure progress. It is designed to support economic and employment growth and social development. The document sets out the vision for the strategy, i.e. skills for productive citizenship for all, and its guiding principles. Five objectives have been identified to drive the strategy: (1) to develop a culture of high quality lifelong learning; (2) to foster skills development in the formal economy for productivity and employability; (3) to stimulate and support skills development in small businesses; (4) to promote skills development for employability and sustainable livelihoods through social development initiatives; and (5) to assist new entrants into employment. The success indicators for each of these objectives are reviewed.

**URL**

This document may be found on the Polity.org.za web site at:

<<http://www.polity.org.za/govdocs/misc/skillsdevstrat.html>> (accessed November 2003)

**Descriptors**

South Africa, Skill development, Strategic planning, Performance indicator, Productivity, Employability, Policy statement, Equity, Social development

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Policy, promotional; success indicators

**Excluded****RecordID**

676

**Document\_no**

TD/TNC 82.399

**English\_title**

Skills Alliance: skills strategy progress report.

**Imprint**

[Coventry, U.K.] [Learning and Skills Council], 2004. 57 p.

**Abstract**

The aim of the national Skills Strategy, 21st Century Skills (indexed at TD/TNC 74.416), launched by the UK government in July 2003, was to ensure that employers have the right skills to support the success of their businesses, and individuals have the skills they need to be both employable and personally fulfilled. This Strategy resulted in the creation of the Skills Alliance which brought together key partners with an interest in skills and productivity: government departments; the Confederation of British Industry; Trades Union Congress; Small Business Council; and the key delivery organisations led by the Learning and Skills Council. Skill Alliance's role is to oversee the effective implementation of the Strategy. This report is the Alliance's first annual report on progress. Its findings indicate that: during the year 2003-04, colleges and other training providers have continued to expand the flow of young people and adults gaining skills, training and qualifications; employers



and learners continue to express high levels of satisfaction with the training they receive; more young people than ever before are undertaking apprenticeships to gain the skills that employers want; reform of the business support network is well under way, helping small and medium enterprises to access a wide range of high quality services focused on skills, productivity, recruitment and business development; there are now 18 Sector Skills Councils (SSCs) in place, providing a new voice for employers in identifying skills priorities for each major sector; Skills Alliance has instituted a major reform of the vocational qualifications system for adults to develop a credit framework which will allow individuals to gain recognition for their skills over time, building towards a full qualification; and over 90 additional Centres of Vocational Excellence were created in 2003-04, offering specialist training and support for employers and learners in defined vocational areas. The report is presented in seven main sections: Meeting the needs of employers and employees; Skills for sectors; Skills for individuals; Reforming qualifications; Reforming the supply side - colleges and training providers; Partnerships for delivery; Looking ahead: priorities for 2004-05.

#### **URL**

This report may be found on the Learning and Skills Council web site at:  
<http://www.lsc.gov.uk/NR/rdonlyres/ekwkal7vnpm4ankdpczldz2wuxk6rgti3s2obee ma4hr5hmvkiykpi256ngsiv4gjb64fkhir4xanp/DfESSkillsStrategyMAIN.pdf>  
 (accessed June 2005)

#### **Descriptors**

Skill development, Government policy, Employer, Employee, Qualifications, Progress report, Supply and demand, Training, Vocational education

#### **Identifiers**

UK

#### **Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

#### **Reason for exclusion**

Promotional; policy not research

#### **Excluded**

#### **RecordID**

681

#### **Document\_no**

TD/TNC 84.257

#### **English\_title**

The determinants of training in Australian manufacturing SMEs.

#### **Author**

Jones, Janice

#### **Source**

Education + training 47 8/9 2005 p. 605-615

#### **Imprint**

Bradford, U.K. Emerald, 2005.

#### **Abstract**

**Purpose** - The purpose of this article is to examine the factors influencing the provision of increased training in Australian manufacturing small and medium-sized enterprises (SMEs) that have embarked upon different growth development pathways. **Design/methodology/approach** - The longitudinal panel data employed in this research are drawn from the business longitudinal survey conducted by the Australian Bureau of Statistics over the four financial years 1994-1995 to 1997-1998. **Findings** - The results indicate that organisational change, in the form of major change in production technology and/or new or substantially improved product or process technology, and the introduction of business improvement programmes, are influential, and relatively consistent drivers of increased training in SMEs following each of the growth development pathways, and, over time. The findings also suggest that innovation distinguishes high growth SMEs from their lower growth counterparts. **Research limitations/implications** - This investigation used a single item measure of training. Future research could utilise multi-dimensional measures of training. **Practical implications** - The findings suggest that the reasons SMEs

provide training depend closely on the particular business needs of relevance to the enterprise, and as such, may be of interest to policy-makers. To date, there has been a paucity of research examining the demand side of SME training.

**Originality/value** - The study focuses exclusively on SMEs that have embarked upon different growth development pathways, and adopts a longitudinal research design, enabling the study of the determinants of training over time, in SMEs exhibiting different levels of business growth.

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**Descriptors**

Article, Research study, Small and medium enterprise, Manufacturing, Training, Innovation, Organisational change

**Identifiers**

Australia

**Source\_name**

LIB

**Reason for exclusion**

Not sufficiently relevant to review question; analysis of the ABS business longitudinal survey data; triggers of training for different levels of growth. See similar study **636**.

<b>Excluded – see 133</b>
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**RecordID**

684

**Document\_no**

TD/TAS 47.04

**English\_title**

Small business assessor network Tasmania: 1995-96 final report.

**Imprint**

Tasmania: Dept of Vocational Education and Training, 1996. 24 p.

**Abstract**

The Small Business Workplace Assessor project was a result of funding granted to the State by the Commonwealth for small business professional development. The aim of the project was to assist in furthering training reforms in the small business sector. This was achieved through improved knowledge of workplace assessor skills and the establishment of workplace assessor networks within selected industries. Target industries were chosen on the basis of numbers of people in entry-level training and the transition of courses to AVTS. Outcomes of the project have been to:

create workplace assessor networks in the target industries;  
facilitate partnerships between training providers and small business;  
encourage training providers to use good practice principles when providing workplace assessor courses.

**Descriptors**

Small and medium enterprise, On the job training, Evaluation

**Identifiers**

Australian Vocational Training System

Tasmania

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Included in Small Business Professional Development evaluation reports; see 133 and 133a & 25

## Included – A list

**RecordID**

686

**Document\_no**

TD/TNC 52.115

**English\_title**

Enterprise training mentor program: an effective strategy for a mentoring program for on-the-job trainers in smaller enterprises in the Geelong region and a proposal for expansion.

**Imprint**

Geelong, Vic: Gordon Institute of TAFE, [1996]. 25 p. (+ various pagings)

**Abstract**

The Gordon Institute of TAFE, at the request of the Office of Training and Further Education (OTFE), set up the Small Business Mentor Training Program in order to provide a best practice model of professional development to assist the progressive implementation of the Australian Vocational Training System (AVTS). This report provides: a detailed evaluation reporting the outcomes of the trial; a report on the strategy which has been put in place to see the program continue in Geelong; and a rationale and a staged proposal for the program to be further developed in other regions.

**Descriptors**

Vocational training

On the job training

Mentor

Final report

Evaluation

Recommendation

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

## Included – B list

### Reference only

**RecordID**

688

**Document\_no**

TD/TNC 51.11

**English\_title**

VET and small business: Review of research.

**Author**

Gibb, Jennifer

**Imprint**

Adelaide: NCVER, 1997. 57 p.

**Abstract**

This report sets out to summarise the major research conducted in Australia since 1990 into vocational education and training (VET) and small business, (which accounts for 51 percent of private sector employees) under six main headings: role of government; approach to training; delivery; information and networking; credibility and quality of training; and equity. Findings are discussed and further directions for research are offered.

**Descriptors**

Vocational education, Vocational training, Small and medium enterprise, Private sector, Employee, Government role, Network, Information, Equal opportunity,

Access to education

Research

**Identifiers**

Australia, NCVER

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion from A list**

This is a summary of the major research conducted since 1990 in Australia into vocational education and training (VET) and small business. It has been used as the reference in the Introduction chapter and by many researchers around the world.

**Excluded****RecordID**

689

**Document\_no**

TD/VIC 55.10

**English\_title**

Small business incentive scheme pre-release survey.

**Author**

Vallence, Kevin E. & Hampson, Vikki

**Imprint**

Bendigo, Vic. Bendigo Regional Institute of TAFE, 1997. 27, [7] p.

**Abstract**

The Small Business Incentive Scheme trial project had the objective to assess the potential impact of a small business training incentive payment in regional Victoria and identify policy, programme and delivery implications for the State Training Service. This report presents the findings of a survey conducted in November/December 1997 in the Bendigo and Warrnambool areas of regional Victoria ahead of the release of a Small Business Incentive Scheme in March 1998.

**Descriptors**

Small and medium enterprise, Training program, Small business, Questionnaire, Work incentive

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Not evaluating a strategy; related to 695

**Included – B list  
reference only****RecordID**

690

**Document\_no**

TD/TNC 69.210

**English\_title**

Training provision and the development of small and medium-sized enterprises / a research report produced by Paul Westhead and David J. Storey.

**Author**

Westhead, Paul & Storey, David J.

**Imprint**

Nottingham, U.K. DfES, 1997. vii, 75 p.

**Abstract**

There is almost complete support for the concept that an educated and trained workforce is a key element in the competitiveness of both individual businesses as well as the economy as a whole. Governments throughout Europe have introduced a number of policy measures to encourage the survival and development of small and medium-sized enterprises (SMEs) and have placed increasing emphasis on the importance of training provided by employers. This research provides a literature review of the factors influencing the provision of training by small firms and the impact training provision has on the performance of firms. The report is structured as follows: Introduction; Objectives of the study; Defining job-related formal training; Why do small firms provide less job-related formal training than large firms?; Provision of training: employer-based studies; Take-up of training: employee-based studies; Factors influencing training provision: a critique; Training provision and small firm performance; Training provision and small firm performance: a critique; Benefits associated with the take-up of training for individuals/employees;

Conclusions and implications for researchers. Also included are two appendices: (1) Research studies examined which focused on employers; (2) Research studies examined which focused on individuals/employees.

**Descriptors**

Research report, UK, Research study, Literature survey, Training, Employer, Employee, Small business, Small and medium enterprise, Formal training

**Identifiers**

Training investment

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion from A list**

Literature review so background reference only; 'need research on impact long-term i.e. greater than 3 years'

<b>Excluded</b>
-----------------

**RecordID**

691

**Document\_no**

TD/TNC 69.212

**English\_title**

Employee development schemes: the benefits of participation for employees in small firms / a research report produced by Diane Firth and Linda Goffey.

**Author**

Firth, Diane & Goffey, Linda

**Imprint**

Nottingham, U.K. DfEE, 1997. 40 p. + appendices

**Abstract**

Employee Development Schemes (EDSs) which have been in existence in the United Kingdom (UK) since 1989 have two essential features: (1) opportunities to voluntarily engage in learning activities which are wider than those required by the employer; and (2) support from the employer, usually in the form of cash entitlements to spend on learning activities. The overall aim of this research project was to identify the effect of EDSs on individual attitudes and commitment to learning and this report describes the findings of the project. The structure of the report is as follows: section one contains the executive summary; section two introduces the project covering the background, research objectives and methodology; section three presents the main findings and discusses the overall attitudes to, and experience of, learning, individual differences and how they relate to EDS based learning; and the last section presents six case studies. Also included are three appendices: (1) Respondent letter and self completion recruitment sheet; (2) Respondent profile; (3) Detailed topic guides.

**Descriptors**

Research report, UK, Research study, Employee, Small business, Participation, Learning activities, Employer, EDS, Skill development

**Identifiers**

Employee Development Scheme

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Focus on individuals' motivation and attitude to learning; not small business needs

<b>Included – A list Supporting evidence</b>
--

**RecordID**

693

**Document\_no**

TD/WA 57.15

**English\_title**

Women in small business mentoring program: final report.

**Author**

Holgate, Jenny

**Imprint**

East Perth, WA: Western Australian Dept of Training. Professional and Career Development Unit, 1999. 8 leaves, [18] p.

**Abstract**

This final report on the pilot program of mentoring as an effective professional development option, was jointly funded by the Department of Employment, Education, Training and Youth Affairs (DEETYA) and the Western Australian Department of Training (WADT), and managed by the Professional and Career Development Unit of WADT. The aim of the program was to provide relevant, quality professional development through a mentoring and networking program.

Two features of this six month program made it quite different from other programs. Firstly, the mentoring partnerships were systematically monitored and if the mentoring relationship wasn't working well, alternative partners arranged. Secondly, a series of fortnightly workshops were conducted which provided a focus for the mentoring partnerships and the group as a whole. The participants in the program were 43 women from varied business backgrounds and with at least two years experience in conducting a small business. Evaluations were conducted during the program and one five months after the program had finished.

This pilot proved to be very successful, providing professional development opportunities through the one-to-one partnership, and the structured fortnightly workshops. It resulted in increased business confidence, skills and turnover for small business operators, and the model has the potential to be transferred to the wider training sector.

**Descriptors**

Mentor, Women, Career development, Small business, Network, Pilot project

**Identifiers**

Professional and Career Development Unit, Western Australia

**Source\_name**VOCED [www.voced.edu.au](http://www.voced.edu.au)

<b>Included – A list Supporting evidence</b>
--

**RecordID**

694

**Document\_no**

TD/INT 58.462

**English\_title**

Work and learning in micro-enterprises in the printing industry: a comparative research study into the relationship between technological and organisational developments and training activities in micro-enterprises in the printing industry in four European countries.

**Author**

Van den Tillaart, Harry; van den Berg, Sjaak &amp; Warmerdam, John

**Imprint**

Thessaloniki, Greece: CEDEFOP, 1998. iii, 74 p.

**Abstract**

This document reports on a research project that is part of CEDEFOP's pilot project

on organisational change and learning in small and medium enterprises (SMEs). The project investigated the survival strategies employed by small printing enterprises in response to rapid technological change in the printing industry and the role of training in this survival process. The project examined the relationship between the organisation of work and the development of qualifications and involved several case studies in Ireland, Finland, the Netherlands and Spain. The report begins with an outline of the research problem, the methodology, and the general characteristics of the printing industry in the four countries. The case studies selected for inclusion focus on a specific small enterprise from each country and attempt to demonstrate the differences between firms in relation to their operations and subsequent training and learning strategies and practices. The final section presents the research findings and conclusions.

**Descriptors**

CEDEFOP pub, Case study, Comparative analysis, Finland, Spain, Ireland, Netherlands, Print and packaging industry, Small business, Modernisation, Organisational change, Work organisation, Continuing vocational training, Training, Workplace education, Planning for change

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Included – B list**

**RecordID**

695

**Document\_no**

TD/VIC 57.03

**English\_title**

Victorian small business incentive scheme.

**Imprint**

Melbourne: State Training Board of Victoria, 1999. 12 p.

**Abstract**

This report outlines the results of the trial of the Victorian Small Business Incentive Scheme. The trial determined the demand from small business in Victoria for training services from the State Training System, within the context of user choice. It also aimed to provide information to assist future decisions regarding small business training strategies and funding. Evaluation of the trial has indicated that the approach taken was successful in a number of ways: 1. The incentive certificates enabled sixty percent of small businesses to access training from the State Training System, many for the first time; 2. Nearly 10,000 hours of training or services was provided to 742 small businesses; 3. Customer feedback indicated a high level of satisfaction, particularly for services that were customised and delivered on-site; 4. The trial gave registered training providers incentive to re-conceptualise the range and delivery modes of training to meet the specific needs of small business

**Descriptors**

Small business, Small and medium enterprise, Training policy

**Identifiers**

Victoria

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Summary of results of independent evaluation of scheme (not referenced): findings not necessarily linked to evidence. See also 689.

## **Excluded**

### **RecordID**

696

### **Document\_no**

TD/INT 59.172

### **English\_title**

Role of group learning in building social capital.

### **Author**

Kilpatrick, Sue; Bell, Rowena & Falk, Ian

### **Source**

Journal of vocational education and training 51 1 1999 p. 129-144

### **Imprint**

Wallingford, Oxfordshire: Triangle Journals, 1999.

### **Abstract**

Social capital assists in building economically and socially viable and sustainable learning communities, where communities can be geographic communities, professional or common interest communities, and groups of businesses such as Executive Link™, the subject of this article. This article investigates the elements of social capital and develops a set of indicators that show social capital is being built. Executive Link™ consists of farm businesses which meet for non-formal training. It appears to have features of a learning community, including a shared purpose, and learning interactions across the boundaries of individual member businesses. This article identifies networks, commitments and shared values as the elements of social capital which contribute to the quality of learning interactions. Indicators of social capital building are suggested to be development of a shared language, shared experiences, building trust, self-development and fostering an identification with the community. [A similar paper by the authors on this topic is indexed at TD/TAS 54.06].

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### **Descriptors**

Article, Cooperative learning, Social capital, Farming, Rural industry, Nonformal education, Learning process, Small business

### **Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

### **Reason for exclusion**

Description of Executive Link™ groups of farm businesses which meet for regular nonformal education and training in several Chapters eastern Australia; example of business networking to facilitate learning; see 513 Included also 411 & 516

## **Included – A list Supporting evidence**

### **RecordID**

701

### **Document\_no**

TD/TAS 71.01

### **English\_title**

Our business, our way: Indigenous perspectives on small business learning: an evaluation of Indigenous projects in the Small Business Professional Development Best Practice Programme.

### **Imprint**

Hobart: Office of Vocational Education and Training, 2000. 68 p.

### **Abstract**

The Indigenous component of the 1999 Small Business Professional Development Programme comprised four projects: Audiographics in Galiwin'ku (the Galiwin'ku project); Doing Business Better (the Cairns project); Indigenous Small Business Awareness (the Stradbroke and Gold Coast projects); and Networking in Action Indigenous Business Economic Council (IBEC Cluster project and the IBEC



Tobwabba Network project). The four projects tested what learning models worked within an Indigenous small business context. This evaluation assesses the value to Indigenous small business training and learning of the projects and the models developed.

**Descriptors**

Report, Indigenous people, Indigenous education, Aboriginal education, Aboriginal employment, Aboriginal community, Small business, Evaluation, Training evaluation, Learning Model

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

<b>Excluded</b>
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**RecordID**

707

**Document\_no**

TD/TNC 70.149

**English\_title**

Education and training for small and medium-sized enterprises.

**Author**

Senker, Peter

**Source**

Working to learn: transforming learning in the workplace / edited by Karen Evans, Phil Hodgkinson, Lorna Unwin. Evans, Karen Hodgkinson, Phil Unwin, Lorna p. 127-148

**Imprint**

London: Kogan Page, 2002.

**Abstract**

Small and medium-sized enterprises (SMEs) generally operate in traditional sectors and have difficulty accessing the knowledge they need. As much of the SME sector is non-unionised, it is characterised by a low take-up rate of workplace learning opportunities. In this chapter, the author considers why SMEs need to innovate and examines the range of ways in which SMEs can learn and some of the main sources of new knowledge for firms. The Teaching Company Scheme, which establishes partnerships between educational institutions and firms to develop high quality technical managers, is one United Kingdom (UK) government sponsored initiative used to illustrate a powerful mechanism for enabling SMEs to gain and use the knowledge they need to innovate and develop. The author examines the operation of this scheme and the reasons for its success and considers its contribution and that of other types of training interventions to the performance of SMEs. The limitations of these training interventions are reviewed and some approaches to solving the problems discussed in the chapter are proposed.

The volume from which this chapter is taken is indexed at TD/TNC 70.141.

Individual chapters are indexed from TD/TNC 70.142 to TD/TNC 70.154.

**Descriptors**

Small business, Participation, Training, Small and medium enterprise, Access to education, Government role, Training policy, Organisation development, Training needs, Innovation, Cooperative program, Training employment relationship

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Description not research study; see university-industry partnership case studies in 587 & 574.

## **Excluded**

### **RecordID**

713

### **Document\_no**

TD/TNC 75.276

### **English\_title**

Overcoming the barriers to apprenticeship take up - Australia's solution

### **Author**

Lane, Peter & Darveniza, Margaret

### **Source**

Proceedings of the first International Conference on Training, Employability and Employment / edited by Richard Cooney and Mark Stuart. Cooney, Richard Stuart, Mark Monash University. Department of Management Monash University. National Key Centre in Industrial Relations Leeds University Business School. Centre for Industrial Relations and Human Resource Management p. 81-89

### **Imprint**

[Melbourne] [Conference Management Office, Monash University], 2002.

### **Abstract**

This paper describes the group training concept, a uniquely Australian initiative to encourage employment of apprentices and trainees. It examines the role of group training companies in assisting small to medium enterprises to participate in the apprenticeship system, and gives an overview of Group Training. The system in Australia is compared with the UK's Modern Apprenticeships system, and the paper explains how the Group Training concept can overcome the perceived barriers to the UK system such as lack of information available to employers, lack of support for employers and apprentices, and lack of perceived relevance of apprenticeships to employers' businesses. The paper ends with a discussion of the social benefits of group training.

The volume of collected papers is indexed at TD/TNC 75.267. Individual papers are indexed from TD/TNC 75.268 to TD/TNC 283.

### **Descriptors**

Conference paper, UK, Apprenticeship, Group training, Training, Vocational training, Employer, Employee, Small and medium enterprise

### **Identifiers**

Australia, Group Training Company, GTC

### **Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

### **Reason for exclusion**

Description not research.

## **Included – A list**

### **RecordID**

715

### **Document\_no**

TD/TNC 75.473

### **English\_title**

Business mentors: supporting small business in Tasmania and on the Central Coast of NSW: a report by the Dusseldorp Skills Forum: August 1999.

### **Imprint**

Ultimo, N.S.W. Dusseldorp Skills Forum, 1999. [18 p.]

### **Abstract**

Business Mentor Programs were developed as one of the responses to the economic and social consequences of the failure of small businesses. The key objective of such programs is to support small business through the provision of experienced volunteer mentors drawn from retired, semi-retired and active business people in the local community. This report attempts to document the successes and barriers to success of the two Business Mentor Programs, summarise feedback from clients, mentors and management and provide case studies of mentoring relationships with the objectives of: providing the programs with information that will

support their long term planning and development; providing information that will support applications for ongoing funding and sponsorship of the Programs; encouraging other regions in Australia to draw on the resources of the growing pool of non-working volunteers with business experience in their community for a similar purpose; fostering the development of a broader Business Mentor network. Data were collected by means of personal interviews and written surveys of a number of the people who had participated in the programs. Clients report a high level of satisfaction in the results of the Programs. With the assistance of their mentor many have improved their business operations, such as book keeping, financial planning, asset management and marketing, and have increased their profitability. Mentors reported exceptional results where they worked together in teams combining their efforts and complementary skills in mentoring clients. Key recommendations for future action include the development of a network of business mentors, greater utilisation and support of these mentors, the introduction of mentor training and the provision of clearer guidelines and tools to assist the development of rewarding mentor relationships.

**URL**

This document may be found on the National Library of Australia's Pandora web site at:

<<http://pandora.nla.gov.au/pan/33093/20031015/www.dsf.org.au/papers/ol/BM0899/BM0899.html>> (accessed November 2003)

**Descriptors**

Electronic document, Small business, Mentor, Community participation, Community program, Case study

**Identifiers**

Australia

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

Note: Mentor Resources Tasmania continues with funds from AusIndustry – see [www.industry.gov.au](http://www.industry.gov.au)

<b>Excluded</b>
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**RecordID**

716

**Document\_no**

TD/TNC 77.457

**English\_title**

Training in Spain: an evaluation of the continuous training agreements (1993-2001) with particular reference to SMEs.

**Author**

Rigby, Mike

**Source**

Human resource development international 7 1 March 2004 p. 23-37

**Imprint**

London: Taylor & Francis, 2004.

**Abstract**

The paper examines the impact of a new national training system upon continuous training in Spain, a traditionally low-performing economy in terms of skills development. It locates the discussion in the context of relevant literature on contemporary national training models and identifies the main features of the Spanish system. The paper then goes on to evaluate the impact of the system on training provision in terms of quantity, quality and access. It suggests that the most important contribution of the system has been in extending the opportunities for skills development for workers in SMEs [small and medium sized enterprises] and that key factors in this contribution have been the involvement of the social partners and the development of a supply-driven offer. Its main contribution is to show that, in a flexible labour market, in which SMEs predominate, a high level of intervention by intermediary organisations and, in particular, the social partners is a necessary precondition for improving skills development, notwithstanding the dysfunctions

associated with such intervention.

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**Descriptors**

Spain, Union, Training, Training system, Lifelong learning, Labour market, Economy, Access to education, Skill development, On the job training, Vocational training, Job skill, Small and medium enterprise, Enterprise, Small business, Article

**Identifiers**

Training effectiveness

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion**

Not sufficiently relevant to review question; tripartite agreements; group training plans for SMEs

**Included – B list**

**RecordID**

719

**Document\_no**

TD/TNC 78.529

**English\_title**

Enterprising partnerships: incubating learning.

**Author**

Davey, Pene & de Vries, Pauline

**Imprint**

[Nowra, N.S.W.?] AVETRA, 2004. 8 p.

**Abstract**

This paper arose from a series of projects aimed at researching an integrated enterprise learning model to provide a bridge between the simulated business environment of practice firms to the real world of entrepreneurial small business operating within an established Business Incubator. A secondary objective was to investigate how employability skills could be effectively mapped, developed and assessed within this learning environment across three training packages. The paper will detail the methodology and processes involved in implementing this 'new practice' in teaching and learning. It will both document and evaluate the learning outcomes from three perspectives - the learner/student, the teacher/facilitator and the business incubator partner, Todd Street Business Chambers - and propose a way forward to develop and sustain vocational education and training (VET) and business partnerships which are mutually enhancing for learners and small business as well as contributing to local community capacity building. The trial has opened up new possibilities in learning environments and affirmed the premise that small business/VET partnerships can work more productively when the contributions each can make are mutually valued and effectively integrated.

Excerpt from published abstract.

The collection of refereed papers is indexed at TD/TNC 78.501. Available refereed papers are indexed from TD/TNC 78.502 to TD/TNC 78.518. The collections of non-refereed papers are indexed at TD/TNC 78.519 and TD/TNC 78.520. Available non-refereed papers are indexed from TD/TNC 78.521 to TD/TNC 78.556.

**URL**

This document may be found on the AVETRA web site at:

<[http://www.avetra.org.au/Conference\\_Archives/2004/documents/PA028Davey.PDF](http://www.avetra.org.au/Conference_Archives/2004/documents/PA028Davey.PDF)  
> (accessed July 2004)

**Descriptors**

Conference paper, Enterprise, Model, Learning, Small business, Partnership in education, Evaluation

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion from A list**

Description of VET/small business partnerships using business mentor and action research for Certificate IV students (start-up businesses?).

## Included – B list

**RecordID**

722

**Document\_no**

TD/TNC 81.440

**English\_title**

The challenge of engagement: involving small and medium sized enterprises in industry training.

**Imprint**

Wellington: TEC, 2005. 11 p.

**Abstract**

This publication reports on the progress of a range of research initiatives funded through the Small Business Fund to address the barriers encountered by small and medium enterprises (SMEs) in participating in industry training, and identifies issues for further development. The Tertiary Education Commission (TEC) established the Small Business Fund Action Research Project to enable industry training organisations (ITOs) to test initiatives focused on addressing specific barriers. Projects were undertaken by the apparel and textiles, aviation, tourism and travel, and retail ITOs. These projects revealed that engaging SMEs in formal training is complex and challenging, but the barriers to engagement can be overcome, and some key lessons included that: time and support is everything; follow-up is essential; and training requires a sense of partnership. TEC aims to develop a range of approaches and models to act as examples for ITOs in their work with SMEs.

**URL**

This document may be found on the TEC web site at:

<[http://www.tec.govt.nz/downloads/a2z\\_publications/challenge-of-engagement.pdf](http://www.tec.govt.nz/downloads/a2z_publications/challenge-of-engagement.pdf)> (accessed May 2005)

**Descriptors**

Participation, Training, Small business, Progress report

**Identifiers**

New Zealand, Small and medium enterprise, Barrier

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion from A list**

Mostly descriptive summary of research to develop support strategies – three case studies; New Zealand Small Business Fund was only available to Industry Training Organisations. See study 222 published literature search *Turning barriers into opportunities: a literature review on small to medium enterprise (SME) engagement with formal learning*, Karen Vaughan, New Zealand Council for Educational Research 2002. Interviews with New Zealand stakeholders carried out by ACNielsen, 2002 unpublished report prepared for Skill New Zealand: *Overcoming barriers to NQF linked training among small and medium sized enterprises (SMEs)*.

## Excluded

**RecordID**

724

**Document\_no**

TD/TNC 81.549

**English\_title**

IT training course for small & medium business: short review of Leonardo da Vinci programme SAMBITE project / A. Vidziunas, A. Mickus, T. Varkala.

**Author**

Vidziunas, A.; Mickus, A. & Varkala, T.

**Source**

Turkish online journal of distance education 3 2 April 2002 [5] p.

**Imprint**

Eskisehir, Turkey: Anadolu University, 2002.

**Abstract**

The important exchanges had occurred in economies, educational systems, and other fields of life in East European countries during last decade. New modern

[information technology] IT starts to influence many areas of human life. Here had been [found] a shortage of trained and skilled computer users and [a] need to organize re-training courses for managers and employers of the small and medium enterprises (SMEs), adults improving their qualifications, officials from the municipalities and other State institutions, and non-specialists orientated to IT. The short description of the SAMBITE project (aims, target groups, needs, project products) within the frames of [the] Leonardo da Vinci programme are given in this paper. The main aim of the project has been to develop and test distance education materials on the organisation and implementation of business information technology that is relevant to the needs of SME's managers and employees, professional adults requiring intensive retraining, new graduates of non-computing disciplines, employees of government and local authorities, and students of various specialities to match their skills and knowledge for using IT. Published abstract reprinted by permission of the copyright owner.

#### **URL**

This article may be found on the Anadolu University web site at:  
<<http://tojde.anadolu.edu.tr/tojde6/articles/arturas.htm>> (accessed May 2005)

#### **Descriptors**

Article; Information technology, Skill shortage, Training needs, Computer literacy, Computer, Retraining, Training program, Distance education, International cooperation

#### **Identifiers**

Lithuania, Eastern Europe, Small and medium enterprise, Skill needs

#### **Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

#### **Reason for exclusion**

Description of SAMBITE project – see also 332 and 640 Best Practice Series: Leonardo da Vinci programme.

### **Included – A list**

#### **RecordID**

725

#### **Document\_no**

TD/TNC 82.137

#### **English\_title**

Talking the right language: can further education offer support for business innovation?: feasibility study report.

#### **Author**

Hughes, Maria & Stanton, Geoff

#### **Imprint**

London: Learning and Skills Development Agency, 2005. 110 p.

#### **Abstract**

This report explores a project on business innovation and support (BIS), which looked into the feasibility of developing a service, led by the further education (FE) sector, to support company development and innovation. The feasibility study was conducted between February and July 2004 by the Learning and Skills Development Agency (LSDA) on behalf of the Dept for Education and Skills (DfES) and the Learning and Skills Council (LSC). The research examined: the potential benefits of the development of BIS to various kinds of companies; the place of the service alongside other forms of business support; the extent to which the service was already in place and the steps needed to consolidate and develop it; the risks and advantages of developing BIS in relation to the other activities of the college or learning provider; and the nature of the support required to secure quality and capacity in its delivery. The study found that such a service was positively viewed by most small businesses and that a great deal of such support was already operating, although informally and often unrecognised, in many colleges and training providers.

#### **URL**

This document may be accessed from the LSDA web site at:  
<<https://www.lsda.org.uk/cims/order.aspx?code=052034&src=XOWEB>> (accessed

June 2005)

**Descriptors**

Feasibility study, Institutional role, Further education, Enterprise, Small business, Organisational development, Innovation, Employer attitude

**Identifiers**

UK, Small and medium enterprise

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Included – B list**

**RecordID**

726

**Document\_no**

TD/NSW 83.01

**English\_title**

Innovation management: fostering high level skills amongst small and medium manufacturing and engineering enterprises: final report.

**Author**

Page, Derek; Curic, Katherine & Pauling, Christine

**Imprint**

[Sydney] NSW Board of Vocational Education and Training, 2005. 56 p.

**Abstract**

This project was established in response to the predicted critical skill shortages within the manufacturing and engineering industry. It provided a regional approach to the development of innovative work practices to improve productivity among small and medium sized businesses in South Western Sydney, through the engagement of South Western Sydney Institute (SWSI) staff collaborating with industry in innovation. Under this project SWSI collaborated with Berufshilfszentrum (BfZ) Essen of Germany to develop generic skills for people who work with technology to improve business capability and productivity. This final project report, covering October 2003 to March 2005, outlines the potential of the Institute to influence the uptake of new technologies and innovation in small to medium manufacturing and engineering enterprises. The Institute has concluded and demonstrated that: (1) SWSI and TAFE NSW can play a key role in the management of innovation in industry; (2) SWSI staff in partnership with industry can be change agents to improve business enterprise productivity and multi firm networks in South Western Sydney; (3) SWSI has established a model of engagement with industry which will position it as a leader in management of innovation and innovation training in South Western Sydney; (4) SWSI can address the issue of potential skill shortages through partnerships; and (5) mentoring is an efficacious method of skill development and transfer.

Excerpt from published abstract reprinted by permission of the copyright owner.

**URL**

This document may be found on the NSW Board of Vocational Education and Training web site at: <http://www.bvet.nsw.gov.au/pdf/SWSIFinalReportv2July05.pdf> (accessed November 2005)

**Descriptors**

Innovation, Education industry relationship, Skill upgrading, Mentor, Small and medium enterprise, Manufacturing, Engineering, Graduate study, Final report

**Identifiers**

Australia, New South Wales, Germany

**Source\_name**

VOCED [www.voced.edu.au](http://www.voced.edu.au)

**Reason for exclusion from A list**

Not focus on meeting the needs of small business; Description of multi-firm network facilitated by training provider as change agent; regional approach using networks and mentoring for skill development and knowledge transfer.

**Included – B list****RecordID**

727

**Document\_no**

TD/TNC 84.113

**English\_title**

Small business and online training in Australia: who is willing to participate?

**Author**

Webster, Beverley; Walker, Elizabeth & Barrett, Rowena

**Source**

New technology, work and employment 20 3 November 2005 p. 248-258

**Imprint**

Oxford, U.K. Blackwell Publishers, 2005.

**Abstract**

This paper investigates small business employers' willingness to participate in online training based on survey of 716 Western Australian small business employers. The results indicate that those small business employers with aspirations towards business growth and who are existing Internet users are more likely to participate in online training than those without growth aspirations.

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**Descriptors**

Article, Small business, Employer, Online learning, Participation, Training, Research study, Survey, Employer attitude

**Identifiers**

ICT, Australia, Western Australia

**Source\_name**

LIB

**Reason for exclusion from A list**

Characteristics of small business employers that are willing to participate in training esp. online training; e.g those with a website and a written business plan; from evaluation of training voucher scheme - see also 593 and 731 (A list).

**Included – B list****RecordID**

728

**English\_title**

Organisational learning in smaller firms: an empirical perspective.

**Author**

Sadler-Smith, Eugene; Chaston, Ian & Spicer, David P.

**Abstract**

Organisational learning is often presented by academics and consultants as one way in which firms may respond to increasingly competitive market conditions. Although theoretically and conceptually level justifiable, there is little empirical evidence from the smaller firms sector in support of this view. In a sector where there is a plethora of external initiatives managers are often highly sceptical of the advice proffered by outsiders. It is argued that there is a need for research which can provide some evidence and prediction about the potential benefits associated with organisational learning and those factors which may impede it.

This study explores the learning orientations of 300 smaller manufacturing and service firms in terms of an adaptive-transformational learning construct. Additionally it has sought to identify some of the factors which impede learning in smaller firms in four case study firms.

The measure developed and applied in the study has good reliability. Through correlational analysis and analysis of variance statistically significant relationships were observed between organisational learning and growth and between organisational learning and entrepreneurial style. Two complementary insights were drawn upon in the case studies - the views of small firm managers and those of the firms' advisors. 'Hard' (for example job design) and 'soft' (for example attitudes towards ownership) barriers to organisational learning were identified.



The research is exploratory and any conclusions are tentative but nonetheless the study has, from an empirical rather than anecdotal perspective, raised the possibility that there are casual relationships between small firm growth and learning.

**URL**

[http://notes.lancs.ac.uk/pub/ol3.nsf/bf25ab0f47ba5dd785256499006b15a4/76fa423961455d168025676300503eff/\\$FILE/Sadler-Smith.pdf](http://notes.lancs.ac.uk/pub/ol3.nsf/bf25ab0f47ba5dd785256499006b15a4/76fa423961455d168025676300503eff/$FILE/Sadler-Smith.pdf)

**Source\_name**

Recommended by Sarah Hayman

**Reason for exclusion from A list**

Barriers/facilitators to organisational learning; causal relationship between business growth and learning.

**Excluded**

**RecordID**

729

**English\_title**

The role of human resource development in successful small to mid-sized manufacturing businesses: A comparative case study

**Author**

Rowden, R

**Source**

Human Resource Development Quarterly 6 4 1995 pp. 335-373

**Source\_name**

Recommended by Sarah Hayman

**Reason for exclusion**

No intervention strategy

**Excluded**

**RecordID**

730

**Document\_no**

TD/TNC 84.394

**English\_title**

Myth and reality: employer sponsored training in Australia / Andy Smith and Stephen Billett.

**Author**

Smith, Andy  
Billett, Stephen

**Source**

International journal of training research 3 2 2005 p. 16-29

**Imprint**

Wagga Wagga, N.S.W. Charles Sturt University, 2005.

**Abstract**

In 1990, Australia implemented an employer training levy, the **Training Guarantee Scheme**. The Training Guarantee was abolished by the incoming Coalition federal government in 1996 after much negative publicity about its impact, particularly on small business. Recently, there have been calls to revive the notion of an employer training levy as a result of statistical evidence that employer expenditure [on] training has declined since 1996. In this context, employer training expenditure has been taken as a proxy for employer commitment to training. This article considers the statistical evidence on employer training in Australia and concludes that the case against Australian employers is far from clear cut. Data from a variety of sources suggests strongly that Australian employers provide a similar level of training to their employees as employers in other developed countries. The paper proposes that it is the distribution of employer training expenditure that is important to long term skills formation rather than the total expenditure.

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**Descriptors**

Article, Employer, Expenditure, Training, Statistics, Distribution, Skill development

**Identifiers**

Australia, Training levy, Employer sponsored training

**Source\_name**

Recommended by Rose-Anne

**Reason for exclusion from A list**

Not related to review question: 'meeting small business needs'; Strategy—Training Guarantee Scheme; compares expenditure only

<b>Included – A list</b>
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**RecordID**

731

**English\_title**

Small business smart business: final report.

**Author**

Walker, Beth & Webster, Beverley

**Imprint**

2004. Unpublished 24 p.

**Source\_name**

From Susan Dawe, copy from Beth Walker, author

**See also study 593** for findings from survey of stratified sample of participants and e-learning.

## ADDENDUM—Recent publications related to this topic

**Document\_no**

TD/TNC 87.103

**English\_title**

It's all action, it's all learning: action learning in SMEs / Jean Clarke ... [et al.].

**Author**

Clarke, Jean; Thorpe, Richard; Anderson, Lisa; Gold, Jeff

**Source**

Journal of European Industrial Training, v. 30, no. 6, 2006. pp.441-455

**Imprint**

Bradford, U.K.: Emerald, 2006.

**Abstract**

Purpose - The purpose of this paper is to argue that action learning (AL) may provide a means of successfully developing small to medium-sized enterprises (SMEs). Design/methodology/approach - The literature around SME learning suggests a number of processes are important for SME learning which similarity, it is argued, are encompassed in AL. AL may therefore offer a means of developing SME. This argument is then supported through the results of a longitudinal qualitative evaluation study conducted in the north-west of England, which involved the use of AL in 100 SMEs. Findings - The paper finds that the discursive and critical reflection aspects of the set environment appeared to be of great utility and importance to the SMEs. Sets also had an optimum level of which helped them find 'common ground'. Once common ground was established set members often continued to network and form alliances outside of the set environment. SME owner-managers could discuss both personal and business. Finally, AL offered the opportunity to take time out of the business and 'disengage' with the operational allowing them to become more strategic. Practical implications - In this paper both the literature review and the results of the evaluation suggest AL may offer a means of engaging SMEs in training, which is relevant and useful to them. AL offers a way for policy makers and support agencies to get involved with SME management development while retaining context and naturalistic conditions. Originality/value - This paper attempts to move beyond other articles which assess SME response to government initiatives, through examining the literature around SME learning and constructing a rationale which proposes that AL encompasses many of the learning processes suggested in the literature as effective for SME development.

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**Descriptors**

Article; Research paper; Small and medium enterprise; Management development; Training needs; Learning process; Evaluation.

**Identifiers**

UK; Action learning; Networking; Longitudinal study

**Source\_name**

VOCED

**Document\_no**

TD/TNC 87.212

**English\_title**

The antecedents of training activity in British small and medium-sized enterprises / Kim Hoque, Nicolas Bacon.

**Author**

Hoque, Kim; Bacon, Nicolas

**Source**

Work, employment and society, v. 20, no. 3, September 2006. pp.531-552

**Imprint**

London: Sage Publications, 2006.

**Abstract**

Analysing data from the 1998 Workplace Employee Relations Survey we establish the extent to which levels of training activity in Britain are lower in [small and medium-sized enterprises] SMEs than in larger firms. The antecedents of training activity within the SME sector are examined in terms of the workplace characteristics that are associated with high or low levels of training. Both managers and non-managers receive less training in SMEs compared with larger organizations. Training in the SME sector is associated with larger SMEs, multi-site SMEs, franchises, the presence of a personnel/[human resources] HR specialist and multiple memberships of business advisory networks. Neither Investors in People nor trade union recognition are associated with greater training activity. The implications of the findings for government policy regarding training in SMEs are discussed.

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**Descriptors**

Article; Small and medium enterprise; Training activities; Training; Survey; Data analysis; Organisation behaviour; Government role

**Identifiers**

UK

**Source\_name**

VOCED

**Document\_no**

TD/TNC 86.298

**English\_title**

The Leadership and Management Development Programme for SMEs: an evaluation of the pathfinders

**Author**

Public and Corporate Economic Consultants (U.K.) (PACEC)  
Great Britain. Dept for Education and Skills (DfES)

**Series**

DfES research report no.770

**Imprint**

Nottingham, U.K.: Dept for Education and Skills, 2006. 89 p

**Abstract**

The Leadership and Management Development Programme (LMDP) was developed to improve leadership and management capability in private and voluntary sector enterprises with between 20 and 250 employees. It provides for the personal development of owner/managers, managing directors or other key directors and managers responsible for business success. Key to the LMDP is the role of the intermediaries who introduce managers to the program and help them assess their personal development requirements, using an

approved diagnostic tool. The Dept for Education and Skills (DfES) commissioned an evaluation of the LMPD in six pathfinders established across England. The evaluation was to provide analysis on the characteristics of the pathfinders and any lessons to inform the national roll out of the program. The evaluation covered two main stages. The first was primarily concerned with early design and implementation issues and the second again covered these issues, but with more emphasis on the outputs, outcomes and impacts on managers and intermediaries. This report covers the second stage of the evaluation. The experience of the pathfinder business link operators (BLOs) suggests that, although broad national aims, guidelines and requirements are important, flexibility is required to enable individual BLOs to develop models appropriate to their own opportunities, circumstances and resources. While the pathfinder areas have made progress and increased the rate of take-up, the number of managers completing their personal development plans (PDPs) has been relatively low against targets.

**Descriptors**

Research report; Leadership; Management development; Small and medium enterprise; Program evaluation; Private enterprise; Voluntary organisation

**Identifiers**

UK, England

**URL:** the DfES web site at: <<http://www.dfes.gov.uk/research/data/uploadfiles/....>> (viewed July 2006)

**Source\_name**

VOCED

## Other related references of interest:

**Document\_no**

ISSN 0040-0912

**English\_title**

Using a life-story approach in researching entrepreneurial learning: the development of a conceptual model and its implications in the design of learning experiences

**Author**

Rae, D and Carswell, M

**Source**

Education + Training, vol. 42 nos. 4/5. pp.220-227

**Imprint**

Bradford, U.K. Emerald, 2000

**Abstract**

Summarises the conclusions from research which explores how people learn to start and grow high performing businesses. Seeks to understand better the ways in which individuals learn to act entrepreneurially and also suggests how this understanding might influence the design of more effective learning experiences. Proposes a conceptual model of entrepreneurial learning, and assesses its implications for designing entrepreneurship education and development programmes. Findings indicate that there would be benefits from designing development programmes for current and aspirant business owners with a greater emphasis on personal development, based upon entrepreneurial learning model proposed in this article.

**Descriptors**

Entrepreneurialism, management development, learning, experiential process, critical reflection, discourse analysis

**Identifiers**

UK, England

**Source\_name**

Cited by Clarke, Jean; Thorpe, Richard; Anderson, Lisa; Gold, Jeff, 'It's all action, it's all learning: action learning in SMEs ' in *Journal of European Industrial Training*, v. 30, no. 6, 2006. pp.441-455

**English\_title**

Clusters and the new economics of competition

**Author**

Porter, M. E.

**Source**

Harvard Business Review vol. 76 no. 2. pp. 77-89, 1998

**Series**

Reprint Number 609

**Imprint**

Harvard Business School Press, Boston

**Descriptors**

Cluster, learning, scourse analysis

**Identifiers**

USA

**Source\_name**

Cited by Clarke, Jean; Thorpe, Richard; Anderson, Lisa; Gold, Jeff,  
'It's all action, it's all learning: action learning in SMEs ' in *Journal of European  
Industrial Training*, v. 30, no. 6, 2006. pp.441-455