



Conditions for e-learning at companies

Technical and pedagogical problems for e-learning at an IT consultant company

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SWEDISH TITLE

Förutsättningar för e-learning på företag, Tekniska och pedagogiska problem för e-learning på ett IT-konsultföretag.

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Abstract

The purpose of this study is to research possibilities to create educational programs at large companies that engage employees using the company intranet to contribute to the development and efficiency of the business. The goal is to through experience of employees and related research suggest pedagogically and technically effective methods to introducing company employees to an intranet. The importance of this study lies in its potential to increase a more operational use of intranets.

What has been done in this thesis is an investigation of what a large consultant company need in terms of introduction to a system e.g. an intranet, a customer relation management system or a time report system. A study of what is available in terms of earlier work and research has been done. Interviews and surveys were completed to get to know the experiences that employees at a company has in the area.

The most important results from the investigation are that e-learning is especially suitable to large consultant companies. It is also that a company need more than informal learning, even if the system to learn is intuitive. What are also significant outcomes that are important to e-learning at companies is the organization of courses and of learning so that the learner knows of existence of a course, where to find it and that there is an organization for updating the material and maintaining the quality of the course. What is also important is to have a clear reason for the employee to attend the course. The possibility to get an overview of the course and a time schedule of the course facilitates learning for employees. That the learners are able to discuss the course material and get feedback on the results does also facilitate the learning. Learners also get motivated from practical training that is directly applicable in work.

Keywords

e-learning, adult learning, workplace learning

Sammanfattning

Syftet med studien är att undersöka möjligheter att skapa utbildningsprogram till stora företag som engagerar de anställda som använder företagets intranät att bidra till utvecklingen och effektiviteten av verksamheten. Målet är att genom erfarenheter från anställda och annan forskning föreslå pedagogiskt och tekniskt effektiva metoder för att introducera anställda till ett intranät.

Det som har gjorts i studien är en undersökning av vad som efterfrågas av ett stort konsultföretag i form av en introduktion till ett system, t.ex. ett intranät, ett customer relation management-system eller ett tidrapporteringssystem. En undersökning av vad som finns tillgängligt i form av tidigare forskning har gjorts. Intervjuer och enkäter har genomförts för att ta del av erfarenheter som anställda på ett företag har i området.

De viktigaste resultaten från studien är att e-lärande är speciellt lämpligt för stora konsultföretag. Ett företag behöver mer än bara informellt lärande även då systemet är intuitivt. Vad som också är betydelsefulla resultat från studien som är viktigt för e-lärande på företag är organiseringen av kurser och lärande så att kursdeltagaren vet att det existerar en kurs, var den finns och att det finns en organisation för uppdatering av materialet och att bibehålla kvaliteten på kursen. Vad som också är viktigt är att ha en självklar anledning tillgänglig för den anställde att delta i kursen. Möjligheten att få en översikt av kursen och ett tidsschema för kursen underlättar lärande. Att kursdeltagaren har möjlighet att diskutera kursmaterialet och att få feedback från resultaten underlättar även det lärandet. Kursdeltagare blir även motiverade av praktisk användbar utbildning som är direkt applicerbar i arbetet.

Nyckelord

e-lärande, vuxenutbildning, arbetsplatslärande

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1. Introduction and background

This chapter explains why the project was started, what has been done, why it has been done, what the purpose and the background to the project are.

1.1. Introduction

E-learning is common in today's companies and this is because it is an easy and quick solution to educate employees. The fast development of new technology has made e-learning popular to use (Tynjälä & Häkkinen, 2005) since the development contributes to a constant need of new education to the new technologies (Harun, 2002). Just any type of e-learning is not enough since employees need to be motivated and able to learn (Servage, 2005). The employees need to be able to and see the purpose of attending the courses. Research about pedagogy and usability of e-learning in companies is not as fast in the development process as the development of new technology (Tynjälä & Häkkinen, 2005). Research in the area on how to develop e-learning suited to adult employees is presented in chapter [1.2](#) and [2](#). The originality of this investigation is given from the experiences of the employees in an example company and how this relates to earlier research. The selection of research that have been made is based on the integrity and the providence of the authors. The research is also peer-reviewed and makes it trustworthy.

This is a case study with one case studied. This example company using e-learning is ÅF. ÅF is a technical consultant company with a focus on energy, infrastructure and industry. The base of the company is in Europe but there are business and clients across the globe. Today the ÅF Group has approximately 7000 employees and is geographically spread. (ÅF Consult, 2014)

The ÅF intranet is named ONE and is an implementation of Microsoft SharePoint 2010 but a special design of SharePoint designed only for ÅF. The intranet gives information access to the employees, access to complete projects that the company works with and internal communication in the company. Employees at ÅF sometimes talk about ONE as only a SharePoint. The intranet is updated frequently with new technical ideas, design and properties to facilitate the work for the employees. The management of ÅF need the employees using the intranet to be continuously informed about the new features and also to get to know the features and tools of the intranet in order to being able to use the intranet more effectively. There is an optional e-learning introduction available to get an overview of the intranet that today is organized by an education company focused on technology companies.

This is a preliminary investigation on what solutions that can suit as an introduction for employees to an intranet of a large technical consultant company that is geographically spread. The example company is in need for a more effective use of an intranet. The management needs the employees to utilize the existing facilitation tools available to save time and money. A solution for this is to find methods for introduction to the system that the employees want to follow through. Companies today, with the example of ÅF, are asking for solutions that are cheap, quick and easy to update since the systems may be quickly changing. Together with these factors, the aim is to find a solution that motivates the employee to use the system and take education and that also could suit other educational needs to other systems in addition to the intranet in the company. When using the concept system in the text it refers to an intranet, a customer relation management system, a time report system or other similar systems that is used by companies.

The e-learning based alternative could contribute in different ways to sustainability aspects. The ecological aspects are thought of in terms of less traveling and less need of printed papers. The economic

aspects are that less traveling and less need of a live instructor and a lecture room will lower costs. It is also a more time effective alternative with less traveling which makes it economically sustainable in two ways. The social aspect is in the fact that all participants in an e-learning course have the same possibilities regardless of the participant's earlier education and experiences.

1.2. Background

The project is a master thesis in the field Technology and Learning for the study program Master of Science in Engineering and of Education at KTH Royal Institute of Technology and Stockholm University. It is a cooperation with the technical consultant company ÅF.

ÅF will be presented as an example for the investigation and information is therefore given on how the ÅF employees work and what the employees have experience about in the areas of learning, e-learning and the company intranet. According to the company management this massive information source seems to be challenging for a new employee to oversee and work efficiently with. The management encourages the employees to use the intranet more efficiently. The company asks for an updated introductory e-learning course that will be used to teach employees about the contents and usage of the intranet.

There are different formal introductory and educational opportunities to learn the ÅF intranet. There is an e-learning introduction that is a self-study material available online offered from Teknikutbildarna. Teknikutbildarna is a company that offers education to technology companies. This introduction offers a speaker voice reading the material which is also available in writing. The course involves information and examples, where the learner chooses when to proceed. There are also interactive exercises and a test that involves questions with three alternatives per question. In the end there is a summary of the number of correct answers. The course is estimated to take 30 minutes. This project investigates employees' experiences from this e-learning introduction.

There is also an opportunity where a group of employees are able to book a session with an instructor to go through special features on the intranet chosen by the employees in the group. This educative session is set via Lync. Lync is a communication tool that allows multiple employees to work together regardless of locations (Microsoft, 2013). There is also an opportunity to book a session where the instructor visits the office. This opportunity is only available in Sweden and the department is charged for the session. The number of participants required to book these further educative sessions are 10-20. There are also different initiatives from different parts of the company which want to explain the functions and teach the employees how to work with them. Examples of these initiatives are short instructional videos and step-by-step PowerPoint presentations.

Related research in the area deals with the integration of e-learning into a workplace (Harun, 2002), strategizing for it (Servage, 2005) and how to handle e-learning at work (Svensson & Åberg, 2001; Tynjälä & Häkkinen, 2005).

1.3. Problem background

The problem that is going to be researched is how to develop an introduction to the intranet directed to employees at a technical consultant company. The outcome is to present a proposal to an e-learning solution for introducing an intranet that fulfills the requests and needs of a company and its employees. The investigation is done because development of e-learning in general today is focused on technical

development and pedagogical theories and not on the experience of the employees. The suggested proposals to facilitate the education should specifically suit for an introduction to the intranet. The proposal could also suit introductions to other functions and systems, e.g. a customer relation management-system or a time reporting-system. By generalizing the results for other systems and present a general solution the investigation may help other companies with similar problems.

The project was carried out on the IT Operations department at ÅF where system managers, IT-specialists and IT Architects work. The head of the department and an IT-specialist in charge for the intranet was interested in developing an educative solution that could be handled in house. To handle it in house would make it easier, quicker and cheaper to develop and later to update. There was a desire on motivating the employees to using the system and to take education. Furthermore, to have an introduction that suits the company, the employees and their specific needs is desirable to suit this specific company.

1.4. Purpose and goal

The purpose of this study is to investigate possibilities to create educational programs at large companies that engage employees using the system in a way that will contribute to the development and efficiency of the business. The goal is to through perceptions of the employees at a large company together with related research suggest pedagogically and technically effective methods to introducing employees to an intranet. The importance of this study lies in its potential to increase a more operational use of intranets.

1.5. Research questions

The question to be answered in the investigation is presented below.

What different e-learning solutions could be suitable to employees at a large technical company, in order to efficiently make use of and exchange information?

2. Theories and related work

This chapter presents earlier research in the area and connects it to this research study.

2.1. Informal learning is not enough to employees

Informal learning is the learning that is ongoing in everyday life (Bron & Wilhelmson, 2004; Hård af Segerstad et al., 2007). It is important to a company to know why to spend money on educating the employees. Therefore it is essential to explain that informal learning is not enough to get a good and steady knowledge base among the employees. Tynjälä and Häkkinen (2005) share three reasons to why informal learning is not enough to learn which are listed below.

1. It yields mainly tacit knowledge. The learner may not put in conscious effort and it might result in undesired outcomes. It can lead to bad habits and dysfunctional practices that might not serve the intended goal.
2. The information is produced in such a fast pace that the knowledge and skills of people and organizations will not be able to keep up.
3. A planned learning situation is also called formal education and makes it possible to use informal learning effectively. It also makes it possible to turn tacit knowledge to explicit knowledge and to integrate theoretical knowledge and practical experience

2.2. The importance of motivation in work organizations

What motivates the learner is the necessity for the learner to handle life and situations they are facing (Hård af Segerstad et al., 2007). Hård af Segerstad et al. (2007) points out that the meaning making can be of both a psychological and a social dimension. A learner wants to belong to a social group and also want to master different events in life. The learning activities in organizations are often aimed at benefitting the organization and to improve functions, processes, products or practices (Tynjälä & Häkkinen, 2005).

In every kind of education it is important for the person taking the education to be motivated. To strengthen motivation of an adult learner, lectures and seminars need to have a connection to the learners' experiences and knowledge (Bron & Stattin, 2004). Svensson and Åberg (2001) suggests that motivation is important for learners to stimulate them to participate in courses and this is then accomplished in an easier way if the learners are involved in the preparations and implementation of the course. When planning a course that motivates the learners it is therefore advantageous to talk to potential future users.

In earlier years education was only oriented to specific work roles. Today it is possible to change career path and therefore education do not need to have an obvious meaning to the learner's future career. This makes it important to support learners to see the meaning of the material. The concept didactic design means to create social processes to develop learning opportunities and how the learner through meaning making processes develops an understanding. In order to help learners develop an understanding and capability to interact with others in a meaningful way the learner should be able to participate and try practically what is supposed to be learnt. (Selander & Kress, 2010)

Something has a meaning for a learner when a dialogue between the learner's inner and outer worlds is possible. Inner and outer worlds are what can be affected respectively what cannot be affected by the

learner. To feel insignificance is to not being able to connect the inner and outer worlds (Svedberg, 1997). This could be interpreted such that the meaning of something to an employee and the meaning to the company does not connect. It is important to explain to the employee the personal value of a course.

It is often conflicts, problem situations that needs to be solved, that are the initiatives to learning. A challenge for workplace learning is how to link the organizational learning and development with the employees' personal learning and development. It is also important to have an active involvement of management and human resources development personnel. To have the managers understand the individual and organizational learning processes to create a climate conducive to learning is a requirement. That managers and staff in all levels help to deal with the aims, contents, methods and expected results of the e-learning is also a requirement. (Tynjälä & Häkkinen, 2005)

2.3. There are differences between traditional education and e-learning

A traditional school is characterized by architectural infrastructures such as classrooms or laboratories as well as functions, roles, rights and responsibilities of teachers and learners involved. The functions, roles and responsibilities are well-known as for instance that the teacher teaches the learners. (Lembo et al., 2013)

2.3.1. The development of traditional education

The knowledge that the teacher has today may not be the most updated if compared to resources on the Internet. The teacher and supervisor roles have changed and thus focus in classes can now lie in other things than information search, as things that require a lot of thought. New communication technologies are making it less relevant to make a difference between classroom teaching and remote teaching. This research supports ideas of having e-learning as a learning alternative. (Jonsson, 2008)

Nowadays the learners are actors that learn and this has also given the teacher a new role. The teacher's role is not only transmitting knowledge but more as facilitating and guiding the learner in the processes of learning. (Bron & Wilhelmson, 2004)

2.3.2. E-learning

There are different definitions of e-learning depending on focus. As society changes, so does also the concept and definition of e-learning. The definition used in this investigation is from Sangrà et al. (2012) which is presented here. "E-learning is an approach to teaching and learning, representing all or part of the educational model applied, that is based on the use of electronic media and devices as tools for improving access to training, communication and interaction and that facilitates the adoption of new ways of understanding and developing learning." (Sangrà et al., 2012, p. 152)

In the beginning of the computer era there was a lot of hope put into specific software that should help and compensate deficiencies of different types. Examples of deficiencies are spelling and reading among others. In most cases it has been used to simplify and make learning more effective. (Jonsson, 2008)

DeRouin et al. (2004) mentions some positive things with e-learning and that is that it can take place on-demand, at any time and that it is easily accessible. Since a lot of employees in many different

companies today telework from home (DeRouin et al., 2004) or other places and are geographically spread, these are needed features.

A lot of learners choose web-based education to study individually. The web-based opportunity often gets used as a quick and easy solution to pass a course or to assimilate knowledge. There is a paradox in this since it is beneficial from a learner perspective to have cooperation between learners. Though, there are reasons to having a more flexible course since learners may need different schedules, time and pace. This situation could be helped by offering support and guidance when necessary. (Hrastinski, 2009)

DeRouin et al. (2004) implies that workplace e-learners often lack time and thus requires quick training that focuses on specific skills with immediate application. Sun et al. (2008) adds critical factors affecting satisfaction from learners especially in e-learning. These are the instructor attitude toward e-learning, course flexibility in time, location, method and participation, quality of the course material, diversity, perceived usefulness and ease of use. This indicates that it also should be true in this investigation.

There are today pedagogical computer games on the market. Jonsson (2008) highlight the fact that pedagogical goals with computer games not are completely unproblematic since the participants may not think of it as an educational situation and may be focused on collecting points rather than learning.

A lot of literature focus on the advantages of e-learning and forget the fact that only the right technology is not enough to solve the complexity of an effective e-learning course. Svensson and Åberg (2001) advise against about using complete solutions and emphasizes the importance of beginning the development of education in a reflective view on what knowledge and learning could be. Focus is often directed on technical issues when developing an e-learning course and not on the adult learning principles. It is not only a positive thing that e-learning provides access from everywhere, anytime since it can imply to employees to carry the work home with them. E-learning also provides individualized pacing, non-linear structure and round the clock access which do not suit every learner. (Servage, 2005)

2.3.3. Differences between e-learning and traditional education

In society there is a worry about not learning as much by studying through the Internet compared to traditional education. Russell (2010) turned down these worries by doing a research about the differences. The research involved different kind of distance delivery modes including printed material sent to learners, radio, television, video, and online. Russell (2010) found out that when the course material and the teaching methods were held the same, there were no significant difference in student outcomes between distance learning and a face-to-face course. There is no difference in results between the two (Russell, 2010). Hrastinski (2009) highlight that this does not mean that all the web-based or traditional courses are good.

Nonetheless there is a problem with web based courses. A common problem is dropouts and the reasons are that usually these learners have other activities beside the course. A proposal to elude this is to offer communication and interaction between the learners. There is also a suggestion to have an examination of the course and give feedback from learner interaction continuously in the course. There is now a way of teaching where the instructor no longer lecture but instead encourage and stimulate. (Hrastinski, 2009)

Rydstedt and Säljö (2008) say that online learning is seen as a complement to traditional learning. Online education does not replace other study forms since physical meetings face-to-face is too

important to learning and knowledge development. Online learning though can help organizing, give a clearer continuity and prepare for the physical meeting and get more out of the traditional teaching situation (Rystedt & Säljö, 2008). Other researcher that are presented in this chapter contradicts this.

What is said in a physical seminar is not near as public as something written in an online network seminar. If something embarrassing is said, hopes can be for it to be forgotten. Communication between teacher and learner tends to increase in online network seminars. Learners also tend to expect quicker feedback in these courses. (Jonsson, 2008)

2.4. It is important to distinguish adult learning from children's learning

For an organization to be competitive, lifelong learning is required (Svensson & Åberg, 2001). Organizations overall today are expecting a lifelong learning (Hrastinski, 2009). During a person's life the learning style will develop and thus adult learning needs to be distinguished from children's learning. Weaknesses, strengths, experiences and motivation will change (Servage, 2005). The learning need to suit different learners with different learning styles.

A century ago a 25 year old person was thought of as a complete human and almost no more learning was needed at this age. The interest for adult learning has grown with time and one reasons for this is that educated manpower for the industries was needed when the technology quickly started to develop. When the development of the society was a bit slower it was enough to have a cultural transfer of knowledge. (Bron & Talerud, 2004)

Hård af Segerstad et al. (2007) states the difference between adult learning and the learning of children and adolescents. An adult have experience and conditions that children and adolescents does not.

Bron and Wilhelmson (2004) writes that education for adults is often undeveloped and not customized for the learners. Adult education take little advantage of the often already existing prerequisites that adults have from life and this cannot be ignored in adult learning (Bron & Wilhelmson, 2004). The experience from the learners can affect the learning in a both positive and negative way. Already having the basic knowledge about a system and to have experienced something positive or negative in the area is affecting how the learners learn and work. Especially in web-based courses it is important to take into account the learners' experiences and attitude since learners choosing a web-based course often value other features as flexibility in time and location (Keller & Lindh, 2011).

2.5. E-learning often offers learner control

E-learning often provides an amount of learner control, Wydras (1980) describes it as the learner has the control of the most important instructional design elements in a course. This is the case in the example of ÅF and thus it is important for the investigation to know about it. Learner control give the learner power to decide in different amount about the content, sequence, pace, context to learn in and incentive. It is important that the learners are informed about the amount of control they have, that the amount is adapted to the learners and the reason to this specific amount of control. (DeRouin et al., 2004)

DeRouin et al. (2004) suggests that learner control can lead to increased or decreased learner outcomes, learner satisfaction with training and amount of time spent on task. Learner control may also improve or reduce the effectiveness of training. This can depend on the type and amount of training and also the relevance of the instructions that are offered. Detrimental training outcomes and possible reasons to

decrease of motivation could be shorter instructional periods. Shorter instructional periods are defined as less than or around 35 minutes. Also that the learners are poorly equipped to use the control can lead to detrimental training outcomes and decrease of motivation (DeRouin et al. 2004). Tynjälä and Häkkinen (2005) states that adult learners appreciate high learner control. The too often occurring belief that adults do not need support in their learning process is not true according to Tynjälä and Häkkinen (2005). All learning individuals need support in their learning.

2.6. There are important conditions for e-learning that could improve the learning

The development of a successful e-learning needs knowledge from research of the learning organization, organizational learning and learning at work. It also needs to apply sociocultural theories of learning, cognitive theories of learning and studies on the development of expertise in both educational and workplace settings. (Tynjälä & Häkkinen 2005)

DeRouin et al. (2004) suggests that in order to improve e-learning programs there are some features that need to be fulfilled.

- The purpose of the education is stated to the learners before and during the education which also Hrastinski (2009) agrees with.
- The education is kept real and takes place in authentic environments which is also emphasized by Svensson and Åberg (2001).
- A “You are here”-map is provided of the task to understand what is finished in the course and how much time should be set aside.
- A consistent format is kept throughout the course which Jonsson (2008) agree with. Keller and Lindh (2011) add that the platform and the technical support need to be working.
- Learners are provided with tools to diagnose their skill development e.g. self-tests or feedback that will support the learner so there is no need to remember too much between instructions. Hrastinski (2009) believe that this also shows the learner what knowledge that is valued.
- Learners are allowed to skip training which is better than allowing them to add training.

Tynjälä and Häkkinen (2005) adds that

- The learner needs to be involved in a reflective and social process. Face-to-face interactions should be combined with e-learning. Hrastinski (2009) also adds that the learners should be given a possibility to share experiences.
- The learning should aim to benefit both personal development and organizational development and learning.

Keller and Lindh (2011) adds that to get a working web-based course you need

- An organizational culture that is positive towards education which Harun (2002) agree with.

These important features are more closely described in the subchapters 2.6.1. to 2.6.4.

2.6.1. Feedback and rewards are important to learners

To ease learner-led instructions there should be provided supervisor support and valued rewards. This is since results often are delayed from learner controlled educations but also to provide motivation (DeRouin et al., 2004). The importance of a proper feedback mechanism (Sun et al., 2008) and rewards associated with the learning activity (Harun, 2002) is also needed.

2.6.2. The results from learning are inseparable from the organizational context

The results from learning are inseparable from that the organizations have an encouraging climate for employees to participate, to be independent and to empower them (DeRouin, 2004). Harun (2002) as well as Keller and Lindh (2011) points out the climate the learning takes place in as a key factor that affects learning. Kock (2010) says the same about competence development. Tynjälä and Häkkinen (2005) say that successful e-learning is dependent on factors associated to the work and the learning culture at the organization. It thus indicates that e-learning in organizations should make it possible for the learners to use their practical skills, tentative knowledge and to combine that with theoretical knowledge when acquiring new knowledge to also be able to integrate new knowledge with existing knowledge (Tynjälä & Häkkinen, 2005).

2.6.3. Sharing knowledge between colleagues is important

To Vygotskij (1934) learning is connected to the environment through actions and cannot be isolated to the brain. The learning is connected to social interactions (Svensson, 2001; Vygotskij, 1934), perceived situations and pedagogical situations (Vygotskij, 1934).

Open dialogue and opportunities to share knowledge of both successes and failures is also important for organizational learning (Tynjälä & Häkkinen, 2005) and especially in a consultant company that have many projects and a lot of useful experiences to share between colleagues and different projects. A condition to get effective learning is always that the learners are given time for reflection and dialogue with co-workers and teachers. A condition to reach effective learning is that the knowledge has a connection to a wider context and that it gradually broadens and become more general (Svensson & Åberg, 2001).

2.6.4. There are an advantage of artefacts in learning

Platon stated that the students in 400 B.C. did not memorize long texts but read them instead. Platon meant that the memories of the students would be impaired by this and they would be dependent on the text itself to have information. Today knowledge in how to obtain the desired information and evaluate it is more important than to memorize a text. Competence is not in our heads today but in artefacts. This could be interpreted as that there is a need for reminders to be available about the knowledge that is taught to the users, that the information is available in other ways than having to memorize it. (Rystedt & Säljö, 2008)

2.7. Purposes to the company of using e-learning

Bershin (2002) states that e-learning differs from other forms of learning, mostly since e-learning make the learning trackable. It is possible for an instructor to see what every learner did. Bershin (2002) even suggests that e-learning is more of a business performance improvement tool than a training tool. This is useful to a company when an e-learning course is implemented. Companies often also want to take part of some kind of return of investment (ROI) measurement. To do this in e-learning there are two difficulties. The first one is that it is a complex process to evaluate the learning of the employee. It often gets over-simplified. The second difficulty is that ROI often is measured only in output of human capital. There is a quick-fix mentality using ROI. The plain existence of accurate technology does not solve the intricate and uncertain process of measuring ROI. (Servage, 2005)

2.8. There are issues with e-learning and learning for adults at companies

Tynjälä and Häkkinen (2005), Harun (2002) and Svensson and Åberg (2001) points out one of the main problems with e-learning. A rapid change in technology development is a problem since the result of it is that technical competences are quickly getting old. It is also problematic that the e-learning instead of being problem or learner driven tends to be technology driven. Thus the implementation of a course should be solved with a close collaboration between software and pedagogical experts. (Tynjälä & Häkkinen, 2005)

It is commonly occurring with only text-based e-learning courses. Gardners (1993) theory of multiple intelligences as well as Somerens et al. (1998) theory of multiple representations both suggests that more diverse modes of expression and representation would benefit learners. Individual needs from the learners should be taken into account since main reasons to unsuccessful e-learning has been lack of personalization and that the e-learning has not been learner oriented (Tynjälä & Häkkinen, 2005). This is important since employees have different backgrounds and different individual needs for learning.

A solution is to share workspace and have communication tools to get a natural flow for explanation, argumentation and knowledge sharing. To think of this to work as a collective memory for the learning community is also suggested. (Tynjälä & Häkkinen, 2005)

3. Methodology

In this chapter it is described how and why the project was conducted the way it was and what methods that was used to do it.

3.1. A case study was conducted

This study was conducted as a case study, which provides an example of real people in a real situation (Cohen et al., 2011; Bell, 2007). It is a valuable method to a researcher to not have control over the events and it highlights new important insights to the study. Case studies employ many different kinds of data and gives detailed, subjective and objective data. (Cohen et al., 2011)

There are advantages and disadvantages with case studies as with all different methods for research. Case studies are strong on reality, allow generalizations to other similar cases and it is easy to understand the results. It is also suggested that it is easier for one researcher alone to follow through with the research compared to other research methods. On the other hand it can be hard to generalize the results if a reader or another researcher does not see the pertinence of the results. It is hard to cross-check the results and the researcher, and also the observer, do not get free from bias or the researcher's selectivity and subjectivity. It is even suggested that the method of case studies are old fashioned and that it is the logically weakest method of knowing. This implies that instead focus should be on patterns in historical research. It is important in a case study to point out that this is only one case and therefore generalizations of a case study is said to be more of an analytic generalization than a statistical one. (Cohen et al., 2011)

To get a case study with valid results the researcher needs to bear in mind that not only fitting theories and research should be used as foundation to the study. To achieve a valid study also contradictory facts need to be treated. It is important that the results are transparently derived from the data collected, but also that a part of what makes a good case study researcher is to be able to read between the lines. (Cohen et al., 2011)

3.2. The methods used in the case study was interviews and surveys

Interviews is a qualitative method of gathering data and were done with one interviewee at a time in this study. The method of doing interviews with one interviewee at a time to get information was chosen from the assumptions that it gives depth to the answers. The same amount of time is needed to be given to formulate questions for interviews as questions for surveys, depending on what kind of interviews or surveys that are used. Though it is harder to get a representative picture from interviews than from surveys. This is as interviews are time consuming both in preparing, implementing and in processing the material and thus it is more difficult to get opinions from a large amount of people.

To get more depth to the answers for the analysis, a decision was made to focus on the interviews instead of surveys and to transcribe and analyze these. It was also decided to make a small survey with questions for the users of the existing e-learning introduction to ONE. This was determined since it is a quantitative method that gives an overall picture of experiences from the users. To be able to generalize information from these kinds of resources, data was needed from a large amount of people. This is why surveys often are used instead of interviews. Interviews are often used in smaller groups of people that are subjects for the investigation (Lantz, 2013). Surveys also tend to be more reliable since respondents tend to feel more anonymous (Cohen et al., 2011) and thus gives answers without worrying

about the researcher knowing who's answer it is. Lantz (2013) is writing that there is a difference between how the interviewees want to be perceived and how they really act. Since the example company ÅF has 7000 employees a more presentable data was wanted than was possible to collect from the interviews.

These surveys were made to test and develop hypotheses and to gather data, but mainly to sample respondents' experiences to help the investigation. The interviews were made for the same reasons, but mainly to gather data and develop hypotheses to help the investigation. These are purposes that Cohen et al. (2011) says that surveys and interviews can meet.

Cohen et al. (2011) are comparing different types of interview techniques. Group interviewing and focus groups as methods of data collection was considered of to the study. Though there are a lot of advantages with group interviewing, this method was decided not to be used. The reason for this is to be able to get more personal answers from the interviewees. Also that the interviewees do not get inhibited by others to speak and also that interviewers could get irresolute about how to divide attention (Cohen et al., 2011). Focus groups also have a lot of advantages but were also decided not to be used. This was since one of the purposes of the interviewing was to get the opinions of individuals. Moreover, since this project has only twelve interviewees it is barely enough to have two focus groups, and the interviewer does not have enough knowledge about the interviewees to put together fitting groups.

Because of the company being geographically spread, some of the interviews had to be made through video-conferencing. By using video-conferencing, these interviewees that were not at the same geographical location were still able to be interviewed. It enabled to select interview participants from a much more spread population without any large economic losses. By using telephone interviewing or in this case video-conference interviewing, it can become easier for the respondents to answer sensitive question than through a face-to-face interview and it may also put a pressure on the interviewee to answer. The response rate in telephone interviewing is higher than in questionnaires. Cohen et al. (2011) suggests that this sometimes is both quicker and cheaper than face-to-face interviewing, yet it is not always a positive thing to have a quick interview. The interviewer and the interviewees needs time to reflect about the questions also during the interview. (Cohen et al., 2011)

According to Cohen et al. (2011) there are some disadvantages with telephone interviewing compared to face-to-face interviewing which are presented below.

- The technological problems.
- Motivation to participate may be lower.
- Some people may have a dislike of telephones.
- They tend to be briefer than face-to-face interviews.
- Concentration spans seems to be shorter.
- There may be distractions for the respondent.
- It may be more difficult for complete strangers to communicate like this rather than face-to-face.

All of these can also be applicable on video-conference interviewing. All of these disadvantages were carefully thought through and time was spent on mitigating them.

The interviews in the investigation were unstructured in the form. This means that only some questions are prearranged. An unstructured interview is useful when the interviewer does not know what is

unknown and thus the interviewee is the one to tell the interviewer (Cohen et al., 2011). The unstructured interview gives the interviewee space to talk about what is interesting whilst the interviewer asks questions that keep the conversation in the desired area.

3.3. The course of action

The questions to interviews and survey were prepared simultaneously. Questions to support the interviewer during the interview are presented in [Appendix 1](#). Key question sent to the interviewees as a preparation are presented in [Appendix 2](#) and the survey questions are presented in [Appendix 3](#). The interviews were conducted in Swedish.

3.3.1. Selection of interviewees and survey participants had to be made

The population interviewed was chosen from employees who are currently or have been working with e-learning for ONE or other types of e-learning and also have special experiences or interests of ONE. They were also chosen from employees who have ideas about how e-learning could be developed or have a general interest in the area. The supervisor from ÅF was of assistance when making the selection of employees to interview at the company and in taking contact with these people. A total of twelve interviews were completed.

Data about which employees who had registered on the e-learning database was available and these employees were chosen for the survey. These were persons who either had completed the e-learning introduction, who had not finished it and also people who had just registered but not attended the course. This summed up to a list of almost 1 500 e-mail addresses where 1050 addresses were active. The selection of survey participants was made since these persons may have experiences to share about the existing e-learning introduction. A total of 400 employees participated in the survey.

3.3.2. Surveys were distributed with E-marketeer

For the design, distribution and summarizing of the questions and answers, E-marketeer was used. E-marketeer is the program which the company uses to distribute surveys and it is a tool that eases the work. A link to the survey was sent via e-mail to the respondents and the answers are automatically summarized, which made it easier to summarize and make conclusions from the surveys.

3.3.3. Interviews were conducted in pre-booked rooms

The interviews were conducted in pre-booked rooms for meetings. In three exceptional cases they were conducted through video-conferencing where rooms were pre-booked on both locations. In a booked room, the respondent is able to take a pause from work and the interview will not be disrupted, which Cohen et al. (2011) believes is solving a problem of interviews being disrupted.

The interviewees were all asked in advance if audio-recording was allowed. The reasons to audio-recording were that the interviewer could focus on the interview and not on writing down what was said. It also made it possible to transcribe the interviews, remember what was said in the interviews and also to be able to refer correctly to what was said.

Cohen et al. (2011) recommends to explain the conduct of the interview and the process of recording the interview to the interviewee which was done in this study. It is also crucial that the biases and values of the interviewer is not revealed and that the interviewer is not judgmental during the interview (Cohen

et al., 2011). Ethic dimensions need also to be thought about according to Cohen et al. (2011). The interviewer had this in mind whilst preparing and conducting the interviews.

3.4. Advantages and disadvantages with the methods

3.4.1. Validity and reliability in the answers were important

To get validity and reliability, a representative group of people for participating in interviews and surveys was chosen. The survey was sent to all the registered users of the e-learning introduction of ONE via e-mail. A question that was thought about was whether these registered people are representing the entire company and if the respondents are representing the entire company. By exploring this, questions about who was reached by the course material could be answered. This was not investigated in this study.

Bell (2007) writes that when questions about opinions are asked, things that the respondent have seen on TV or experienced themselves can affect the opinions. It is inevitable that the transaction of information from the interviewee has bias (Cohen et al., 2011). Lantz (2013) says that also the interviewer has bias, but often believe that they do not. In order to avoid this, Bell (2007) suggests making a test-retest which means that the same test is done two or more times on the same person under the same conditions to test the reliability of the questions. If it only is a small difference between the tests there is a high reliability in the questions. The answers are also affected of the way that the questions are asked. Bell (2007) also suggests having different questions with the same meaning, but formulated differently.

Bell (2007) describes validity as a measurement for the questions on how well it answers what it was supposed to answer. In the study, time was therefore spent on working with how the questions were formulated, that the survey respondents were able to understand the questions and how the answers are supposed to be used in the investigation. By preparing the questions early in the process, it was possible to work with the validity of the questions. Also, there were possibilities to test the formulation of the questions before having the first interview and before sending out the first surveys. No test-retest was made, but one test with different persons due to lack of time.

The questions for the surveys and the interviews were tested on a group that was able to comment on the form and ambiguities. The test group consisted of supervisors for the project and five employees from the same group as the questions later were going to be asked to. The validity of questionnaires is seen from two viewpoints by Cohen et al. (2011). The two viewpoints are if the respondents do complete the questionnaires accurately and whether those who did not answer the questionnaires would have given the same distribution of answers as the returnees did. In the study these viewpoints were considered but not closely investigated.

In either way, there are always factors that affect how the interviewee interprets and answers the questions, depending on the trust between the interviewer and the interviewee, the social distance between them and the control that the interviewer has. Questions too deep can make the interviewee hold back but it can also be that a perfectly clear question to one interviewee can be misunderstood by another. With interviews there is a greater possibility for the researcher to answer questions about misunderstandings in the questions. (Cohen et al., 2011)

The method of having interviews does not need to be entirely reliable. Lantz (2013) points out the fact that interviewers use different methods to conduct the interviews and thus the same interview questions could be different, even with the same interviewer. The interviewee is the one who decides what should be said and not, thus the information and the foundation to the conclusions need not to be reliable. Interviews are implemented to get this kind of information that conclusions can be made from and results can be collected from. Thus these statements need to withstand critical inspection. The results from the interviews need to be sufficiently reliable for others to use. (Lantz, 2013)

3.4.2. The interviews were transcribed

All of the twelve interviews were recorded and transcribed. Transcribing is crucial for the interview data, to reduce the potential loss of data, distortion and reduction of complexity. It can also become a record of data only, though it also should be a record of a social encounter. Cohen et al. (2011) suggests that non-verbal communication sometimes gives more information than verbal communication. To replace audio recording with video recording the analyzing is made more time-consuming. It would also be good to know about analyzing body language which would need training from the analyzer to be made in a scientific way. Transcribing, although quite useful for the analysis of the interview, is not telling everything that took place in the interview. (Cohen et al., 2011)

3.4.3. Response loss in surveys but not in interviews

Losses of respondents were expected from the beginning. In the surveys especially, where the respondents were able to hide behind an e-mail address. It is not possible to expect answers from every mailed survey. There was though a response rate of ca. 38 % which would be considered as a reasonable amount.

The interviews were, despite the similar formulation, all had slightly different focus depending on the expertise and interests of the interviewee. This proves that a larger number of interviewees give a bigger perspective. There is though no possibility to have infinitely many interviews. Still there is going to be losses even if there should be time to make infinitely many interviews.

3.4.4. How conclusions were made from the material

The interviewer searches for support to the interviewees opinions. It is thus easy to make conclusions that are wanted for the research. This is the reason to why it is important to reconsider and explore what the interviewee actually is saying. It is important not to believe that assessments from the interviewer are objective. An interviewer needs to search for the unexpected answers from the interviewee and search for alternative answers (Lantz, 2013). The answers from the interviews were deeply interpreted after transcribed.

It is easier to draw conclusions from multiple choice and scaling questions than from open questions. Multiple choice questions, which were used in this survey, gives a greater uniformity of measurement and thus a greater reliability and more easily coded (Cohen et al., 2011). Bell (2007) describes making conclusions from these kinds of questions as labeling the answers and giving them a meaning. The answers are categorized and condensed to what simplifies formulating conclusions from the answers (Bell, 2007). This method was used in the step of categorizing and summarizing of the survey results from the investigation. A disadvantage is that the respondent may not find an appropriate alternative

amongst the ones given, though this can be overcome with carefully written alternatives together with a set of questions that are open-ended (Cohen et al., 2011), which was also used in this study.

From open questions, more commonly in interviews but also occurring in surveys, it is harder to label the answers. Bell (2007) suggests gathering all the answers and categorizing them. The interviewee is able to decide the depth of the answers in open-ended questions and also the interviewer is able to test the limits of the respondent's knowledge (Cohen et al., 2011). Cohen et al. (2011) also writes that open-ended questions lets the interviewer make more accurate evaluations of the answers from the respondent and also that it is more likely to get unexpected answers. The answers from the open-ended questions and from the interviews were gathered under different categories to summarize and make it easier to draw conclusions.

4. Result

This chapter conveys the result from this case study including the surveys and the interviews. Sometimes quotes from interviews are used to exemplify experiences and ideas. Quotes are translated from Swedish by the author. In this study there were twelve interviewees and there were 400 employees who answered the survey.

4.1. An intuitive system and need of formal learning

Four of the interviewees said that the intranet should be more intuitive. The opinion of these interviewees was that no education should be needed. Another interviewee said that to have an intranet that did not need education is the finite goal of the intranet. Another interviewee had the opinion that if ÅF employees are not satisfied with the function this should be fixed primarily and an education should be thought of afterwards.

One interviewee said that during the implementation of ONE the education was not the problem. The problem was if the intranet had not worked as it intended. Another employee believes that it would help that the different tools reached from ONE should be more integrated with ONE. This would make ONE easier to work with and to understand.

Six of the interviewees believe that an education to ONE is needed. The reason for this according to one of them is that there are a lot of helpful functions in ONE that is not possible for an employee to guess how they should be used. There need to be information about how the intranet works. Two interviewees also stated that an introduction should not only introduce ONE but also how to use it according to ÅF. One of these interviewees believes that an introduction should be a mix between corporate culture in the use of the tool and an introduction to the tool itself.

One interviewee questions if ÅF even is in need for education since the organization works and can send invoices and collect money. Also 30.5 % of the survey participants and five of the interviewees were self-taught in the intranet and did not feel a need for further education. Another interviewee had the opinion in the start of the implementation of ONE that there should not be a need for education to ONE since there was not needed for e.g. Microsoft Office, Facebook or aftenbladet.se. Later, the interviewee said that to get an introduction and to get the added value explained to the employees, there may be a need of an introduction anyway. Another of the interviewees said that when Microsoft Word and Excel were new, there were a lot of courses introducing these. As knowledge about SharePoint is not as wide spread as knowledge about Word or Excel, the need for introduction courses still exists.

The reasons to why an education is necessary needs to be investigated and explained to the learners was the opinion of one of the interviewees. Another interviewee suggested just gathering a bunch of employees in a room and having them take different courses at the same time. This would make the employees take time to do the courses.

Sometimes a new employee has to wait up to six months before the next Welcome to ÅF-course opportunity. One of the interviewees expressed a worry that a new employee has already learnt the wrong way to use ONE before the course is given. Other interviewees believe that the course is a nice way to introduce ONE.

4.2. Time spent on education is limited

One interviewee believed that it is worth to spend five to ten minutes on a course to learn about something instead of searching for a solution. If the information is not relevant the time is not worth it at all. The interviewee also stated that "...as consultants, we have to teach the new employees all the time when they come in, but now we can just show them a link. And you save so much consult time and you save money for the company too." The interviewee believed that it is counterproductive not to use the course since employees already put time and money in creating it and important questions and answers may be in there.

The existing e-learning introduction is said to take about 30 minutes to complete. Six of the interviewees and 49.8 % of the survey participants believe that this is too much time and that learners do not have the patience. The employees at ÅF have little time. The consultants specifically do not feel that they can take 30 minutes at the customer's office to attend a course in ONE. One interviewee believes that time is critical to get an employee to take a course and this is not sanctioned by the managers. Also 59.5 % of the survey participants would be motivated by getting time put off to take the course.

4.3. E-learning easily spread information

There are six of the interviewees that set forth the fact that with e-learning in general it is possible to get information out to many employees with one single contribution. E-learning is also cost efficient according to one of the interviewees. Especially in cases of consulting companies where employees are spread geographically.

Four of the interviewees promoted that an e-learning course do not go deep in learning and said that to learn stuff that is important to the learner it is important to complement the e-learning course with alternative methods.

4.4. Changes need to be endorsed by employees

The interviewees have shared experiences of needed improvements to the e-learning introduction to ONE. One interviewee said that in the establishment of ONE all of the employees did not approve of the change. The same thing happened when another company was acquired by ÅF and the employees had to abandon the existing intranet for ONE. The interviewee said that the employees who did not accept the changes had a harder time to accept and embrace ONE and may still not have done this completely. Another interviewee said that a dialogue between the users and the developers of ONE is missing today.

Three interviewees believe that it would be easier to have a clean SharePoint-product so that SharePoint users would not be confused. One of the interviewees believes that it is important to make difference between ONE and SharePoint. A course needs to be adapted to ONE and not to SharePoint original.

4.5. Outdated material

Six interviewees believe that the existing e-learning introduction is outdated. This makes the course irrelevant and loses confidence from the users according to three of the interviewees. 31 % believe that the education not being updated will prevent employees from taking the introduction. One interviewee said that in general courses can quickly get outdated if the content is about technical solutions. This is

since these technical solutions get updated frequently. Of course, the interviewee said, this is if it is not possible to make easy updates of the course material.

4.6. Organization and information of e-learning courses

One interviewee said that a lot of money is put in tools, upgrades and management but nothing in education. Though, another interviewee expressed that “It’s hard to say that if we just create a really good e-learning then everything will be solved.” It is important for companies to remember that implementing a course does not need to solve the problems of employees not working efficiently with a system. The implementation of a course is though a step in the right direction to help employees.

Something that was discussed in all of the interviews was the organization of the offered educations in ÅF, specifically e-learning courses and courses in ONE. All of the interviewees had opinions that there is no structured organization for creating and handling e-learning in the company. Six of the interviewees stated that there is confusion with the different possibilities to education in ONE. The different education opportunities are all spread to different places on the intranet. One interviewee pointed out that there seems to be that different employees with an interest in education put time and money in solving the problem on personal initiatives. This interviewee said that there are ongoing projects on education courses to ONE on the departments Academy, IT and Communications in ÅF. There are also employees doing stuff on personal initiatives and large projects have specially designed e-learning courses that are not official in ÅF. One of the interviewees saw this as a waste of resources. The education question is not coordinated. The opinion from five of the interviewees is for an employee to be entitled to the question. The employee should administer, maintain the quality of and develop the education. One interviewee stated that it otherwise could be falling in a grey area where nobody takes responsibility and it gets forgotten by all. The suggestion is to have a work role in ÅF that is education and coordination manager for ONE.

ÅF IT today handles the education to ONE and the HR department has the responsibility. The interviewees got the question of how an ideal organization for education to ONE should work. Two of the interviewees said that it may be under every department’s responsibility. In this way the education can be better individualized to the department. One of the interviewees later changed opinion and said that maybe ÅF IT should take the responsibility for education for ONE since ÅF IT know what changes in ONE that are coming. Two interviewees said that before New Year 2013 there was an employee working with education full time. Since this person was a consultant the company thought having this role got too expensive. One interviewee believes that ÅF IT should be responsible for the education to ONE. A suggestion is that ÅF Academy should work as an umbrella to help ÅF IT with this.

Another of these interviewees expresses dissatisfaction over the fact that the different learning solutions do not have a universal appearance. When there is a need for education an order is sent on department initiative and not organizational initiative. Alternatively an employee finds a solution on private initiative.

One interviewee says that when a course does not work and learners do not learn it often depends on the learners not being prepared for what is to come and what difficulty to expect. Another interviewee believe that one obstacle is when there has been development of education in ÅF, there has not been any agreements on why there should be e.g. a video or another type of course. The interviewee emphasized that the company should have to agree on how employees should use the system before starting to educate the employees about it.

4.6.1. A learning management system

To have an e-learning portal with the courses collected in a learning management system (LMS) is beneficial and something which two of the interviewees have experience from. The interviewees promoted this because a consultant that is not in a project still needs to work on something. These consultants have then a possibility to reach the LMS and take part in the courses available. To gather all courses in the same place, one interviewee are working on a LMS. The interviewee argues that this is going to save money since the LMS is developed in house. Eight of the interviewees believe that the need to log on to another portal will make the learner tired and feel that it is too complex to take the course.

4.6.2. Information about the existence of education

Four of the interviewed employees believe that it is hard to find the existing e-learning introduction. Some of them did not know what e-learning introduction that was referred to. Some of the interviewees interpreted that the problem with the existing e-learning is that employees do not know about the existence of it. 57.8 % of the survey participants who did not attend the e-learning marked that its existence was not known. 30.8 % of the survey participants believe that the introduction being hard to find will prevent employees from taking the introduction.

The existence of the e-learning introduction needs to be communicated is something that four interview respondents believe. To talk about the existence of the e-learning would make more employees attend it said an employee working at Corporate Communication. A new employee at ÅF should receive an e-mail sent out as a Welcome to ÅF-mail. Two of the interviewees suggested that there should be information and a link to the e-learning introduction of ONE in this e-mail or even an introduction package. One interviewee suggested that there should be a reminder e-mails sent out with a specific frequency of what courses that is available. Two interviewees also suggested that the e-learning introduction should be promoted at the Welcome to ÅF-course. This would benefit both the new employee and supervisors said one of the interviewees. Another one stated that the introduction needs to be prioritized. A Welcome to ÅF-course has to be given within one to two weeks but preferably the first day. One interviewee believes that it should be more visible and that this could be helped by putting information and a link about the course on the start page.

4.7. The influence of managers

Five interviewees suggested that managers should promote to employees to take the introduction course. One interviewee motivated this with the fact that an employee is getting affected by the managers' attitude towards education and e.g. the intranet. "If you have a manager that has not taken the course and do not prioritize it or feel that it is important, then there is no reason for you to prioritize it either. Because, you, it becomes a climate, or a culture that culture spreads in the entire organization." ÅF should also encourage specific ways that ÅF employees should work in ONE. One of the interviewees believes that an important thing is that how to work is defined in ÅF from the management. The managers need to know what the business value of ONE is so that they can forward it to the employees. This does the interviewee believe is to motivate the users and tell the users why ONE should be used.

4.8. Motivation, meaning making and individualized learning

It should be explained to the employees why they should attend a course. One interviewee believed that a key to learning is to know why the system is good for an employee and not why ÅF want the employees to use it. One of the interviewees remembered that a great mistake with the implementation of ONE was not explaining the need of and why to use ONE. This resulted in unreasonable expectations from the employees. One interviewee said that the managers know the purpose and reason to why ÅF want to use ONE but there is no information about this available to the employees.

Three interviewees believe that one reason to why the employees have the opinion that ONE is hard to use is the unawareness of why and how to use Microsoft SharePoint and thus ONE. One of these interviewees believe in marketing the functions to the managers so that those managers can see the value that the employees would have had if taking 5 minutes a week to watch a movie of a special function.

Two interviewees believe that sometimes an e-learning course can have too much information in too little time and that it is not suited to all different learning personalities. That the course is not individualized makes, according to one interviewee, some employees believe it is too hard or too slow. These employees may easier lose interest in the information or may not be susceptible to it.

All of the interviewees believe in a more individualized education otherwise the courses have to be very basic to meet all the employees' needs. As a learner three of the interviewees said it may be required to receive information that is not relevant to the learner from the existing e-learning introduction. A suggestion that eight of the interviewees believe in is to have courses to the different functions in ONE parted in short chapters where the type of courses recommended is adjusted to an employee's work role. Also to add place holders in the e-learning course to be able to choose and skip between parts is emphasized. Two of the interviewees believe that this is a question about costs. One interviewee suggested that managers should sit down with an employee and discuss the development of the employee and suggest courses to an individual development plan.

One of the more interesting questions from the survey is of what purpose the survey participants took the e-learning introduction to ONE. Results show that 37.3 % of the survey participants who attended the course were told to by their manager to do it and 44.7 % believed themselves it was needed. What motivate 81.5 % of the survey participants to take an e-learning course was that it gives benefits in work.

Four interviewees believe that an e-learning course demands more discipline from the learner than a traditional instructor-led course. One of the interviewees motivated it such that there is respect paid to a person face-to-face and the learner may listen and take it seriously compared to taking an e-learning course in front of a computer. One interviewee believes that a text manual can be enough and expressed no interest in further technical solutions for learning.

4.8.1. A reward system

During one month there was a lottery of an iPad to one employee who had taken the e-learning course during this month which an interviewee said resulted in ÅF having some more employees taking the course than usual. One interviewee suggested a diploma or some scoring system in ONE. In the end of every month, an idea is to have some reward to those who took the most points. Another interviewee

suggested getting a cross to every taken course and that this information is visible in an ÅF CV of an employee. 53.8 % of the survey participants answered that it would not be a further motivation to get a mark in the ONE profile that the course has been attended by the employee. One interviewee suggested that using a reward system where feedback is given on the learning process or questions to answer.

4.8.2. Learner control

The interviewees have shared experiences of satisfactory properties about the e-learning introduction to ONE. When asked if there were any advantages with e-learning seven of the interviewees stated the fact that it is possible to attend the course whenever and wherever wanted to. One of the interviewees also said that it is good to be able to go back and forth in the course material. Another interviewee believed that it is great that the course is possible to go through in a personalized pace and that it is feasible to go back and repeat if needed.

4.9. A mandatory course

The alternative to have a mandatory education package with courses to learn ONE was discussed in the interviews. Ten of the interviewees and 43.8 % of the survey participants believe that it may be a good thing to have a mandatory course. 29.8 % of the survey participants chose the alternative no opinion in this question. One interviewee stated that "...ONE is the foundation, we say that all the time. ONE is the foundation as good as to all ÅF people." Another interviewee believes that a course needs to be mandatory to get everyone to attend it. If getting all employees to attend the course the employees can all get the same basic knowledge in SharePoint. This would make it possible for further more advanced courses. It may also result in an equal use of ONE in ÅF.

26.8 % of the survey participants and two interviewees do not believe in having a mandatory course. One of the interviewees believes in showing the employees the added value in using ONE and that this should solve the problem of employees not attending the course. The other interviewee does not believe in mandatory courses or giving an advantage to an employee who have taken the course but believe that a course is just something an employee should do anyway. This interviewee later stated that maybe it would be a good idea to have a mandatory package of courses to become an ÅF person. The interviewee added that the courses then need to be good and that it is important that the employees are able to evaluate the course. Three of these interviewees also believe that which employees have and have not taken the course should be monitored and to remind these employees to take it.

4.10. A pedagogical approach

Ten of the interviewees believed that a quick and short introduction is of interest. One interviewee suggested an approach where the learner get a piece of theory and then get to see a video. After this the learner gets some control questions about what is learnt. In the end there should also be a test.

Another interviewee believes that a video with pedagogical comments is good. Though, it does get harder to update than just screenshots with an explaining text which could also be good enough some times. The interviewee believes however that videos may be easier to assimilate since the learner uses more of the human senses. The interviewee believes that it is easier to learn when using more senses. The interviewee suggested only having videos to the important functions. 35.3 % of the survey participants believe in having pedagogical videos to get an introduction to the intranet. Four interviewees believe that the instructional videos already posted in ÅF TV are easy to find and that the

videos are good, for instance because of it being separated in different chapters. These videos are concrete instructions about e.g. how to put up a profile and how to post something in the news feed. One of the interviewees expressed the opinion that videos are good but the ability to scroll forward disappears.

Another of the interviewees did not believe in instruction videos. This interviewee believed that the employees do not want to sit and watch a five to ten minutes video where someone talks. The interviewee believed that there is a need for more interaction and activity from the learner. One of the interviewees believes that the introduction is really basic, a little vague and that there is too little practical skills used. Another interviewee said that instead of getting presented with a whole course when there is just a need to e.g. create a project in ONE, the employee should be presented with a short guide in how to do. Two interviewees emphasized that it gets easier to update and change the material if it is parted in chapters.

Another interviewee had experiences that to create a decent e-learning course, it takes a lot of work and energy. The interviewee said that it is not to recommend to only record something to a video where a person speaks. Preparation time to an instructor-led education is less than to an e-learning education according to this interviewee. A short course or seminar has a preparation time that is shorter in relation to a long course or seminar according to this interviewee. This is because a short seminar needs to be more concise and precise.

If there is more advanced material to learn, two of the interviewees believed in a more traditional education solution with an instructor to be able to ask questions. One of these interviewees also believed more in an inspiring lecturer than an e-learning course to inspire learning. The interviewee had the opinion that an e-learning course could be too technical and just show step by step where to click and how to do. A lecturer could put these in its contexts. The other interviewee stated that it is not at all the same to have a traditional instructor-led course compared to an e-learning course. The interviewee felt that an e-learning course is a good, cheap solution but not at all the same. To have an instructor-led course to 7000 employees is expensive. But there is the opportunity to record the course and make available via ÅF TV the interviewee said.

An e-learning course with an instructor leading the course is presented from one of the interviewees as an alternative that could work as a good introduction. The instructor should be responsible of the course and as a learner it is easy to make contact, send questions and discuss the introduction.

Four of the interviewees often search on the Internet when having the need to learn and watch a short video or read about this specific problem. Two of these interviewees were happy with this and almost always found what was searched for. Both of the interviewees saw it as a quick and easy solution to a problem. One of the interviewees highlighted the fact that an employee are not dependent on a colleague to help when searching on the Internet.

Five of the interviewees suggested a solution where the education was accessible directly from where the employee are when finding a problem, e.g. when the employee are about to post something in the news feed it should be possible to find the instruction right beside the posting-function. One of these employees believes that it would be interesting to have the education built in to the intranet rather than having a specific educational surface. The interviewee suggested a link or a pop up video.

Two interviewees believe that courses where the learner listens, do, interact and try during the course are the best ones. The things the learner get to do and interact should be what is about to be learnt and

not irrelevant stuff. Another interviewee believe that it could be as simple as having a mouse over-function that explains what to do and why at the current place or screenshots with an explaining text. Yet another interviewee wants questions in the end of a course chapter to check if the learner did learn something and to summarize the chapter.

38 % of the survey participants who attended the e-learning introduction believe that the existing e-learning course is enough to start working in ONE and 18.3 % believe that frequently asked questions (FAQ) can be used.

Two other interviewees said that it is possible to have an easier learning tool than there is today. An easier tool would be where ÅF can collect the information that is to be taught and edit the material in house. One of these interviewees suggested that the course then would be more up to date and ÅF does not have to put as much time in every update. The other interviewee said that it only needs to be simple. If simple is to record the screen when showing off a new function or if it is something else the interviewee does not know. The interviewee believes in short videos and also believes in solutions that are not related to the scale of the company as the workload will be the same even if the organization is to double its employees. Another suggestion from an interviewee was to have close contact with those working with developing systems in house to get to know what possibilities there is in developing this e-learning course.

Two of the interviewees illustrated that different learners learn in different ways. Some learners absorb by reading and some by listening. It would be a good idea according to one of them to offer different types of education. Two other interviewees believe in offering both e-learning and instructor-led courses. This is due to the reason that the learners are not able to ask questions in e-learning course but only in instructor-led courses. Though one interviewee have experience from e-learning courses where it is possible to have discussions and a coach to talk to is available.

4.10.1. Ambassadors or super users

Seven of the interviewees believe that ÅF should use the competences that already exists in the company in the form of super users or ambassadors. One of these interviewees also suggested having some kind of super user helping out when starting a large project and gets it started in ONE. This would preferably be on-site visits. The same interviewee said that ÅF do not have the competences to create a pedagogical e-learning. Instead ÅF should own the e-learning tool and update it but may need help with the pedagogical knowledge. Three interviewees had the idea that the different super users spread geographically can hold the Welcome to ÅF-course in the different offices or just to be available to answer questions. Two interviewees suggested that super users also are good to use in other ways as of developers and managers receive information and opinions from the users.

One of the interviewees who have introduced new co-workers to the company believes that e-learning courses could help in this process. Most of the introduction from the interviewee's experience is done by sitting down side by side and look together at the systems that ÅF has. There are some employees at ÅF that have specifically good knowledge in ONE. One of the interviewees told about an employee that offered personal introduction to new colleagues. This is not spread or official in ÅF. To get this help there is a need to specifically ask this employee for help.

Four of the interviewees suggested having a live chat support that can educate the learner when the question appears. One of these interviewees suggested live chat with super users a couple of hours a

week. Another one believes that it would be enough with once every sixth month or once a year. Another of these interviewees does not see this function as education but as a support to ask the specific questions that the employee have at the moment. Another interviewee believe that an easy way to ask questions is needed where the employee do not have to sit down and read an FAQ. One interviewee suggested a forum that is living that someone has the responsibility for and frequently answers the new questions and where it is possible to also post instructional videos. Another one just wants an ordinary, good, working forum function.

Another interviewee tells about an experience where super users attended courses, seminars and asked questions to a moderator. The thoughts about the systems were negative even amongst the super users. When the super users got to ask questions and were informed about the system these super users became more and more satisfied with the system and spread the information and the feeling to the other users. To have super user though, the interviewee said that the contacts from moderators to super users need to be maintained and supported.

5. Discussion

This chapter is a review of the research and give answer the research question. The investigation has been done in the form of a case study where earlier research, interviews and surveys have been the foundation. The three first subchapters answer the research question. The last subchapter values the work, discusses what could have been done better and why it went the way it did. It also states some ideas of future research that can be done in the area.

The purpose with this investigation has been to research possibilities to create educational programs at large companies that engage employees using the system to contribute to the development and efficiency of the business. The goal has been to through experience of employees and related research suggest pedagogically and technically effective methods to introducing company employees to an intranet.

5.1. What different e-learning solutions could be suitable to employees at a large consultant company?

E-learning is not the solution to everything but it is a step in the right direction. There is a need to reflect over what an e-learning need in order to suit the company.

5.1.1. The e-learning need to be organized

There is a problem with the organization of e-learning at ÅF which create unnecessary costs and extra work to the company. Several different projects are in the pipeline to solve the problem, e.g. in the departments Academy, IT and Communications in ÅF. A solution to the problem could be placing one employee or a group in charge of questions related to the e-learning that gather the existing information in order to solve the problems. Considering all the different projects and the confusion of the employees about the different solutions, an employee or a group that is responsible of taking control would be more effective than the organization of e-learning is today.

The learners need a consistent format kept trough a course (DeRouin et al., 2004). Interviewees share the opinion that the employees get confused about the different possibilities to e-learning in the company and suggest that a consistent format is needed. Organizing all the existing possibilities would make it easier for the employees but also save time and money for the company. If the resources get organized it is easier to see what is available. Different projects can avoid to be started without knowledge about what already exists. There are different suggestions from the interviewees on how to handle the problem regarding organization of the e-learning. One suggestion is to put responsibility for education to ONE under every department. This would make it more individualized to the department but it could also be a poor decision if there is not a designated employee or group to be responsible since the responsibility then could fall between chairs. It could also be that the different departments do not all have the experience and knowledge needed to develop education. Another suggestion is for ÅF IT to have the responsibility of ONE education since ÅF IT has the knowledge of upcoming technical changes and can prepare the educational material for the change. Though, ÅF IT may not have the pedagogical skills needed to educate others. Another suggestion is for ÅF Academy to have the responsibility of ONE education to gather all education in one place.

There is too much focus on technology when developing e-learning rather than on adult learning principles (Servage, 2005; Tynjälä & Häkkinen, 2005). This could be the case if ÅF IT has the

responsibility of the e-learning introduction. A close collaboration between software developers and pedagogues are recommended from Tynjälä and Häkkinen (2005) to work with the problem.

5.1.2. A web-based course

The opinion of Tynjälä and Häkkinen (2005) is that the learning activity often is aimed to benefit the organization and improve practices which is also true in the ÅF case rather than benefiting the individual learner. An e-learning course in general reaches out to many learners in a cost efficient way. An instructor-led course which is more expensive since it needs to be given on several occasions in order to have the same amount of participants. Bershin (2002) believes that e-learning is a better tool than traditional learning when it comes to measuring the impact from the learning investment. Servage (2005) says though that it is a complex process to measure ROI from learning processes.

DeRouin et al. (2004) promotes the use of e-learning when employees are geographically spread. As does six interviewees who emphasize the aspect of cost efficiency in using e-learning when geographically spread. The result shows that the consultants have difficulties to take the necessary time when sitting at the customer's assignment to attend a course which gives an advantage on behalf of ÅF. This connects to the results of interviewees wanting to have more personalized education as this would mean that the e-learning would need to be more relevant and less time consuming. The company needs to reflect about the amount of learner control given and use this in favor to the learners.

DeRouin et al. (2004) acclaim that the e-learning can take place on-demand at any time and any location. The result also shows that giving the employees the opportunity to choose where to take the e-learning course is good. However, Servage (2005) says that it is not only a positive thing to provide access from everywhere and at any time since it could imply to employees to carry the work home. Giving the nature of how the work situation is today, where some employees might telework or distribute their time in an unconventional way there is a real need to offer e-learning at all times and places. In the case of ÅF and other consultant companies this is really important. The employees do not have to take the course at the customer's office and can even attend it from home. Of course employees should not need to take an education in spare time but should be compensated by the employer.

E-learning means a certain amount of learner control where the learner get to choose the amount of content, sequence, pace and context to learn in. To improve e-learning the amount of learner control need to be adapted to the learners. Servage (2005) highlight that too much learner control do not suit every learner. DeRouin et al. (2004) says that learner control could lead to both increased or decreased learner outcomes, satisfaction and amount of time spent on task. There is reason to reflect over the amount of learner control in order to optimize the learning experience. Interviewees and survey participant say that the fact that the course material is available from wherever and whenever is positive. The respondents also like to be able to adjust the course a little to make it more personalized.

5.1.3. Easy accessed educational material at the spot

Rydstedt and Säljö (2008) states that today's artefacts are used by learners to get information. This could explain the interviewees desire to access the information right where they are. Interviewees and survey participants believe that a need to create an account and log in to get the information makes it more complicated and users are lost in the process. The result shows a desire from the users to have educational material accessible directly when a problem appears. The company thus needs to offer a function where a user instantly after discovering a problem can reach the desired information. This

suggestion is backed by DeRouin et al. (2004) who says that to improve e-learning learners should not be asked to remember too much between instructions.

5.1.4. Information about the learning opportunities

Many interviewees and also the survey participants were unsure about what course that was talked about in the survey and interview questions. Some employees did not even know about its existence or where to find the course. Harun (2002) suggests that the availability of information about learning opportunities affects the learning. To inform the employees about what opportunities there are should be an easy way for a company to get more employees to take the course. If the employee cannot find the course material it will probably not be learnt. Suggestions from interviewees are to send an information e-mail to a new employee. There are also suggestions to promote the course in the Welcome to ÅF-course. The Welcome to ÅF-course need to be given more often for this and other reasons. A company, in this case ÅF, would be recommended to send a friendly reminder about the course to the new employee after some time since there could be a lot of new information in the beginning.

5.1.5. Super users or ambassadors

Interviewees suggest using the existing knowledge in the company to give personal introductions to the intranet or to gather to recurrent meetings with users that are in need of introductions. Employees with specifically good knowledge in ONE would be designated as ambassadors or super users. These are employees in the same positions as the learners that understand the problems. The super users are to be spread geographically to make support available on spot. There is also a suggestion for the super users to give Welcome to ÅF-courses in the different offices. Another suggestion for the super users is to offer a live chat support that can educate the learners a couple of hours a week. These super users could become a way of formalizing the informal learning.

These super users should be able to have a contact with users of the system as well as managers and developers of the system. This gives support to users and also informs developers and managers of existing problems amongst the users or in the system. The super users can spread information and a positive vibe around the system to motivate and inspire the users. A disadvantage may be if designated super users are self-taught and have only knowledge from informal learning. It could then be that these super users teach in a way that is not optimal or not what the company wants. There may also be a need to educate super users if there are none already existing.

5.2. What do the employees at the company need in terms of an e-learning introduction to their intranet?

5.2.1. Opportunities to discuss course material with other learners and with instructors

Learners want to be able to ask questions and discuss their knowledge. Tynjälä and Häkkinen (2005) as well as Svensson and Åberg (2001) suggest that it is important and effective to organizational learning to have opportunities to share experiences from both success and failure. Hrastinski (2009) believes it is beneficial for learners to cooperate with other learners. Hrastinski's (2009) suggestion is to offer support and guidance when necessary. Also interviewees and survey participants would like to be able to ask questions whenever during the course. Hrastinski (2009) suggests that the common problem with dropouts from web-based courses can be handled by offering communication and interaction between the learners.

A conclusion from the above paragraph is that there need to be opportunities for learners to interact with other learners and possibly also an instructor, to ask questions and discuss the material. This is especially in cases of e-learning otherwise it is easy to skip the course. As Bron and Wilhelmson (2004) say that learners are not only objects to give instructions to. An easy solution to dropouts is to offer the learner to be able to see and contact other learners active in the course. This could be by the use of an internal chat-function in the company. The questions of other learners could be gathered into an FAQ-function. There could also be offered a recurring chat opportunity with super users or an instructor. Another suggestion is to gather employees in a room to give an opportunity that pushes the employees to attend courses but also gives the chance to discuss the material with others.

There is a belief from the employees at ÅF that e-learning alone is not enough to learn and that it is important to complement the e-learning course with alternative methods such as instructor-led courses. This is also supported by Rydstedt and Säljö (2008) who implies that e-learning does not replace other study forms but need to be complemented with physical meetings.

One interviewee believes that more attention is paid to a person face-to-face than to an e-learning which is something that suggests that an instructor-led course make learners take the course more seriously. Tynjälä and Häkkinen (2005) believes that e-learning should be combined with a reflective and social face-to-face interaction. There is a possibility already to get a further introduction to ONE where Lync or on-site visits are available. The interviewees inform that none of these offers are especially popular to take part of. A conclusion from this is that employees are not informed about the offer or that they do not have the interest for it. It could also be that it is not a mandatory offer or that they do not have the required time. Another reason could also be that the employees feel like they do not get the support they need from managers.

5.2.2. A course that is up to date

Interviewees said that the education is not up to date and that it is due to constant development of new technology. Interviewees suggested that in order to simplify the updating of the material an alternative is to divide the material into chapters. This would make updating easier and less work intensive as the entire course does not have to be updated every time an update is needed. The outdated course material makes the course irrelevant. Jonsson (2008) highlight that the knowledge of a teacher is not the most updated either compared to the Internet. Also since the teacher not only is transmitting knowledge anymore but guiding the learner has led to a change of the role of a teacher which is leading to less difference between classroom and distance teaching. An e-learning course would need to be updated in order to be relevant which correlates with the discussion about a designated person or group in charge of organizing the e-learning.

5.2.3. More than informal learning

Interviewees seem to agree with one of Tynjälä and Häkkinen's (2005) reasons to why informal learning is not enough. The informal learning yields tacit knowledge which may not have the learner reflect and put effort in the learning. This may result in undesired outcomes since also bad habits and dysfunctional practices will be transferred in the informal learning (Tynjälä & Häkkinen, 2005). Tynjälä and Häkkinen (2005) also mention that it cannot be guaranteed that employees and the organization will keep up with each other which interviewees have not mentioned. If something new is introduced to ONE the process of informal learning will not guarantee that all the employees learn in a reasonable time frame. In a best case scenario the information could be spread exponentially but it might as well not spread at all.

Relying on informal learning is also a risk since many employees are positioned in a customer's office and miss the opportunity to discuss new features with colleagues. Informal learning could also be positive since employees get the possibility to choose the most important parts and potential shortcuts can be shared between colleagues.

Interviews and surveys indicate that much knowledge about ONE is gathered from self-education today. There are also comments from the results that the intranet should be more intuitive than it is today. There is an inconsistency in this that employees are self-educated in the intranet and do not believe it is intuitive enough. A system where many employees are self-educated would logically imply that the system is intuitive in some way. It could also be that colleagues pass down the knowledge to each other.

Interviewees and survey participants imply that the existing e-learning course of 30 minutes takes too much time. In this case it may be a shortcut that actually is the longest way around the problem. The learner needs to take 30 minutes now but may already have earned these minutes in the next week. A short education could save an employee a lot of time later which is important for the employees and also for the company to realize. Respondents said repeatedly that the intranet is hard to understand and that it takes time from other work. In the long run these 30 minutes may save a lot more time to the employees and thus to the company. Of course the material needs to be thought through and up-to-date.

5.2.4. An overview and schedule to the course

DeRouin et al. (2004) suggest that it would improve e-learning if the learners are able to skip training rather than to add training. A map of what is available, a "You are here"-map, should be given so that learners can choose and personalize their education by themselves. The map could also show the learner how much time that needs to be devoted to the tasks. This would also make the e-learning more time efficient and it would be easier to motivate consultants who are not sitting in-house to attend the course. This would also mean that employees could find an appropriate level of training based on individual knowledge.

5.3. What solutions motivate adult employees to take education?

5.3.1. A positive learning culture

One interviewee adds that a climate or culture around learning in the organization will affect the learner. Keller and Lindh (2011) believe that a functioning web-based course needs a positive organizational culture. Also DeRouin et al. (2004), Harun (2002), Kock (2010) and Tynjälä and Häkkinen (2005) emphasize that the learning culture at the organization is inseparable from the results in learning. This is a reason for the company to develop and work with the approach to learning. Managers in ÅF need to be positive to that the employees take time for e-learning and perhaps set aside budget means for this time which will not be spent consulting. For example 59.5 % of the survey participants would be motivated to take the introduction to the intranet if there was time set aside to do it. One interviewee suggests gathering employees in a room and letting these sit down and take different e-learning courses. Not only managers need to be positive to e-learning but also the instructors need to be positive about e-learning.

5.3.2. A clear benefit of the course material in work

Bron and Stattin (2004) says motivation is important for a learner to learn. Hård af Segerstad et al. (2007) states that it motivates an employee to take a course in order to be able to handle situations that are faced during the workday. It is also connected to experiences that affect the motivation (Bron & Wilhelmson, 2004; Keller & Lindh, 2011). The survey participants believe that it would motivate to take an education to see that it will give benefit in the work. Hård af Segerstad et al. (2007), Vygotskij (1934) and Svensson and Åberg (2001) does also believe that learners need a social group. The participants of the interviews and surveys do express a will to have instructor-led courses to be able to ask questions. The participants do not express any special requests of other social contact during education except being able to ask questions. During an instructor led session there is also a chance for some informal learning among the participants of the course.

Interviewees suggest a mandatory course since the intranet is such an important system to ÅF. This would make all the employees have the same basic knowledge in the area and would make it possible to have further education after the introductory course. One interviewee though does not believe in having a mandatory course. The interviewee suggests showing the employees the added value in using the intranet and that this should make the employees attend the course. A mandatory course would still need to motivate the learner. A course should be mandatory to the employees and could be involved in the role descriptions and be a part of the employee's work tasks.

Svensson and Åberg (2001) mention that effective learning is best received when the knowledge has a connection to a wider context and is gradually broadened to get more general. This is not something that the employees mention. Interviewees and survey participants want a clear way to apply the knowledge e.g. how to post a news item. Svensson and Åberg (2001) also say that the things learnt should have a close connection to what it is going to be used for which correlate to the wishes of the employees.

The results show that the learners want a reason for putting time and effort into learning. The employees want to see that the course could give an advantage at work. Hrastinski (2009) claims that a success factor of web-based courses is making the goal of the course clear to the learners. This is implying that Selander and Kress (2010) are right about the high value of meaning making to learners. Sun et al. (2008) also suggest that learners satisfaction in e-learning is affected by the perceived usefulness. One interviewee also shared that employees who did not approve of changes had a harder time to accept and embrace these.

5.3.3. A reward and feedback system

Skinner (1968) mean that the basis of learning is that of rewards from the surrounding strengthens a behavior. One interviewee supports a reward system where feedback is received, which is also promoted by Hrastinski (2009) who says it would minimize dropouts. DeRouin et al. (2004) suggest it would improve e-learning programs and Hrastinski (2011) that it will show learners what kind of knowledge that is wanted. Also Sun et al. (2008) and Harun (2002) highlight the importance of proper feedback and rewards. Almost 47 % of the survey participants believe that to get an advantage would motivate course attendance. However almost 28 % of the participants disagree and believe that it would not be motivating. More than half of the survey participants would not be motivated by a reward in the form of a visible mark. A reward in form of a bonus would motivate 41 %. In theory rewards and feedback

is encouraged but learners do not seem to feel the need for it. Jonsson (2008) believes that collecting points may get the learner focused on the points rather than learning.

Even though a fourth of the survey participant would not be motivated by getting an advantage compared to other employees who have not taken the education, the reward of an iPad did attract more employees according to one of the interviewees. Clearly it does attract employees to get some kind of reward or bonus. Though a reward or bonus is only an outer motivation and do not really get the employee to really want to attend a course but want to get the reward. Constructive feedback or a motivation to why the employee should attend the course would more likely get the employee to want to attend a course.

5.3.4. A practical training

Some interviewees suggest that learners need possibilities to interact and to try the actual system to learn. Some interviewees and survey participants learn by doing themselves. One interviewee suggests that some employees could be nervous about testing in the authentic environment since something might be destroyed from not knowing how to operate the system. Selander and Kress (2010) state that to understand and help the meaning making in the course the learner should be able to try practically what is supposed to be learnt. Also DeRouin et al. (2004) believe that e-learning need to be kept real and be presented in the authentic environments. An e-learning should therefore let the learners work in the authentic system and try to learn.

5.4. Scientific aspects

5.4.1. What others could learn

Others could learn that e-learning does not have to be complicated. Learners do not need or want a revolutionary solution but something that is quick and easy and that it is relevant. The learners want a meaning to the course. The learners want to know why to use the system and how it could be useful in work.

5.4.2. There are possible improvements to the study

It is important to look at the reason to why an education is needed. This project started in creating an e-learning course. In the interviews ÅF employees shared opinions about underlying problems in ONE. It could help ÅF to know a little bit more about the experiences of the employees and to perhaps fix the existing problems. The research had been done better by knowing about all the underlying problems before starting the study. Focus in interviews and surveys could then have been even more on learning and e-learning.

The results would have been easier to interpret if a common definition of e-learning had been used among interviewer, interviewees and survey participants. This definition could have been distributed in beforehand in order to get a consensus around the meaning of e-learning.

A test-retest on the questions to interviews and surveys could have been done to avoid putting too much value in the formulation of the questions. Other questions could also have been chosen since some of the questions had less interesting results to the study and some added questions with other results could have complemented the study.

A larger investigation with more participants in interviews or surveys could have resulted in a higher validity and reliability in the results. Research of if the employees that were reached by the survey or contacted for an interview were representative for the entire company could also have led to higher validity and reliability in the results.

In the survey there were no possibilities to follow if the answers from employees who had completed the e-learning introduction differed from the answers of the other survey participants. This could have showed interesting results. Also distinguishing the answers from interviewees and survey participants could have resulted in additional results.

5.4.3. Restrictions and tips to further research

A restriction that had to be made was to only look at one company and the existing experiences in this company. Employees at this company could have experiences affected by the existing system and the culture around learning in the company. A further research could have been to gather data from different companies. This could have broadened the research to suit more companies. More experiences could have been taken part of. If it had been more general the results may have been harder to apply in a specific case.

Interesting details about ONE was found in the results. A suggestion to further studies is to look deeper into the SharePoint-solution. A further research into SharePoint could have focused the results to a more specific solution to ÅF and the intranet ONE.

Restrictions were also made on different e-learning solutions that were researched. Having discussions with other companies to get to know their e-learning solutions, if the employees are content with it and what it results in would have improved the research.

Further research can also be made on which employees that are reached by the information about the education. It can also be research made on which employees were reached by the surveys and how the population reached is affecting the result of the surveys.

Several of the survey participants and interviewees commented on how the intranet could be more intuitive in itself. Some suggests it would be easier to use a clean SharePoint-product instead of ONE today. Survey participants and interviewees commented on the fact that the problem with ONE is not only that the education is outdated but also of technical challenges with it and that the intranet should be more intuitive. An advantage with a more intuitive system is that you may not need to attend a course. A disadvantage though by not attending a course may be that some features could be missed or never found by the employee. This could also simplify learning and could be studied further.

6. Conclusion

This chapter gives a summary of the discussion and states the suggestions to what a large and geographically spread consultant company could use in terms of learning a system.

There is a value of having a formal opportunity for learning. Informal learning is not enough either to the company or its employees. A web-based course is suitable to a large and geographically spread company and makes the material easily accessible. An e-learning course will not be able to solve all problems though. A more intuitive system is also required along with more information about the given opportunities to learning. The course also needs organization. This company is in need for a person or group with a designated responsibility for organizing e-learning in the company. The person or group need to be aware of pedagogical and technical challenges for learners. The person or group also needs to maintain the quality of the course and update the course with new information.

The result and research show that important features of an e-learning course to employees at a consultant company is that it needs to give the employees a clear reason to attend the course. Employees want to know the achieved value to the employee from taking a course. The employees also need to be able to get an overview and a time schedule of the course.

The employees at a company need to be able to discuss the learning material with other employees and with the instructors. This could be in any form, e.g. a chat, face-to-face or by gathering the attendants to a seminar. The employees also need feedback from the instructor or from the system that the right thing has been learnt. Another feature that is important to an e-learning course in a large consultant company is that the material and exercises are directly applicable to the system, that it is a practical training.

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Appendix

In the appendix are presented the interview form, the key questions of the interview sent as preparation to the interviewees, the survey form, the summarized results of the survey and the translations of the interview quotations.

1. Interview form only handled by the interviewer

Hej, är allt bra med dig?

Var det ok för dig att intervjun spelas in? Inspelningen kommer bara användas av mig i projektet och kommer inte att spridas. Jag kommer att ta hjälp av materialet till min rapport.

Avsikten med intervjuerna är att få ta del av anställdas åsikter om utbildning, e-utbildning och ONE för att kunna anpassa till företaget och kanske få ta del av erfarenheter och idéer som jag inte har.

Men jag får börja med att tacka dig för att du ställer upp på intervjun och att vi har kunnat boka en timme här. Det skulle ju kunna ta kortare tid, men jag ville boka en timme för att vi inte skulle behöva avbryta. Hoppas att vi inte ska bli störda.

Jag tänkte börja med att presentera mig själv lite kort och berätta om projekt. Sen utgår vi från dessa huvudpunkter och du får berätta lite så ställer jag följdfrågor om det är något mer jag undrar över. Jag kanske kommer att titta lite på datorn för jag har mina frågor där, hoppas att det inte ska störa.

Jag heter Klar Häggström.

Pluggar civilingenjör och lärare på KTH och det här projektet avslutar min utbildning, det är mitt examensarbete.

Projektet startade i att ÅF hade vissa krav på sin e-learning introduktion till ONE som inte uppfylls. Vet du vilken utbildning jag menar förresten?

Idag har ett annat företag hand om utbildningen. Det blir dyrt, långsamt och omständigt att uppdatera. Det är det några på ÅF IT Operations som vill ändra på.

De vill även att utbildningen ska motivera användarna, jag ska kolla på den pedagogiska biten, hur de anställda kan lära sig saker på bästa sätt.

Vad som funkar bäst både tekniskt och pedagogiskt för ÅF och ONE.

Är det något mer som du skulle vilja veta om mig eller projektet?

Punkt 1: Berätta om din arbetsroll.

Vad är din titel?

Vad ingår i dina arbetsuppgifter?

Vad gör du en vanlig arbetsdag?

Punkt 2: Berätta vad du har för erfarenhet av utbildning eller e-utbildning.

Har du jobbat med utbildning?

Hur har du jobbat med utbildning?

Har du jobbat med e-utbildning?

Hur har du jobbat med e-utbildning?

Berätta om dina erfarenheter från att ha arbetat med e-utbildning.

Positiva erfarenheter?

Negativa erfarenheter?

Har du genom detta upptäckt fördelar med e-utbildning?

Berätta om dessa.

Hur är detta en fördel?

Har du genom detta upptäckt nackdelar med e-utbildning?

Berätta om dessa.

Hur är detta en nackdel?

Punkt 3: Vad har du för erfarenheter av e-utbildningen till ONE?

Har du tagit e-utbildningen till ONE?

Finns det något som skulle kunna hindra dig från att ta utbildningen i ONE?

Hur då? / Hur kommer det sig?

Finns det fördelar med e-utbildningen för ONE?

Berätta om dessa.

Hur är detta en fördel?

Finns det nackdelar med e-utbildningen för ONE?

Berätta om dessa.

Hur är detta en fördel?

Finns det några svårigheter med e-utbildningen för ONE?

Berätta om dessa.

Hur är detta en svårighet?

Borde den introduktion som finns vara med i ett obligatoriskt utbildningspaket eller hur ser du på det?

Ytterligare introduktionspaket för specifika roller?

Punkt 4: Vad har du för erfarenheter av ONE?

Hur har du blivit introducerad till ONE?

Känner du att denna introduktion var tillräcklig?

Hur mycket använder du ONE?

Vilka funktioner använder du i ONE?

Finns det något som hindrar dig från att använda ONE?

Vad är det som hindrar dig?

Punkt 5: Tycker du att det behövs en utbildning för ONE?

Hur kommer det sig?

Punkt 6: Tycker du att det finns behov för en annan typ av utbildning för ONE?

Berätta om din idé. / Ge exempel på hur en sådan skulle kunna se ut.

Tycker du att det finns behov för en annan typ av e-utbildning för ONE?

Berätta om din idé. / Ge exempel på hur en sådan skulle kunna se ut.

Vad finns det för likheter med den befintliga utbildningen för ONE?

Vad finns det för skillnader med den befintliga utbildningen för ONE?

Punkt 7: Hur tycker du att organisationen för e-utbildning för ONE funkar?

Om du vill ta fram en ny e-utbildning för ONE, vet du vem du ska vända dig till?

Hur skulle du vilja att det funkade? Optimalt.

Om du skulle utforma en utbildning för ONE idag, hur skulle den se ut?

Är det något mer du vill tillägga?

Sammanfatta vad som sagts.

Tack för hjälpen! Får jag höra av mig om jag hittar något som är oklart eller om jag saknar någon uppgift?

2. Key questions from the interview sent as preparation to the interviewees

Punkt 1: Berätta om din arbetsroll.

Punkt 2: Berätta vad du har för erfarenhet av utbildning eller e-utbildning.

Punkt 3: Vad har du för erfarenheter av e-utbildningen till One?

Punkt 4: Vad har du för erfarenheter av One?

Punkt 5: Tycker du att det behövs en utbildning för One?

Punkt 6: Tycker du att det finns behov för en annan typ av utbildning för One?

Punkt 7: Hur tycker du att organisationen för e-utbildning för ONE funkar?

Är det något mer du vill tillägga?

3. Survey form

Survey about the e-learning for ONE

In this survey you will be asked to answer questions regarding the e-learning introduction to ONE, both if you have attended the e-learning or not. The survey will take about 5 minutes to complete.

If you have questions about the survey or the project, please don't hesitate to contact Klara Haggström at klara.haggstrom@afconsult.com.

Thank you for helping with this survey!

1. How did you get introduced to ONE?

Choose one option.

- I've taken the e-learning introduction to ONE
- I've taken the e-learning introduction to ONE and further education
- Self-educated
- I've used other SharePoint-solutions before I was introduced to ONE, and therefore I understood ONE
- I got no introduction
- If other, specify

If you have not taken the e-learning introduction to ONE, skip to question 6.

2. Did you take the e-learning introduction to ONE in Swedish or English?

- Swedish
- English

3. When did you take the e-learning introduction to ONE?

Choose one option.

- Less than, or 1 year ago
- About 2 years ago
- About 3 years ago
- More than 3 years ago

4. The e-learning introduction I got to ONE I felt was enough for me to start working in ONE: 1 star for "too little introduction". 5 stars for "too much introduction". Red mark for "No opinion"



5. For what purpose did you take the e-learning introduction to ONE?

Choose one option.

- My manager thought that I should take the e-learning introduction
- My colleague thought that I should take the e-learning introduction

- I thought I needed the e-learning introduction because I couldn't use all the functions I needed in ONE
- If other, specify

If you have taken the e-learning introduction to ONE, skip to question 7.

6. For what reason have you not taken the e-learning introduction to ONE?
You can choose as many alternatives as you want.

- I didn't know about it
- I've learnt to use ONE on my own and believe that it's enough
- Too hard to use
- Took too much time
- Too complicated to create and account/log in
- It was not mandatory
- If other, specify

7. Do you think that education for ONE is needed?
Choose one option.

- Yes, the one that exists today is good
- Yes, pedagogical videos with how to use it
- Yes, FAQ (frequently asked questions)
- No, ONE is pedagogical enough for self-education
- Yes another education, specify

8. What would prevent you from taking the e-learning introduction to ONE?
You can choose as many alternatives as you want.

- The education takes too much time
- The education is not updated
- I get no advantages from taking the education compared to others who don't take the education
- Can't find it
- Too complicated to create an account/log in
- If other, specify

9. What would motivate you to take such an education as the e-learning for ONE?
Select "Yes", "No" or "No opinion"

	Yes	No	No opinion
I get an advantage from taking the education to others who haven't	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get a mark that show on my profile in ONE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get a bonus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

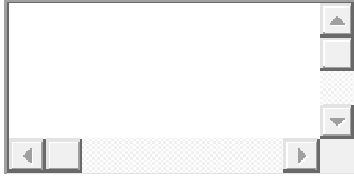
I get time put off to take the education from the company

It benefits me in my work

10. Do you think that the e-learning introduction to ONE should be mandatory?

- Yes
- No
- No opinion

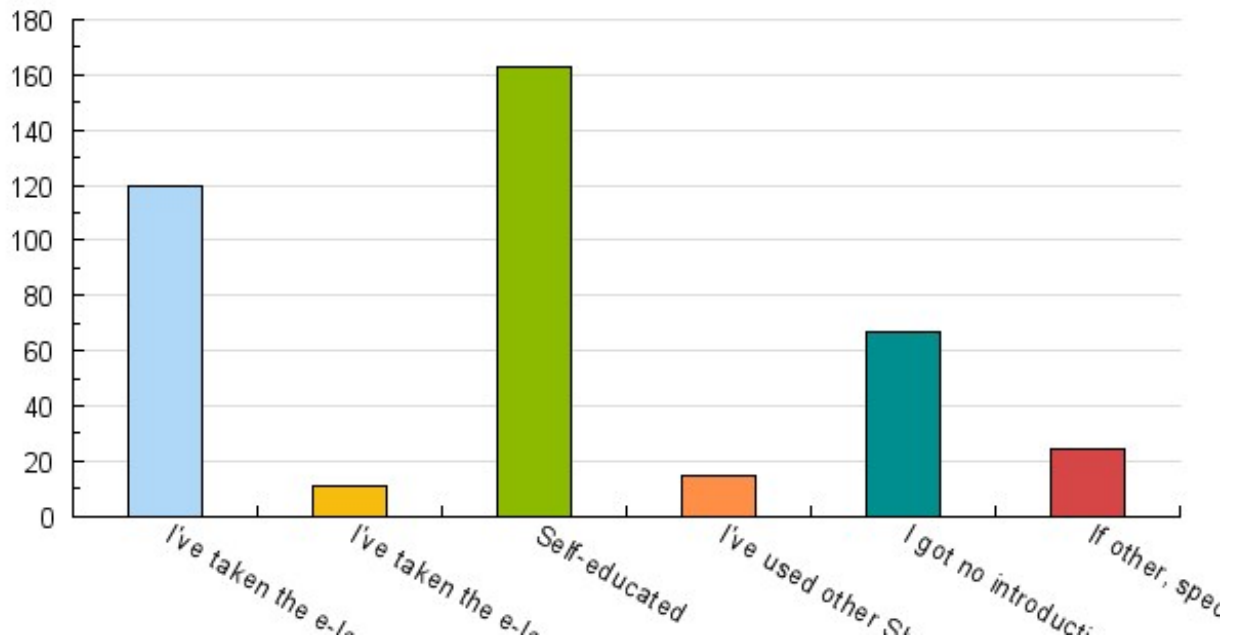
11. How would you solve the need for an introduction to ONE?
Please write your idea and the reason why this would work.



4. The summarized survey results

Form Results - E-learning exjobb

1. How did you get introduced to ONE?



Option	Answers	% Answered	% Total
I've taken the e-learning introduction to ONE	120	0%	30.0%
I've taken the e-learning introduction to ONE and further education	11	2.8%	2.8%
Self-educated	163	40.8%	40.8%
I've used other SharePoint-solutions before I was introduced to ONE, and therefore I understood ONE	15	3.8%	3.8%
I got no introduction	67	16.8%	16.8%
If other, specify	24	6.0%	6.0%

0 skipped this question

My boss guided me

I like to do later.

A colleague showed me

Lärde mig själv

Några timmars genomgång för några år sedan

Introduced by Henrik Carlberg (education in class room) in 2010 when ÅF bought Gatubolaget my boss introduced me Someone showed me a little

Vi fick genomgång tillsammans med de som starade upp ONE

introduktion av assistenterna på sektionen

by my manager

We have had a brief intruduction to ONE in one of our section meetings.

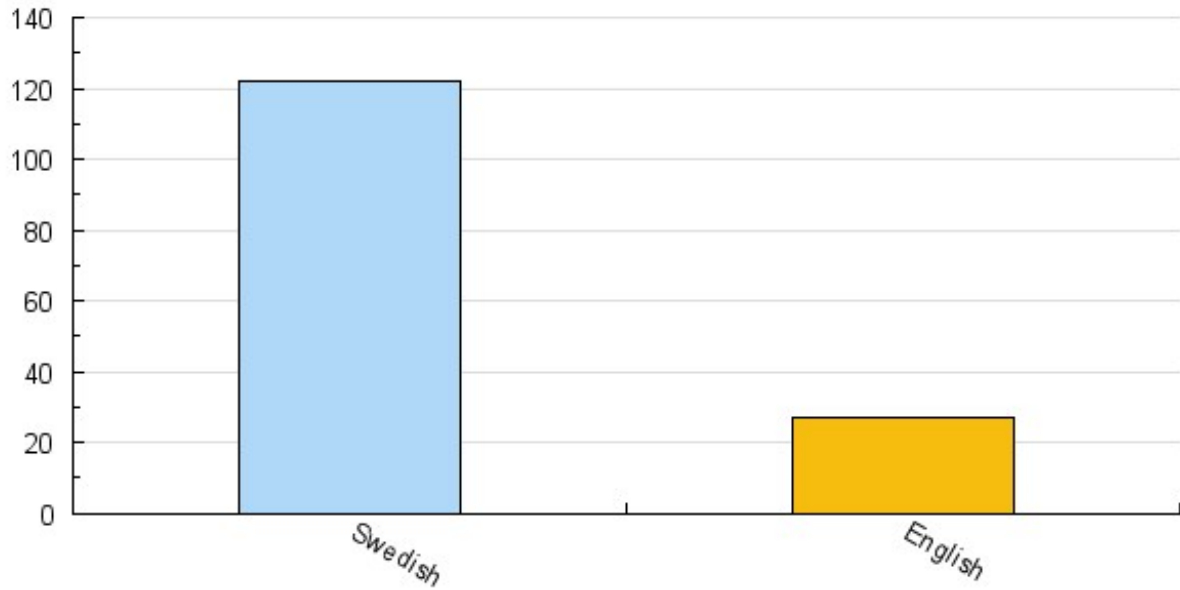
Introduktion av instruktör/lärare

The only thing I do in One is clicking on the link to px and I have figured that out by myself. got it on a leadership meeting learnt by my colleagues

Har även fått ONE-intro i gamla ONE när vi ordnade lärarledda kurser i hela landet Self-education at first and then the e-learning intruduction. I logged on and tried to use it. Introduktion på ÅF bygganalys class class a colleague helped Har gått kurs (IRL). Sett tidigare video

Introduktions utb

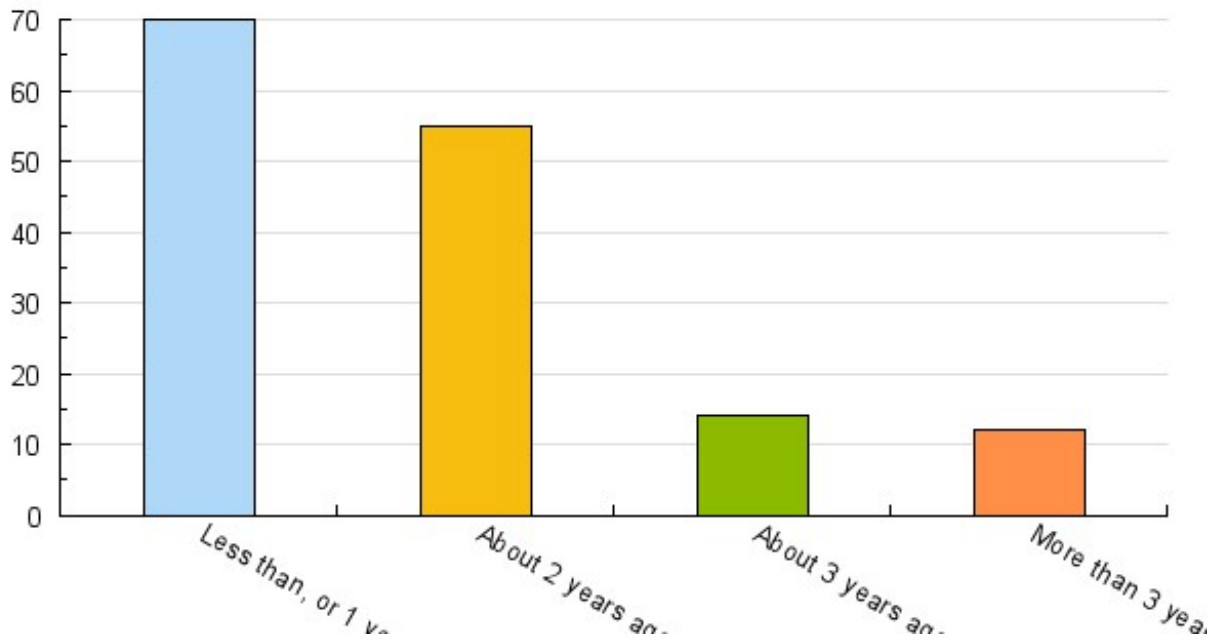
2. Did you take the e-learning introduction to ONE in Swedish or English?



Option	Answers	% Answered	% Total
Swedish	122	81.9%	30.5%
English	27	18.1%	6.8%

251 skipped this question

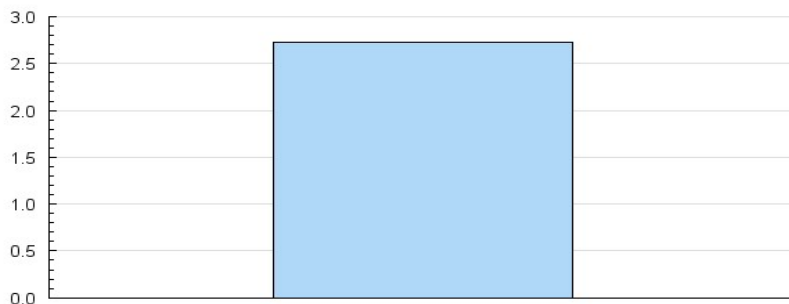
3. When did you take the e-learning introduction to ONE?



Option	Answers	% Answered	% Total
Less than, or 1 year ago	70	46.4%	17.5%
About 2 years ago	55	36.4%	13.8%
About 3 years ago	14	9.3%	3.5%
More than 3 years ago	12	7.9%	3.0%

249 skipped this question

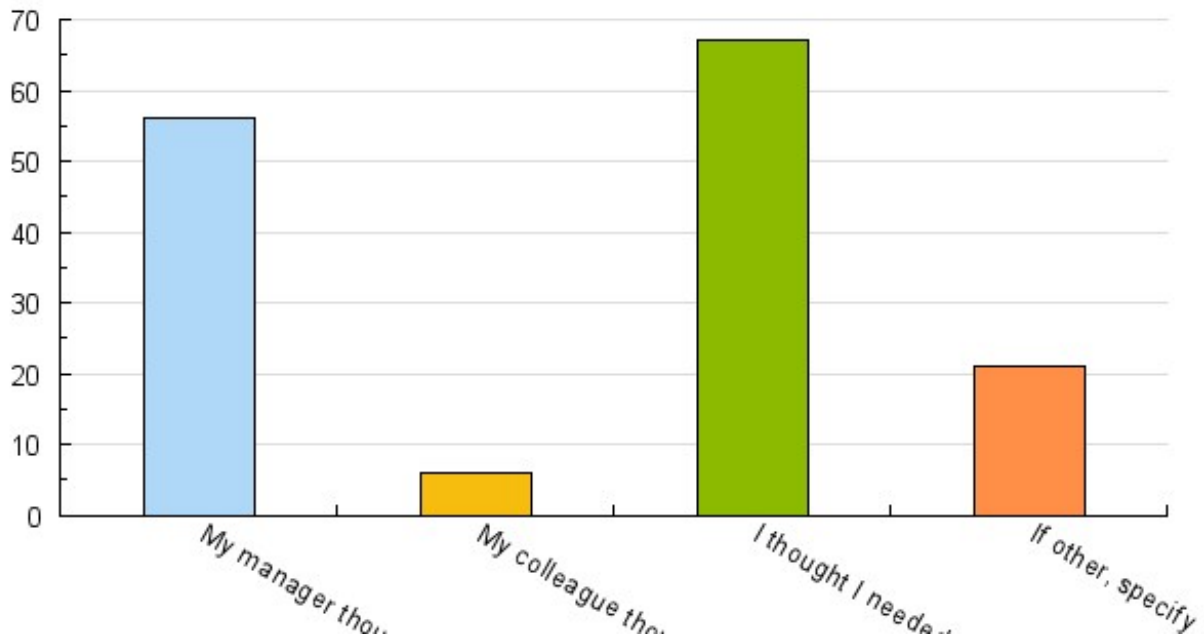
4. The e-learning introduction I got to ONE I felt was enough for me to start working in ONE:



Option	No Opinion	Stars					Average
		1	2	3	4	5	
	28 (7.0%)	10 (2.5%)	36 (9.0%)	57 (14.3%)	15 (3.8%)	4 (1.0%)	★ 2.73

% = Compared to Answered. 250 skipped this question

5. For what purpose did you take the e-learning introduction to ONE?



Option	Answers	% Answered	% Total
My manager thought that I should take the e-learning introduction	56	37.3%	14.0%
My colleague thought that I should take the e-learning introduction	6	4.0%	1.5%
I thought I needed the e-learning introduction because I couldn't use all the functions I needed in ONE	67	44.7%	16.8%
If other, specify	21	14.0%	5.3%

250 skipped this question

There was no reason not to do it to get an introduction!?

To see if I had missed some functions

kunde inte förstå ONE och var jag hittade saker jag sökte, jag har gett mig den på att klara att använda ONE, men trots otaliga försök kan jag inte ha fått nytta av ONE Nyanställd jag testet ut e-learning i förhållande till å kunna anbefala e-learning till andra medarbetare I was prompted to do it because "every body should do it"!

It stod in the folder for starting up.

För att testa den

I thought that it was important to learn about the tool as I was new at ÅF

ÅF acquired Epsilon, we had to learn the new Intranet merger ÅF epsilon

Needed to setup a Unit with some non trivial functions included

I work with support and development of One and needed to learn as much as possible

I was new at ÅF newly hired in company

I haven't attended an Introduction to ONE course onsite.

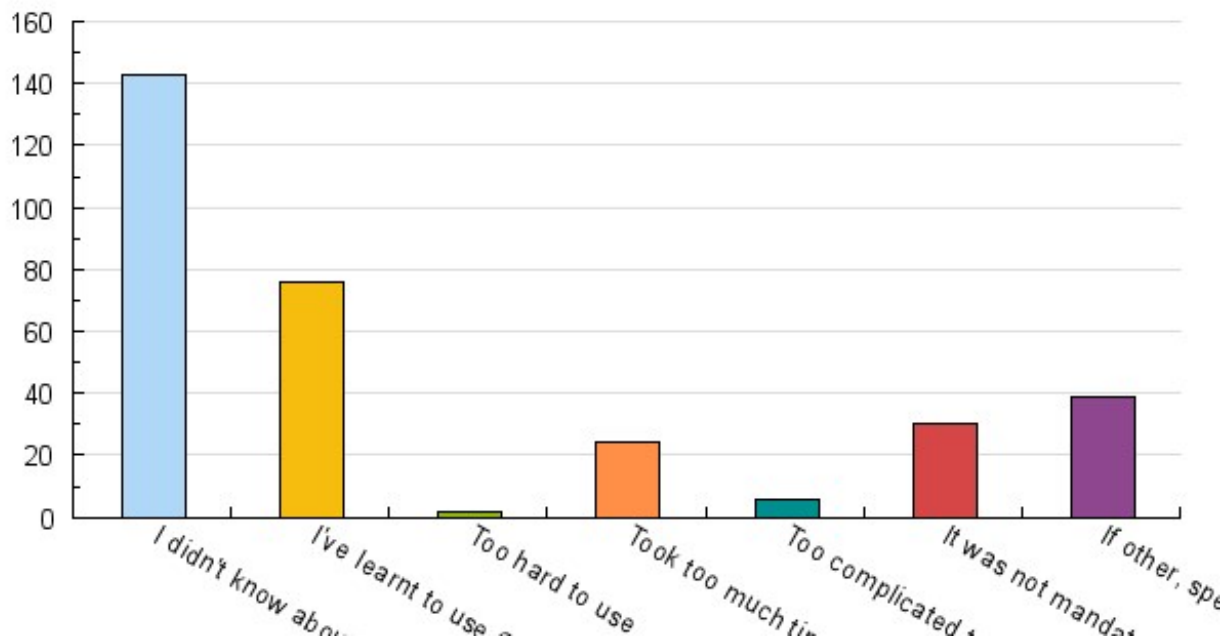
I was unassigned and asked to try the course and give feedback.

To be sure I knew the basics

We've taken the introduction together as our office

Nothing else to do

6. For what reason have you not taken the e-learning introduction to ONE?



Option	Answers	% Answered	% Total
I didn't know about it	143	57.4%	35.8%
I've learnt to use ONE on my own and believe that it's enough	76	30.5%	19.0%
Too hard to use	2	0.8%	0.5%
Took too much time	24	9.6%	6.0%
Too complicated to create and account/log in	6	2.4%	1.5%
It was not mandatory	30	12.0%	7.5%
If other, specify	39	15.7%	9.8%

151 skipped this question

I mina uppdrag används inte One I am working out of office.

Jag var med när ONE introducerades och har även jobbat som QA med ansvar för ONE inom min division Couldn't prioritise it as I was busy at the customer.

working with costumer systems not ÅF during last 7 years.

when the course went, I had no time

Don't really know what to use One for. News feed is quite obvious.

Tried doing the course now, but i didn't work. Only opens same popup while trying to login. it's in swedish

Finns ingen tid att leta efter sådant.

know enough to get around/manage. Not high on my priority. Jag är osäker på om jag deltagit i e-learning One. Ej tillgång till ONE från kunden jag satt hos i 8 år Haven't had the need for it.

at the moment I had technical problems with my computer

I have forgot

Har inte haft möjlighet eller tid under den period detta varit möjligt no time

My colleges gave me the introduction and help I needed

Den ska vara personlig på betald och i förekommande fall bonusgrundande arbetstid

Lack of time

lower priority than other tasks prioritet och tid

I might have taken the e-learning introduction but I can't remember. It was a long time ago in that case. I almost never uses ONE as I work 100 % in my customers office. svårt att få det att funka med inlogg

I went on parental leave and never had the chance to use One or take the e-learning course. I've only used One a few times.

didn't think about it

Vi har inte fått någon som helst information om hur det fungerar på ÅF sedan vi blev uppköpta från EPSILON. Det har varit hemskt dåligt med information. Intro på välkommen till ÅF

95% of my time I'm not at the office and I don't have access to One. Therefore I haven't seen the need for neither One or the elearning introduction.

learnt by my colleagues did not use ONE if I didn't have to. Things I needed to know I asked my colleagues.

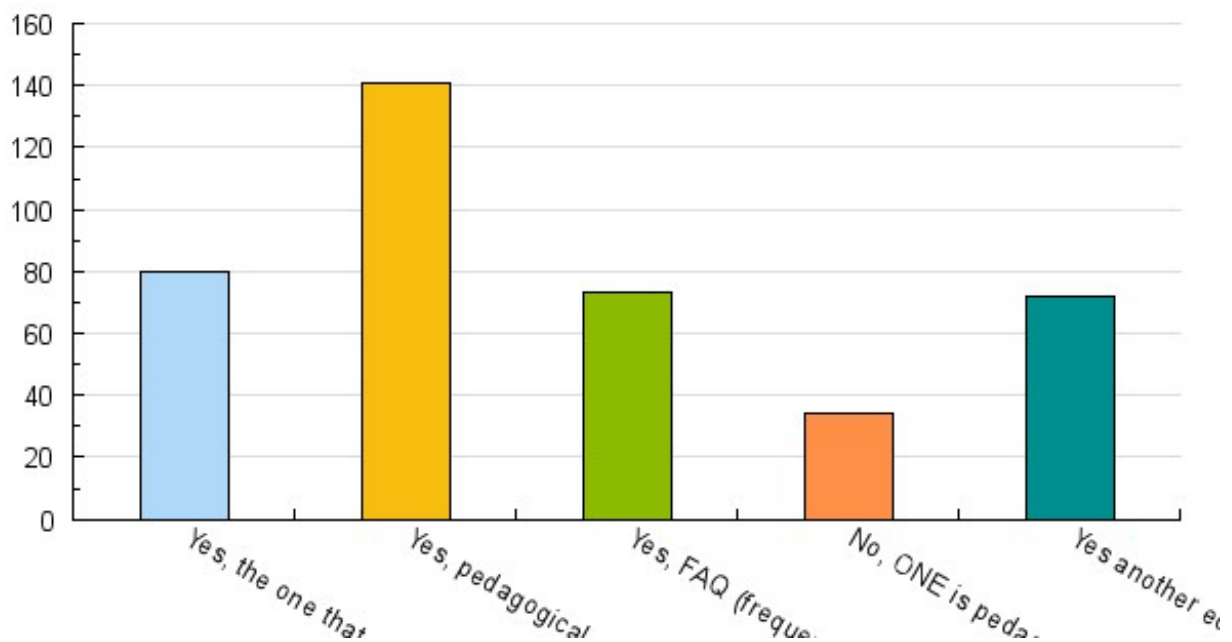
An intranet should in my humble opinion don't require a course in order to get started with. I don't use ONE in my day-to-day work

half day education i class

Den typen av inläring är ofta ineffektiv och meningslös Hörde att den inte var uppdaterad och gammal.

bra med e-learning för specifika moment men en generell introduktion till ett intranät är inte bra. Om intranätet byggs utifrån användarnas behov och förutsättningar så behövs ingen introduktion. Jag har tidigare påtalat att användaren MÅSTE tas med i utvecklingen

7. Do you think that education for ONE is needed?



Option	Answers	% Answered	% Total
Yes, the one that exists today is good	80	20.0%	20.0%
Yes, pedagogical videos with how to use it	141	35.3%	35.3%
Yes, FAQ (frequently asked questions)	73	18.3%	18.3%
No, ONE is pedagogical enough for self-education	34	8.5%	8.5%
Yes another education, specify	72	18.0%	18.0%

0skipped this question

Ingen uppfattning

course on sight

No

Eftersom jag inte tagit kursen så vet jag inte hur dagens kursmaterialet ser ut. Bra och lättillgängligt kursmaterial är dock viktigt. Vet ej

Möjligt att den som finns idag är tillräckligt men då jag ej gått den så vet jag ej.

FAQ and instructions. No videos! Videos can't adopt between a fast learner or a slow learner and are seldom suitable for anyone.

Någon som är insatt som kan komma hållar kurs i hur det används och man kan ställa frågor direkt till have not seen the one existing but agrees that education is needed.

it's not enough, only a small part is clearly by the intro Practical, hands-on, guided lessons. Periodically.

More about how to use share point and versions of document

I don't know the one that exists today, but none of the above alternatives suited me. I'm not a fan of videos and don't know if FAQ is the best way to learn... någon som utbildar

For me, the education that works best is IRL. Doesn't have to be small groups, but a scheduled class is easier to give priority. Simpler education more integrated in the system perhaps learning by doing mistakes.

there should be also an "advanced" or "administrator" education, much more detailed and deeper Change ONE altogether... Too slow to work with. genom gång med en eller ett par olika sektioner eller chefer om hur de använder /och till vad de använder ONE

Focus on the project, find answer side. Point out purpose and benefits. Answer the question Why? Show a couple of best practice.

Actually No. I don't think that you should need an education for an Intranet. Then the solution is to complicated.

Since I haven't taken the education I can't say that the one we have is good enough. Maybe it is, maybe not. For sure, every user needs to be shown how to get the most out of it.

I have to test it first

I can't specify what's the best way

are the questions #7 related to the checkboxes ?

Depends on what features in ONE you need to work with. Sometimes projects are managed at the customer, in their system.

project flow and where to find information

A course for more specified usage inside projects Hard to say when you don't know what it include.

Någon som personligen presenterar one så att man kan ställa frågor direkt.

en bättre uppbyggd sida som är lättare att förstå

One is not intuitive. FAQ is better than videos when you need fast answers. Education should be offered as a full day class education.

faq and short how-to guides in text format Behövs alltid projektpassade genomgångar.

personlig

Kombinationer av lärarleddakurser, ÅF TV, e-learning, manualer, powerpoint presentationer, work shops, ONE-ambassadörer documents, video, FAQ Inget passande alternativ

kan inte säga om befintlig är tillräckligt bra då jag inte sett det

I don't find ONE useful, I need to learn what it is good for. Currently it's just a slow uninteresting news flow. When sitting on a contract at a customer, I don't feel the need to log on to ONE. Yes, but I have no idea if the present education is enough. Förstår inte kopplingen mellan frågan och svarsalternativen olika utbildning för olika målgrupper, har ni identifierat målgrupper?

någon som visar hur det fungerar precis när man har börjat på ÅF så man kommer igång you shouldn't have to educate yourself on a homepage. it should be self-explanatory.

I didn't want to specify one of the alternatives above. But an education (more than an introduction to One is needed) Not familiar with the existing, but an intro is important I don't know if there's anything interesting on ONE? Don't know what we have no opinion

pedagogical videos & FAQ in Switzerland not all options of ONE are available. If those become available it would require additional training on those additional features

Jag skulle vilja att det kom någon till kontoret och visade hur det fungerar.

Quick introduction by manager

I miss one option here: Yes. I have not used the existing.

Unclear what do use ONE for to get some deeper in the system, for some users it is self educating visa ett "riktigt" projektupplägg och för/nackdelar med detta. Även tips och "bra att ha" tips...

The current education is sufficient for normal user introduction, there is need for an "ONE administration e-learning" with more sharpoint information

I don't really know what alternative to choose here. I don't know what we are supposed to use One for and I don't know how complicated /easy it is. I had never any use for it.

New employees should be given a crashcourse with a teacher. ONE is far to complex an non intuitive for a online course in that case. Then the online course should be used to brush that knowledge. It could be mor elaborate also.

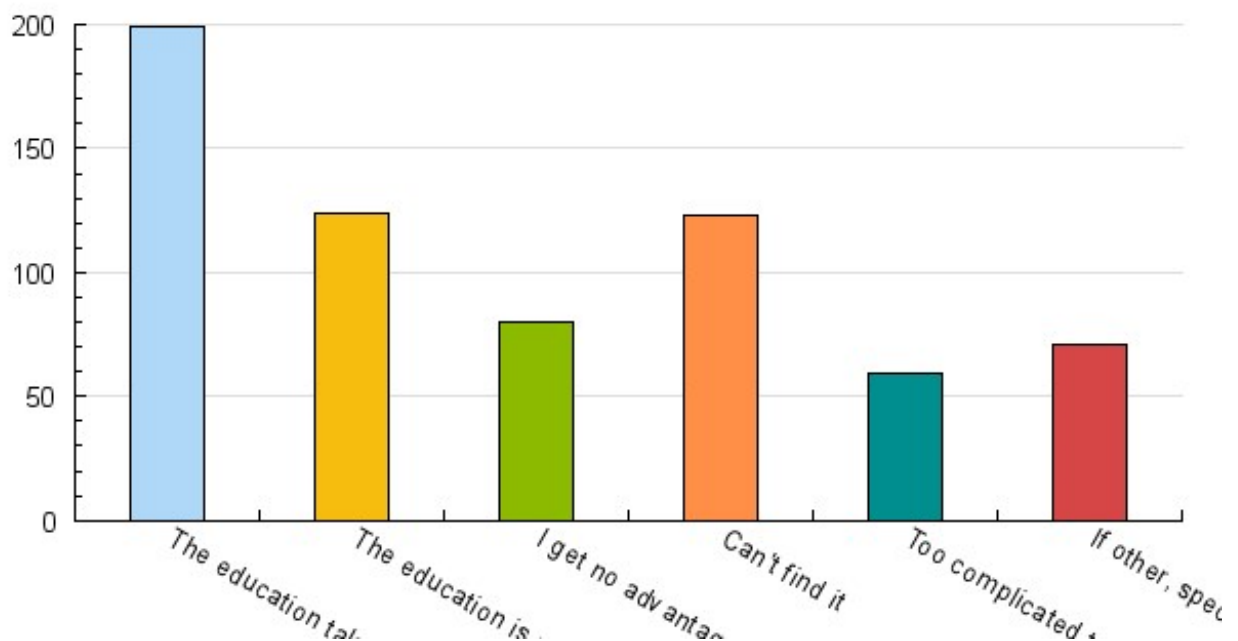
finesserna med One är inte självinstruerande as a part of an introduction program Very simple introduction, max 5 min. Yes, an education is needed yes

Think education is needed but have not tried current education.

Mentorskap som integrerar ONE i vår dagliga verksamhet

Svårt att ta sig tid att göra en generell e-learning som användaren kommer ihåg när behovet uppstår. Samtidigt svårt att göra e-learning för specifika moment som användaren tar sig tid att gå igenom x

8. What would prevent you from taking the e-learning introduction to ONE?



Option	Answers	% Answered	% Total
The education takes too much time	199	49.8%	49.8%
The education is not updated	124	31.0%	31.0%
I get no advantages from taking the education compared to others who don't take the education	80	20.0%	20.0%
Can't find it	123	30.8%	30.8%
Too complicated to create an account/log in	59	14.8%	14.8%
If other, specify	71	17.8%	17.8%

0 skipped this question

Ingen uppfattning

I am working out of office.

To many basics before getting to the tricky parts.

"one" changes all time I didn't know it existed I know ONE already

Inget av ovanstående. Att jag inte tagit kursen beror på att jag inte ansett ha behov av det. I de fall behov ej föreligger

No time

En prioriteringsfråga, hittills har jag klarat mig med att ta reda på hur man gör ngt specifikt när behov uppstått krånglig.
Using one very little since I am working at costumer.

Minns faktiskt inte om jag gjort e-utb. Om inte har jag inte känt något behov. Time!
se question 7

Inte haft den tiden tillgänglig No need to take the course nothing we need an high deibiteringsgrad I didn't know
about it see above. there has not been a priority

If it is not adapted to the way i work in my projects or if One itself doesn't have the functions i need in my daily
work. Too simple har kunnat använda ONE, hitintills, utan e-learning.

kan inte lägga massa tid på saker som inte är debiterbart, mina uppdrag måste göras Management must show a
bigger interest in how projects use ONE I don't know, I don't use ONE.

The e-learning have to give me the knowledge *I* need, not a median user (esp. since the gap between those that
knows most and least probably is quite big).

Busy working

I cant write the hours

I Don't use ONE

I dont feel that it is really necessary.

If it's only video based. A written summary is faster and will indicate if you can expect an aswer from the course in
question or not. A video course may give more detailed knowledge, but is much slower

I don't need to use ONE in my work

se fråga 7

I am hard of hearing and the ONE education does not provide subtitling.

One is not intuitive. Educations should be offered as normal courses, not as an e-learning.

It is not focused on my personal lapses of knowledge.

Nothing. I wasn't aware about the course.

Nothing, I don't need it right now. Den är inte personlig Lack of time! find the information from other sources

Inget passande alternativ

I never use ONE in my daily work.

ONE är dåligt uppbyggd och svårt att hitta det man söker. Sökfunktionen är usel. Någon form av utbildning behövs
verkligen eftersom ytterst få saker går att hitta rent intuitivt.

Jag har ju gått kursen så då kan jag ju inte komma på något som skulle kunna hindra mig... Bli ofakturerad tid som
kan bli ett hinder för många. Occupied at customer location and therefore no time you shouldnt have to educate
yourself on a homepage. it should be self-explanatory.

I need to be able to choose a specific area of interest or a specific topic that I need to know more about. At the
moment I think I have enough knowledge

occupied with client work

If I have to do it on my personal time

rarely use ONE so don't believe it's necessary

No opinion ingenting Bad e-learning

I'm currently not working with any advanced functions in ONE

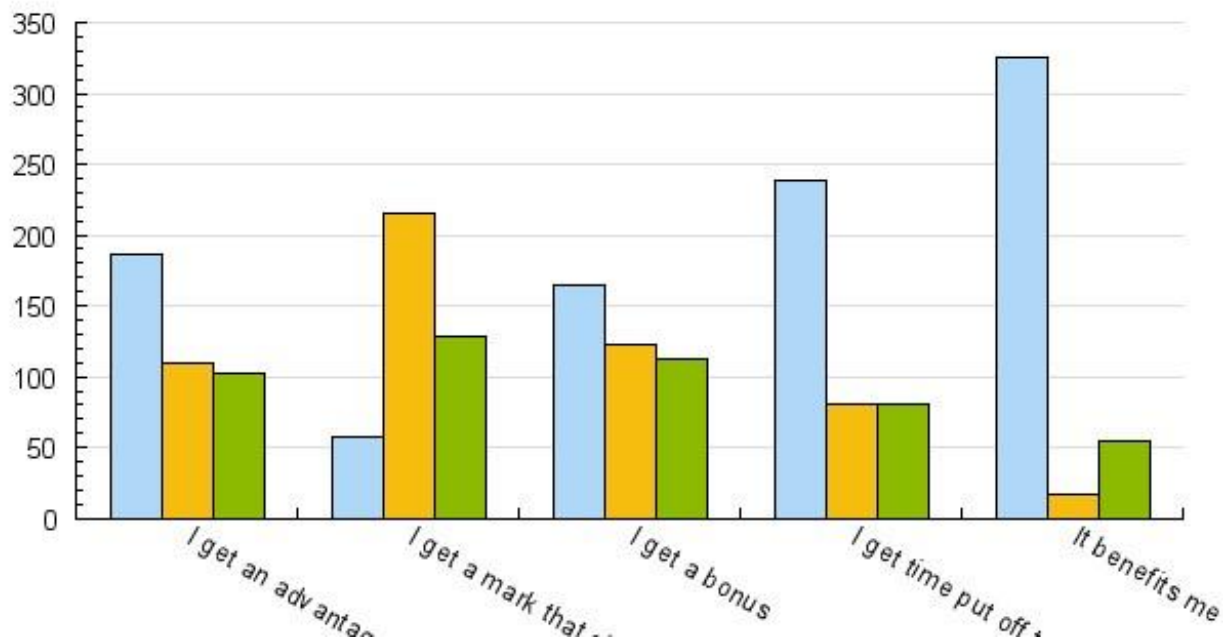
Not using ONE as it is not user friendly not lookt for it nothing

Vet ej, kanske tidsbrist.

At the moment I can't log in even after the password is mailed to me.

ONE ought to be pedagogical enough for self-education om utbildningsmaterialet inte täcker in det jag upplever att
jag behöver lära mig don't understand the question, I never say no to education Äffärs/Sektions-området arbetar
inte i ONE. the system is unattractive Tutorials och webbaserad utb.

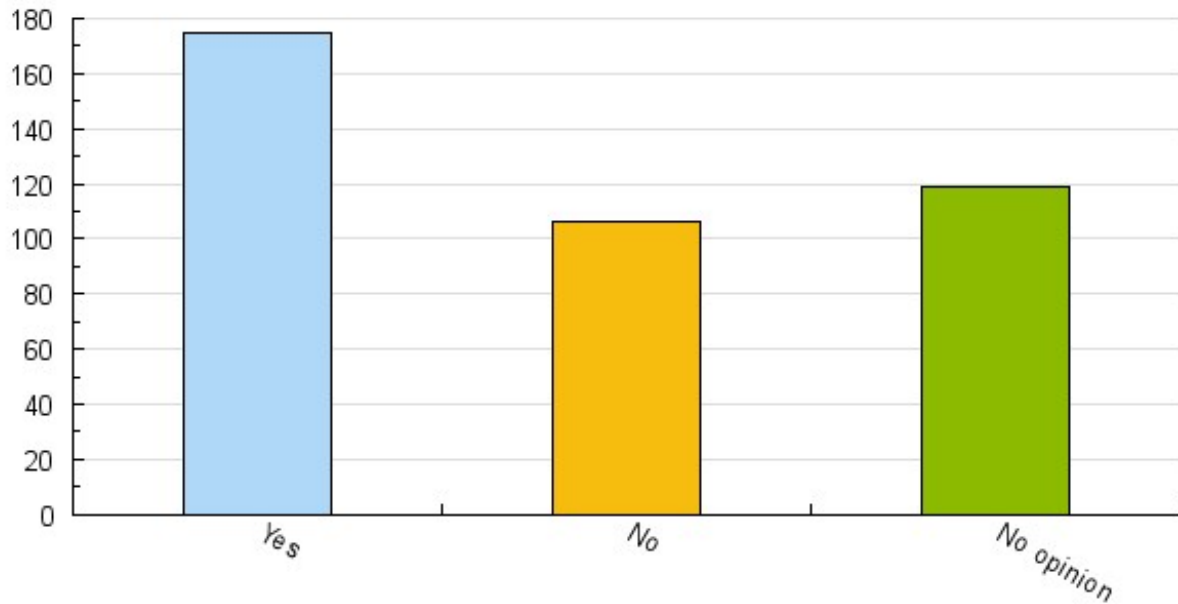
9. What would motivate you to take such an education as the e-learning for ONE?



Option	Yes	No	No opinion
I get an advantage from taking the education to others who haven't	187 (46.8%)	110 (27.5%)	103 (25.8%)
I get a mark that show on my profile in ONE	57 (14.3%)	215 (53.8%)	128 (32.0%)
I get a bonus	165 (41.3%)	123 (30.8%)	112 (28.0%)
I get time put off to take the education from the company	238 (59.5%)	81 (20.3%)	81 (20.3%)
It benefits me in my work	326 (81.5%)	17 (4.3%)	55 (13.8%)

% = Compared to Answered. 0 skipped this question

10. Do you think that the e-learning introduction to ONE should be mandatory?



Option	Answers	% Answered	% Total
Yes	175	43.8%	43.8%
No	106	26.5%	26.5%
No opinion	119	29.8%	29.8%

0 skipped this question

11. How would you solve the need for an introduction to ONE?

Number of answers

119

Maybe use short videos combined with FAQ questions.

Introduction is absolutely necessary, but there are also several areas in ONE that do have big potential for improvement x
Involvera användaren i utvecklingen av ONE easy and mandatory.

Perhaps limited access until full course is completed?

Vi har introduktionsdagar för nyanställda där vi går igenom One men skulle kunna trycka mer på att de gör e-learning själva också.

Improving the self study tools like having an interactive path to follow through the different topics and having a "sandbox" unit or project to test the tools one has without being afraid of messing a production unit or project.

Lägga ned ONE och skaffa ett bättre projekthanteringsredskap som verkligen drar nytta av all den kunskap som skapas på ÅF varje dag.

ONE är bara en plats att arkivera data på. Fullständigt värdelöst att koppla vårt arbete till kunder.

Make an easier website that doesn't need any education. I think that Eppe was much easier to understand. vore bra om det var på svenska och inte engelska. en tillräckligt bra introduktion/utbildning kommer inte att behöva ett tvång för att folk ska gå den.

Encouraging the use of ONE by introducing its benefits, both for individuals and the company.

Not interested

Offer support added to the introduction course in the beginning of projects then the need for knowledge is at most.

Learning by doing is often the most effective way to get people see the advantage for education.

One är det dåligt system. Introduktion till ett dåligt system kommer aldrig bli bra.

The useability of ONE would be higher if the accessability would be easier. As it is working today it is too slow and to non-logical.

When persons hesitates to use ONE for thelack of speed and easy access... Well..Then something is wrong.

I have learn by my self and right now it is enough for my projects. I will learn more when I need it.

Large projects need tools, it should be mandatory for participants. No education, get another job.

När man samlar nyanställda borde man ha en snabbkurs för ONE. Denna snabbkursen borde sen va tillgänglig genom intranätet.

Ha en "teknisk kundtjänst" där man kan ringa och få svar på sina funderingar med one, och tips på hur man kan nyttja systemet bättre. Det skulle i alla fall få mig att ändra inställning till ONE. Jag använder systemet mycket idag, men jag tycker det är ett katastrofalt dåligt verktyg som inte går att söka i. Det finns dessutom buggar kvar, vilket gör att man inte litar på systemet fullt ut. Hi!

The first time you browse on one.com a pop-up video (e-learning education) should appear. The reason to that is that I've noticed that many colleagues think they already know the features in one.com and that is why they think that an e-learning education is a waste of time.

You must inform about the benefits to use ONE more in the daly work.

ONE ought to be pedagogical enough for self-education. Why can't it come with an inline help section for further studies to help advance users learn about the different areas of interest in one?

New employees should be given a course with a live teacher.

The online course should be used for maintaining competence ans introduce new features/funtionality.

.

I am only reading articles so it's not that difficult. Px is trickier and there should be a video for that.

1.Engage the HR staff.Train staff with good rethoric abilities and Swedish/English skills to make an Excellent Introduction to ONE. Use a final Verification Test that will show whether the information transmitted during the introduction has trully reached the understanding of the employees. Make it exciting, with a sort of marketing Campaign - Posters...?

2.Send an email to all employees, saying that the onsite education for ONE is MANDATORY and asking them if they Went to the Introduction or not.

3.I don't know if it costs anything, but it should be free of charge .

4.All the employees who anwer NO will be mandatorily asked to participate when invited. They will be split into groups of 20/30 persons with 1 or 2 qualified staff for each group.

5.A remark should be posted beside each employee's profile - of whether he took the course or not.

6. A reward of 1000kr for every attendant could be rewarded in the end of each year(one time per employee) - for Christmas.

7. The hours when the employees participate at the course should be considered and paid as normal working hours.

8. Perhaps a nicely coloured chat window could be made available on ONE for any employee to ask questions and receive answers from a trained ...?HR person? Just in case people forget what they learned at the course. :)

Lycka till!!!

Daniela Eriksson

E-learning is great!! To make people wanting to educate themself with e-larning, gamifying it would be a forceful WAY. No comments.

Det er meget begrænset hvad jeg kan bruge one til,-

Finde adgang til PX

Nogle oplysninger i min UNIT

Opdatere mit CV No opinion

Dont just focus on ONE. Create introduction for all corporate core systems. I.e. PX, lime, kompdb. Managers also need IM...

I think it would be great if we have a dedicated resource to educate and help users with how to use One in a smart and effective way. Let a person go to all offices and educate all employees. This would greatly improve the proper use of One and in the long run improve effectiveness and professionalism within ÅF.

e-Learning for new employees. The rest of us can take it on our next trip to Budapest. Tie access to the portal "Advantage You" to a completed ONE introduction course.

I.e. you will need to complete the course to see your salary specification, use "friskvårdsbidrag" or other functions provided through "advantage you".

I took it a litle bit to late and it did not help me much

Jag gillar lösningen med e-learning. Man kan gå igenom om/när man har lite att göra, man kan se kursen flera gånger osv.

Include it as a part of the introduction to ÅF-day, and/or a start up education for newly employed.

Talk about it a bit more during the introduction fase. There is so much info given in a very short time. Maybe a friendly reminder shortly after the introduction course and a link to the e-learning intro to ONE.

Jag skulle vilja att det kom någon till kontoret och höll i en kurs så att man kan ställa frågor och få svar direkt på plats. Vi har inte fått någon som helst introduktion till ÅF sedan vi blev uppköpta från EPSILON så vi håller oss mest till gamla EPSILON rutiner och EPPE. Vi känner oss inte som ÅFare.

The actual benefits should be made clear

Make it mandatory and create an account to set up time for it (as we are consultants where our boss counts every hour, no one wants to do this stuff on their own time!)

It should be mandatory for all and part of the employee evaluation.

Present the basic functions in the introduction and have a manual/help file with more details of, for example, the more complicated/advanced functions. This would benefit both the average user and the ones interested in the more advanced functions.

You could say that if a webpage needs introduction it's not very well built. A big part of the problem with One, I think, is that it really should be re-built from the beginning. But that is not an option. I think an overall introduction is needed to cover the functionality and how the employees can use One. Then some of the functionality needs a further explanation, like the project management tool. Those parts could preferably be explained in an e-learning. The e-learning should NOT contain an examining part, that is in no one's interest I believe. You can never force anyone to use the Intranet, you can only build it in a way so that employees want to use it. An FAQ (could be built inside an e-learning) is needed. The goal is not to educate our users, but to make it as easy for us to use so there is no need for education.

A good thing is the use of tool-tips. When I use a new tool I can have the option of clicking a question mark to read more about that feature.

That way, if I forget I can always refresh my memory too.

Bättre FAQ/Handböcker som är lättare att hitta. Mer mänsklig hjälp av handledare eller chef när man är nyanställd. Mandatory introduction course and a small gift as a bonus when it is done.

Ask my boss for help or my colleagues

Se till att intro till ONE ingår i introduktionen för nyanställda.

?

The present introduction to ONE is surely OK. The only reason I have not taken the education is because I am not using ONE in my daily work.

No opinion.

Det skulle underlätta om det var extremt intuitivt och lätt att förstå och navigera. Frågor på svenska!

Den övergripande introduktionen till ONE (news och var hittar viktig info) skulle enklast lösas med kombination av introduktion av ngn på sektionen tex ONE-ambassadör (bör vara obligatorisk) samt ÅF TV och bör vara obligatorisk. Övrig utbildning om projekt- och unitsiter behöver anpassas och planeras utifrån behov av en central roll. Att få frågeformulär på svenska när så är möjligt. Introduction together with new employment

Den ska vara personlig på betald och i förekommande fall bonusgrundande arbetstid E-learning is a good way.

Make the course mandatory. You will get a email each week that you haven't started/passed the course introduction to ONE.

Jag har jobbat med ONE länge och tycker mig kunna det jag behöver, men aldrig fel med genomgång om nyheter som hela tiden kommer. Lync lectures that are no more than 25 minutes long.

Great how-to guides.

Super-users that are part of the organization. see answers in questions 7 and 8.

Det var för mycket information ut över ONE-introduktion när jag gjorde den. Så mycket av funktionerna försvann och jag fick lära mig det själv. Dessutom fanns det funktioner som var onödiga och en del funktioner fattades. Encourage managers and employees to place information in ONE.

Display Good Practice and information about how to get help with setting up different features on sites. A good practice is for instance Förbifart Stockholm, in my opinion.

Xxxx

Enkel länk till utbildning. Utbildningen skall vara kort!

Gör den mycket enklare. Man förstår inte på ett lätt sätt hur man publicerar nyheter och vilka som kan läsa dem. På EPPE var det lätt att hitta forum, på ONE har man ingen aning om hur man hittar något sådant. På ÅF så ska man inte uppfinna samma sak två gånger utan man ska kunna hitta andra som har gjort liknande projekt tidigare, var finns det (hur hittar man sånt)? Vi o Sandviken som kommer från Epsilon har inte fått någon som helst introduktion till ÅF så vi jobbar precis som innan vi var uppköpta och använder EPPE för det vet vi hur det funkar. Smaller videos, possibility to go deeper in to areas of interest if needed, and some kind of reward.

Ingen formering

As indicated above: Written overview, FAQ, written topic specific courses and additional video courses for more details. Make a short introduction mandatory in order to access ONE.

Have no idea at the moment.

Information of the possibility, the option to write the hours so you can do it on the job, between task/projects

Som nyanställd tycker jag chefen kan visa lite hur det är upplagt och själva tänket bakom ONE. Sen tycker inte jag det är svårare än att kolla runt lite själv.

Shall be made as an introduction to ÅF

Make it a mandatory part of introduction to new employees.

Teamwork maybe

It should be simple enough if you manager presents the intranet. Keep it simple.

I would put it as mandatory and give time that people can use to follow the introduction. I think that everybody should get a fixed amount of hours that they can use for training anyway.

ONE should be a platform designed to save time and make work easier, it looks to me more like a social network.

Hard to browse and find documents used by the section, files from old ONE vs. th new ONE.

I'm sick of it and simply stopped using it unless I really really have to. F.A.Q should be implemented.

Introduction is just the first step - make it well spoken of and everyone will be eager to learn and use it. "What's in it for me?"

Redo system from scratch.

Keep the introduction available as is but also add an "advanced" or "administrator" introduction.

Try also to keep online training (with Lync) in smaller forum e.g. by city - questions can be asked and immediately shown live.

X

Det ska vara obligatoriskt att använda One

Enklare mer intuitiv hjälp med den/de funktioner jag just nu skall använda.

see above.

Motivation:

In cv it should be shown as a part of an "uppdragsledarutbildning" or "projektledarutbildning". Other part in that education could be educations i PX. This would motivate me and I could encourage co-workers to participate. Uppdragsledareutbildning and projektledarutbildning will give us benefits in tenders.

/Birgitta Björklund

Tydliggöra att e-learning för ONE finns.

Avsätta tid för introduktion av personal i nyförvärvade företag.

Leave it up to the employees to decide if they feel like taking this introduction or not. Important is to know that there is an introduction. The benefit of ONE is for quite a lot of our staff marginal, so pushing them through this introduction might be contra-productive.

only regular use will help to keep staff using it. So daily work on ONE is needed.

Ta upp det i samband med tillfällen då folk är samlade av andra skäl, konferenser med affärsområden eller under projektledarekurser till exempel.

A very short introduction that explains the most important parts and then the possibility to take more advances introductions when you find it necessary. The first short introduction should be mandatory. If you register your name ÅF can follow up.

As you do now

Proper e-learning with follow-up and mandatory to write one "news", at least to your own section.

Follow-up is a "kick in the but" and writing news means you will get more interested to log on.

Getting it to work is a good step forward. An experienced computer user usually finds a way. Having the course at each office and mandatory Instructor lead lessons is always better.

No idea...

Make it more complete

Make ONE pedagogical enough so that introduction is not needed....

-

Det känns som att vi som kommit från Epsilon skulle behöva någon som kommer ut till kontoret och håller ett föredrag om hur det funkar, så man kan ha en konversation direkt och få svar på frågor istället för att behöva lägga en massa tid på att leta efter det man behöver. Som det är idag går jag nästan aldrig in på ONE jag använder fortfarande eppe som jag jag är van vid och tycker är lättförstått

The system should be logical to the extent that no education/instruction is needed. IT systems that users don't understand without having educations should not be used at all. If an education is needed you probably have chosen the wrong solution...

If there is a need I think there should be a "sandbox" where you could try different things while being sure that you did not spoil anything. Mandatet för new employees. Relearning annually with tips and tricks not the complete introduction .
Gör mer reklam för att denna möjlighet finns

För nyanställda är det enkelt. Det ska helt enkelt ingå som en del av introduktionsprocessen. För oss äldre uvar som varit med sedan ONE startade så är det att få tid till det som är nyckeln.

All departement managers and other leading roles use ONE, then it would be natural to have to learn to use ONE.

Today the usage from mgm is very varying and if information is not updated continously the coworkers see no points in using ONE as information is recived elsewhere or even worse not at all

As a new employee, you should be introduserad together with other new employees in seminar format, for example.

Visa vilka uppdrag som använder One

I don't know because I haven't really felt the need for a bigger introduction than the e-learning course. Se svar nr 10

Part of the induction

281 skipped this question

5. Translated quotations from interviews

”[00:10:23.06] I: ...vi som konsulter vi måste lära upp den nya personen hela tiden när det kommer in någon, men nu kan man bara hänvisa till en länk. Och man sparar så mycket konsult tid då sparar vi pengar för företaget också...”

is translated to

“...as consultants, we have to teach the new employees all the time when they come in, but now we can just show them a link. And you save so much consult time and you save money for the company too.”

”[00:09:46.25] A: Det är ju svårt att säga att bara vi gör en jättebra e-learning så löser allting annat sig. Utan det är just att när i tiden ska man göra den och vad ska den, hur lång är den osv.”

is translated to

“It’s hard to say that if we just create a really good e-learning then everything will be solved.”

”[00:03:12.17] J: För om du har en chef som inte har gjort den och kanske inte tycker att, prioriterar den eller tycker att det är så viktigt, då finns det ingen anledning för dig att prioritera det heller för att, man, det blir liksom ett klimat, eller en kultur som går neråt.”

is translated to

“If you have a manager that has not taken the course and do not prioritize it or feel that it is important, then there is no reason for you to prioritize it either. Because, you, it becomes a climate, or a culture that culture spreads in the entire organization.”

“[00:21:46.07] Ka: Men alltså ONE är ju grunden, det säger vi ju hela tiden. ONE är ju grunden liksom för alla ÅFare.”

is translated to

“...ONE is the foundation, we say that all the time. ONE is the foundation as good as to all ÅF people.”