Hairdresser education digitalisation

Case: Schwarzkopf Professional

Latvala, Katja

2016 Laurea

Hairdresser education digitalisation
Case: Schwarzkopf Professional

Katja Latvala
Degree Programme in
Beauty and Cosmetics
Bachelor's thesis
November, 2016

Tämän opinnäytetyön tarkoituksena oli tutkia kampaajien koulutuksen digitalisoitumista ja keskittyä erityisesti verkko-opetukseen oppimismenetelmänä kampaajille. Tavoitteena oli tutkia yhteistyöyrityksen verkko-oppimisalustan hyödyllisyyttä. Teoriaosuudessa tarkasteltiin verkko-oppimisen mahdollisuuksia ja haasteita sekä tutkimusmenetelmiä, joiden perusteella tehtiin laadullinen tutkimus kampaajakouluttajille. Laadulliseen tutkimukseen osallistui viisi kampaajakouluttajaa ja se suoritettiin puoli-jäsennellyin haastatteluin puhelimitse.

Tuloksista kävi ilmi, että yhteistyöyrityksen verkko-oppimisalusta on arvostettu ja koettu hyödylliseksi, vaikka joitakin haasteita ilmeni. Tutkimus osoitti, että verkko-oppimisalustan potentiaalia voisi parantaa käyttämällä teoriaosuudessa esiin tuotuja mahdollisuuksia, mikä mahdollistaisi perusteellisemman ja rikkaamman sisällön. Yhteistyöyrityksen verkko-oppimisalusta on ollut käytössä vain vähän aikaa, minkä vuoksi laajempi jatkotutkimus on tarpeellinen perusteellisemman kuvan määrittämiseksi kampaajien ja kouluttajien mielipiteistä verkkokoulutusta kohtaan.

Year	2016		Pages	33

The aim of this Bachelor's thesis was to investigate the digitalisation of hairdressing education and specifically to focus on e-learning as a learning method for hairdressers. The objective of the study was to examine the usefulness of the commissioning company's e-learning platform. The theoretical section considers the possibilities and challenges of e-learning in conjunction with the research methods. Based on this theoretical background,   qualitative research was conducted on 5 hairdresser trainers and through semi-structured interviews by phone.

The results revealed that the commissioning company's e-learning platform was experienced as useful and valued even though some challenges were experienced. The study showed that the e-learning platform could improve its potential by using the possibilities determined in the theory, which would create more profound and rich content. The commissioning company's e-learning platform had only been in use for a short time, which is why wider follow-up research would be necessary to determine more thoroughly the hairdressers' and trainers' opinions towards e-learning.

Table of contents

1   Introduction

The subject of this thesis has been chosen due to the interest of researcher and utility of Co-operation Company, Schwarzkopf Professional. Digitalisation and e-learning is relatively new phenomenon in hairdressing industry, therefore it is challenging but as well interesting and necessary subject to do research for.

In the last few decades, there have been dramatic technological developments that are changing the nature of communication as well as the methods of learning and teaching. The popularization of the web in the past decades have grown new possibilities in e-learning exponentially. (Rosen 2014.) Also hairdressing industry has had to respond for these developments and demands it brings with it.

Hairdressing is a craft where the skills have been learned traditionally by doing. This brings challenges for the e-learning providers in hairdressing industry. Schwarzkopf Professional have recently launched e-learning platform to provide hairdressing education digitally to complement traditional training. The platform hasn't reached the expected amount of registered users and for that this study seeks answers.

The aim of this thesis is to find out the challenges in e-learning and especially e-learning in hairdressing industry as well as to find solutions to overcome these challenges. On the other hand, the aim is to find possibilities in e-learning and to find out if the commissioning company is using these possibilities that e-learning can provide. The aim is to find ways to implement e-learning in face-to-face education to create engaging and uniform learning set where all the aspects are linked each other.

The purpose of the research made in this thesis is to find out users opinions of current e-learning platform. The theory part also investigates different research methods with the analysis of research to determine the right research setting in this study.

Practicality of this thesis project is qualitative research. Research will be done by interviews for 5 hairdresser trainers, who have insights from the utilisations e-learning by their clients and themselves from 4 countries. Intend is to find out the pros and cons of the current eLearning platform and ideas for the future developments and directions. With combining the results of the interviews and the background theory, the objective is to find solutions which kind of e-education is useful for the hairdressers.

2   E-learning

The omnipresence of information and communication technologies in the past decades has changed various aspects of daily life all around the world, including the field of education. Organizations in various sizes are adapting their traditional education systems to virtual systems, even in unexpected sectors. This technological revolution has revolutionised also education systems. (Dominici &Palumbo 2012, 87.)

The idea of e-learning has born already in 1920's when the first testing machine was created. After few decades of slow progress the big step happened in between 70's and 90's with the rise of personal computers and the World Wide Web (www). From there, education through technology has come from CD-ROM to current stage and has become a common practise. (E-Learning 101: a practical guide 2016, 6.)

E-learning is learning that happens on an electronic device and refers creating a learning activity tool which is capable of web distribution and can be placed online. Many corporations have taken e-learning part of their education pool since it saves time and is very accessible, especially for global corporations. E-learning can provide training whenever learner's need it and content can be tailored for a specific needs for certain group. (E-Learning 101: a practical guide 2016, 7.)

One of the most common aspects of e-learning is the ability to educate or train from distance. However, e-learning is not synonymous with distance learning because while distance is one element of e-learning, it refers to learning in any place. This is not always the case, in fact European commission describes e-learning as a tool, which with use of Internet and new multimedia technologies advances the quality of learning by providing access to resources and services. (Dominici &Palumbo 2012, 88.)

There is a wide variety of e-learning platforms and e-learning can be classified different ways. In this paper platforms are divided in three categories to make clear that even software's used in everyday basis can offer educational aspects. Generic platforms are not designed for educational purposes but can be used as such. Generic platforms can be for example e-mail and Skype or social media platforms like Facebook and Youtube. Microsoft Office can be considered as generic platform as well since it can be used to create presentation (Microsoft PowerPoint) or writing notes (Microsoft Word). (Lui, Lo & Yiu 2013, 229,231)

Generic educational platforms are designed for educational purposes to support teaching and learning. These platforms provide communication and class management function but can't be used as a subject-specific learning. Interactive whiteboard or class management systems

like Moodle can be considered as generic educational platforms. In this study we focus mainly on subject-based platform which is designed for educational purposes only and focuses on specific field or subject. Besides actual on-line learning platforms, subject-based platforms can include games, mobile apps and simulations. These platforms may provide a virtual store-room of specific learning objects and functions to create subject-specific learning activities and offer even communication and collaboration possibilities. (Lui et al 2013, 231)

2.1   Possibilities in e-learning

One of the strengths of e-learning is that it eases self-paced or instructor-led training and can include media building blocks like text, image, animation, video and audio. (Donnelly, Benson & Kirk 2012, 11) Common positive arguments for e-learning are "just-in-time" and "just-for-me", which means that it is easily available any time or available for downloading and to be used for long period of time.

E-learning can be very accurate for a specific learning group or even modified individually, this brings personalized touch for learning which can't always be achieved in big face-to-face learning groups. It can expand learning opportunities outside the work to support aspects of career development and promote independent learning. (Mullin 2013, 81) Learning quality can be even enhanced when technology has made available virtual environments that can mimic authentic ones. In some situations e-learning environment can be something that can't be achieved in traditional face-to-face training. (Becker, Newton & Sawang 2013, 213-214.)

E-learning have been widely adopted to offer learning on-demand solutions to reduce training and time costs, to answer for diverse learning needs as well as to narrow the gap between regions and nations. E-learning is growing as an educational method because it gives power for the user. User is free to choose the course or modify the content of the course that best fits to requirements. User is not restricted by geographical, physical or financial limitations. (Dominici et al 2012, 88-89.)

Very typical features for e-learning are video clips which demonstrate a task in just a short time. It is easily accessible when ever user needs it. From there, the development of e-learning platforms has made lot of progression. Advance in graphics and storage have enable e-learning to become more interactive with simulations and personalised learning paths. Finally, advance in technology enables Social Learning Management Systems which allows blended learning. In these platforms learner can be in interaction with experts and track their progress and improve scores. (Rosen 2014.)

2.1.1 Gamification

Gamification doesn't mean actually game but game-thinking approach and elements with playful design in non-game context to engage people and solve problems. These elements can be for example previously discussed virtual reality. Gameful design should strive to the motivation of learners since especially in traditional education students have been found often demotivated and difficult to get engaged. (De-Marcos, Dominguez, Saenz-de-Navarrete &Pages 2014, 82.)

Some years ago people could experience 3D movies which gave the viewer fairly realistic experience. After this we have seen virtual reality developed with latest big trend; Pokemon Go. However, virtual reality technology could be excellent aspect for e-learning platforms; learners could actually place themselves in a role of businessman, hairdresser or astronaut. Possibilities in virtual reality are endless, if it can be imagined, it can be virtually designed. These technologies are advancing rapidly; in a future virtual reality can incorporate even sensory experiences like smell, sound and touch. (Rosen 2014.)

Learners like challenges, interactivity and opportunity to develop strategies. Gamification enables to deliver these aspects and also provide levelling up and immediate feedback. In a future e-learning courses are expected to be so exciting and interactive that user is captivated to continuous improvements. (Rosen 2014.) Interactivity is one of the key aspects; the more the user interacts with other users, teachers and the content, the more likely efficiency of learning will increase. (Kapp, Blair & Mecsh 2014, 79).

One of the main features in games is storytelling. Storytelling or simulation of real life situations where learner can be active character and make decisions raises the interactivity level very high. Simulations are great for changing the knowledge to authentic real life feel actions. As interactivity is one of the most important engagement and motivation factor in learning, adding gamification features in e-learning platform should improve success. (Kapp et al 2014, 132-141.)

2.1.2 Blended learning

Blended learning means combination of face-to-face training and learning through technology and digital devices. It is combination of offline and online learning where they complement each other. Blended learning is also referred to "hybrid" learning; it gives opportunity to take

the best parts from both methods and create engaging experience for learners. (Jenkins 2016.)

Desplaces, Blair & Salvaggio (2015, 30) found out in their study that use of e-learning tool in a combination with face-to-face learning have positive effects in learning and acquiring knowledge. This shows that blended learning enhances the total learning experience. However, using e-learning platforms as such without meaningful manner can't guarantee more effective learning. E-learning technologies should align with the face-to-face content as well as pedagogical knowledge and course objectives should be considered. (Blessinger & Wankel 2013, 5.)

Creating a right blend in blended learning requires analyzing the learners, the content, objectives and the technology available. Instructor should consider geographical aspects, amount of learners and how technologically savvy are the learners. These factors will help to determine how much e-learning can be implemented to face-to-face learning or maybe learning will happen completely distance but combination with online and offline e-learning. If learners are not considered technologically savvy, the instructor might need to build some icebreakers, for example add features from gamification. (Jenkins 2016.)

Analysing the content and objectives are in an important role when determining the right blend. The instructor should know what learners have to know end of the course and which aspects of the knowledge are possible to learn through e-learning. Is it important to have face-to-face session in the beginning of the course or afterwards or can the interactivity be maybe peer-based instead of instructor based? Do learners need assessment in the end of the course and what technologies are available on their use? (Jenkins 2016.)

Creating effective blended learning is set of multiple aspects and might feel complicated procedure. However, when planned and executed well it can bring several benefits in training and education. It is cost-efficient, it boosts learners motivation, increase communicational skills and can be highly personalised. (Hunt 2016.)

2.1.3   Presentations & Assessments

One of the most basic e-learning activities is acquiring knowledge through presentations. PowerPoint is one of the most popular e-learning tools in the market and it is used in e-learning purposes from small companies to big organisations. Besides it provides easy graphic and animation addition, the maintenance is very easy and cost effective compared to other online training software's. (Bozarth 2013, 16)

Dominici et al (2012, 93) highlight in their study that presence of mandatory exercises or tests are one of the main expected element in e-learning. Assessments have important role generally in learning and provide benefits for both learner and instructor. Tests or quizzes online help the instructor track the process of the learners, while the same time the learner can follow their own progress and act accordingly.

Online assessments save time from the instructor when the corrections are automatic and provide immediate grading and feedback for the learner. Tests and quizzes are clearly a motivator to study harder when learners know that the knowledge will be tested through assessment. (E-Learning: Concept, Trends and Applications 2014, 56-60.)

2.1.4   Webinars

Webinars are online interactive meetings like presentations, seminars or lectures which are held over the Internet. The presenter can communicate information to the attendees through voice, video, or presentation software like Microsoft PowerPoint. Depending the type of webinar, it can offer a possibility to end users interact with the presenter to ask questions or seek additional guidance on a topic. Webinars can be viewed from computer, tablet, or even smart phone and those can scale up to hundreds of real-time users in a single session, making it a very effective and efficient tool for distributing information and connecting people. (Study.com 2016).

Webinars have become much more popular over the last few years due to the increased availability and decreasing cost of high-speed Internet connections for homes, businesses, and mobile devices. After a launch of Periscope in 2015, live streaming and webinars has become popular channel to share information. Periscope is an online broadcasting app where anyone can share video and audio "on-live". After Periscope was introduced, also Facebook add a feature of online broadcasting in their services and it is now used by individuals as well as organisations.

Webinars can be conducted for relatively low costs and there are no geographical restrictions. Especially in big countries where distances are huge, webinars are excellent option for face-to-face seminar. It also provides possibility to interaction which is often missing in content based e-learning seminars. Possibility to interaction promotes the interest and engagement of participants. Real time involvement of participants is one of the biggest benefits in webinars compared to other e-learning methods. This should be planned and executed carefully during webinar; the attendees should get the possibility to involve without interrupting too much the presentation. (Clay 2013, 1-4.)

2.2   Challenges in e-learning

The nature of e-learning is relatively new learning approach which creates some barriers for its success. Adoption of new method is always an issue, especially when technology is involved. Learner's age, geographical situation and profession have an effect for the perception and attitudes of technology based learning. (Singh & Hardaker 2014, 114)

The adoption of e-learning has been acknowledged in many studies. E-learning is tended to designate towards innovative and technically skilled people, why understanding the social dimensions is important to achieve comprehensive adoption of e-learning. (Jones &Skinner 2014, 102) A clear and well communicated strategy can reduce the fragmentation of adoption of e-learning (Singh et al 2014, 111). Singh et al (2014, 111) highlights that without communication and clear vision the perceivers are likely to be hesitant of absorbing e-learning activities, regardless of their personal interest.

Since e-learning is considered to learn "anywhere anytime" it usually means that users are learning by themselves. This might cause a feeling of isolation if there is no human interaction involved. Besides reduced social support, learners who lack motivation may find it hard to concentrate or find time for individual e-learning. (E-Learning 101: a practical guide 2016, 7.) Jay Cross says in his article that "one of the best ways is social; we learn with and from other people. We learn by doing". Social networks are important channel to promote adaption. People tend to enhance diffusion of information when norms, experiences and values are shared among members of particular social network.

Support is in important role of adoption and motivation of e-learning, both in management and in technical level. Manager's support doesn't mean only resources but also to act as role model and to exhibit interest to continuously learn and seek new ideas. Focus on technical support, which means training for use on the e-learning tool, is the most important factor for increasing adaptation. (Singh et al 2014, 111-113)

Donnelly et al (2012, 4) describes E-moderator as a supporter of human interaction and communication through modelling, assigning and building of knowledge and skills. Technology support can be arranged for example through e-tutoring or e-mentoring, which is important especially in fields where technology is not considered distinctive.

The adoption of online learning can be stimulated by improving pedagogy and quality measures. When creating e-learning content, different learning types and well prepared content are crucial. This brings challenges for the delivering organization to learn new skills or

acquire specialized workforce to provide engaging quality material for e-learning. (Mitchell 2003, 9.)

Besides adaption, engagement is a crucial aspect to be considered. Kapp et al (2014, 80) mentions that employees are less engaged at work than ever before which highlights the importance of overcoming disengagement issues. There are several reasons for this phenomenon but to highlight few of them, issues might be caused by lack of communication from management level and reduced possibilities for growth and personal development.

Offering e-learning possibilities might help employees for engagement but even more important is the content to be meaningful and engaging. Previously discussed gamification offers possibilities for features that can awoke excitement factors and help to motivate and engage the employees. (Kapp et al 2014, 82)

3   E-learning in hairdressing education

Hairdressing industry bounds tightly with fashion, which makes it constantly changing. Education is one of the key drivers for growth in hair salon business since constantly shifting trends push hairdressers to learn latest techniques and skills. Besides offering products, hairdressing focused brands are required to offer supporting services for Salons to keep their customers skills up-to-date.

Three main factors for growing your business as a salon owner are; Raise service level and through that also the price, selling more OTC (over the counter) products and attract more clients. It means lifting quality standards through continuous staff skills education, client consultation and retail training as well as salon marketing through business training. (Roost 2016.)

Demand of support is continuously growing and hairdressing focused brands need to find profitable ways to answer the demand. In the past years also professional hair industry have took e-learning part of traditional hairdressing education pool. The leading professional hair industry brands like Wella, Matrix, Redken and Schwarzkopf Professional have their online education platforms. Besides brands, new companies focused only web based hairdressing education are starting to get more popular.

Traditionally, hairdresser training is work-based "learning by doing" education. Apprentices as well as hairdresser learn and develop their skills in a real working environment, in salons. Hairdressing sector has relatively low computer penetration and many professionals on this

field don't necessarily have high technological competence. In this sector, especially in smallest salons, barriers for adapting e-tools are lack of money and time. Hairdressers might think that using time for e-learning is taken away from time to serve clients and smallest salons don't necessarily want to invest money on technological devices. For more experienced hairdressers might think that they are "too old" to learn to use e-learning platforms. Attitudes from management level might have negative effect of adoption of e-learning if managers don't allow using personal mobile devices on work time. (Mullin 2013, 67.)

Hairdressing education online is mainly based on product knowledge and video tutorials which offers technique and trend awareness. Much of the pedagogy of e-learning for hairdressers is based on content rather than being interactive. This might affect for the adoption of e-learning since hairdressers are used more learn-by- doing type of methods. (Mullin 2013, 69.)

Social media and use of mobile devices offers easy access for information. Besides clearly educational content, social media channels (Instagram, Facebook, Snapchat) is place for marketing and promoting own skills in hairdressing industry. Specialised educational platforms might find it difficult to compete for the huge amount of information offered in social media platforms. However, basic product knowledge training is easy to deliver through e-learning platforms and supports the customer relation at the same time.

The benefits of e-learning for hairdressers are the accessibility, low costs and opportunity to personalised material to maximise the benefits. Internet- based training is often free or at least affordable and especially for very small salon's, online education might be the only option. Especially in a large countries travelling to training might raise expenses so high that attending to face-to face training is not profitable. (Mitchell 2003, 9.)

Building customer relationships, promote products and expand market reach are few benefits for e-learning provider. Most of the e-learning platforms for hairdressers only require registration to get access for the material. The education material can be then used also other people than clients of the provider which makes the e-learning platform also a marketing channel. (Mitchell 2003, 9.)

4   E-learning in Schwarzkopf Professional

Schwarzkopf Professional is part of the Henkel Group which is operating in three business units: Laundry and Home care, Beauty Care and Adhesive Technologies. Henkel have started in 1876 as a German family business and during 140 years it have grown into a global company

with over 50,000 employees from more than 120 countries worldwide. Henkel's Beauty Care is active in branded consumer goods and professional Hair Salon business. (Henkel 2016.)

Schwarzkopf Professional have started from tiny drugstore in 1898 with a popular perfume section and is now one of the top 4 among salon exclusively hair care brands. Schwarzkopf Professional portfolio includes many well known brands like; IGORA Royal, Essensity, BLONDME, BC Bonacure, OSiS+ , SEAH, [3D]Men, FIBREPLEX, Supreme Keratin and Silhouette. Schwarzkopf Professional covers the whole range of products needed in Hair Salon business; colorants, styling, hair care and form. (Henkel 2016.)

Traditionally hairdresser support means education which is implemented in face-to-face training and coaching in-salon or providers Academies. Schwarzkopf Professional offers education and training in 42 Academies, partner locations and in-salon worldwide. Besides face-to-face training Schwarzkopf professional offers digital information, training and education online. (Roost 2016.)

ASK blog provides information about most recent hairdresser relevant topics and ASK eAcademy is e-learning platform which provides up-to-date product information as well as basic hairdresser knowledge in 15 different language. The learners can test their knowledge with assessments and after finalised the test the user gets certification and level of performance. Besides content based learning material ASK eAcademy provides video tutorials of head massage and colouring techniques. (Henkel 2016.)

Schwarzkopf Professional e-learning platform have been launched on April 2016. Before that, brand has had a test version which was only allowed for internal users, to gain feedback before launch of the client version. On the test version Schwarzkopf professional trainers can create their own seminars and invite hairdressers to join the seminars through current e-learning platform. The test version and the final e-learning platform together have only gained around 3000 registered users by August 2016. (Roost 2016.)

Schwarzkopf Professional have a saved the test version of their e-learning platform for a use of trainers to create a tailored material for their clients. This version is called smart e-learning in this study. In smart e-learning trainers can use the current product presentations as a base and add their own slides to create a presentation for a specific seminar or for specific group.

5   Research methods

This chapter will introduce research methodology, different research methods and explain the method used in this project. The chapter will provide theory how research should be undertaken and methods how the techniques and procedures should be used to obtain and collect data. (Saunders, Lewis & Thornhill 2009, 3.)

Managers tend to make decisions based on their experiences, facts they know and intuition. Using intuition and "common sense" is not wrong, since decisions based on these aspects have to be made in business all the time. However, making decisions which will require financial resources or have high risks of failure should be based on reliable data. The purpose of researches in business arena is to reduce risks in business and strengthen the organization's ability to meet the demands of the future. (Hague & Morgan 2004, 3; Adams, Khan & Raeside 2014, 3).

When planning to do a research it is good to understand few basics. It is important to differentiate research methodology and method. Research method means the way to conduct and implement research. Instead, research methodology is the science and philosophy behind the research. The following figure helps to understand the levels when planning and conducting research.
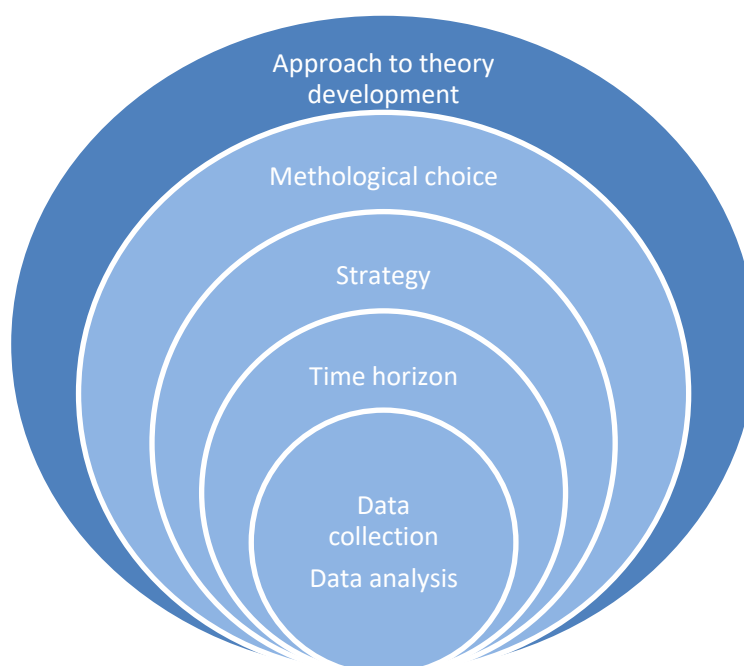

Figure 1: Research Onion

5.1 Research methodologies

In all kind of researches it is good to start from the reasoning. There are three types of reasoning: inductive, deductive and abductive. Deductive reasoning means an approach where research starts with theory that has been developed through literature and the research is designed to test that theory. This is most used in natural sciences, where law presents the hypotheses and are tested against the observations. In this approach researcher is more likely working with quantitative methods, even though this doesn't mean that qualitative is precluded. (Adams et al 2014, 10; Saunders et al 2009, 146.)

Instead, inductive approach starts by collecting data to explore the phenomenon to build the theory. In comparison with deductive approach, inductive approach is more used in social sciences than natural sciences. In this approach, researcher starts observing to understand the nature of the problem and after analysis formulates a theory. In this case researcher is most likely using qualitative data (Saunders et al 2009, 145-147).

Abductive is relatively new approach but it is necessary since inductive and deductive approaches are complementary in many cases. When research is designed by collecting data to explore a phenomenon, identify themes and explain patterns to create a new or modify existing theory, researcher is using abductive theory. This approach combines inductive and deductive approaching. Instead of moving from theory to data or other way around, abductive approach goes back and forth. (Saunders et al 2009, 145,148). The figure below demonstrates and simplifies the characteristics of different approach methodologies.
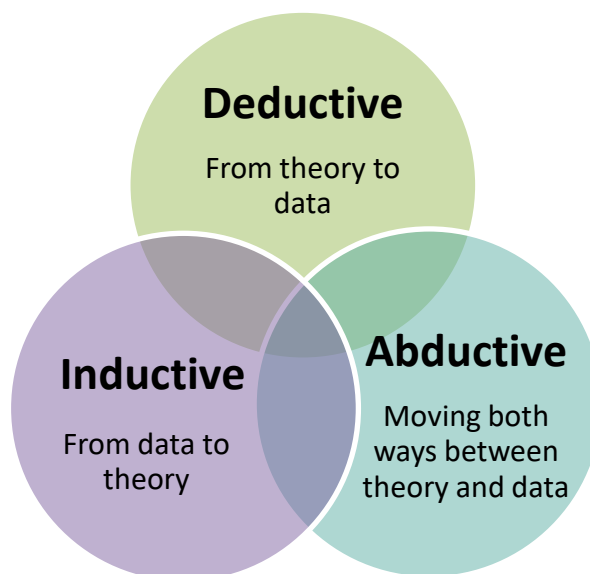
Figure 2: Characteristics of different approach methodologies

The previous paragraphs show that these approaches can be combined. This is usually advantageous, although often other approach is dominant (Saunders et al 2009, 149). In this research the approach would be mix of deductive and abductive, since the reason of the research is based on current theory or phenomenon (deductive), but after the observations researcher will go back to modify the existing theory (abductive).

5.2   Research design

Research is a diligent search, investigation or experimentation aim to discover new facts and findings. It can be also interpretation of existing facts or revision of theories in a light of new fact or practical ideas (Adams et al 2014, 1). The term research is used often even though it is used without true meaning of the word. There is some main characteristic that should be fulfilled when undertaking a research: research should have a clear purpose, data and theories are collected and interpreted systematically. (Saunders et al 2009, 5.)

Research purpose should be clear throughout the research since it is important to understand the decisions made, to achieve methodological and strategical coherence throughout your research design. (Saunders et al 2009, 162.) These aspects discussed in this section are vital to understand what the research is supposed to achieve and how it will be done.

One of the most important classifications in research is between qualitative and quantitative. This is the first methodological choice to do even though the methods can be also mixed. Quantitative research deals with measurement of the market and can include calculations, for example purchase frequencies or size of market segments. Qualitative method is harder to define but the objective is more for understanding phenomenon than making measurements. Qualitative techniques explore perceptions and motivations. Both qualitative and quantitative is conducted through sample, but in qualitative research the sample is usually a small one. (Hague et al 2004, 8-9.)

Quantitative research is usually associated with deductive approach, the data is used for test the theory. However, it can be used as well in inductive approach when creating theory, based on the data. In quantitative research the variables are measured numerically and analysed using statistical and graphical techniques. In this research design researcher can use single data collection technique like questionnaire and corresponding analytical procedure. It is also possible use several different quantitative data collection technique, which is known as multi-method quantitative study. In general multi-method study means that researcher use more than one quantitative or qualitative methods but don't mix the designs. (Saunders et al 2009, 165-168.)

Qualitative design is associated with inductive approach, development of the theory. However, sometimes qualitative research strategies start with deductive approach to test the existing theory by using qualitative methods. In practice, abductive approach is commonly used to theory development where inductive and deductive approach alternate. Qualitative research is typically using several different data collection techniques and analytical procedures even though mono method study is also possible.

Besides mono- and multi method studies where quantitative and qualitative designs are not mixed, it is possible to use mixed research methods where both qualitative and quantitative data collection methods and analysis are used. (Saunders et al 2009, 168.) This research is based on qualitative study using multi method techniques (abductive and deductive) where deductive is dominant.

Next step is to find out the purpose of the research. Through the research project it is important to keep in mind the questions is wished to answer and the objectives of the research. The way the research question is asked will guide the researcher to make a choice between exploratory, descriptive, explanatory and evaluative nature and combination of these aspects (Saunders et al 2009, 174).

In exploratory study researcher will ask open questions to find out what is happening and gain insights about the topic. The questions asked during data collection are most likely to start with "How or "What", to explore issue, problem or phenomenon. Exploratory research can be conducted several ways, for example, search of literature, in-depth individual interviews or focus group interviews. These types of methods are likely to be relatively unstructured and rely on the quality of the contribution of the participants. Exploratory research has an advantage that it is flexible for change. When working with exploratory research, researcher must be willing to change the direction in case of new data or insight occurs. (Saunders et al 2009, 174-175).

The purpose of descriptive research is to find precise profile of event, person or situation. In this case researcher is most likely to search answer for questions which start with "Who", "What", "Where", "When" and "How". Descriptive research can be extension or predecessor of explanatory research. Explanatory research studies fundamental relationships between variables where research questions would be most likely starting with "Why" or "How". This type of research studies a situation or a problem in order to explain the relationship between variables. (Saunders et al 2009, 175.)

The final research nature represented in this study is evaluative study, where aim is to find out how well something works. In this case research questions will probably include "how" or what". In business area this type of research is assessing the effectiveness of strategy, program, policy or process. These may relate to any area in business or organisation, for example, evaluating marketing campaign or a support service. Evaluative study allows assessing and comparing the performance. (Saunders et al 2009, 176.)

A research study can combine more than one purpose which might be achieved by using mixed methods in the research design. A single method research design can also be used in a way that more than one purpose can be used, for example, qualitative study where unstructured interviews facilitate collection of data that were exploratory, descriptive and explanatory. (Saunders et al 2009, 176.)

This project wants to answer the questions; "How useful is current e-learning as it is?" And "What features are effective and what not in e-learning platform?" The methodology in this research is qualitative with mix of evaluative and exploratory nature.

5.3   Research strategy

After the methodological design of the research is clear, it is time to think the research strategy. The reason to choose a strategy is that researcher achieves reasonable level of coherence through the project to achieve the objectives and to answer the research questions. The following strategies are not only mutually exclusive and different strategies can be combined within mixed methods.

This study will represent the following strategies: experiment, survey, case study, ethnography, action research, grounded theory and narrative inquiry. Experiment and survey is mainly used in quantitative study. Case study is used in both qualitative and quantitative research. The last four strategies are principally linked to qualitative research. (Saunders et al 2009, 178.)

Experimentation is commonly used in physical researches where the idea is to find out the effect of various factors on a response variable by varying these factors in controlled ways in controlled environment. Controlling the influential factors is often found difficult; hence, experimentation is rarely used in business management studies (Adams et al 2014, 95).

Conducting survey can be done for example by using questionnaire, focus groups or interviews by phone or in person. The principle is to collate answers to a number of questions which leads to a more quantitative analysis approach. The critical issue when conducting a survey is the representativeness who answers for the survey, which might lead to issues with the validity and reliability of the findings. (Adams et al 2014, 72, 118.)

Case studies are widely used in business management research and are especially useful for analysis of organisations. Case studies usually studies particular phenomena in particular setting. A case study is an in-depth study that explores issues in present and past since they affect one or more units like organisations, group or a person. In case studies researcher usually use a mixed methods and data collection approach, for example combines observation, surveys and interviews (Adams et al 2014, 98).

Ethnography is used to study the culture or social world of a group. Ethnography studies people on groups who interact with each other and share the same space, for example, people on the street, work group, organization or society. Observation is the most likely used method in this strategy (Saunders et al 2009, 187-188).

Action research is an emergent process of inquiry that is used to develop solutions for real organisational problems through a participative and collaborative approach. The purpose of

this strategy is to promote organisational learning to produce practical solutions through iden-tifying problems and then planning, taking and evaluating action. Action research needs par-ticipation from organization and it is usually rather long-term study than short-term. (Saun-ders et al 2009, 190-193).

Grounded theory is used to develop theoretical explanations of social interactions and proc-esses. Business and management topics often consider human behaviour but grounded theory can be used to explore a wide range of business and management issues. Grounded theory is characterized by time consuming data collection, called constant comparison. Each item of data collected is compared with others, analysed and if needed the collection method will be changed before collecting new data. Another key element in grounded theory is writing memos of the data collection process. (Saunders et al 2009, 194).

Narrative inquiry is a story which interprets an event or sequence of events. The narrative inquiry can be a story about a specific event or a larger event, for example work project told by the participant. In-depth interviews are primary method to collect stories but other meth-ods can be used as well. This strategy is generally associated with small and purposeful sam-ples because of the time consuming nature. (Saunders et al 2009, 198.)

The strategy of this research is case study characterised by narrative inquiry and action re-search. However, in this study the collaboration with possible actions and evaluations of ac-tions conducted by the commissioning company, because of short time frame of the study.

5.4   Data collection

Once the research design is clear, it is time to start to collect data. Survey means a process to collect data from respondents. Collecting data can be seen in two levels: Primary data and secondary data. Secondary data is already existing information that researcher don't have to collect by itself. It means searching information through literature and already conducted researches. (Adams et al 2014, 72.)

Often secondary data is easier to use and is more comprehensive, reliable and valid than the data collected by researcher itself. Secondary data is important resource but usually doesn't answer the exact question researcher is asking. Primary data is the information researcher will collect itself for example through interviews or questionnaires. (Adams et al 2014, 92.)

There are several methods how primary data can be collected. Observation is data collection methods on its own, but even researcher uses other methods, observation should be impor-

tant element. Observation can be done for example employee of organisation. Doing observation is time consuming and it is important to keep research diary while using this method. Observation might cause some ethical issues since researcher should ask permission from those who it observes. This might cause changes of behaviour of persons observed and cause reliability issues for results. (Adams et al 2014, 95.)

5.4.1 Interviews as a data collection method

Interview is about asking purposeful questions from interviewee who is willing to answer and interviewer carefully listens to the answer to be able to explore it further. Interviews can be formal and highly structured questions or informal and unstructured conversations. Researcher can also combine structured and unstructured parts in a same interview, depending of its purpose. Interviews are often categorised as; structured interviews, semi-structured interviews and in-depth interviews. (Saunders et al 2009, 390.)

Structured interviews are questionnaire based using predetermined questions and usually with pre-coded answers. As structured interviews are used to collect quantifiable data they are also referred as quantitative research interviews. Semi-structured and in-depth interviews are usually referred to qualitative research interviews. (Saunders et al 2009, 391.)

In semi-structured interviews the researcher has a list of themes and some key questions to be covered. The order of questions may vary from interview to interview and some questions might be left out or new questions can be added, subject to the flow of the conversation. In-depth interviews are informal but can be still pre-arranged. In this case interviewer may listen the talk, take part of the talk and have informal conversations. In this research setting researcher have ability to witness and participate in natural and authentic conversation. (Saunders et al 2009, 391.)

Interviews can also differentiate each other according to the number of participants. Interviews can be conducted one-to-one in face-to-face situations or by telephone and internet. Semi-structured or in-depth interviews can be done also in groups. (Saunders et al 2009, 392.) The benefit in group interviews is that often they are more dynamic and flexible compared to individual interviews. However, individual interviews might be less lively but for interviewee leading the conversation and creating confidential and trustful atmosphere is easier. (Brinkmann 2013, 27.)

Advantage in face-to-face interviews is sharing information through facial expressions, gestures and body language besides oral information. Even though in face-to-face situations the

gathered information is wider there are some advantages when making interview through phone. (Brinkmann 2013, 29.)

Interview by phone keeps the interview more uniform and standardised as well as reduces the interviewer effects. Internet interviews can be done for example by email or chat. Advantage of this kind of approach is that they are "self-transcripting" which means that the analysis can be done at the same time when the text is received. Disadvantage in this approach is that the interviewee should have good written communication skills. The risk is that the participants are not able to express themselves in a profound and detailed way. (Brinkmann 2013, 30.)

In this research is important to gain lot of qualitative information from specific phenomenon. Semi-Structured interviews were chosen to keep the focus on right topic, but to give freedom for the interviewee to tell opinions also outside the structure, the interview consists some in-depth parts. The interviews are conducted both in small groups and one-to-one.

In this research the interviews are conducted through phone. The information is collected from several countries worldwide to consider the differentiation of e-learning usage and needs in different countries and continents. In case of long geographical distances, it's not possible to carry out face-to-face interviews. However, conducting a phone interview helps the interviews to stay more standardized and the interviewers influence is easier to restrict. This reason for inexperienced interviewer a phone interview can be advantageous. Interviews are mainly carried out individually, but due to the time differences one interview is conducted with small group of two people.

5.4.2   Data quality in semi-structured interviews

The lack of standardisation in semi-structured and in-depth interviews might cause concerns in reliability and dependability which relates to issues of bias. There are three types of common bias: Interviewer bias, Interviewee bias and participation bias. (Saunders et al 2009, 397.)

The comments, tone or non-verbal communication of the interviewer might affect for the interviewees in a way that the response is changed, it is called interviewer bias. When the interviewees have perceptions about the interviewer which might cause lack of trust and affects for the response, it is called interviewee bias. The amount of time required for the interview might affect who is willing to participate, this is called participation bias. (Saunders et al 2009, 397-401.)

Another concern between interviewer and interviewee is cultural differences. Acceptable topics to discuss with outsiders might vary between countries and some societies may have a tendency to response always agreeing with a positive attitude. When interviewing people from different cultures it is important to be prepared by finding out information about cultural behaviour. (Saunders et al 2009, 397-401.)

When conducting interview, open questions are recommended which should be phrased clearly with neutral tone of voice to avoid bias. Questions should not contain too many theoretical concepts since researchers knowledge of terminology might differ from the interviewee's understanding. Long questions or questions that contain several parts should be avoided if researcher wants to get a profound response. (Saunders et al 2009, 407.)

5.5   Data Analysis

Analysing qualitative data can be challenging since usually researcher have to write up large amount of data. After completing the data collection researcher should organize the data. One example is to divide it to macro- and microstructure. Macrostructure is general argumentative or communicative way to make the text and microstructure is crafting of concrete sentences and paragraphs. (Brinkmann 2013, 111.)

An approach for the analysis should be chosen in the same way as it has been done when choosing the approach of the research. Instead of going from theory to data or from data to theory, abductive analyse approach will be used, which means combining elements from both inductive and deductive approach. (Saunders et al 2009, 569-571.)

When preparing the macrostructure of the analysis it's useful to consider the chosen approach. Depending on the chosen approach the macro structural analysis can be divided to three different kinds of stories: the analytic story, the hypothesis story and the mystery story. (Brinkmann 2013, 117.)

Inductive approach is close to the analytic story which moves from particular to the general by means of analytic concept. This technique uses increasing approach to build up a theory or explanation. The hypothesis theory is close to deductive approach. The basic logic of this story is to state hypotheses, test them and discuss the implications. The mystery story is close to abductive approach where the analysis proceeds by pointing out mysteries and gradually develops questions and answers. (Brinkmann 2013, 117-119; Saunders et al 2009, 591.)

Writing up qualitative analysis in microstructure level it's important to understand few basics about using the excerpts and quotes. Using the excerpts should be always related to the general flow of the text. The quotes are fragments of a wider context which might be clear for the researcher but not for the reader, this is why the quotes should be always contextualised. At last, it is important to interpret the excerpts since the reader should know what viewpoint the researcher wants to prove or disprove. (Brinkmann 2013, 123.)

6   Overall results of the research

Before the analysis recorded data should be transformed to written form. There are multiple methods for transcription of data and there is no specific standard of transcription. In this study researcher has used more rough transcription approach to keep the focus on relevant topics concerning the study. (Brinkmann 2013, 62.)

The analysis of the study analyse the primary data collected through semi-structured interviews enriched with few in-depth questions. Next step is to compare them to the secondary data that have been represented in previous chapters. The aim is to confirm or reverse hypotheses claimed in a back ground theory and answer for the research questions determined in previous chapters.

Interviews were conducted with 5 hairdresser trainers who have been closely working with Schwarzkopf Professional clients and got feedback as well from them. The analysis reflects both, the ASK eAcademy for clients as well as the smart e-learning for trainers. The interviewees where chosen from 4 different countries. Researcher has divided the sample in two big- and two small countries to find out any differences in preferences of e-learning based on geographical size and distances. Researcher won't specify the countries since with such a small sample country generalisations are not reliable.

Based on answers of the interviewees, product training offered by supplier is perceived as a free of charge. E-learning is excellent way to offer product training in cost efficient way. However, further discussion during interviews showed some dissatisfaction with the timing of updates; in some cases updates in ASK eAcademy come some months after new products have already been launched.

> "Presentations should be updated on time with latest products."

> "Would be important to have up to date presentations, not old products and the new products/regimes should be there when the launch happens."

Hairdressers do expect continuous training of all the fields determined in a questionnaire: new employees, latest product innovations as well as trends, techniques and new in salon services. There was some varying in the answers, for example product innovation training in all the cases weren't necessary since sales people give lot of information as well. However, to generalize, all the aspects were considered important.

Converting colour brand was considered challenging and strong support is expected from supplier. It was considered more difficult in big salons, where the conversion decision is made by the manager and all the employees are not engaged for the new brand. In these cases strong support is expected from the supplier and trainers. E-learning can be useful part of this support. Especially current ASK eAcademy offers all the basic knowledge of the brands.

> "It is very challenging, they expect a lot."

> "You need to be a strong trainer, to be able to convert and convince. I agree, it is crucial to get everybody in board especially in big salons."

Almost all the trainers interviewed in this research are using the smart e-learning in their work. One interviewee said that in their country smart e-learning is not used very much since they feel it is easier to create their own Power Point presentations based on the material they get from the head office.

> "We create our power points without cockpit (smart e-learning). It is easier for me to download material from download center and modify it. And then I send it out to every trainer."

> "Yes, I can't say 100 % of trainers do so much they are asked to do so. It is still new."

Generally interviewees and their colleagues are using or are starting to use the smart e-learning. Clear reason for the trainers who don't use is that the system is relatively new and it takes some time to change the old methods to new. Interviewees also mentioned that the smart e-learning is not as user friendly than ASK eAcademy which might slow down the adaption of e-teaching methods.

> "Interface more user friendly so it is easier to navigate through"

> "Problem might be when they are not very skilled in technological wise (computer, smart phones)."

Several interviewees mentioned that trainers get confused which platform should be used by whom. At the moment two platforms are available, one for trainers and a separate one for clients but they still work synchronized. This came out in a few interviews and points out that more information and support is needed to make clear instructions of usage.

> "People are confused about smart e-learning and eAcademy to which one they should use. Which one the hairdressers should register and use."

> "Confusing, can I give the country code to clients and should they use only the eAcademy or also the cockpit (smart e-learning)."

Based on the interviewee's knowledge, the clients (hairdressers) are using or at least starting to use ASK eAcademy. The platform is relatively new so it is normal that adopting new systems takes time. It seems still that the smart e-learning for trainers is used more than actual eAcademy. The situation is result of several aspects where this study discusses more in conclusions chapter.

> "The group of hairdresser I asked is using the eAcademy."

> "Hairdresser clients are slowly start to use, but not very much yet."

> "Everybody who knows it loves it. I don't know how much they use it. Our sales people help clients for registration."

The ability for customized training was considered important aspect in smart e-learning. Besides it gives ability to create specified training for specific group, it also provides the possibility to offer customized training for smaller salons in countries where distances are big and it is not cost effective to send trainer to salon.

> "E-learning able us to customize and create individual programs at the cockpit (smart e-learning). In boot renters and small salons it is not cost wise to do in-salon training. We can touch them when education material can be sent to them based on their needs. Customized programs."

Besides for trainers, smart e-learning have been useful tool also for vocational institute teachers since the e-learning contains lot of base level knowledge of technologies and prod-

ucts. It also releases trainer's time to deliver more specific in-sight information instead of teaching very basics in face-to-face trainings.

Generally e-learning was considered great because it's ability to offer information anywhere anytime. Hairdressers can fit the training in a flexible way to their schedule. From the content ASK eAcademy provides the knowledge and technology presentations seemed to be most interesting for hairdresser, rather than product presentations.

> "Hairdressers like the knowledge base part and testing the most, for example technology of colour. It could be more in-depth knowledge."

> "Colour chapter is most interesting. Also hair & scalp is interesting."

The assessment feature was mentioned to be successful from all the interviewees. Hairdressers like to test what they know and it also helps the managers and teachers to follow the progress of employees and students. However, ASK eAcademy was wished to offer more in-depth knowledge based presentations and tests as well as generally more material. It was also mentioned that current content serves the best students and just graduated hairdressers. Certification after assessment was considered liked feature in eAcademy.

Besides product and knowledge based content more wide range of visual content is expected. Hairdressers wish to see more video's showing cutting, dressing and colouring techniques. Videos were also wished to be updated more frequently with latest trends. Webinars were also considered positive feature which would bring more visual and interactive content to eAcademy even though this wasn't as strongly in one line with all the interviewees as the video tutorial expectations.

> "Techniques are most interesting and important. Those should be updated with new pictures and new videos. Techniques are the things that get people to check the e-learning tool. That is what hairdressers ask from us as well. Trendy, up to date colouring, cutting and highlighting techniques like Essential looks."

> "Webinars. Would be great if I would be able to create recordings and pop them in to e-learning, to offer tips, tricks, and visuals."

Several interviewees mentioned the restricted control of eAcademy. At the moment the content is available in different languages but the control of the platform is for outside agency. The interviewees would hope to have some control by themselves if some content is not rele-

vant in some country. This was hoped to work as well other way around, where content wouldn't need to be necessarily the same in all countries. If one country have big trend which is not relevant in other country or continent, country could manage the platform and add relevant content if needed.

> "Would be nice to be able to manage the system at least that I can take away or hide a product/regime if we don't have it in our country and I wouldn't need always to contact agency."

> "Ability to change it regionally. Something what works in Asia or Europe doesn't necessarily work in a USA. Customized content with global message would be beneficial. We could customize to make it richer."

When talking about future of ASK eAcademy mobile responsiveness, mobile apps and simplicity but at the same time interactivity seems to be the key things. Almost everyone have smart phone nowadays and it is the prior device when using internet. Mobile responsiveness is important which can be reached through an app but that makes a contrary with the simplicity since amounts of apps in the market is huge.

To have all aspects of the education from diverse tutorial techniques to presentations and assessments in a same place, accessible with one user name and password, would make it easily accessible to even most hesitant users.

> "Example the interactive pdf. To keep things simple, to keep things in a one spot is the key. So many people have so many different things concerning digital world. Phone is the most used device so everything should be mobile responsive. Everything that is accessible and useful on their phones. This is where you can find everything for education in a "one landing spot". One website, one log-in, one password. Older generations consider digital things for young people and it doesn't touch them, but if we keep it very simple."

The interviewees mentioned the importance of the reporting. Trainers would like to follow how much and how often clients use the ASK eAcademy. At the moment the data available of users is restricted partly due to the personal data protection.

> "We would like to see how often and how much clients use the eAcademy. More detailed data of the using and users."

7   Conclusion

The research conducted in this project gave answers for the research questions determined earlier in this study; "How useful is current e-learning as it is?" And "What features are effective and what not in e-learning platform?" The e-learning platform is found useful, even though some developments are suggested. In current e-learning platform weren't features that were found useless or not effective, but attributes which could grow their potential. This chapter represents overview of the findings and the improvement ideas found in this study.

This thesis studies the usefulness of e-learning in hairdressing industry. Research showed positive arguments for e-learning used in hairdressing education even though the adaption to e-learning in this "learn-by-doing" industry needs time and support. Especially in big countries where geographical distances are long, ASK eAcademy provides cost efficient way to deliver training.

The training offered by supplier is considered very important in several different fields. Based on the research in this study, product training is considered free of charge. For the supplier, e-learning is definitely efficient and cost effective way to deliver training, which also supports customer relationships and customer satisfaction.

Hairdressing industry is based on mainly small company businesses where the supplier needs to consider several hair salons needs. E-learning in Schwarzkopf Professional can offer accurate training for a specific learning group and modify it individually. Besides bringing personalized touch for learning, ASK eAcademy can offer regular training in salons, where it wasn't possible before.

Technological skills are required when adopt e-learning, which might be a challenge in hairdressing industry, since hairdressing is considered to be a hand-craft profession. The interviews support these findings from the theoretical part. As mentioned before, besides user friendly platform, clear communication and support starting from management level is crucial to adopt e-learning as a "norm" in hairdressing education.

Hairdressing industry is tightly bounded in to fashion, which means fast changing trends. Seminars in face-to-face training are updated every year based on latest trends, which should be also visible in e-learning. When material in e-learning is up-to-date, implementation to face-to-face training is also easier. Through the research in this study, a one of the important feedback was more frequent updates and more diverse content.

Besides the industry is fast moving so are the hairdressers. Hairdressers are visual and creative people who need stimuli's. Hairdressing is also working with people, which make the industry very social. Visuality and interactivity were the two very big topics, which disclosed during the interviews. In the theory part was also found out that interactivity is one of the most important engagement and motivation factor in learning. These factors could be added to e-learning for example through gamification features, more visual and diverse presentations, videos and webinars.

The tutorial video's were highly appreciated and hoped to see more in the future. Based on the interviews, at the moment clients seek interesting new techniques partly through other platforms like Youtube. Continuous variation of video tutorials representing new trendy techniques of colouring, cutting and dressing could promote the engagement of ASK eAcademy.

Possibility to interaction promotes the interest and engagement of participants. Webinars are a great feature to bring interactivity to e-learning. As mentioned in the theory part, real time involvement of participants is one of the biggest benefits in webinars compared to other e-learning methods. Even though every interviewee was interested of webinar possibility, especially attendants from smaller countries weren't sure how popular those would actually be. Instead, interviewees in bigger countries thought webinars would be very exciting feature in e-learning.

Presentations and assessments were highly appreciated especially when trainers can modify them to create personalized trainings. However, more diverse and comprehensive content would serve also more experienced hairdressers and users who have completed all the seminars offered in eAcademy. Besides product trainings, wider range of knowledge and technology based presentations and assessments would be considered useful.

Simplicity and user friendly approach with visual and interactive content would promote the ASK eAcademy. Simple platform where everything what client needs is in a one platform would help to ease the adoption and engagement of e-learning. When client don't need to seek material from several different websites or apps, they more likely adopt the one that have the best offering. However, in the future growing amount of clients are already adapted for the use of technological devices and gaining knowledge online will be found more easy in hairdressing industry.

More specific tracking of registered users in countries was hoped feature. More in-depth tracking in group level was considered important when trainer or vocational teacher is running a class. More specific and easier tracking would promote the work of trainers and teach-

ers. In a country level support of registration and usage of the platform could be done more area specific way when more profound data would be available.

Reliability of research refers to repetition of the study. If the interviews were done a second time or conducted by someone else with the same results, the research is reliable. (Kurimo 2015.) The interviewer was an employee of the commissioning company and knew some of the interviewees. This might have effect the answers on the interviewees, which refers to a risk of interviewee bias.

Acceptable topics to discuss and way of communication might vary between countries. The interviewees were selected from several different countries, which might have caused cultural bias. Interviews were done in English, which is not the native language of all the interviewees or the interviewer, therefore risk of interviewer bias should be considered.

Validity of research means that the tools, processes and data are testing what they are supposed to test (Kurimo 2015). In this study the research methods were chosen carefully and the outcome is what it was supposed to be, which refers to good validity. However, generalisation has to be done carefully due of the study size, which means validity is discretionary.

The e-learning platform is relatively new, why further studies are needed to determine better picture of the hairdressers and trainers opinion of the platform. There is restricted amount of literature of e-learning even though multiple studies have been done for the subject. Especially e-learning in hairdressing industry is so new phenomenon that further studies is needed to determine the best possible structure in e-learning platforms in hairdressing industry. The sample in this research was small, but useful in-depth first impressions were acquired.

Refrences

Adams, J. Khan, H.T.A & Raeside, R. 2014. Research methods for business and social science students. Second edition. New Delhi: Sage Publications.

Becker, K. Newton, C. & Sawang, S. 2013. A learner perspective on barriers to e-learning. Australian Journal of Adult Learning. Vol. 53. No. 2. July/2013. 212-233.

Blessinger, P. Wankel, C. 2013. Increasing student engagement and retention in e-learning environments: Web 2.0 and blended learning technologies. Bingley: Emerald Group Publishing Limited.

Bozarth, J. 2013. Better Than Bullet Points: Creating Engaging e-Learning with PowerPoint. Second edition. San Francisco: John Wiley & Sons Ltd.

Brinkmann, S. 2013. Qualitative interviewing. New York: Oxford University Press.
Clay, C. 2012. Great Webinars: Create Interactive Learning That Is Captivating, Informative, and Fun. San Francisco: Pfeiffer.

Dominici, G. Palumbo, F. 2012. How to build an e-learning product: Factors for student/customer satisfaction. Business Horizon 56/2013. Elsevier Inc. 87-96.

Donnelly, P. Benson, J. & Kirk, P 2012. How to succeed at e-learning. West Sussex: John Wiley & Sons Ltd.

Hague, P. Hague, N. & Morgan, C.A. 2004. Market Research in Practice - How to get greater insight from your market. Second edition. United Kingdom: Kogan Page Limited.

Jones, P. Skinner, H. 2014. Education+Training. E-learning globalization: the impact of e-learning–what difference has it made? Emerald Group Publishing Limited. Vol.56. No.2/3. 102.

Kapp, K. Blair, L. & Mesch, R. 2014. The gamification of learning and instruction fieldbook: ideas into practise. San Francisco: John Wileys & Sons, Inc.

Kurimo, R. 2015. Kurssi materiaali. Kosmetiikan mahdollisuudet. Laurea ammatti-korkeakoulu. Vantaa.

Lui, R. Lo, K & Yiu, S. 2013. Evaluating and Adopting e-Learning Platforms. International Journal of e-Education, e-Business, e-Management and e-Learning. Vol 3, No.3. June 2013. 229-233.

Mullin, T. 2013. Cutting edge or cut loose? An exploration of apprentices' experiences of workplace e-learning. Journal of Vocational Education & Training. 65:1. 66-86.

Roost, J. 2016. Interview of education manager 29.8.2016. Henkel AG & Co. KGaA. Hamburg.

Saunders, M. Lewis, P &Thornhill, A. 2015. Research methods for business students. Essex: Pearson Education Limited.

Singh, G. Hardaker, G. 2014. Education+Training. Barriers and enablers to adoption and diffusion of eLearning. Emerald Group Publishing Limited. Vol.56. No.2/3. 105.

Electronic sources:

E-learning: concepts, trends, applications. California: Epignosis LLC. Accessed 15.10.2016. https://www.talentlms.com/elearning/elearning-101-jan2014-v1.1.pdf

Henkel AG & Co. KGaA. 2016. Accesed 28.8.2016.
http://www.henkel.com/company/milestones-and-achievements/history,
http://www.henkel.com/brands-and-businesses/beauty-care,
http://www.schwarzkopf-professionalusa.com/skp/us/en/home/education/ask.html

Hunt, V. 2016. 5 Ways Blended Learning Benefits Corporate Training. e-Learning Industry. Accessed 23.10.2016.
https://elearningindustry.com/5-ways-blended-learning-benefits-corporate-training

Jenkins, J. 2016. 8 Tips for getting the right blend in blended learning. e-Learning Industry. Accessed 23.10.2016.
https://elearningindustry.com/8-tips-right-blend-in-blended-learning

Mitchell, J 2013. E-business and online learning: Connections and opportunities for vocational education and training. Kensington SA: NCVER. Accessed 20.10.2016.
https://www.ncver.edu.au/__data/assets/file/0014/4802/nr1f05.pdf

Rosen, D. 2014. eLearning Future: What Will eLearning Look Like in 2075?. e-Learning Industry. Accessed 22.10.2016.
https://elearningindustry.com/elearning-future-what-will-elearning-look-like-2075

Study.com 2016. What is Webinar? – Definition & Tools. Accessed 29.10.2016.
http://study.com/academy/lesson/what-is-a-webinar-definition-tools-quiz.html

Trivantis 2016. E-learning 101: A practical guide. Cincinnati: Trivantis Corporation
http://trivantis.com/downloads/ebooks/101/Trivantis-eLearning101-eBook.pdf?filename=Trivantis-eLearning101-eBook.pdf

Figures

Appendixes

Appendix 1: Hairdresser education digitalisation questionnaire

Supplier education in professional HD

- Product training is perceived as "free of charge" Yes or No?

- Hairdressers expect continuous training from supplier in field of:
  - ➢ New employees?
  - ➢ Latest product innovations?
  - ➢ Trends, techniques & new in-salon services?

- Converting colour brand is the hardest in salons and requires dedicated training?

eAcademy & eLearning:

1. Do you and your colleagues (in your salon) use current ASK e- learning tool?

2. What do you find useful in it?

3. What do you find particularly interesting?

4. What do you not find useful in it?

5. What would you change in current e -learning platform?

   What would you add? What is not necessary?

6. What kind of content would you like to see in ASK e-learning tool in the future?

7. Have you heard about webinars or live videos? How do you feel about following seminar through your digital device?

8. Do you feel if it is important to have possibility for interaction and discussion during seminars with your colleagues? And during e -learning seminars (presentation, webinar and tutorial)?

9. Which of these you find the most interesting or useful: presentation, tutorial or webinar? And why?

10. What kind of digital tool you would see to be useful in hairdressing business? Now and future?