

# Onsite Delivery:

## Workplace Training in the Private Sector

- David Kertzner, Managing Director
- ProActive English
- [www.proactive-english.com](http://www.proactive-english.com)

# Community College Advanced Reading Class

Their goals are ...

# Semiconductor Company – Onsite Training

Their goals are ...

# Community College Advanced Reading

Their goals are ... divergent in nature

# Semiconductor Company – Onsite Training

Their goals are ... convergent in nature

# ESL in Academic Settings vs. ESP in Workplace Settings

## ESL programs

### Vision & Goals

| in Academic Settings                                     | In Workplace Settings                                                    |
|----------------------------------------------------------|--------------------------------------------------------------------------|
| Driven by department heads / teaching teams and students | Driven by service providers (trainer), company managers and participants |
| Aligned with programming of the academic institution     | Aligned with operational goals of company (productivity)                 |

# ESL in Academic Settings vs. ESP in Workplace Settings

## ESL programs

### Primary Stakeholders

| in Academic<br>Settings                    | In Workplace Settings                                                                                                                           |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Students<br>Teacher<br>Department Head (?) | Trainees (students)<br>Trainer (teacher)<br>Department Manager<br>HR Manager<br>Training Organization<br>Government Administrators<br>/ funders |

# ESL in Academic Settings vs. ESP in Workplace Settings

## ESL programs

### Content

| in Academic Settings                                                    | In Workplace Settings                                                                                                                                                |
|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course offerings appeal to wide-ranging needs and demands of population | <p>Specific to context (nursing home, factory, software company)</p> <p>Driven by managers / HR and program participants</p> <p>Must meet David's 'Manager Test'</p> |



# ESL in Academic Settings vs. ESP in Workplace Settings

## ESL programs

### Success

| in Academic Settings                                                                                                                                                                                                                          | In Workplace Settings                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Measured by:</p> <ul style="list-style-type: none"><li>■ Testing</li><li>■ Student retention in programs</li><li>■ Matriculation of students to academic programs</li></ul> <p>Ultimately measured by solvency of academic institution</p> | <p>Measured by:</p> <ul style="list-style-type: none"><li>■ Achievement of program / course goals</li><li>■ Degree of Satisfaction among stakeholders</li></ul> <p>Ultimately measured by increases in productivity</p> |

## Workplace Setting Profile:

- Boot Manufacturer
- Factory operation: 200-300 employees
- Multicultural workforce. Mostly non-native English speakers at intermediate or lower levels
- Two shifts per day
- Range of physical skills required for simple to complex tasks
- Range of communication skills required:
  - memorized references to work flow (simple to complex)
  - unscripted accounts of events on floor



## Training Set Up and Format:

- local CC (workplace training manager) works with company HR manager
- Two classes with ten employees in each class; participants selected by HR after CASAS assessment
- Designated as a 'pilot program' – 8 class sessions for each group over 4 weeks
- Classes scheduled between early and late shift.
- Content developed and delivered by instructor
- Limited follow up / no post-program evaluation / assessment of progress

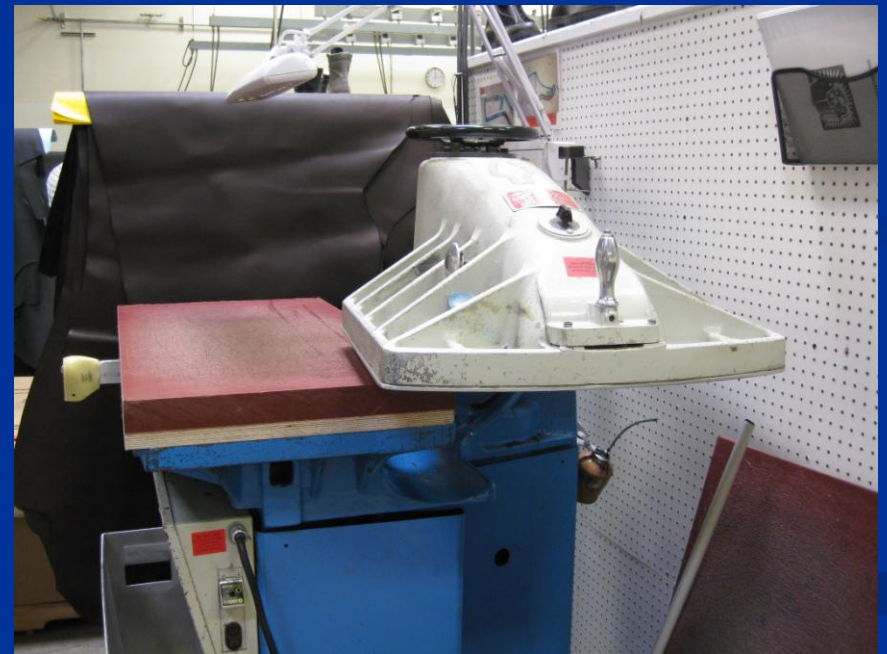
**Which factor seemed to have the greatest impact on program delivery?**

- A) Class schedule**
- B) Multicultural classroom (Cuban, Vietnamese, Chinese, Burmese, Ukrainian employees)**
- C) Program management with the Community College**
- D) Context-driven curriculum**
- E) Multilevel classroom**

[Go to video](#)



Scissors



Cutter

## Workplace Setting Profile:

- Semi-conductor manufacturer - 2000 employees
- Multicultural workforce. Non-native English speakers at intermediate or higher levels
- Several shifts per day
- Limited physical skills required for QA positions
- Wide-range of advanced level language and communication skills required for unscripted communication with clients and colleagues

## Training Set Up and Format:

- Language training service provider develops and delivers all aspects of training
- Two class at each site with 10 participants in each class. Two meetings per week.
- Classes scheduled late in the workday.
- Asynchronous Web-based application with audio recording technology supports classroom training.
- HR arranges IELTS assessment before and after training to measure progress.



**Which factor seemed to have the greatest impact on program delivery?**

- A) Class schedule**
- B) Multicultural classroom (Vietnamese, Chinese, Burmese, Russian)**
- C) No appropriate textbook for advanced level content**
- D) HR control of assessment process**
- E) Multilevel classroom**

# Takeaways

- Training provider must establish credibility
- Credibility leads to strong relationships
- Strong relationships lead to appropriately levels of control of program process

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