

Best Practices for the EWP Trainer

English for the workplace

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Alberta Workforce Essential Skills Society

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Forward

EWP, or English for the Workplace, is not a new term in the field of English as an Additional Language (EAL)¹. An aging population and labor shortages in Canada continue to increase the demand for workplace language training that can support newcomers with workplace integration.

Overview of EWP

The demand for EWP has increased exponentially since the early 2000s. The focus has expanded from teaching refugees at lower language levels, working in contexts such as manufacturing and food processing, to training immigrants at much higher language levels in the professional occupations. EWP trainers and teams, along with workplace language divisions and intercultural training centers, have emerged in key cities such as Vancouver, Victoria, Calgary, Edmonton, Winnipeg, Ottawa, Toronto and Halifax. EWP has advanced as a discipline within the field of language training for immigrants.

The acronym EWP has been used to refer to English “in”, “at” and “for” the Workplace. It is not just delivered onsite at companies but is also associated with work-focused English courses and bridge-to-employment programs at agencies, colleges and universities for immigrants seeking employment commensurate with their experience and qualifications. It is also closely associated with intercultural training for employers who want their teams and organizations to work more effectively, despite language and cultural distances.

In this resource, EWP is differentiated from traditional EAL and bridge-to-employment programs. English for the workplace is hereafter defined as training designed for employed immigrants. These newcomers have different needs to those in traditional EAL programs or those seeking work commensurate with their career experience.

Pan-Canadian Review

The following three realities emerged from the 2010 Pan-Canadian review that generated these EWP best practices:

1. EWP must be grounded in EAL, but delivered using a workplace integration framework. The workplace doesn't support the traditional language training models, timelines and methodologies. Trainers need to adapt their EAL knowledge to a workplace integration framework with two goals in mind. First, due to time limits, content must be customized to the most pressing language needs of the learners. Second, an intercultural dimension must be applied to learning so that newcomers can adapt aspects of their attitudes, communication and behaviors to the norms of their Canadian workplaces. Although tailoring learning and using intercultural theory are found in traditional EAL classrooms, the EWP trainer works with less time, more stakeholders and more complex expectations.
2. The EWP trainer needs a unique set of skills, and needs expertise in all aspects of workplace integration. In addition, the trainer has to practice good judgement on a variety of issues with multiple stakeholders. The most complicated being the balance between staying learner-centered while being organization-focused. Because the employer is the funder, the learning outcomes need to support business-level outcomes. For example, improved communication skills need to translate into more client confidence in a newcomer's meeting presentations. Intercultural training might need to translate into more initiative with positive affects on productivity or quality.
3. EWP trainers need training resources that can be adapted to various contexts. EWP requires quality resources that are freely and easily accessible across Canada. A variety of workplace integration resources are available for download from the AWES website at www.awes.ca. Some are designed for newcomers with lower CLB levels, and others for newcomers with higher levels of English. All the resources are outputs from the 2010 Pan-Canadian review.

¹ The term English as a Second Language (ESL) has undergone practitioner change to English as an Additional Language (EAL), which better reflects the reality that for many immigrants, English is their third or fourth or even fifth language.

A Note on Best Practices

Best practices are the most common approaches to accomplishing a particular outcome. Best practices are a standard way of operating, built on repeated practice. Over time, the repeated practice has proven to be most effective (best results) and efficient (minimal effort). Best practices suggests that using the right techniques, processes, activities and incentives, with the right checks and balances, produces a desired outcome more easily, with fewer unforeseen complications.

At the same time, a best practice is also bound to a specific set of circumstances and will likely have to yield to some modification, even in similar conditions. Furthermore, a best practice will evolve to become better as new approaches are found. Because of this, discussions in the business world usually occur more along the lines of “better practices” or “good practices”. This is in contrast to the term “best practices” which can imply a resolution and final authority. “Better practices” is more reflective of the dynamic nature of knowledge and implies the evolutionary nature of excellence. For the purposes of familiarity, the term best practices is used throughout this document, recognizing the spirit of ongoing transformation. This positions the best practices in EWP as the departure point for better programming.

Acknowledgments

English for the Workplace - Best Practices for the Trainer is the result of valuable time set aside by experienced EWP practitioners from across Canada through a series of interviews. The best practices are also the result of key decision makers in *Alberta Human Services* and *Citizenship & Immigration Canada* who recognized the importance and timeliness of this research and funded the project as “EWP-the Essential Working Components”, under the 2009-2010 Enhanced Language Training call for proposals. The *Alberta Workforce Essential Skills Society* and *Anthony & Holmes Consulting Ltd.* thank all who contributed valuable time and knowledge, whether directly or indirectly. *Anthony & Holmes Consulting Ltd.* acknowledges sole responsibility for any errors of commission or omission. A full list of contributors can be found at the end of the document.

Key Terms

EAL English as an Additional Language. The more common term “English as a Second Language” (ESL) has undergone practitioner change to English as an Additional Language (EAL), which better reflects the reality that for many immigrants English is their third or fourth or even fifth language.

EWP English for the Workplace is defined as targeted language training for employed immigrants delivered at a company, or at an educational institute. That language training will normally include related fields such as intercultural competence, safety etc. In conjunction with the workplace language training, L1 employees might participate in intercultural training to support the language training and bridge cultural differences.

L1 Individuals whose first language is English. This abbreviation is synonymous with English speaking employees.

L2 Individuals whose first language is not English. This abbreviation is synonymous with newcomers to Canada.

Stage 1

Building Capacity in the EWP Trainer

This stage consists of establishing capacity by building expertise in all the applicable fields through learning and experience in the workplace contexts. The primary goal is to build integrated thinking to solve workplace challenges.



- 1. The EWP trainer has a clearly articulated mission statement, personal vision and set of values to guide training.**
 - The trainer’s mission statement is a response to the question, “As an EWP trainer, what is the ultimate goal of the workplace language training I offer?” *e.g. To enable immigrants to integrate into and achieve success in an organization.*
 - Personal vision defines the future the trainer seeks to create by answering “As an EWP trainer, what is the picture of the future I seek to create, described in the present tense as if it were happening now?” *e.g. I am able to work closely with employers to equip them to work more effectively with immigrant employees.*
 - The trainer’s values guide day-to-day decisions and behaviors by answering “As an EWP trainer, what am I least able to compromise on?” *e.g. Ensuring peer collaboration, balancing the needs of immigrants and their employers etc.*
- 2. The EWP trainer cultivates integrated thinking to respond to complex workplace issues with sustainable solutions.**
 - The trainer draws upon a rich body of knowledge in English as an Additional Language (EAL) theory, culture and diversity disciplines, occupation-specific knowledge, Workplace Essential Skills, and organizational learning resources to meet the multi-faceted needs of learners in the workplace.
 - The trainer can contemplate the whole, as well as the parts, when responding to both individual and organizational needs e.g. a performance gap interpreted as “not showing initiative,” might not be due to L2² cultural or language gaps but personal reasons such as family obligations, or due to company culture, or a combination of all four.
 - The trainer always seeks evidenced-based responses, versus arriving at “quick fixes” or “checking the boxes” e.g. instead of delivering a traditional EAL course out of a textbook, the EWP team conducts a succinct needs analysis to determine the specific needs and identify the gaps so that training reflects the exact needs of the employees and the client organization.

² L2 speakers are defined as employees whose first language is not English. In this Best Practices document, L2 is synonymous with EWP participants, EWP learners, and immigrants.

3. The EWP trainer achieves expertise through a unique combination of specific knowledge, skills and attitudes.

Knowledge

- (a) Best practices in delivering English as an Additional Language (EAL).
- (b) Essential frameworks of intercultural theory.
- (c) Relevant content in diversity studies (e.g. personality, gender etc.), as interconnected with workplace integration and language acquisition.
- (d) Applicable learning in motivational theory and change management.
- (e) Workplace Essential Skills.
- (f) The trainer will also benefit from the following knowledge sources:
 - Lessons learned and practical experience from experienced instructors at English in the Workplace.
 - Insights from the experiences, challenges, observations and backgrounds of EWP course participants.
 - A concrete understanding of the everyday business practice of the client organization e.g. starting with simple solutions that provide immediate visible changes to their daily workplace challenges, and then progressing to more holistic solutions with a longer-term focus.
 - Work contexts and specific occupational cultures in Canada e.g. the norms for self-disclosure as an engineering professional are different from those for a social worker engaging young people.
 - Facts on the countries, regions and locations from where learners originate.
 - An awareness of world geography, global political and economic issues, national, local and regional labour markets, Canadian immigration history and current immigration policies, processes and trends etc.
 - An awareness of industry-specific trends and influences applicable to the workplace e.g: in manufacturing, knowing that important issues are safety, lean manufacturing, environmental issues, US economic fluctuations, US policies that affect cross-border trade etc.
 - An awareness of workplace-specific issues e.g. union issues, recent strike action, underlying attitudes, lay-offs, policies concerning harassment, behavior, etc.

Skills

- (a) Adapting EAL to the EWP context with innovative and creative approaches.
- (b) Integrating the relevant cultural, diversity and organizational learning into language delivery.
- (c) Gathering, adapting, and developing materials from authentic documents and/or other training resources.
- (d) Being in dialogue with employers and management teams so that all stakeholders remain updated.

- (e) Applying fundamental data-collection competencies for organizational needs assessment.
- (f) Synthesizing, simplifying, prioritizing and condensing knowledge.
- (g) The trainer will also benefit from the following abilities:
 - Prioritizing EWP activities, according to workplace constraints (time, scheduling, location, budget etc.).
 - Shifting fluidly between skills e.g. instructing and facilitating, coaching and mentoring, presenting and persuading etc.
 - Modeling a proactive, positive disposition that inspires and develops self-directed learners.
 - Educating L1³ speakers, at every opportunity, to understand and work effectively with L2 speakers.

Attitudes

- (a) Enthusiastic and positive approach to the profession.
- (b) Learner-centered approach.
- (c) Client-focused manner.
- (d) Curiosity and life-long learning orientation.
- (e) Respect for alternative competing perspectives.
- (f) Tolerance for ambiguity.
- (g) Tenacity to resolve uncertainty and complexity collectively.
- (h) Patience in building trust with clients and learners.
- (i) Excellence and thoroughness.
- (j) Timeliness and punctuality.

4. The EWP trainer pursues all relevant qualifications that enhance credibility and competence in workplace language training.

Essential Qualifications

- The trainer pursues all or most of the following essential qualifications: (1) TESL Canada certification; (2) minimum of an intercultural certificate or equivalent experience; (4) TESL diploma or equivalent EAL experience; (5) Bachelor's degree in relevant field; (5) Master's degree in related subject, and/or a relevant occupation-specific background.
- A thorough understanding of Canadian Language Benchmarks, the supporting resources, and their application to workplace language training.
- A strong working knowledge of the nine Workplace Essential Skills, their complexity levels and the correlation with the Canadian Language Benchmarks.

³ L1 speakers are native-speakers of English. L2 (or language 2) defines speakers whose mother-tongue is not English.

- A good working knowledge of organizational learning and how it best fits within the broader contexts of business management, organizational development, and the practical day-to-day running of business operations.

5. Some or all of the following experience is often good to acquire before transitioning into workplace language training.

- Teaching listening and vocabulary, speaking and pronunciation, reading, writing and grammar in the EAL classroom.
- Working in or with classes, teams or individuals to develop intercultural competence and learning skills including self-directed study.
- Managing a classroom by ensuring: (1) learners are engaged and participating; (2) interaction is respectful and constructive; (3) instructions are clear and activities are effective; (4) time is used efficiently; (5) learner accountability is effective; (6) a process is set in the classroom to express and respond to frustrations, grievances, and concerns; (7) learner and instructor feedback is open and constructive etc.
- Practicing sound principles of coaching and mentoring, project management, proposal and report writing, needs assessment, learner assessment, curriculum development etc.
- Working with learning technology supports, as well as the development and delivery of online learning.

6. The EWP trainer is grounded in EAL (or ESL⁴), but manages key differences, namely:

EWP	EAL
Highly targeted language for a specific audience.	A more generic approach appealing to a wider audience.
Narrower set of outcomes linked to business needs.	A broader set of outcomes linked to CLBs.
Delivered in short, intense chunks of time.	Courses from 200 to 450 hours, or more.
Working against the clock, everything has to be highly efficient, effective, and relational.	Everything from teacher-student relations to assessment can progress at a more natural pace.
Instructors must be proficient in interrelated fields e.g. intercultural skills and EWP.	The teacher is primarily proficient in teaching EAL.
Learner-centered and organizationally focused.	Learner-centered.

7. The EWP trainer seeks regular feedback on training through:

- Informal feedback e.g. asking participants what one should “keep doing”, “stop doing” and “start doing”.
- Formal feedback mechanisms such as workshop observations, or a 360-degree review from clients, learners, peers, staff, and supervisors.

⁴ The term English as a Second Language (ESL) is undergoing a practitioner change to English as an Additional Language (EAL), which better reflects the reality that for many immigrants English is there third or fourth or even fifth language.

Stage 2

First Contact with the Client Organization

This stage involves the first interactions with the client organization that has identified language needs in their employees. First contact occurs through telephone conversations, website visits, the distribution of preliminary EWP information packages, a short preparatory needs assessment questionnaire for the client to answer, and the first face-to-face meetings. The primary goal of this stage is to construct clear expectations and a partnership of mutual confidence between the EWP trainer and the client organization.



8. Trust in the EWP trainer's abilities is established through communicating specific knowledge to the client.

- An understanding of the client sector and occupation, gained through: (1) the organization's website; (2) the Essential Skills Profiles⁵; and (3) the National Occupational Standards⁶.
- A general understanding of the organization's specific business gained through researching: (1) the organization's website; (2) competitor websites; and (3) media sources such as newspapers, magazines and journals.
- A familiarity with the organization's core values, vision, mission and client base.
- An informed insight into the challenges the organization might be contending with, such as labour market shortages that affect recruitment and retention etc.
- An appreciation for an organization's need, as a profit-purposed entity, for a demonstrable return on their investments, including qualitative and quantitative returns on EWP training.
- Confident communication of language, cultural and diversity expertise to the organization's key decision makers.
- Positioning EWP services within the framework of "the learning organization⁷" so that (1) the trainer's services can support and inform other ongoing non-EWP training in the organization; (2) the trainer can utilize the organization's established systems, such as mentoring and performance appraisals, to reach learning outcomes more effectively and efficiently.

⁵ The Essential Skills Profiles are accessible at www.rhdcc-hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml

⁶ The National Occupational Classifications are accessible at www.rhdcc-hrsdc.gc.ca/eng/hip/hrp/corporate/nos/ocstd.shtml

⁷ Organizations must learn but not all organizations are learning organizations, and perhaps not all organizations are predisposed or ready to make the switch. The organization may feel EWP is the "silver bullet," that training for L1 speakers to work better with immigrants, or even a more intentional and proactive learning philosophy is not required. Much has been published on "the learning organization" by key writers such as Chris Arguers, W. Edwards Deming, Arie de Geus, Jack Phillips and Peter Senge. Models are available to assist an organization to learn with higher levels of intention and accountability. If this expertise can be developed in the EWP trainer, it can be very effective for a client organization that is "ready" to commit to the steps in achieving this ideal over the long-term.

- 9. The credibility of the EWP trainer is established through demonstrating specific skills with the key decision makers and liaisons in the organization.**
- Hearing, retaining and reiterating specific details, including: (1) the first names, roles and responsibilities of key liaisons in the organization; (2) common occupation- specific terms; (3) the departments of the organization; (4) key processes and procedures; etc.
 - Establishing common working definitions for key terms in language, culture and integration that (1) are easily recalled by the principal liaisons in the organization e.g. “pronunciation” instead of accent, or “hierarchy” instead of the theoretical definition power distance etc.; (2) minimize misunderstanding; (3) avoid pigeonholing L2 speakers; and (4) enable stakeholders to more confidently articulate the performance gaps.
 - Responding quickly and nimbly to the timelines and needs of organizations.
 - “Scratching where it itches,” or providing precursory analysis on the root causes of key L2 performance gaps e.g. A manager notes that L2 don’t ask for clarification and consequently make mistakes - the EWP trainer explains the role of “face-saving” and demonstrates how the manager could ask more open-ended questions.
 - Linking the initiative to business improvement. The EWP trainer recognizes each partnering institution’s purpose and appreciates the “bottom lines” that support those purposes. As a result, the EWP training can be better aligned with agreeable objectives instead of being hindered by conflicting interests.
- 10. Confidence in the EWP trainer is established through their communication of specific attitudes and values, including:**
- The EWP trainer communicates with language that is client-centered, positive and optimistic, tempered and reasonable, constructive and respectful, transparent and forthright.
 - The EWP trainer communicates the values of learner and client-centeredness, rigor and evidence-based decisions, excellence and thoroughness, timeliness and punctuality, flexibility and adaptability.
- 11. The possibility of the following is recognized by the EWP trainer for the first contact with the organization:**
- The organization is likely unable to articulate the performance gaps with sufficient detail due to limited exposure to EAL and intercultural concepts.
 - A company may hire L2 speakers with insufficient language skills, but not have recognized this at first, or may not have communicated this to the individuals during the hiring process. This oversight could be due to labour shortages, for example. Consequently, the L2 employees (1) may not recognize their need for EWP because they assume they met all the hiring criteria, including English skills; or (2) may believe that attending EWP training may undermine their abilities in front of their peers.

- The following are likely not explicit processes in the organization since much professional development is based on self-directed nature of employee development⁸: recommending that employees attend training, explaining why, setting expectations for achievement, and forming accountability mechanisms for applying learning. Consequently, how the organization plans, frames, names and communicates the EWP training initiative contributes to its success or failure.
- The organization may not have yet considered training for L1 speakers that could support EWP training, such as intercultural workshops for management teams.

12. The EWP trainer is prudent when explaining the costs for training and the range of training services.

- Because the optimum EWP initiative involves a significant amount of time and resources, the EWP trainer is sensitive to the client organisation's commitment to training. The trainer first “scratches where it itches”, before presenting a long-term training plan.
- To maintain momentum for training, the EWP trainer encourages managers and employees that champion the EWP initiative in the organization.
- To secure commitment for training, the EWP trainer establishes clear processes for budgeting and payments e.g. budgeting and half payment is needed after proposal.

Article 1 EWP on the Shoulders of EAL

English for the Workplace must never be considered as simply English as a Second Language (ESL) taught with a workplace twist. Nothing could be further from the truth. Although EWP stands on the shoulders of traditional language training, it does this to “see farther down the road” of human and career development. EWP happens in a unique context that distinguishes it from traditional English as an Additional Language (EAL).

The fundamentals of language acquisition theory and the experience of teaching traditional EAL in listening, speaking, reading, writing, grammar, and pronunciation provide an unquestionable level of confidence in an EWP team member. Yet, these are departure points. EWP has to move beyond generic programming. First, EWP is highly-targeted language instruction, whereas traditional EAL has to appeal to a wider audience. Second, EAL is typically delivered in programs such as LINC that can range from 200 to 450 hours; EWP occurs in short intense chunks of time, usually with a very narrow set of outcomes. Third, in a traditional EAL classroom, everything from the teacher-student relations to assessment can develop naturally; in EWP, everything is working against the clock and has to be efficient and effective, yet highly relational as well.

Fourth, the expertise of the EAL instructor needs to be primarily in teaching English as a Second Language. The EWP instructor needs to be proficient in other fields as well, such as intercultural skills that are inseparable from language learning at work. Fifth, the EWP instructor must continuously look through the eyes of the employer, not just the learner. While an EWP program is learner-centered, it is also organization-centered. The company is always a third and ever-present stakeholder in training initiatives. Customization, time frames, the progression of learning, team expertise and the number of stakeholders make EWP one of the most dynamic areas of language training.

⁸ Employees should never be left to “figure out” they need language and/or cultural training, or wondering why they were nominated. Without clear expectations built with a supervisor into a learning plan and strong motivations for attending an EWP course, concentrated sustained effort to succeed is difficult. It is difficult for a participant to balance work life, personal responsibilities and a program of transformative study without strong motivations to transfer learning from the workshop to the workplace.

Stage 3

Needs Assessment

This stage consists of performing needs assessments and analyses, doing preliminary learner-assessments, identifying and confirming performance gaps, and drafting outcomes. The primary goal is to gain access into the organization with sufficient hours assigned to assessing and analyzing needs.



13. **The needs assessment stage is built upon the successful communication of the EWP initiative, by the company’s senior leadership, through the relevant organizational levels.**
 - Level 1 - Corporate e.g. senior leadership, business owner, founders etc.
 - Level 2 - Business e.g. human resources, finance and accounting.
 - Level 3 - Functional e.g. managers, immediate supervisors, project managers.
 - Level 4 - Operational e.g. project team members, administrative support.

14. **A comprehensive levels-of analysis framework is used to arrive at measurable solutions that close performance gaps:**
 - The levels of analysis could include: (1) business functions, (2) required job competencies, (3) performance gaps, (4) root causes, (5) solutions, and (6) evaluation methods.
 - During a needs assessment, the EWP trainer first documents (1) the required competencies of the positions that L2 speakers hold, and then (2) the actual performance gaps of individuals, and (3) the business functions affected by the problem (time, cost, quality, productivity, attraction and retention, customer satisfaction). The trainer will use these as a broader range of measurables to evaluate the EWP program, to report on its overall effectiveness at both the individual and organizational levels, and to build a strong case for any further EWP-related services.
 - Once the business functions, job competencies, and gaps have been identified, the trainer determines the causes of the performance gaps. This begins with identifying the skill, knowledge and attitude gaps in the L2 speakers. It includes identifying any corresponding gaps in their L1 colleagues and in the organization’s systems that may be contributing to the problems.
 - If necessary, the EWP trainer performs preliminary learner assessments to gauge the language skills of potential participants. More thorough language assessments are usually performed later in the learner assessment stage with customized assessment tools and/or the Canadian Language Benchmark tools.

15. **Sufficient time and access is set aside for a thorough needs assessment and analysis.**
 - Together with the client organization, the EWP trainer arrives at a reasonable number of hours to execute the process.

- If insufficient time is assigned for face-to-face assessment and on-the-job observation, the EWP trainer distributes highly-targeted questionnaires and/or surveys. The trainer follows up with telephone or email to specific individuals for clarification, if necessary.
- A clear internal communication plan for the EWP initiative is designed with the leadership team and distributed through the organization's recognized communication channels.
- The EWP trainer collects relevant data from across all four organizational levels: corporate, business, functional and operational and uses the opportunity to frame and build shared vision and internal champions for the EWP initiative.

16. The level-of analysis framework includes an evaluation of the following L1 factors which might contribute to L2 performance gaps:

- Gaps in intercultural knowledge.
- The denial, defense and/or minimization⁹ of cultural differences affecting performance.
- Misidentifying language and cultural gaps with broader diversity or personal issues, or vice versa.
- Misinformation about language learning, L2 settlement and integration.

17. The EWP trainer is skilled at data collection.

- The trainer uses participant consent forms to ensure confidentiality and establish a platform for open dialogue in face-to-face interviews and focus groups.
- The trainer demonstrates the following fundamental data-collection competencies: (1) building and maintaining trust with interviewees; (2) objective preparation, documentation and analysis skills; (3) performance observation skills; (4) research skills to develop or use existing methodologies; (5) communicating subjective and objective feedback to multiple stakeholders; (6) questioning skills; (7) data-reduction and synthesizing skills; (8) a thorough familiarity with the key theoretical frameworks of diversity studies and EAL acquisition; and (9) a strong working knowledge of Canadian Language Benchmarks.
- If necessary, members of the team are able to set aside the data-collection instrument to pursue and take notes on relevant information that emerges in the interview process.

18. The various causes of performance gaps in both L1 and L2 speakers are considered in the needs assessments.

- The EWP trainer distinguishes between language gaps and technical gaps. Any technical gaps are communicated to the organisation's leadership, and set beyond the scope of the EWP trainer's contribution to any broader training solution.
- The trainer differentiates further between language gaps and other root causes of performance gaps. For example, an assumed language gap might be cultural, or a cultural difference might be a personality trait, a language gap might be due to an organisational process that can easily be changed etc.

⁹ See the The "Developmental Model for Intercultural Sensitivity" and the "Intercultural Developmental Inventory", www.atesl.ca/cmsms/home/newsletters/july-2009/feature-article-2/

- The affect of L1 factors on L2 gaps are considered e.g. intercultural knowledge; the denial, defense and/or minimization¹⁰ of cultural differences; misidentifying language and cultural gaps with broader diversity or personal issues; misinformation about language learning and integration etc.

19. A prioritized set of needs assessment instruments are used to identify the performance gaps.

- The EWP trainer considers a variety of data collection instruments to identify EWP needs including one-on-one interviews, focus groups, surveys, questionnaires, job shadowing, a review of authentic materials etc.
- Highly-targeted, easily customizable needs-assessment instruments are always ready for distribution if insufficient time has been set aside for onsite needs assessment e.g. digital questionnaires and online surveys¹¹.
- Whenever possible, the data collection process uses voice recorders, in conjunction with participant consent forms, to collect and analyze data.

20. Once the needs assessment data has been collected, the needs analysis stage considers both training and non-training solutions to close the performance gaps and achieve the business-level outcomes.

21. The EWP team recognizes that the fundamental needs in lower-language level L2 employees are usually different to those at higher-language levels. For example:

Lower CLB L2 Speakers	Higher CLB L2 Speakers
Unskilled or semi-skilled workers in manufacturing, production, hospitality, custodial etc.	Knowledge-technologists such as Red Seal trades, and knowledge-workers such as internationally-educated engineers and other professionals.
Need basic proficiency for mostly concrete, factual communication, with prescribed repetitive discourse on the shop floor.	Need more advanced proficiency for abstract, conceptual communication.
Need regular assistance from L1 co-workers e.g. visuals, gestures, guided questions.	Benefit from L1 feedback to refine their English.
Very instructor dependent.	Ready to become more self-directed.
Need instruction, demonstration, practice and accountability to transfer language to workplace.	Also need to reflect on, internalize, and manage change related to the new knowledge.
Language might be affected by low literacy levels, and challenges with the concrete Essential Skills (numeracy, computer use, reading, using documents).	Language growth might be impeded by difficulties that are beyond settlement and culture shock, such as more complex cultural adaptation and identity issues, organizational integration etc.

¹⁰ See the The “Developmental Model for Intercultural Sensitivity” and the “Intercultural Developmental Inventory”, www.atesl.ca/cmsms/home/newsletters/july-2009/feature-article-2/

¹¹ Survey Monkey is a cost-effective and easily accessible online tool www.surveymonkey.com/

Lower CLB L2 Speakers
Lack of participation due to insufficient English.
Mistakes can cause concern about job loss.
Require basic cultural adaptations e.g. working in less hierarchical teams and adapting to new kinds of time management.
Need to use initiative in a structured work environment e.g. gaining clarification when unsure versus just nodding.
Have to work collaboratively on teams.
Have trouble understanding company policies and procedures.
Common goal - master current role to cross-train in other departments for variety.
Common misconception - "I am stuck in this repetitive role". Correction: even a little more English can open new opportunities.

Higher CLB L2 Speakers
Lack of participation due to uncertainty of which word and tone is appropriate (pragmatics).
Mistakes can cause concern about loss of face.
Must master the connection between culture and communication.
Need to be pro-active in a more autonomous workplace e.g. seeking additional work versus waiting at your desk for direction.
Have to work with clients and customers.
Have challenges understanding and adapting to the company culture (unwritten rules).
Common goal - gain professional license.
Common misconception - "I want to be where I was in my career before I left my country." Correction: Master the language and culture, and become good at transferring your skills in a knowledge economy; everything has moved on, including that nostalgic position.

22. A clear internal communication plan for the EWP initiative is designed with the leadership team and distributed through the organization’s recognized communication channels.

- The EWP team could be working with a variety of leadership teams in an organization. It could be the team assigned to work with the EWP team, which could include human resource personnel, champions of the EWP program and a select few managers of relevant departments. It could be the senior leadership team who oversee departments. It could be a team of employees from one department.
- The organization's commitment to assisting with a communication plan will vary, as will the various roles in putting the communication plan together. The EWP team might end up putting the entire plan together so that the leadership team can confirm and distribute it.
- The training initiative is communicated as a positive professional development need in the organization to build capacity, and is seen as a favorable addition to a learning plan.
- The EWP team endeavours, with the organisational leadership, to build the training and development (EWP) initiative through principles of personal and shared vision.
- The team provides a glossary of the most common terms and concepts that need clarity to ensure a common understanding between the EWP team, the organisation's leadership and participants.
- The team works with the organisation's leadership to determine a common and effective vocabulary for the EWP initiative e.g. Whether to use student, learner or participant; avoiding the term ESL, or alternatively using ESL versus EWP etc.

- Specific attention is given to selecting the most effectual working title for communicating the EWP initiative to participants, whether English in the Workplace or a more instrumental alternative, so that all training is understood as career enhancing, not career limiting.
- The communication plan begins with (1) the working title of the initiative, explains (2) the purpose of the initiative, and includes (3) an outline of the needs assessment process, (4) the intended organisational levels and departments for assessment, (5) the confidentiality protocols, and (6) the intended goal of the initiative.
- The communication plan is clear that the needs assessment is a data-collection process and not a test of any participant abilities. In addition, the communication explains the anticipated learner-assessment process for those who will participate in workshops.

Article 2 Working with Bottom Lines

Bottom lines are persistent realities in workplace training. They are the invisible motivators that can pull strings, cause action, expand programs or terminate them. For an EWP program to find and maintain traction, the company's bottom lines need to be understood, respected and managed.

Traditionally, bottom lines are concerned exclusively with costs and profits. In accounting, the bottom line of a financial statement shows net income or loss. As the president of a remanufacturing company once put it, "What is my company going to get out of the training?" He wanted to know the return on his investment (of time, money and resources that take away from productivity and sales). One EWP team noted that up to 60 percent of companies that showed interest in training initiatives never follow through beyond the first few team-client meetings. The costs to productivity, deadlines and resources could ultimately not be accommodated. The pioneer of management theory, Peter Drucker, stated that management teams must always, in every decision and action, put economic performance first. Therefore, building a strong business case for EWP training is required at times.

A business case for EWP is an important consideration because the business will be allocating funds and people hours to training. The costs to the organization lie not only in course fees. There are costs in the planning hours required from the management team, the time from workers to assist with the needs analysis, and the likelihood that the company will offer participants a segment of time during work to attend training (with equal or more time contributed from the participant outside of regular work hours). In addition, hidden costs can occur in travel, training space, administration and stationary. For large organizations, course tuition is often not the constraining factor on training, but rather the interruption to project teams and client deadlines. Even when the EWP is part of a funded pilot, the company must still give account to their clients for time sheets. Those clients don't want to pay hourly rates for employees to be in training. For small and medium enterprises, the direct training costs, coupled with the indirect costs to productivity, often impede an EWP initiative.

One means of generating "buy in" is by working with the organization's decision makers to calculate how training might save time, reduce costs and safety incidents, increase quality and productivity, and facilitate a more satisfied customer and workforce. Setting, measuring and meeting business-level outcomes from the beginning, takes the EWP training vision beyond just generally observed performance improvements, such as increased employee confidence, to more tangible returns for the organization.

At the same time, on any management team, there will be a variety of motivations for championing an EWP initiative. It could range from business performance to fulfilling public accountability, generating a pleasant work environment, or simply supporting new immigrants with their transition to a new country. The EWP team needs to identify and then encourage those motivations because they will contribute directly to the success of the learners and the program.

Stage 4 Program Design

This stage involves curriculum development and incorporates instructional design into the framework. The primary goal is to design an EWP program that produces the desired outcomes. Instructional design is initiated at this stage through the creation of sample tasks and performance indicators to support the outcomes.



23. An outcomes-based education¹² (OBE) curriculum is built through analyzing the collected needs assessment data so that:

- General learning outcomes (GLOs) are developed for L2 speakers.
- Specific learning outcomes (SLOs) are developed for L2 speakers.
- Outcomes are referenced to the Canadian Language Benchmarks (CLBs).
- Learning outcomes are identified for L1 speakers to work more effectively across language and cultural distances.
- The business-level outcomes (BLOs¹³) are correlated with the GLOs.
- Topics for modules are selected.
- Resources for module content are identified.
- Sample tasks and performance indicators are suggested.
- Course durations are recommended e.g. most EWP courses range between 12 and approximately 40 hours of face-to-face instruction, and are most effective in sessions that are a minimum of two-hours each.

¹² Outcomes-based education (OBE) is a preferred approach to curriculum design because it not only identifies the knowledge and the skills needed to close performance gaps, but also considers the application of learning into the workplace. Typically, learners are required to become competent in specific knowledge and to demonstrate the corresponding skills. However, the OBE approach then focuses on the contextual demand of the workplace where the knowledge and skills must be applied. This means OBE curriculum developers examine course content while simultaneously thinking about the next stage, beyond the workshop.

¹³Business-level outcomes (BLOs), to which the EWP training will contribute directly, are related to time, cost, quality, productivity, attraction and retention, client/customer satisfaction, and safety. The BLOs will be linked to each general-learning outcome, once the latter are identified. Business-level outcomes (BLOs) are tied to the impact of optimum performance after training and are calculated by asking, what, at the end of training, is the business impact of transformational learning e.g. a decrease in safety incidents

24. The EWP trainer recognizes that an outcomes-based curriculum:

- Charts a more certain path to closing performance gaps when time¹⁴ is the most significant variable in workplace training.
- Supplies the team with measurables to communicate results clearly to the client organization; this more quantifiable learner-centered approach can build longevity into team-client partnership.
- Acts as a core resource, and a departure point for future customization.

25. During program design, the EWP trainer follows a four-step process for developing each outcome by:

- First, identifying the outcome (using the needs-assessment data).
- Second, identifying the assessment of the outcome, including the business level impact.
- Third, identifying the required knowledge
- Fourth, identifying the skills.
- Finally, identifying the attitudes that support each outcome.

26. The EWP trainer is guided by the Learning Outcomes Framework¹⁵ with five definitive corresponding questions:

- Outcome statements are developed by asking “What do participants need to do in their workplaces after this course?”
- Content is selected by asking “What themes, issues and concepts must participants understand to perform the outcomes?”
- Competencies are identified by asking “What skills must participants master to demonstrate the outcomes?”
- Assignments and projects are fashioned by asking “What can participants do during the course to demonstrate a level of proficiency in the outcomes?”
- Assessment criteria are determined by asking “What are the performance indicators that will be applied to the above demonstration of proficiency?”

¹⁴ An EWP program is usually working within a narrow window of time, whether the course is delivered at a company or at an educational institute. On-site courses can range between 12 to 40 hours over a number of weeks and courses delivered at a college through continuing education can be typically between 25 to 50 hours. These are a fifth of the time compared to traditional EAL courses such as LINC or ESL. In EWP, more must often be accomplished in less time. Therefore, a rigorous outcomes-based approach enables the EWP trainer to target and prioritize needs strategically to achieve the “biggest bang.”

¹⁵ This best practice has been adapted for the workplace context from the guidebook “Outcomes-Based Education: Curriculum Developer’s Guide”, an internal document developed and used by NorQuest College (Edmonton, Alberta), pages 9-10.

27. The EWP trainer understands the definition, purpose and interconnectedness of each kind of learning outcome:

- Business-level outcomes (BLOs) are tied to the impact of optimum performance after training. BLOs are calculated by asking, what is the business impact of learning at course-exit e.g. a decrease in safety incidents, or increased team cohesion etc. .
- Program-learning outcomes (PLOs) are established by consolidating what participants will be able to do at program-exit e.g. understand and act upon all safety directives communicated in oral or written form by the company (this will likely require all four language skills).
- General-learning outcomes (GLOs) are developed by determining what participants will be able to do upon course-exit e.g. pronounce words clearly in high-stakes cell-phone communication between personnel at various construction sites.
- Specific-learning outcomes (SLOs) are generated by identifying what participants will understand and/or learn to do during a course e.g. in a pronunciation course, the SLOs could be (1) use pause and speed with more native-speaker like delivery; (2) emphasise stop consonants at the end of words.

28. Program-learning outcomes (PLOs) are identified as the broader implications of the EWP program, namely:

- Building workplace habits such as safety consciousness and other mainstream norms. Improving the speed, quality, consistency of immigrant integration¹⁶, while reducing the complexity.
- Equipping immigrants in the organization for work more commensurate with their experience and/or ambitions.
- Supporting the four key strategic directions of Alberta Employment and Immigration¹⁷ in fostering welcoming communities, attracting immigrants to Alberta, helping them live, work and learn successfully, as well as access labour market opportunities.

¹⁶ Integration is broadly defined as the recognition of, adaptation to, and mastery of the mainstream culture, or the norms of the organization and the values support them.

¹⁷ The details of this 2006 policy directive from Alberta Employment and Immigration is available at http://employment.alberta.ca/documents/WIA/WIA-IM_policy_framework.pdf

29. General-learning outcomes (GLOs) are developed through the following steps¹⁸:

Step	Descriptor
Step 1	Identify the workplace context where the participants are expected to perform their roles and responsibilities. Therefore, while content is being determined, consideration is also given to where the knowledge and/or skills must be applied e.g. in an engineering company; in an open floor plan of cubicles; in one-on-one exchanges, in formal and informal meetings and on the telephone with colleagues, supervisors and clients.
Step 2	Analyse the needs-assessment data and the preliminary learner-assessments to generate a draft list of outcomes.
Step 3	Separate the list into discrete (SLO) and integrated (GLO) activities.
Step 4	Identify the business-level outcomes (BLOs) (time, cost, quality, productivity, attraction and retention, client/customer satisfaction, safety), affected by the performance gaps. Then connect the GLOs to the BLOs. This will facilitate pre and post-assessment of the impact of training at the business level.
Step 5	Write the GLOs for each course. They should reflect the integrated activities (from step 3). The GLOs (1) use a verb of integrated action; (2) are production oriented; (3) represent mastery of more than one discrete skill, theme, issue, concept; (4) are demonstrated by an observable action; (5) define essential, significant, transferable performances for learners to achieve; (6) are clear, concise and easy to comprehend; (7) are achievable and challenging for the learner.
Step 6	Use the Canadian Language Benchmarks to provide an indication of the GLO's level of language complexity from CLB 1 to CLB 12.
Step 7	Use the Essential Skills profiles to indicate the approximate skill complexity level from ES1 to ES5.
Step 8	Evaluate each GLO using the following checklist of questions: (1) Does the GLO verb require complex performance?; (2) Can the GLO be physically demonstrated?; (3) Can the assessor verify the learner's achievement?; (4) Can the GLO be achieved through more than one instructional method?; (5) Is the language clear, concise and accessible?; and (6) Is the outcome achievable and challenging?

Example. A GLO for a course focusing on interpersonal communication, might have a GLO such as “Present complex technical information in a client-team meeting to secure proposed changes to a project schedule”. This GLO will be required of learners once they have completed the course. The GLO requires the merging of discrete knowledge and skills, (including cultural understanding of how to communicate a negative message, the skill of adapting complex information to a specific audience etc.) into an integrated high-stakes task.

This GLO is linked directly to the BLOs of “client satisfaction, cost and time”. A client’s satisfaction and trust in a team is affected by the communication skills of the members, which convey credibility. The costs associated with time are increased if a team member is unable to communicate standard aspects of a job effectively, causing other team members to have to assume that responsibility besides their own tasks.

¹⁸ This best practice has been adapted for the workplace context from the guidebook “Outcomes-Based Education: Curriculum Developer’s Guide”, an internal document developed and used by NorQuest College (Edmonton, Alberta), pages 30-35.

30. Specific-learning outcomes (SLOs) are developed through the following steps¹⁹:

Step	Descriptor
Step 1	Use the list of discrete activities to identify the knowledge and skills required for successful completion of a particular GLO. The question asked is what knowledge and skills do learners need that are essential to the intended outcome (GLO).
Step 2	Write specific-learning outcomes statements that describe the discrete activities learners will be required to master to perform the GLO.
Step 3	The knowledge-based SLOs should (1) consist of key words or phrases that describe learning essential to the GLO; (2) identify what learners need to understand to succeed on formative assessment tasks; (3) focus on depth of meaning.
Step 4	The skill-based SLOs should (1) begin with an action verb; (2) require practice; (3) be essential to its GLO; (4) be broken down into sub-skills.
Step 5	Use the Canadian Language Benchmarks to provide an indication of the SLO's level of language complexity from CLB 1 to CLB 12.

Example. The SLOs for the GLO “Present complex technical information in a client-team meeting to secure proposed changes to a project schedule” might include knowledge-SLO’s such as (1) Understand the organisational norms of how to communicate negative messages to a client; (2) Understand the values and rationale that support the norm for communicating negative messages; (3) Point to the consequences of using a non-mainstream norm for negative messages; (4) Identify the pragmatic variables such as context, age, gender, role and status, and the affect of word choices, tone and register on a desired outcome of communicating negative messages.

The GLO might also include skill-SLOs such as (1) Formally raise an issue with a person in authority; (2) Adjust, or simplify, the complexity of detailed complex information in an exchange with individuals to coordinate project schedules.

¹⁹ This best practice has been adapted for the workplace context from the guidebook “Outcomes-Based Education: Curriculum Developer’s Guide”, an internal document developed and used by NorQuest College (Edmonton, Alberta), pages 40-45.

Stage 5

Course Development

The course development stage encompasses the development of training materials and instructional methods. The primary goals of this stage are to collect and generate training content, and determine the best instructional methods.



31. The curriculum outline is the blueprint for course development.

- The curriculum identified the materials that need to be developed and the instructional methods that should be implemented to achieve the learning outcomes.

32. All the resources to advance the learning outcomes are developed:

- Training resources could include: (1) learner materials and activities; (2) instructor guides; (3) lesson plans; (4) self-directed learning e.g. assignments, workbooks, handouts, checklists, evaluation tools etc.; (5) pre and post/formative and summative assessments; (6) course evaluations; (7) administration tools e.g. learner records, participant attendance; (8) fact sheets for employers; (9) tip sheets for co-workers etc.

33. During course development, the EWP trainer selects or generates training materials from the following sources:

- EWP manuals with modules that form core customizable resources for the team.
- Published materials that sufficiently advance the learning outcomes e.g. non-fiction publications, educational textbooks, safety manuals etc.
- Chapters or items, within Access Copyright²⁰ guidelines, that can be compiled from published works into a course-pack²¹.
- Authentic workplace documents and digital media, with permission from the client organization.
- e-Media and resources, in accordance with requisite referencing and reproduction rights.
- Federal and provincial government resources, such as the Essential Skills course packs etc.
- Materials developed in previous federally and/or provincially-funded language-training projects, accessed through the administering government department, educational institute, or non-profit organization.
- When necessary, the course developer produces original materials.

²⁰ Details for the photocopy license for educational institutes is available at www.accesscopyright.ca/Default.aspx?id=18. Alternatively, York University has a fact sheet at www.yorku.ca/univsec/documents/copyright/facultyinfo.htm.

²¹ See the Access Copyright guidelines for “course-packs” at www.accesscopyright.ca/Default.aspx?id=57

34. The following are considered when content is developed:

- The Canadian Language Benchmark level(s).
- The Essential Skills complexity levels.
- The complexity of the training to meet the learning outcomes.
- The time allocated to learning, including face-to-face, online and self-directed.
- The learning styles and abilities of the participants e.g. through KOLB inventories.
- The familiarity with, and accessibility to, resources for developing and evaluating intercultural competence in learners e.g. the Intercultural Developmental Inventory (IDI)²².

35. The following are considered when intercultural content is developed:

- Teaching intercultural competence in direct relation to language e.g. pragmatics²³, and in the context of broader diversity content e.g. personality types.
- Explaining the explicit distinction between occupational culture, organizational culture, multiculturalism.
- Distinguishing intercultural competence from issues of discrimination.
- Explaining the journey through settlement to cultural adaptation and organizational integration²⁴ to immigrants and employers, and supporting these processes.
- Teaching intercultural content not just as raising awareness but as building the skills for adaptation²⁵ to the host culture and the competencies for working in a multicultural society.
- Building intercultural competence simultaneously in the L1 speakers and the organization, not just in the L2 speakers?
- Ensuring the intercultural Specific-Learning Outcomes (SLOs) advance the intercultural General Learning Outcomes (GLOs), and the GLOs support the Business Level Outcomes?

36. Wherever practical, content is sequenced according to:

- Canadian Language Benchmarks of increasing complexity.

²² Sources such as the Intercultural Developmental Inventory (IDI) are accessible online but require training to be able to administer. The IDI is an online assessment instrument that is administered through the Intercultural Communication Institute Portland, Oregon; www.intercultural.org. The IDI charts the intercultural development of an individual, a group, or an organization on a recognized continuum. The outcome of the pre-assessment assists the instructor in determining at what stage the target is at as a whole. There are five stages of development to interpret data from the IDI and are laid out on a developmental continuum called the *Developmental Model of Intercultural Sensitivity* (DMIS), by Mitchell R. Hammer, Milton J. Bennett, and Richard Wiseman.

²³ Pragmatics is the ability to adapt word choices and the way of speaking to the context and the listener's age, gender, role and status etc.

²⁴ Essentially, L2 organizational integration includes achieving the language proficiency for the employment position, interacting fluidly with the organizational cultural norms, and taking ownership for related, future learning needs.

²⁵ See the Adaptation stage of in the *Developmental Model of Intercultural Sensitivity* (DMIS), by Mitchell R. Hammer, Milton J. Bennett, and Richard Wiseman.

- Modules with clear topics, correlated to learning outcomes.
 - Essential Skills²⁶ complexity levels.
- 37. Course content includes strategies and tools to develop self-directed learners who can exit the EWP program and work effectively with language and diversity in a Canadian multicultural workplace.**
- 38. The degree of complexity in the training materials is moderated by:**
- The complexity of the job demands such as risk levels, frequency etc.
 - Sufficient details and accessible layout in training materials.
 - Supports in modules such as explanation keys, summaries, relevant models and visuals to clarify information and facilitate internalization etc.
- 39. Instructional design is shaped and evaluated by the correct balance of three instructional goals²⁷ which continuously inform instructional design.**
- The “effectiveness” of training, or to what degree the learning outcomes will be met.
 - The “efficiency” of training, or the cost/time vs. effectiveness ratio; in EWP, the balance between effectiveness and efficiency of training require trade-offs - the more effective the organization wants the training to be, the more time and the higher the cost.
 - The “appeal” of the instruction to the learners e.g. Is training voluntary? Is it engaging? Does it have incentives?
- 40. Instructional approaches are used as a departure points.**
- The instructor notices shifts in the attitudes of participants and makes required changes to facilitate learning e.g. changing a learning activity
 - The EWP team is open to making required systemic changes to instruction in response to new needs e.g. the pronunciation needs of a new homogeneous group are different from the previous heterogenous group.
 - Because of the dynamic nature of the workplace, instructors can “think on their feet” during instruction to maximize the moment e.g a workshop on “meeting presentations” is unexpectedly visited by two of the client organization’s managers who want a better understanding of what their participants are learning - the instructor maximizes the opportunity and modifies the means of achieving learning outcomes, such as changing from group presentations to intra-group presentations with peer and manager feedback using a standard user-friendly rubric that is written on the whiteboard.

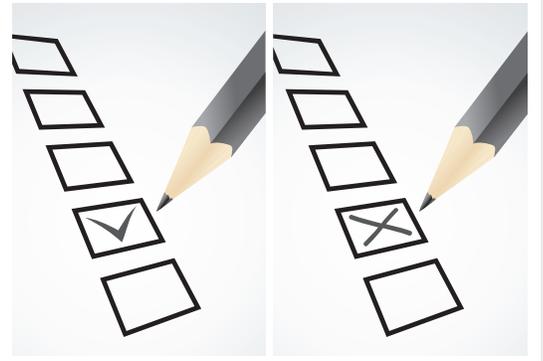
²⁶ See the explanation of Essential Skills complexity levels at www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/complexity.shtml

²⁷ Adapted from Reigeluth, Charles M. (1999); *Instructional-Design Theories and Models: A new paradigm of instructional theory*, Lawrence Erlbaum Associates, Inc., Mahwah, NJ; page 9

Stage 6

Learner Assessment

This stage consists of formative and summative learner assessments. The primary goal is to establish and then re-assess baseline (entry-level) measures.



- 41. The learner-assessment stage is differentiated from the problem-determination and evaluation stages.**
 - Learner assessment is done (1) to establish entry-levels to courses, and (2) to determine baselines so that formative assessments can be done during a course, and summative assessments at course-exit.
 - This learner assessment stage should be distinguished from any preliminary learner assessments that were done during the needs assessments (Stage 3), and from evaluations (Stage 10).

- 42. Commitment from L2 candidates for assessment and training is established:**
 - Senior leadership communicate the training initiative across the organization (1) as a positive professional development need in the organization to build capacity, and (2) a favorable addition to an employee's learning plan.
 - Managers identify and meet one-on-one with the L2 employees that will benefit from the EWP training. They discuss any performance gaps and how the training might help close those gaps. Results from the learner assessments will not be made know to managers without the approval of the participant.

- 43. Formative assessment supports the specific-learning outcomes (SLOs).**
 - In an Outcomes-Based-Education approach, formative assessment provides the instructor and participant with evidence of growth in SLOs, or of areas for development (not as indicators of achievement which is the purpose of GLOs).
 - A variety of assessment modes are used, including assignments, tests or quizzes which take the form of multiple choice questions, true or false answers, matching exercise, or gap fill worksheets etc.

- 44. Formative assessment and feedback are integrated into the workshops.**
 - Formative assessment is learner-centered. It is used to provide ongoing constructive feedback to learners.

- The instructor’s role in formative assessment is to work with individual participants to identify personal learning goals. The instructor designs and administers the assessments that indicate the participant’s learning and development.
- Feedback on assessment is detailed and descriptive to motivate learners and help them set clear and specific personal learning goals.
- Formative assessment validates and directs the instructional process so that trainers can make timely adjustments e.g. periodic assessments, reviews and observations.

45. Formative assessment is learner-centered.

- Participants co-create the assessment, which enhances motivation.
- Learners use instructor, self and peer-assessment (1) to correlate their individual learning needs with outcomes, and (2) to monitor and document their individual growth.
- Constructive peer-feedback contributes to forming a community of learning.
- Peer-assessment has clear rubrics and guidelines for giving constructive feedback.
- Assessments encourage self-reflection and self-monitoring with effective mechanisms e.g. learning plans, learning journals, blogs, portfolios, rating scales, checklists, answer keys, comparison models etc.
- Participants are involved in the formative assessment process as assessors of their own progress, to take ownership of their learning, and as resources to their fellow-participants.

46. Summative assessment supports the general-learning outcomes (GLOs).

- In an Outcomes-Based-Education approach, summative assessment evaluates the achievement of GLOs and occurs upon course-exit, once the learning experience is complete. The participant’s demonstration of the GLOs indicates achievement.
- Summative assessment is (1) formed from multiple and varied measures of assessment, (2) designed for different learning styles, and (3) scheduled around the time constraints of the workplace.
- Summative assessments include: case studies, presentations, practicums, portfolios, projects, and simulated or on-the-job demonstrations etc.
- Summative assessment assumes a problem-based process, that requires critical integrated thinking and the demonstration of GLOs²⁸.”

²⁸ For example, at a window manufacturer, the GLO is “to work safely on the assembly line”, the SLOs might be “speaking loudly with correct pause and speed”, “clarify information”, “pointing out mistakes in workmanship,” and “managing time” - the summative assessment might be the following: “A co-worker hands over a window frame with cracked casing. Your supervisor has recently asked you to keep pace with the team during product assembly. Explain what you would say and what you would do once the window frame comes to you This assessment is based upon a situation where an L1 supervisor had observed a pattern in L2 team members from the same cultural background, namely that they worked slower than other team members. He interpreted it as poor work ethic, but one he had gone through an intercultural training workshop on cultural views on time, he decided not to lay off the individuals. He met with each of them one-on-one, they compared cultural views on time, and he then coached them on understanding time in the organization. The change was immediate and the assembly line was no longer held up at their stations.

47. The instructor ensures the participant progress is well-documented:

- The EWP team works with the leadership to pre-determine the program policies, procedures and expectations for assessment including frequency, tools, documentation methods, who has access and what it will be used for.
- The results from assessment are communicated to learners in a timely manner.
- The results are used as a departure point for making decisions
- Learners know who will have access to results and how they will be used.

48. The instructor ensures assessment results are shared within the “freedom of information” policy guidelines:

- The EWP trainer communicates the collected results from the learner assessments in summaries, not in specifics. The trainer does not communicate the actual individual scores or levels to anyone else but the individual learners. The organization is aware of this from the beginning of the partnership. The communication of individual results to the key people in the organization, such as supervisors, is at the discretion of the learners. However, the specific needs of specific learners is explicit and receives ongoing discussion between the EWP trainer, the learner, and the key organizational contacts such as managers and human resource personnel.

Article 3 Keeping EWP Hours

The challenge with EWP, some point to, is that teaching in such short timeframes cannot make a meaningful difference to language skills. Workplace language programs have to achieve similar gains as traditional EAL programs but usually in less time.

For example, in traditional EAL, learners at the lower CLB levels are expected to move up one benchmark in about 250 hours. Learners at the higher levels can take up to 450 hours or more to gain a CLB level. Yet, EWP course durations vary from 25 hours up to about 50 hours. With three or four courses, an EWP program may total between 120 to 150 hours. These highly condensed time frames exert pressure on whatever best practices an EWP team is acting upon. The EWP team needs to be highly efficient and targeted to be effective.

However, a paradox exists - participants in EWP programs tend to make greater gains in shorter times than in traditional EAL classrooms. In a 2004 ELT pilot at an engineering company in Edmonton, Alberta, participants that were pre and post-assessed using the CLB tool, gained a benchmark in speaking and listening in a quarter of the expected 450 hours. In 2008, participants in an ELT pilot in Fort McMurray, Alberta, also made benchmark gains in a quarter of the expected time. These observations in language gains suggest that EWP must continue to play a decisive role in workplace integration for newcomers to Canada.

Stage 7

Learner Engagement

This stage implements strategies to ensure participants are motivated and committed to seeing the training through to the end. The primary goal is to ensure momentum for learning is maintained in the participants.



49. L2 commitment to the training program is established through the following strategies:

- *List* - A list of participants²⁹ selected for training is sent to their managers. The manager informs each participant individually of their selection for the EWP program.
- *Memo* - An short email summary of the highlights from the needs assessment results are provided to the participants. This includes the main performance gaps, a summary of the learner assessments, and the corresponding training recommendations. The information is not participant specific. If individual participants request personal feedback from the needs and learner assessments, these could be provided in a one-on-one discussion on the first day of training.
- *Meeting* - A meeting is held onsite with the participants and management team to explain the training initiative.
- *Senior Leadership Support* - A member of the organization's senior leadership team opens and closes the meeting to establish the credibility and importance of the training. Senior leaders launch each course and participate in a course-completion event e.g. graduation lunch.
- *Expectations for High Transference*- The expectation that participants are fully responsible for transferring learning into the workplace is clearly explained. They are also informed of the managers and supervisors' roles for supporting them for high transference of learning into the workplace.
- *Training Package* - Participants receive a training package with the course outline, learning outcomes and the schedule. The package also includes guidelines for attendance, classroom participation and assignments. The learning resources/texts could also be distributed together with the training package.
- *Management Accountability Structure* - The immediate supervisor and senior manager understand the key training outcomes. They recognize their roles in providing support and accountability for the participant's learning e.g. act as a coach, work together to build the language goals into the employee's performance appraisal, provide detailed and specific feedback to ensure the high transference of training from the workshop to the workplace, or simply being supportive of the employee missing certain work hours etc.

²⁹ Participants are either selected by their managers, or apply independently to participate because they believe they will benefit from the EWP course. Priority is given to L2 employees whose managers recommend training, and whose assessment results suggest they would benefit from the course.

- *Attendance* - The management team sets out expectations for attendance. Participant's are aware of the time commitment for learning. They have sufficient time to reschedule any appointments or activities before the start date. A definition for acceptable absence is offered. A formal process for being excused from training is explained to participants. A formal process is in place to record and follow up on absences, including whether a certain number of absences affects evaluation or graduation e.g. sessions where learners leave early to attend religious services and still expect to be marked present.
- *Learning Goals* - Participants set their own learning goals on the first day of training. Formative assessment and ongoing feedback are provided to participants so that milestones for personal learning goals can be self-evaluated.
- *Peer-Accountability Structure* - The participants are assigned into pairs, or form them of their own choices. The pairs keep each other accountable for learning, completing assignments, overcoming challenges and ensuring learning is transferred from the workshop into the workplace.

50. Participant classroom engagement is encouraged by:

- Strengthening a community of purpose, trust and support where learners and instructors are (1) welcoming of each other, (2) provide reciprocal constructive feedback, (3) create an enjoyable environment; (4) generate learning momentum, (5) show mutual respect, (6) welcome diverse perspectives, and (7) are confident to take risks in learning.
- Cultivating a positive attitude in participants e.g. removing self-imposed learning barriers, understanding personal learning styles, taking ownership of learning etc.
- Communicating the instructor's credentials, teaching experience, and a brief bio.
- Facilitating the exchange of participant bios, including backgrounds and expectations, in a format and through an instrument that meets the conditions of the Freedom of Information and Protection of Privacy Act.
- Defining the expectation of active participation clearly at the start of the course.
- Reaching consensus on the right of the EWP trainer to act in the interests of the class to maintain momentum of learning due to short time frames inherent to workplace training programs e.g. to meet with a repeated absentee to discuss other options for learning, keeping the class on track in workshops etc.
- Collectively establishing the code of behavior for class time.
- Being responsive to individual learner needs, while staying on track with the curriculum.
- Ensuring content and examples are relevant to the learners, with a clear connection to their workplace needs.
- Providing high-quality training materials.
- Assigning groups so that participants can meet at scheduled intervals outside the course to discuss progress and challenges e.g. coffee breaks or lunches.
- Ensuring instructors leverage best practices in adult EAL, for classroom instruction.

51. The training space is conducive to learning.

- The space is free of interruptions, such as people traffic and other distractions.
- The location is accessible for participants at different sites in the city who need to use transport to attend workshops.
- The space accommodates group activities at tables, as well as break out activities to prepare for role plays etc.
- A whiteboard and flip chart are available.
- The space accommodates a projector for PowerPoint presentations and media resources.
- The space has windows and good ventilation. It is cool in summer and warm in winter.

52. Time is allocated sufficiently and used efficiently to maximize learning.

- The teacher-talking time is carefully monitored.
- The number of hours allocated to training in a workshop is practical and effective, ranging between a minimum of 2 hours up to 6 hrs.
- The instructor continuously distinguishes between what needs to be refined or clarified in the learner's existing competencies, and what has to be taught for the first time.
- A consistent structure is in place to ensure assignments and pre-workshop activities are done before workshops so that face time with the instructor is maximized.
- Expectations are made clear that reasonable homework assignments will be given. They will be completed on time so that in-class time can focus on new learning, practise, feedback and internalizing, and that continuity of learning can be maintained i.e. if homework tasks are not completed, the continuity is broken.

53. The various learner levels are managed.

- Participants are placed in courses with colleagues at similar Canadian Language Benchmarks levels e.g. participants at a CLB 5 are not in a course with colleagues at a CLB 7.
- The various language distances are managed effectively during the workshops e.g. during a pronunciation course, the instructor knows Mandarin and Spanish speakers often have similar challenges emphasizing stop consonants (p, t, k, b, d, g) and uses this when assigning activity groups.

Stage 8 Delivery

This is the implementation stage and involves training for newcomers i.e. L2 speakers. It could also include corresponding training for L1 speakers who are working with newcomers. The primary goal is to deliver the curriculum to the group, while still responding to the specific needs of individual participants. See the checklist on page 41 for more details on managing the EWP workshop.



54. For speaking activities, the EWP trainer:

- Incorporates authentic activities, scenarios and resources that reflect the workplace of the participants. The connection between workshop and workplace is made explicit.
- Assigns pre-speaking tasks to prepare learners between workshop days to maximize class time.
- Pursues a balance between fluency and accuracy, depending on the real-life application for the participants.
- Makes the connection between the workshop activity and the workplace explicit; tasks are assigned to facilitate practice and application so that high transference can occur.
- Builds buy-in and gives strategies for participants to practice outside class time. A self-directed learning plan that can take effect at course exit³⁰ is designed together with participants.
- Moves around the classroom to provide clear and specific feedback to each learner.
- Encourages peer feedback. Rubrics with clear descriptors are provided to ensure feedback is constructive.
- Takes note of peer feedback, and makes corrections to that feedback when necessary.
- Uses varied instruction that appeals to visual, auditory and kinesthetic learning styles.
- Ensures strategies for developing speaking proficiency are: (1) presented in discussions and demonstrations, (2) experienced by practice in the workshop, (3) applied through supportive organizational mechanisms, and (4) “owned” by practicing in the workplace.

³⁰ Proficiency in English and adapting effectively to the workplace culture are not necessarily achieved at the end of an EWP program, even though learning outcomes have been met. Mastering the language and integrating well into the social fabric will likely need continued effort. Consequently, a goal in any EWP program should be developing learners who can take ownership of their learning and act in a strategic direction at program-end.

55. For pronunciation activities, the EWP trainer:

- Differentiates between accentedness, intelligibility and comprehensibility³¹.
- Recognizes that accentedness (the extent to which a listener judges L2 speech as different from native speaker norms) is not equated with poor pronunciation.
- Focuses on issues that have a more significant affect on clarity³², such as correcting compensation strategies (e.g. interjections such as “um”), suprasegmentals (syllable clarity, stop consonants, word stress), and segmentals (pause, speed, volume, sentence stress).
- Focuses on the aspects of pronunciation that will achieve the greatest gains in clarity for a group.
- Finds common challenges between language groups e.g. the speaking speed of Spanish and Hindi speakers can seem faster than that of English speakers; this observation can be used when assigning partners to an activity.
- Incorporates authentic language from the participants’ workplace.
- Uses voice recording and video for a participant to recognize, identify and correct their individual gaps in clarity.
- Uses varied instruction that appeals to visual, auditory and kinesthetic learning styles.

56. For listening, reading and writing activities, the EWP trainer:

- Incorporates authentic workplace materials and ensures tasks reflect the authenticity of the participants’ workplace.
- Where authentic materials are not available or are beyond the learners’ CLB level, creates materials or draws from EAL texts.
- Assigns pre-workshop activities between workshops to maximize time during training hours.
- Builds buy-in and gives strategies for participants to practice outside class time. A self-directed learning plan that can take effect at course exit³³ is designed together with participants.
- Uses varied instruction that appeals to visual, auditory and kinesthetic learning styles.

³¹ “Comprehensibility is defined as how easy or difficult a listener finds an utterance to understand. If a listener has to really concentrate to understand an utterance, that utterance would be considered hard to comprehend. Intelligibility is defined as a measure of how much of an utterance a listener is able to understand. ‘Intelligibility’ is often measured by having listeners transcribe what they hear or assign true/false values to simple statements. If a listener can understand the words being spoken, the utterance is deemed intelligible.” - adapted from Derwing, Tracey; Lori Diepenbroek and Jennifer Foote. *A Synthesis of the literature on aspects of second language acquisition important to skilled immigrants*; A report prepared for Citizenship and Immigration Canada. 2007, University of Alberta/Prairie Metropolis Centre.

³² Focus on compensation strategies, suprasegmentals and segmentals are in contrast to issues such as word stress and vowels, which are important but more difficult to achieve under the time constraints of EWP. Focus on pronunciation issues with less affect on comprehensibility and intelligibility might occur when occupation-specific vocabulary is a gap, or when new words are being taught.

³³ Proficiency in English and adapting effectively to the workplace culture are not necessarily achieved at the end of an EWP program, even though learning outcomes have been met. Mastering the language and integrating well into the social fabric will likely need continued effort. Consequently, a goal in any EWP program should be developing learners who can take ownership of their learning and act in a strategic direction at program-end.

57. For grammar activities, the EWP trainer:

- Uses the needs analysis to select grammar points that represent the most common learning needs in the group.
- Provides participants exposure to target structures through pre-workshop assignments, well-planned activities, productive assignments, and high transference tasks.
- Uses varied instruction that appeals to visual, auditory and kinesthetic learning styles.

58. The EWP trainer considers the following for intercultural training:

- Teaching intercultural competence in direct relation to language (e.g. pragmatics) and in the context of broader diversity content (e.g. personality types).
- Explaining the explicit distinction between mainstream culture, organizational culture, multiculturalism.
- Distinguishing intercultural competence from issues of discrimination.
- Dealing with issues of discrimination in workshops. Managing these situations sensitively and expertly “in the moment” when interacting with learners and other key members in a client organization.
- Explaining the journey through settlement to workplace integration³⁴, and supporting these processes.
- Teaching intercultural content by raising awareness and building the skills for adaptation³⁵ to the Canadian workplace culture. This includes the competencies for working in a multicultural society.
- Building intercultural competence simultaneously in the L1 speakers in the organization, not just in the L2 speakers?
- Uses varied instruction that appeals to visual, auditory and kinesthetic learning styles.

59. The EWP trainer employs applicable best practices in EAL³⁶ for speaking and writing:

- Learners receive input before and/or while performing speaking and writing tasks.
- Speaking and writing activities require participants to do any of the following: (1) consider purpose and audience, (2) focus on meaning and form, (3) engage in real communication, (4) intentionally plan their use and internalization of new language, (5) accomplish the tasks with specific requirement and measurable outputs.

³⁴ Essentially, L2 organizational integration includes achieving the language proficiency for the employment position, interacting fluidly with the organizational cultural norms, and taking ownership for related, future learning needs.

³⁵ See the Adaptation stage of in the *Developmental Model of Intercultural Sensitivity* (DMIS), by Mitchell R. Hammer, Milton J. Bennett, and Richard Wiseman.

³⁶ Best practices in EAL are adapted from page 73-74, *Best Practices for Adult ESL and LINC Programming in Alberta*, funded by the Government of Alberta and Citizenship & Immigration Canada, and available through the Alberta Teachers of English as a Second Language (ATESL).

- Focus on producing language accurately is developmental. Participants move from (1) a focus on a particular form, to (2) communicating that form, to (3) balancing the teaching of form between activities where grammar is de-contextualized and activities where grammar is presented in meaningful contextualized activities.
- Speaking activities develop towards fluency through: (1) formulaic sequences, (2) lexical fillers, (3) communication strategies, and (4) repetition.
- Writing activities acknowledge the writing process and encourage peer involvement at different points throughout the process: (1) gathering information, (2) generating ideas, (3) organizing for readers, (4) drafting, (5) revising, and (6) editing.
- Participants receive timely feedback.

60. The EWP trainer employs applicable best practices in EAL³⁷ for listening and reading:

- Interacting with texts that develop particular listening or reading skills, depending on the needs of the class, such as (1) skimming and scanning, (2) analyzing meaning, (3) identifying main ideas and details, (4) making inferences, (5) comparing and contrasting, (6) integrating multiple ideas from multiple sources, (7) applying ideas and details to authentic contexts, (8) taking notes, and (9) summarizing.

61. The EWP trainer employs best practices in EAL for grammar³⁸:

- Grammar instruction is incorporated into skills focused language teaching that redresses error and equips participants for meaning-based communication.
- Connections are made between the form of a structure, the meanings, and its use.
- Grammar practice is contextualized into relatable tasks, themes and topics.
- Instruction spirals by recycling target structures into new workshops, modules, themes, topics and activities.
- In listening and speaking and in reading and writing, participants are taught how to pay attention to grammatical forms and form/meaning/use connections.
- Participants are taught how to notice gaps and errors in their own use of grammatical forms.
- Grammar instruction follows focused practice activities that vary from high degrees of control to more open-ended ones, so that participants can use their grammatical acquisitions during meaning-focused communication.
- Participants receive feedback in response to errors through: (1) explicit correction, (2) clarification requests, (3) elicitation of correct form, (4) modeling the correct form.

³⁷ Best practices in EAL are adapted from page 70-72, *Best Practices for Adult ESL and LINC Programming in Alberta*, funded by the Government of Alberta and Citizenship & Immigration Canada, and available through the Alberta Teachers of English as a Second Language (ATESL).

³⁸ Best practices in EAL are adapted from page 74-76, *Best Practices for Adult ESL and LINC Programming in Alberta*, funded by the Government of Alberta and Citizenship & Immigration Canada, and available through the Alberta Teachers of English as a Second Language (ATESL).

- Corrective feedback is timely and ensures opportunity to incorporate that feedback into speaking and writing activities.
- Participants are directed to resources they can access independently to support their own learning.

62. The EWP trainer employs best practices in EAL for vocabulary³⁹:

- Vocabulary instruction encourages participants to focus on new vocabulary items through: (1) pre-activity discussion and review of target vocabulary, (2) incorporation of target vocabulary into multiple activities, (3) lexical elaborations, (4) use of visuals, (5) use of appropriate dictionaries, (6) pairing context and visual clues to meanings, (6) presenting new vocabulary in thematically-related clusters.
- Participants are encouraged to learn the pronunciation of new words and formulaic sequences at first-exposure.
- Participants are encouraged to internalize new vocabulary items by using the target vocabulary in (1) speaking and writing activities; and through (2) thematic teaching in all four language skills, (3) diverse vocabulary exercises, (4) narrow reading on a particular theme/author, (5) mnemonics, and (6) regular quizzes and tests.
- Instructors develop self-directed learners through teaching vocabulary learning strategies: (1) morphology i.e. roots, prefixes and suffixes, (2) encoding and mnemonics, (3) spaced repetition i.e. long-term and slowly decreasing in frequency as opposed to cramming, (4) varied retrieval i.e. flashcards, notebooks, sticky-notes etc., (5) personal reward and recognition, (6) immediate application i.e. journals, blogs etc. and (7) computer and internet assisted learning.

63. The EWP trainer employs best practices in EAL for pronunciation⁴⁰:

- Instructors have expertise in phonology, the English sound system, and teaching pronunciation.
- Instruction raises the participants' awareness and analysis of the aspects of spoken Canadian English that will bring the most individual clarity, including suprasegmentals (pause, speed, volume, sentence stress) and segmentals (syllable clarity, stop consonants, word stress), enunciation, and compensations strategies (e.g. interjections like umm, hah etc).
- Instructors identify useful pronunciation rules and patterns.
- Instructors provide listening discrimination activities for participants.
- Instructors demonstrate how each sound is made, provide opportunities for controlled practice, and provide individual feedback to participants.

³⁹ Best practices in EAL are adapted from page 78-79, *Best Practices for Adult ESL and LINC Programming in Alberta*, funded by the Government of Alberta and Citizenship & Immigration Canada, and available through the Alberta Teachers of English as a Second Language (ATESL).

⁴⁰ Best practices in EAL are adapted from page 77-78, *Best Practices for Adult ESL and LINC Programming in Alberta*, funded by the Government of Alberta and Citizenship & Immigration Canada, and available through the Alberta Teachers of English as a Second Language (ATESL).

- Pronunciation practice is revisited repeatedly and integrated into all further course activities, such as: (1) using high frequency formulaic sentences from the participants context, (2) practicing a specific pronunciation feature for a communication task, (3) simple information gap exercises targeting a specific pronunciation feature, (4) replays of a communication task with a shift in the pronunciation focus each time.
- Pronunciation instruction enables participants to identify their own specific gaps in clarity, which should result in the ability to self-monitor.

64. L1 speakers in the organization receive training that supports the EWP training. This could include any of the following outcomes depending on the need, the specified training hours, and the organizational level:

- Developing a set of common cultural and language terms to articulate differences and similarities between cultures.
- Building confident cross-cultural dialogue in the workplace. Employee need to be encouraged to converse with other cultures versus being concerned about offending others.
- Developing the following skills: suspending judgement, interpreting and negotiating differences, using plain language, giving and gaining clarification etc.
- Screening resumes with more intercultural competence.
- Interviewing more competently across language and cross-cultural barriers.
- Adapting performance feedback styles to L2 cultural backgrounds i.e. more direct or less direct.
- Coaching L2 speakers on adapting to the mainstream expectations in the workplace.
- Distinguishing between the various diversity dimensions that affect performance e.g. culture, personality, gender, stage of life etc.

Stage 9

High Transference

In the high transference stage, tasks are assigned and support mechanisms are initiated. These ensure learning is transferred from the classroom into the workplace. The primary goal of this stage is to collaborate with managers to build support mechanisms in the organization so that participants apply learning to their daily activities.



- 65. High-transference tasks⁴¹ (HTTs) are activities designed to transfer knowledge and skills from the workshop to the workplace with planned support from the organization.**
- Whereas homework assignments are tasks performed outside of work, such as an assigned reading, HTTs are the demonstration of knowledge and skills at work among colleagues and clients to practice learning outcomes.
- 66. The importance of the HTTs is skillfully managed:**
- The EWP trainer recognizes that HTTs are often the most neglected aspect of instructional design and learner achievement; the trainer effectually manages this from the start of the partnership with the client organization.
 - The importance of HTTs is built into the communication plan, and explained to (1) key decision makers in the organization during initial contact and clearly; (2) managers and supervisors during need assessment stage; (3) and participants during learner assessment.
- 67. Managers, immediate supervisors, mentors and/or coaches work closely with participants to advance the learning outcomes by:**
- Understanding what core outcomes need to be achieved through a course.
 - Working closely with participants to provide accountability and support through coaching and mentoring.
 - Receiving training and advice, from the EWP trainer, on how to provide constructive feedback for participants during work.
 - Learning outcomes are integrated with standard organizational performance appraisals and/or learning plans.

⁴¹ The term High-transference Tasks was introduced by Paul Holmes in the “From Immersion to Integration: Beyond Access” project, a 2008-2009 Enhanced Language Training initiative. Empirical observations suggest that less than 10 percent of knowledge is transferred from training into the workplace. HTTs address this gap.

Stage 10 Evaluation

This stage consists of program and trainer evaluations by the participants and other key stakeholders. It includes an evaluation of the impact of achieved general-learning outcomes at the business-level. The primary goals are to identify changes to future EWP services and to evaluate the business-level outcomes from training.



68. Before training starts, the business-level outcomes (BLOs) - where the organization wants to see training impact - are determined:

- The general (GLOs) and specific-learning outcomes (SLOs) are written using the data from the needs assessments and the preliminary learner assessments. The SLOs support the GLOs. The GLOs will support the business-level outcomes (BLOs).
- The specific BLOs that are being affected by each performance gap are identified:

Performance Gaps	GLOs and SLOs	BLOs
Deadlines are not being met.	<ul style="list-style-type: none"> • Participants adjust their personal and cultural understandings of how time is used, to adapt to their Canadian workplaces (GLO). • Participants will learn about culturally-defined concepts of time management, and how personality types can affect the use of time (SLO). 	Time is used efficiently.
Clarification is not sought when L2 don't understand information.	<ul style="list-style-type: none"> • Participants use appropriate word choices and sentence structures to gain clarification when they don't understand (GLO). • Participants will explore culturally-defined ways of saving face, along with examples of making requests and gaining clarification (SLO). 	Business costs due to error are reduced. Quality is enhanced.
Project updates and presentations to clients are ineffective.	<ul style="list-style-type: none"> • Participant presentations are clear, concise and coherent (GLO). • Participants will learn to use effective word choices, eliminate unnecessary details and use a linear model to organize information (SLO). 	Client satisfaction and confidence in the team increases.

- The most effective and efficient evaluation mechanism(s) are used: quantitative questionnaires; qualitative surveys; one-on-one interviews; focus groups; observation (by the trainer); documentation review e.g. performance records, incident reports; etc.
- Key stakeholders are asked (1) to estimate impact related to training e.g. reduced costs and safety incidents, increased quality and productivity, and a more satisfied customer and workforce, and/or are asked (2) to provide qualitative examples of success.

- A qualitative and/or quantitative baseline is established so that these can be re-evaluated at the end of the training⁴².

69. The EWP program (or course) is evaluated:

- The most effective and efficient mechanism(s) are used to obtain feedback from the program participants and other key stakeholders in the organization: quantitative questionnaires, surveys on opinions and attitude, one-on-one interviews, focus groups etc.
- The evaluation mechanism asks for specific feedback, including data on the program content, instructional materials, the high-transference tasks and assignments, the facilities and schedule, the technology, any noteworthy successes and suggested improvements.
- The evaluation mechanism also asks general questions, including what the EWP program (course) should (1) keep doing, (2) start doing and (3) stop doing.

70. The EWP trainer is evaluated:

- The most effective and efficient mechanism is used to obtain feedback from the participants: quantitative questionnaires, satisfaction surveys, one-on-one interviews, focus groups etc.
- The evaluation mechanism(s) ask for specific feedback on: (1) facilitating the achievement of learning outcomes, (2) subject knowledge expertise, (3) organisation and preparation, (4) style and delivery method, (5) effective use of time, (6) responsiveness to participants, (7) classroom management, (8) learning climate, (9) respect for participants and inclusive practice, (10) general comments etc.
- The evaluation mechanism also asks general questions, including what the trainer should (1) keep doing, (2) start doing and (3) stop doing.
- Qualitative and/or qualitative learner self-assessments are also done to evaluate the participant's own contribution to achieve identified learning outcomes, and how effort could be enhanced. This data is used to inform the trainer-evaluation data, and to implement more effective motivational supports into the course.
- Trainer evaluation is performed at the end of workshops at specific junctions in the course, and at the end of the course for overall evaluations.
- Evaluation data is used by trainers to maximize effective strategies, to better meet learner needs during the course, and to enhance their delivery for future courses.

⁴² For example, to calculate a baseline for how EWP training might save time, the EWP trainer could document how many times an L2 speaker's client presentation is delegated to an L1 team member because of language challenges. At the end of training, this baseline could be re-evaluated. Finding baselines to measure BLOs requires the active participation of key people in the organization. Attempting to set precise baselines is difficult because (1) training is likely only one variable that contributed to the change in that baseline, and (2) the time and labour involved are costs that neither the EWP trainer nor the company usually want to incur. Consequently, calculating ROI for training will likely be documented in observations and approximations. However, whether with accurate details or insightful approximations, evaluating baselines for BLOs, and connecting them to performance gaps and the success of learning outcomes, is worth the effort and innovation.

71. At the end of the EWP program, or course, the impact on the business-level outcomes is evaluated:

- The relevant BLOs are re-evaluated and compared with the pre-delivery baselines: (1) time, (2) cost, (3) quality, (4) productivity, (5) attraction and retention, (6) client satisfaction, and (7) workplace safety.
- The most effective and efficient mechanism(s) are used: quantitative questionnaires; qualitative surveys; one-on-one interviews; focus groups; observation (by the team); documentation review e.g. performance records, incident reports; etc.

72. The following evaluation process model can be used to evaluate the success of the EWP training initiative:

Step	Descriptor
Step 1	Before the training program starts, determine what levels will be evaluated: <ul style="list-style-type: none"> • Level 1 – Reaction (participant satisfaction e.g. through surveys) • Level 2 – Learning (specific-learning outcomes e.g. formative assessment) • Level 3 – Performance (general-learning outcomes e.g. by summative assessment) • Level 4 – Results (business-level outcomes e.g. through safety incidents)
Step 2	Work with the client organization to select which employees and managers will help with providing/collecting the baseline data prior to training, what data can be collected, where, when and how.
Step 3	Determine who and what will be evaluated at each level. For example, (1) will control groups be used; (2) will impact, activity, efficiency, effectiveness be evaluated; or (3) at the results level, what business-level outcomes can provide a baseline for evaluation: time, cost, quality, productivity, attraction and retention, client satisfaction, and workplace safety etc.
Step 4	Appoint who will provide feedback: participants, managers, experts, colleagues, subordinates, customers, etc.
Step 5	Determine which mechanisms will be used e.g. formative and summative learner assessments; quantitative and qualitative questionnaires, such as 360-degree evaluations; ratio estimates; surveys, one-on-one interviews; focus groups etc.
Step 6	Establish the baselines for business, general and specific learning outcomes.
Step 7	Choose the evaluation timing.
Step 8	Collect the data (once the needs assessment and analysis are completed).
Step 9	Deliver the EWP program.
Step 10	Perform level 1 evaluations with participants, and re-evaluate levels 2-4.
Step 11	Control for contributing variables. For example, an L2 employee may have been reassigned to new duties that require less language proficiency. This improves the effectiveness of a work team, but the EWP program cannot necessarily be accredited to the improvement in the team.
Step 12	Compare data with pre-delivery evaluation baselines to calculate the specific or approximate success statistics of the program, or specific course.

Checklist

Managing the EWP Workshop

The checklist contains 30 better practices for managing the EWP workshop. Use them as departure points for enhancing workshop dynamics.



Opening the Workshop			✓
1	Rapport	Welcome participants. Cover people introductions (day 1). Review the main learning goal(s), concepts and language from previous week. Discuss the previous-week's high-transference task and any relevant experiences from participants. Address any concerns that needed follow up. Cover any housekeeping items e.g. schedule changes.	
2	Credibility	On day 1, establish credibility with participants through personal bio.	
3	WHAT	Clarify the main learning goal(s) for the workshop. Focus on one or two main goals that have originated from the needs assessments and learner assessments.	
4	WHY	Explain the reasons for the learning goal(s) and the results if the participants transfer the learning to the workplace.	
5	HOW	Provide a visual and verbal outline of how the workshop has been organised, including the breaks.	
6	Guidelines	On day 1, work with group to establish workshop guidelines for commitment, participation and other key behaviours. Make them visual. Review the guidelines periodically.	

During the Workshop			✓
7	Listen intently.		
8	Carefully assess the evolving needs of the group. Take the group pulse regularly.		
9	Probe sensitively into participants' opinions, experiences and needs. But don't shy away.		
10	Surface concerns. Define problems and challenges. Make notes. "Park" issues on flip chart paper that need to be addressed in a later workshop, or as a post-workshop activity.		
11	Cultivate a trusting and open group dynamic. Allow for moments of honesty and vulnerability. Accept and incorporate feedback. Use the "keep", "stop" and "start doing" model for feedback between participants, and between trainer and participants.		
12	Make learners the centre of training and their workplaces (organizations) the context of practice.		
13	Carefully balance trainer-talking time with learner-talking time. Give participants lots of opportunity to discuss, practice, reflect and internalize learning.		
14	At strategic moments, connect the learning content and activities to the need for credibility, rapport and trust in the workplace.		

Checklist

Managing the EWP Workshop



During the Workshop		✓
15	Provide handouts and other visuals. Use whiteboard. Use PowerPoint. Make effective use of flip charts. Write in black, blue or other dark color. Write legibly in large letters. Post flip chart paper around the room. Create ways for participants to use/interact with flip charts.	
16	Communicate core learning concepts in plain language.	
17	Introduce useful abstract, conceptual and idiomatic language during discussions, and record clearly on flip chart paper.	
18	Explain all content-specific terms for workplace integration e.g. intercultural concepts.	
19	Work to validate participants' cultural backgrounds, while supporting their adaptation to their Canadian workplace norms. Enable participants to view cultural adaptation as adding new norms, not replacing their existing norms.	
20	Regularly evaluate participants using written assessment tools and/or verbal mechanisms. Provide targeted feedback to each participant on progress. Document assessments and record progress so that it can be reviewed at course end.	
21	Be inclusive. Treat everyone as equals. Draw everyone into discussions.	
22	Check the instruction pace. Not too fast. Not too slow.	
23	Periodically summarize and review learning points.	
24	Stay flexible. Be ready to change direction from the learning plan if necessary or expedient. Shift between teaching and facilitating, mentoring and coaching as required.	
25	Stay on topic, while balancing any emerging learning needs with the established outcomes in the curriculum. Use discretion when new learning needs arise. Some needs must be addressed, others can become self-directed learning.	
26	Keep training highly interactive. Regularly shift between new content, activities and reflection time.	
27	Allow for regular breaks.	

Closing the Workshop		✓
28	Review	Review the key learning goal(s) and group insights. Round up 'parked' items and other unaddressed learning points. Build into next workshop or as self-directed assignments. Obtain feedback from participants on workshop highlights.
29	Transfer Ownership	Finish every workshop with a clear high-transference task to take the learning into the workplace. Make sure participants understand that ownership of learning is their alone, and therefore application and practice.
30	Look Ahead	Give a brief overview of the next workshop. End on a positive and optimistic note.

Considerations for EWP Centers



Point of View

This additional section is written from the point of view of established EWP institutes that deliver language and related training to employed immigrants either at their workplaces or at the agency, college or university.

The EWP centers that contributed to this research are administered in key cities of Vancouver, Victoria, Calgary, Edmonton, Regina, Winnipeg, Toronto, Ottawa and Halifax. None of these EWP centers claim to represent all the best practices. Instead, they are all at various stages of development and sustainability. However, collectively they represent what can be aspired to and achieved in English for the Workplace. Not all the best practices will be applicable to EWP programs all the time. EWP is a dynamic field that depends on customization and experiences varying degrees of effort and commitment from the many stakeholders. These considerations for EWP institutes are a reliable departure point, rather than a blueprint for success.

(A) The English for the Workplace (EWP) team exists through its mission, and achieves excellence through building values and the pursuit of vision.

1. The team's mission statement is a response to the question, "As an EWP team, what do we do that enables learners and their organizations to close performance gaps, integrate successfully, and achieve their potentials?"
2. The values guide the behaviors of the team by answering "As an EWP team, how do we make decisions day-to-day?"
3. The vision defines the future the team seeks to create by answering "As an EWP team, where do we want to go and what we will be like when we arrive?"

(B) The EWP team cultivates integrated thinking to enable the team to respond to complex issues with sustainable solutions.

1. The EWP team draws upon a rich body of knowledge in English as an Additional Language (EAL) theory, culture and diversity disciplines, occupation-specific supports such as Essential Skills⁴³, and organizational learning resources to meet the multi-faceted needs of learners in the workplace.

⁴³ The Essential Skills Profiles are accessible at www.rhdcc-hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml

2. Team members can contemplate the whole, as well as the parts, when responding to both individual and organizational needs e.g. a performance gap interpreted as “not showing initiative,” might not be due to L2⁴⁴ cultural or language gaps but personal reasons such as family obligations, or due to company culture, or a combination of all four.
3. The team always seeks evidenced-based responses, versus arriving at “quick fixes” or “checking the boxes” e.g. instead of delivering a traditional EAL course out of a textbook, the EWP team conducts a succinct needs analysis to determine the specific needs and identify the gaps so that training reflects the exact needs of the employees and the client organization.

(C) An EWP team functions through a unique combination of specific knowledge, skills and attitudes as defined in Stage 1. The team also benefits from the following additional knowledge and skills:

1. Using advanced analysis, problem-determination skills and systemic thinking with an interdisciplinary lens i.e. language, diversity, business and organizational studies etc.
2. Applying advanced data-collection competencies.
3. Practicing sound project management principles.
4. Cultivating EWP team vision and innovation, ideas and improvements.
5. Following EWP team vision, values and mission.
6. Developing outstanding proposal and report writing, and e-communication.

(D) The EWP team members, and the significant capacity invested in them, are retained by:

1. Employing appropriately qualified and experienced members⁴⁵.
2. Balancing individual skills and needs with the team’s overall effectiveness.
3. Developing shared vision for short, medium and long-term goals.
4. Regular staff meetings and retreats.
5. Providing appropriate compensation for instructional hours and non-instructional activities such as development work, meetings, assessment and testing, conferences and required development functions.
6. Using a transparent salary scale and promotional ladder that reward qualifications, experience, excellence, and professional development.
7. Establishing a process to qualify for benefits.
8. Providing appropriate professional development opportunities.

(E) The EWP team and program elements are built up into a self-sustaining EWP centre through a strategic plan that includes combinations of any of the following:

1. Housing the EWP centre within the supportive context of an established higher education institute.
2. Cultivating long-term partnerships with organizations that want to partner on EWP initiatives.

⁴⁴ L2 speakers are defined as employees whose first language is not English. In this Best Practices document, L2 is synonymous with EWP participants, EWP learners, and immigrants.

⁴⁵ See best practices number 3 a, b, c, and number 6

3. Spearheading training projects supported through independent funders and provincial and federal government funding mechanisms.
4. Securing strategic partnerships with large corporations and influential individuals that will invest time and financial support into the EWP centre.
5. Marketing all the EWP services effectively.
6. Competitively pricing EWP courses and related training such as intercultural workshops.
7. Integrating funded research and development into the EWP center's set of core activities.
8. Building a strong community platform and national presence so partnerships can be forged and opportunities maximized.

(F) Appropriately qualified instructors are employed on the EWP team.

Essential Qualifications and Experience

1. Instructors have all, or most of, the following qualifications: (1) TESL Canada certification; (2) preferred EWP experience, or appropriate EAL experience and/or a relevant occupation-specific background; (3) minimum of an intercultural certificate or equivalent experience; (4) TESL diploma or equivalent; (5) Bachelor's degree in relevant field; (5) Master's degree in related subject.
2. Instructors have a strong working knowledge of Workplace Essential Skills and their complexity levels, and Canadian Language Benchmarks.
3. Instructors are experienced in how to teach listening and vocabulary, speaking and pronunciation, reading, writing and grammar.
4. Instructors are experienced in teaching intercultural competence, learning skills, and self-directed study.
5. Instructors are competent in the skills they teach, are teachable, and actively pursue opportunities to develop professionally.
6. Instructors are innovative, creative, committed and enthusiastic.
7. Instructors can manage the tension between the allotted EWP time and the (1) individual learner needs, (2) business-level outcomes and (3) emerging learner needs e.g. computer skills may not have been identified during needs assessments, but may emerge during training, and may have to be addressed to move forward.
8. Instructors can organize and manage a classroom by ensuring: (1) learners are engaged and participating; (2) interaction is respectful and constructive; (3) instructions are clear and activities are effective (4) allotted time is used efficiently.
9. Instructors can gather, adapt, and develop materials from authentic documents and/or other training resources.
10. Instructors can adapt plans to ensure learner engagement and achievement.
11. Instructors provide clear, specific and constructive feedback to learners.
12. Instructors maintain an awareness of community resources and educational programs to direct and advise learners.
13. If the EWP team employs members with less experience, an efficient coaching and mentoring system is in place, and a detailed learning plan is crafted upon hiring.

Supporting Qualifications and Experience

14. The EWP team employs members with special expertise in areas that support program goals: (1) coaching and mentoring; (2) project management; (3) proposal and report writing; (4) needs assessment; (5) learner assessment; (6) curriculum development; (7) Canadian Language Benchmarks; (8) Essential Skills for the workplace; (9) instructional design; (10) technology supports for EWP; (11) EAL Literacy for the workplace; (12) occupation-specific knowledge and accreditation processes; (13) design, development and delivery of online learning.
15. Instructors have an awareness of world geography, global political and economic issues, national, local and regional labour markets, Canadian immigration history and current immigration policies, processes and trends.
16. Instructors maintain an awareness of industry-specific trends and influences applicable to the workplace e.g: in manufacturing, knowing that important issues are safety, lean manufacturing, environmental issues, US economic fluctuations, US policies that affect cross-border trade etc.
17. Instructors remain informed about workplace-specific issues e.g. union issues, recent strike action, underlying attitudes, lay-offs, policies concerning harassment, behavior, etc.
18. Instructors have an understanding of the accreditation process for internationally- educated workers and professionals e.g. Red Seal, APEGGA etc.

(G) Appropriate leadership structures and competencies are used to administer the EWP team and activities.

1. The team’s senior leadership exercises sufficient knowledge and skills in a variety of EWP-related functions: (1) EAL acquisition-theory and practice; (2) intercultural and diversity theory and practice (3) organizational management and development; (4) management consulting; (5) federal and provincial policies and guidelines.
2. The leadership has capacity in essential management and team competencies:

Management Skills	Team Skills
Time management	Interpersonal skills
Program and project management	Clear, concise and accurate presentation and e-communication skills
Budget, finance, and client contract management	Facilitating and instructing
Funding and grant procurement	Performance management
Proposal and report writing	Crisis intervention and problem-solving
Strategic planning	Conflict resolution
Program marketing	Recruitment and retention, recognition and reward

3. The leadership exercises the following attitudes: (1) advocating on behalf of staff and learners; (2) remaining accountable to all stakeholders; (3) keeping lines of communication open; (4) encouraging open discussion and respectful disagreement; (5) encouraging shared vision and innovation, ideas and improvements.

(H) Support staff are hired with conducive qualifications, abilities and dispositions to support the EWP team.

1. Depending on the size of the EWP team and program, these may include: (1) receptionists; (2) administrative assistants; (3) office managers; (4) technology support specialists; (5) online learning support specialists; (6) financial specialist; (7) marketing specialists.
2. Preference is given to candidates with education and/or experience in language, diversity or a related field.

(I) All managers, instructors and administrative support persons move through clear hiring, workplace orientation, and performance appraisal processes.

1. The hiring process ensures: (1) a formal interview by a panel; (2) a transparent interview and selection process; (3) qualifications, abilities and dispositions match the job description; (4) reference checks are performed; (5) employment contracts with clear roles, responsibilities and expectations are signed.
2. The workplace orientation includes (1) comprehensive orientation to policies including copyright guidelines, the Freedom of Information and Privacy Act, and the Personal Information Protection Act; (2) core team procedures and protocols; (3) facilities and support services/resources; (4) all team member roles and responsibilities; (5) learner population, such as dominant cultural and language groups in previous companies etc.; (6) key client partners; (7) one-on-ones with leadership; (8) team welcome; (8) EWP resources.
3. The performance appraisal process includes (1) all essential on-the-job support and/or training; (2) all required ongoing coaching and/or mentoring; (3) written expectations and responsibilities of the position; (4) personal development plan; (5) scheduled performance appraisals; (6) consensus on preferred feedback mechanisms and styles.
4. Role diversification, additional responsibility and recently promoted staff are supported through access to relevant training, mentoring or coaching.

(J) Ongoing professional development opportunities are provided to and pursued by the EWP team.

1. Professional development opportunities are considered from the following points: (1) the goals and mission statement of the EWP team; (2) emerging learner needs; (3) individual team member needs; (4) collective team development; (5) the strategic positioning of the EWP team to deliver broader EWP services e.g. training L1 speakers; and (6) current trends and research.
2. A process exists for determining, prioritizing, planning, and implementing professional development, as well as evaluating the return on the investment.
3. Participation in professional development is encouraged, recognized and rewarded by: (1) securing release time; (2) securing funding; (3) establishing incentives e.g. team sharing, salary increments, advancement, priority for specific projects, opportunity to apply learning; and (4) building opportunities into learning plans.

4. Involvement in local, provincial and national TESL organizations is encouraged, recognized and rewarded.
5. To expand knowledge, the EWP program houses resources such as a library and provides access to alternative resource pools such as online journals and institutional libraries.

(K) Policies and procedures are in place ensuring ethical treatment of the EWP team members⁴⁶.

1. Staff receive timely appointment letters and/or employment contracts.
2. Staff receive printed copies of (1) job descriptions and responsibilities; (2) program policies; (3) statement of program expectations for ethical conduct and the criteria for dismissal; (4) grievance procedure.
3. Instructors on contract are promptly informed on pending work and prospects for the immediate future.
4. Federal and provincial regulations for labour standards are adhered to.

(L) A process is in place for regular staff evaluations.

1. Learners regularly have the chance to anonymously provide feedback on the EWP team.
2. Feedback results are promptly communicated to the EWP team members.
3. Managers, instructors and support staff participate in regular evaluations through formal and informal mechanisms to gain a 360-degree review from clients, learners, peers, staff, and supervisors.
4. Scheduled performance appraisals incorporate learning plans and annual goals.

(M) The EWP team members are provided with quality instruments to perform their roles.

1. Professionally published marketing materials and fact sheets.
2. Well-designed and presented instructional materials and resources.
3. Technology supports such as laptops and projectors, digital audio recording device, video camera with tripod, digital camera, blank CDs and DVDs etc.
4. Stationery and copy services e.g. access to office supplies including file folders, labels, USB sticks, paper clips, elastic bands, pens, markers, highlighters, post-it notes, chart paper, heavy coloured paper, binding equipment, hole punch, stapler, ziplock bags, plastic bins or boxes of all sizes for storing and transporting materials to and from class, rolling trolley/cart, templates for producing quality, professional looking materials, handouts etc.
5. Online and wireless communication tools.
6. Transportation and/or travel means e.g. mileage etc.

(N) The EWP program is actively marketed through the following:

1. Maintaining an active online presence through an engaging and accessible website, participating in blogs, keeping in contact with fellow-practitioners etc.

⁴⁶ Adapted from *Best Practices for Adult ESL and LINC Programming in Alberta*, by the Alberta Teachers of English as a Second Language (ATESL); page 49.

2. Advertising in sector and occupational magazines and journals, ethnic newspapers and radio stations, on notice boards with high traffic etc.
3. Attending and/or presenting at events such as conferences, symposiums and trade shows for various business sectors; at charity and other not-for-profit events; at educational events and professional development opportunities etc.
4. Networking with not-profit agencies, accrediting institutes, committees, government representatives, influential business contacts etc.
5. Inviting media coverage e.g. newspaper and television, for community and national interest-events related to EWP, immigrants and integration.
6. Providing complimentary services such as workshops, cultural and language tip sheets etc.

(O) Information about the EWP program is easily accessible to inquiring organizations.

1. The EWP program has a website in line with best practices in web design, and provides accessible detailed information on the (1) training and consulting services, such as course details, outcomes, hours and customization etc; (2) mission, values and team members; (3) partnering clients, affiliates, and key funders; (4) case studies, client comments and impact stories; (5) access to publications and resources.
2. The EWP program has high-quality information packages and marketing materials on EWP services, and these are readily distributed to inquiring organizations.

(P) The EWP team is skilled at data collection.

1. The EWP team retains the following advanced data-collection competencies: (1) data collection for statistical analysis; (2) cost-benefit analysis; (3) documenting processes; (4) model buildings skills, such as analysis framework visuals, flow charts etc.

(Q) The operational activities of the EWP centre are evaluated:

1. The EWP team meets to self-evaluate their maximizing of and/or loss of opportunities, such as new training needs; time, such as workshop preparation; and human capital and financial resources such as course pricing, cost recovery and profit margins.
2. Evaluation is done to (1) improve the management of the EWP centre, (2) enhance the quality of centre-client interactions, and (3) improve the delivery of services.
3. The contribution of the client organization is also assessed at this stage: (1) what they did well, (2) what further contribution was needed, and (3) what might contribute to better practices with future client organizations.
4. The EWP team meets to determine, document and build upon the lessons learned at the end of each program.
5. The EWP program manager distributes a questionnaire to the liaisons in the client organization for open and closed-ended feedback on the operational activities.
6. The EWP centre engages external reviewers at various stages of the centre's development to provide objective feedback on all aspects of operations and program delivery.
7. Evaluation is performed through any of the following mechanisms: quantitative questionnaires, surveys on opinions and attitude, one-on-one interviews, focus groups, observation, performance records etc.

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The research was guided through a committee of experienced advisors in workplace language training in Alberta, including Darcy McDonald from the *Centre for Excellence in Intercultural Education* at NorQuest College; Lorene Anderson, the Project Manager, Rural Routes Initiative at NorQuest College and team member of the *Alberta Workforce Essential Skills Society*; Laurel Madro from the Corporate Readiness Training Program at *Bow Valley College*; Paul Schultz, the Business Development Officer for Workplace Training Services at *Bow Valley College*; Karen Hammond, the founder of *Hammond & Associates Inc.*; Justine Light, the founder of *Daylight Consulting Inc.*; and Carolyn Dieleman, the manager of Language Training, Immigration Policy and Programs Branch, *Alberta Human Services*.

Interviews were performed across Canada. Trips were taken from Alberta to British Columbia, Manitoba and Ontario. Telephone interviews were conducted with key contacts in Nova Scotia and Saskatchewan. Service providers were interviewed from *Vancouver Community College*; *Camosun College* in Victoria; *Bow Valley College*, and *Hammond & Associates* in Calgary, *NorQuest College* in Edmonton; the *University of Winnipeg*, the *University of Manitoba*, and *Manitoba Labour and Immigration*; *Ryerson University*, and *MCB Solutions* in Toronto; *Graybridge Malkom* in Ottawa; and *Halifax Immigrant Settlement and Immigration Services*. Input was also obtained through interviews and discussions with program funders in the governments of Alberta, Saskatchewan, Manitoba, Ontario, Newfoundland and Nova Scotia.

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