

1 LEARNING ON THE JOB vs FORMAL TRAINING

All of us experience learning on the job at some time: we are shown how to do things by the people we work with and then become competent by practising on real work. The alternative is to set up courses to teach people the skills they need.

2 INTERNAL vs EXTERNAL TRAINERS

Training can be organised and given by staff within the company. For example, a salesperson may run a seminar on selling techniques for less experienced colleagues. On the other hand, a company may send staff on courses with professional training organisations. Some organisations will create custom-built courses, adapting the content and timetable to suit one client's needs.

3 FULL-TIME vs PART-TIME COURSES

Staff may be sent out of the company for a week, a month or longer to dedicate themselves full-time to training, or the course may run for a few hours a week over a longer period of time.

4 GENERAL vs SPECIALIST PROGRAMMES

Some courses deal with the big picture, for example the operations of industry. Others focus on specific skills such as using a computer programme or managing time.

5 METHODS

The way in which the training is given can be almost as important as the content of the course. Inappropriate methods produce poorer results. Some courses will use a mixture of methods.

Psychological approach Participants in a group act out real-life situations: a conflict with a subordinate, a negotiation with a client... Performance is analysed by the group and the trainer.

Academic approach The emphasis is on acquiring information through formal study - attending lectures and reading.

Sensitivity training Participants express and confront their feelings about each other, the company, the people and systems they work with...

War games Participants go to the countryside and take part in battles using (for example) paint guns. Or, in the same spirit, managers are sent on survival courses.



A game using paint guns to build team management skills

Teacher's Notes

Training

Worksheet

39

ACTIVITY

Pairwork, groupwork and whole class: reading, speaking

AIM

To discuss some factors involved in choosing a training course.

GRAMMAR AND FUNCTIONS

Expressing opinions
Agreeing and disagreeing
Making comparisons

VOCABULARY

training, trainer, trainee, programme, approach, learning on the job, content, timetable, seminar, custom-built, training organisation, skills, colleague, full-time, part-time, participant, performance, to acquire, conflict, subordinate, negotiation, client, to analyse

PREPARATION

Make one copy of the worksheet for each student in the class.

TIME

20-30 minutes

PROCEDURE

- 1 Tell the students that they are going to discuss some factors involved in choosing a training course
- 2 Ask the students to work in pairs.
- 3 Ask them to tell each other about either positive or negative learning experiences they have had.
- 4 Give out the worksheets.
- 5 Ask the students to read the worksheets and think about the different options described. **At the same time**, ask them to note any vocabulary they do not understand.
- 6 Write any words the students have not understood on the board. Give or elicit definitions or translations.
- 7 Ask the students to work in groups of four to discuss the advantages and disadvantages of the options on the sheet. Ask them to make brief notes about their conclusions.
- 8 When this discussion finishes, discuss and compare conclusions with the whole class.

FOLLOW-UP

Ask the students to write 150 words on their own companies' training needs and policies.