Incorporating Company and Learner Goals in Workplace Training Programmes

A thesis

submitted in partial fulfilment

of the requirements for the degree

of

Masters of Education

at

The University of Waikato

by

Julie Anne Eaddy

THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

2013

ABSTRACT

Incorporating company and learner goals in workplace training programmes

There has been an increased awareness and focus on workplace training in recent years. The rapid growth in digital technology and the globalisation of business and trade is often cited as the reason for this increase because they are seen to impact on business production, policies and communication. As in much educational research, there are questions about how positive workplace learning outcomes can be encouraged.

Although attention is generally given to skills improvement, goals are important in workplace training for a number of reasons. They assist the learning process, give direction to a course or programme, help us measure success and give information about stakeholders' expectations. However, in workplaces, there can be disparate goals. Companies often aim to align workplace training with business objectives. Employees, as learners, may have individual goals, and as part of the context, tutors and government funders may have additional goals.

While the four stakeholders in this research are: the government, the company, training staff and learners, the focus is on the companies' and learners' goals. It explores learners' goals for workplace training and how they relate to company goals.

In order to investigate this research question, I engaged with five workplace training programmes, used interviews, observations and documentation with a qualitative approach to gather data. I interviewed company managers at the beginning and end of the data collection, and I interviewed tutors and learners at different points in their training programme, I observed a training session when possible and collected relevant training and company documents.

Three factors seemed to contribute to positive learner response to workplace training programmes. These three factors were the tutors' teaching approach, NZQA qualifications offered in the training, and employees increased sense of belonging in the company and being valued at work. These three factors also contributed to aligning learners goals to the company goals. This study suggests workplace training programmes can be beneficial to both the company and learner/employees and may be useful, therefore, for people involved in implementing training in the workplace.

ACKNOWLEDGEMENTS

Table of Contents

CHAPTER 1: INTRODUCTION

Workplaces as educational environments have come into focus in recent decades in response to rapidly changing workplace procedures and work routines. There are increased demands on employees to upskill in order to use new digital technologies. Furthermore, globalisation has required many companies to operate internationally and consequently there is an increase in reporting procedures. Language, literacy and numeracy (LLN) skills and training are involved in meeting these challenges. Consequently, a number of LLN campaigns were initiated in countries such as the United Kingdom (UK), the United States (US), Canada and Australia.

New Zealand (NZ) has followed suit and has established its own LLN development programmes. Workplace training and literacy programmes in NZ have largely been influenced by global trends in research, practice and policies from the above mentioned countries. These programmes are adapted and integrated to suit NZ's particular situation and needs. This research project explores the goals of companies and learners in workplace training and LLN skills development in NZ.

1.1 The Aim of the Study

The research question is: How are company and learner goals incorporated into workplace training programmes? The aim is to determine how learner goals and company goals correspond and how these goals are manifest in training programmes. One factor in the success of a programme is tutors addressing the needs of learners, the company and funding bodies. The majority of research on adult education supports the notion that, for adult learning to be successful learners' individual goals need to be incorporated (Billet, 2001, 2006; Boudin, 1993; Knowles,1973; 2006; Rāwiri, 2007). What is more, training needs to have relevance to employees' situations.

Company management, on the other hand, wants to see gains from workplace training in order to justify the expenditure and time. They also expect training to align with business goals and values (Short & Harris, 2010). Furthermore, there is an increased need for companies to provide

documentary evidence of compliance with international business standards so they can operate in global economies. This may involve, for example, increased documentation for health and safety compliance and recording processes (Belfiore, Defoe, Folinsbee, Hunter & Jackson, 2004; Farrell, 2006; Gee, 2004; Graff, 2003; Virgona & Waterhouse, 2004).

This combination of rapid changes in the way people work, communicate and report, along with the need for companies to compete in international markets, has resulted in two conflicting views. In some quarters people are claiming that literacy levels of employees are hindering businesses and economies (World Literacy Foundation, 2012). This view is supported by surveys such as International Adult Literacy Survey (IALS) and Adult Literacy and Life Skills Survey (ALL) which report on literacy levels of adult populations in NZ and other participating countries. NZ's results from these surveys, similar to countries in the Organisation for Economic CoOperation and Development (OECD), claim that the literacy levels of a large proportion of NZ's population are inadequate to meet the economic demands of the country.

In opposition to this view, a body of researchers and authors, including Belfiore et al. (2004), Gee, Hull and Lankshear (1996), Graff (2003) and Jackson and Slade (2008), report that throughout history there have been claims of a literacy crisis, at times of rapid development and change. This group argues that the issue is complex and that the literacy deficit of employees is used as an excuse for lack of economic growth. For example, they claim that difficulty implementing new work procedures cannot be solely attributed to one section of society (Belfiore et. al., 2004; Jackson & Slade, 2008). They state that there may be other reasons why employees resist new methods.

The two views mentioned above are relevant to this study as they constitute the background against the workplace training programme is placed. The claim that LLN levels of NZ's workforce are hindering economic growth explains, in part, why the NZ government promotes LLN development. Additionally, NZ companies operate globally, therefore

research from abroad can be applied to NZ workplace training and LLN development. Furthermore, the tension between these two views illustrates why workplace education is considered a complex terrain for education. (Belfiore, et al., 2004; Gee et al., 1996; Jackson & Slade, 2008)
.

1.2 Background to the Question

My interest in this research topic evolved from my experience as a workplace tutor and from previous study. As an adult educator, I have developed an interest in supporting adults to improve their literacy skills in order to achieve their educational and employment goals. The goals of those involved shape the programme and assist learning and teaching. From my teacher training and understanding of adult education, addressing learner goals is essential for good practice. I found, however, in my own experience and in conversations with colleagues, that at times it was difficult to include individual learner goals in the time frame and parameters of the course. This is especially so when a course is based on the company's particular goals, which may include aims to reduce wastage, demonstrate understanding of company policies, or develop critical thinking. These experiences together with my previous study provided the starting point for this research.

1.3 Definitions of Literacy and Training

Defining literacy is a complex task because it changes with time and evolves according to the culture within which it is situated, and the purpose of literacy practices (Baker, Pearson, & Rozendal, 2010; Mace, 1992). Furthermore, rapid developments in communication technologies and practices will also redefine it. Accordingly, questions abound in the education sector about what literacy is and how it is measured (Knobel & Lankshear, 2008).

The definition of literacy I will refer to in this study is based on that of Luke and Freebody (2000): literacy is "the flexible and sustainable mastery of a repertoire of practices with the texts of traditional and new communications technologies via spoken print and multimedia" (Luke & Freebody, 2000, para.17). Their definition is appropriate for workplace

literacy because it encompasses the literacy skills of reading, writing, listening and speaking required to operate in people's work worlds. It also includes the literacy tasks learners perform in order to attain workplace qualifications and training. The training programmes in this research included both literacy and workplace training programmes, which required learners to utilise speaking, listening, reading and writing skills.

The term 'learner' has been used in this study to refer to research participants enrolled in the training programme. As all interviewees involved were research participants, specific vocabulary was needed to differentiate participants, the terms: 'company manager', 'training manager', 'tutor' and 'learner' have been used to best clarify the participants' roles in the research.

1.4 Key Research Questions

The research project involves a number of sub questions. For example, how the course operates, its constraints and benefits, and its goals and how these are achieved. The following key questions guided the data collection.

- Why was the course conducted?
- How were course participants selected?
- Why did employees enrol?
- What were the goals of the company/learners and tutors?
- What were the constraints and benefits of the training
- Were the goals achieved?
- How did the course affect the company and learners?

In order to build a picture of the company training programme and the people involved, I interviewed learners and the tutors and company personnel responsible for the training. I also observed training sessions and collected documentation about the training.

1.5 Thesis Overview

This thesis is organised into six chapters. Chapter One introduces the research question and aim of the study. This is followed by a review of the literature review based on workplace education, literacy, goals and workplace training in NZ. Chapter Three provides the methodology and

methods employed to answer the research question. The findings from the data collection are presented company by company in Chapter Four. Chapter Five, discusses and analyses the findings and the themes which emerged from the research. The final chapter notes the study's limitations and considers its implications.

CHAPTER 2: LITERATURE REVIEW:
Workplace literacy and training: Goals in learning and education

2.1 Introduction

Workplace literacy programmes, which form the basis of this study, have been in place for approximately forty years in the UK, US and Canada. Over that period, learning theories have changed influencing the methods and approaches used in adult education and workplace literacy programmes. Theories about adult learning touch every level of workplace training programmes from government policies to teaching approaches of training staff and tutors. In this chapter, learning theories applicable to workplace literacy and training will be discussed, followed by the role of goals in teaching and learning. Finally, I will discuss research on workplace literacy training in New Zealand and investigate the connections between the goals of stakeholders in workplace literacy and how this affects training programmes.

2.2 Learning and Workplace Literacy and Training

Learning in workplaces involves the theories of adult learning principles. As part of lifelong learning it is supported by researchers in adult education, for example Billet (2001, 2006, 2010), Burns (1995, 2002) Knowles, Holton and Swanson (2005) and organisational bodies such as the Organisation for Economic and Development (OECD). In Rogers and Horrocks' words (2010, p.95), learning is "something that every person does throughout the whole of their lives". Cognitive and social practice theories will be discussed in relation to their influence on literacy teaching and workplace training. Additionally, significant teaching practices will be explored.

2.2.1 Cognitive Theories

A cognitive approach to language, literacy and numeracy (LLN) learning involves an individual's internal mental processing and is seen to develop in universal stages regardless of context (Purcell-Gates, Jacobson, & Degener, 2004). The influence of cognitive theories is also apparent in

language, literacy and numeracy teaching as is shown by the types of discrete tasks learners complete. For example, tasks may include using phonemes and letters to build words, or maths sums to complete numeracy problems. It is also visible in the stepped levels of literacy and numeracy achievement in the *Learning Progressions.* It is easier to measure and assess literacy skills using a cognitive approach and includes the types of questions used in international literacy surveys and Tertiary Education Commission's (TEC) National Assessment Tool.

2.2.2 Situated Cognition

Situated cognition is commonly seen in contemporary approaches to adult and workplace education. This theory is based on the understanding that learning new skills or tasks, such as how to read and understand workplace documents occurs in the situations of use (Barton & Hamilton, 2000; Gee et al., 1996). Gee (2010, p. 169) explains that "situated cognition studies argue that thinking is tied to people's experiences of goal-orientated action in the material and social world".

Teaching practices for literacy evolved from cognitive theories about learning with attention to context. One of these was Tom Sticht's functional context. The principle of Functional Context Education (FCE) is that the teaching of literacy skills and job knowledge together is effective (Sticht, 1997). FCE is a basic principle of the majority of workplace educational programmes. Rassool (1999, p. 7) explains that the purpose of a functional literacy approach is to ensure workers have the necessary literacy skills to function in workplaces in order to increase productivity measures. This outlook is echoed in the TEC guidelines for educational providers. The TEC aims to strengthen literacy and numeracy through embedding and plans to: "extend opportunities for adults to improve their literacy, language and numeracy skills within the training provision of specific industry-related skills" (TEC, 2009b p. 2).

2.2.3 Communities of Practice

Communities of Practice (CoP) are related to cognitive theories and have also had a strong impact on workplace training. The concept developed

out of Lave and Wenger's (1991) research into how learning occurs in communities. They argue that learning occurs through participation in social practices of communities, not as an isolated activity in people's heads (Lave & Wenger, 1991). Lave (1991, p. 74) explains this concept with the following statement: "participation as members of a community of practice shapes newcomers' identities and in the process give structure and meaning to knowledgeable skill". This signals that employees learning together all gain as they participate in a group to share and learn meaningful new knowledge or skills.

Eraut (2003) strongly supports Lave and Wenger's work on CoPs, but he argues Lave and Wenger's research occurred in stable communities. He states that in the present day people's working lives and environments are more fluid and transitory than in previous years and employees need to respond to rapid changes. Eraut adds that workers may need to acquire skills and knowledge from multiple groups and interpret information for their own set of needs (Eraut, 2003, p. 56). For this reason, Eraut (2003) claims 'individually situated' as well as 'socially situated' learning occurs. He states that, in the current climate for employment and education, people often belong to more than one group and therefore their past and present experiences shape the processing of new knowledge and information (Eraut, 2003).

Eraut's view that both individually situated and socially situated learning needs to be considered. For example, in workplace learning employees come from a wide spectrum of society. Their individual experiences impact on how people learn in the socially situated environment of the workplace.

2.2.4 Transfer

Linking learning to real world actions is key to this concept, the fundamental assumption of many workplace education programmes. Cameron, Hipkins, Lander and Whatman (2011, p.4) state: "most definitions of transfer of learning have in common the notion that transfer involves 'carrying' learning from one context to another" (Cameron et al, 2011, p. 4). In workplace training, this is seen to involve learners 'carrying'

what they learn in the course to on the job tasks. A more nuanced definition of transfer involves the ability to see underlying principles of similarity in situations that are not obviously alike (Macaulay, 2000, p. 8).

Eraut's (2003) definition explains why transfer may be difficult. For Eraut, transfer is "the learning process involved when a person learns to use previously acquired knowledge/ skills/ competence/ expertise in a new situation" (2003, p. 58). He explains, "this [process] may be short and easy if the new situation is similar to some of those previously encountered; but long and very challenging if the new situation is complex and unfamiliar" (p.58). Eraut (2003) emphasises transfer is not an event, but a learning process "whose progress is affected by a large number of variables" (Eraut, 2003, p. 58). For example, learning a new computer system may be short and easy for staff who are familiar with technology, but long and arduous for others. Likewise, if goals for training involve behavioural changes or abstract concepts such as problem solving, it may be more difficult to identify changes or learning.

2.2.5 Social Practice

During the early 90s, the New Literacy Studies (NLS) began to look at literacy in use, claiming that literacy is based on the social institutions and power relations that sustain them (Barton, Hamilton, & Ivanič, 2000, p. 1). Gee explains that: "knowledge and meaning are seen as emerging from social practices or activities in which people, environments, tools, technologies, objects, words, acts and symbols are all linked to each other and dynamically interact with and on each other" (Gee, 2000, p. 184). In the workplace, there are multiple and complex interactions of these entities which make social practice theories applicable to learning and literacy approaches.

Currently, the notion that cognitive and social practice theories can coexist is exemplified in Purcell-Gates, Jacobson and Degener's (2004) analogy of cognitive processes as being nested in socio-cultural practices. Purcell-Gates et al. (2004) argue the socio-cultural aspect and cognitive

processes, whilst different, cannot be disconnected and applied independently to learning situations.

However, Reder (2009) argues that while social practice is discernible in teaching approaches in both pre work and workplace literacy and training programmes, it is, however, less visible in government policies and assessments (Reder, Scaling up and moving in: Connecting social practices view to policies and programs in adult education, 2009). One of the reasons Reder (2009) offers for this is that assessing literacy achievement from a social practice perspective is more difficult as it needs a locally situated context, therefore cognitive skills are more often tested.

An example is the IALS 1996, and ALL 2006 surveys. To assess large populations, learners' cognitive literacy and numeracy skills were tested using discrete methods. IALS measured three aspects of literacy: prose, document and quantitative. In order to be relevant to a wide range of people, reading questions were based on generic topics such as home and family, work, and health and safety (Kirsch, 2001, p. 10).

Assessing learners' literacy skills using a cognitive approach seems to suggest that, instead of the nested relation between cognitive and socio cultural views these two theories are operating from different angles. Teaching and learning may follow a socio-cultural view, where learning is based around familiar and contextual situations, but assessments are often gauged on unfamiliar and discrete measures based on cognitive theories. The views Reder (2009) expresses has some bearing on NZ workplace training because of NZ's participation in the IALS and ALL surveys and the recently introduced National Assessment Tool for assessing adult learners' literacy.

2.2.6 Humanist Approach
Humanist theories are concerned with personal development, engagement, goals and motivation, including emotions, wishes and feelings. This theory involves human behaviours attached to learning and is incorporated into the individual's experiences (Burns, 1995; Rogers &

Horrocks, 2010). As goals are a central concept of this research, some of the concepts of humanist approach are relevant. One of these is the learner-centeredness and the role students have in directing what and how they learn. Albert Bandura's research conducted in the 1960s outlined a basis for social cognitive theory of human behaviour and agency. Agency, according to Bandura, refers to intentional deliberate acts and incorporates goals in plans of action (Bandura, 2001, p.6).

Vygotsky's (1987) work focussed on how social interaction aids cognitive development. Vygotsky's influence and social practice views can be seen in Bandura's work. For example, Bandura, (2001, p. 13) states, "people do not live their lives in isolation. Many of the things they seek are achievable only through socially interdependent effort". Bandura's statement can be applied to learning goals, or wider goals people may have for employment or education, as to achieve their goals people usually need the support of others. In many cases, learning goals are often created because of external social influences, especially when the goals relate to people's employment and ability to work.

Learning in the workplace context, and learning through practice and in interaction with texts are all components of workplace education. Employees engaged in workplace training may naturally create personal learning goals which relate to the content and context of workplace practices. Additionally, learners' personal experiences are also likely to affect their attitudes to the training programme.

2.2.7 Embedded Literacy
Embedded literacy has become an approach to integrate LLN skills into vocational and workplace training. Derrick's (2012, p. 7) research defined embedding literacy in a workplace context by noting: " there are various models for teaching and learning literacy and essential skills by incorporating relevant learning activities inside, or through the learning and teaching of other workplace skills and knowledge". Embedded literacy came to the forefront of literacy in pre employment programmes in England, with the work of Jupp and Roberts (2005) and Casey, Cara,

11

Eldred, Grief, Hodge, Ivanič, Jupp, Lopes and McNeil (2007). Casey et al., (2007) define the term 'embedded' as "bringing together the vocational teaching with LLN" (Casey et al., 2007, p.6)

According to Jupp and Robers (2005) the concept of embedding LLN skills in vocational subjects is based on a holistic approach which includes the background, experience and feelings of the learner, as well as cognitive processes. Advocates of embedding literacy say the advantages are that learners do not feel targeted and ostracised for being inadequate (Jupp & Roberts, 2005). Jupp and Roberts (2005) found that many learners would not attend specific literacy training but were interested in vocational training. This reticence may occur in workplace literacy training because employees may feel sensitive about any perceived judgements by other staff or managers regarding their literacy skills and abilities if they enrol in a literacy programme.

2.3 Literacy Debate

There are widespread claims that the literacy skills of employees are not adequate to meet current day workforce requirements. For example, The World Literacy Foundation (2012) claims that workers' 'illiteracy' is costing the UK economy billions of pounds each year (p.2). Surveys, such as IALS (Ministry of Education, 2005) and ALLs 2006 (Satherley & Lawes, 2007) maintain a large percentage of the adult population do not have the required level of skills the economy needs to progress (Ministry of Education, 2005). Furthermore, the OECD states that foundation skills, which include literacy and numeracy, need to be developed in order to meet global economic demands (OECD, 2012).

The rapid growth in digital technological, which has impacted on production, policies and communication, is often cited as the reason why employees need higher levels of language literacy and numeracy (LLN). This growth has led to a decline in unskilled jobs (TEC, 2009a, p.9) and an increase in reporting and documenting of processes in order to operate in global markets (DoL, 2001). Employees are frequently required to read

more data and record their work processes for compliance (Virgona & Waterhouse, 2004; Jackson & Slade, 2008). In addition, the manner in which people communicate digitally requires people to be more versatile and adaptable in order to communicate with a broader range of people (Gee 2010; Knobel & Lankshear, 2008).

In contrast many, such as Billet (2001), Gee et al., (1996), Gerber and Lankshear (2003), Graff (2003) and Hull (1997), argue that in times of rapid technological and social change, there are claims that workers are lacking in literacy skills. Furthermore, workplace issues which focus on communication and procedures may be rooted in other causes, for example, cultural misinterpretations or job insecurity, not employees' literacy deficiencies (Belfiore, Defoe, Folinsbee, Hunter, & Jackson, 2004).

Employees may in fact have LLN skills required for workplace tasks. Black and Yasukawa (2011b, p. 3) attribute the label 'deficit approach' to perceptions that learners lack the necessary skills to complete required tasks. Black and Yasukawa (2011b, p.3), argue that the deficit approach applied in Australia to vocational training can lead to learners' negative self image. Nevertheless such a deficit approach appears to be taken by NZ Skills Strategy which claims: "New Zealand's low levels of literacy, language and numeracy have been identified as contributing to our relatively low productivity" (DoL, 2008, p. 27). Two years later the DoL (2010) more moderately claims "Inadequate LLN skills are by no means the only factor that impedes productivity, but they are likely to impede economic growth in the long run" (DoL, 2010, p. 1). These alternative views are important for educational providers as they may give insight into and offer wider perspectives on workplace issues.

2.4 Company Interest in Workplace Education
2.4.1 Reasons for Workplace Training
Technological developments and globalisation means companies need to adjust methods and procedures to stay competitive and economically viable (Baker, Pearson, & Rozendal, 2010). The assumed link between

literacy and economic success is one of the cornerstones of Western modernisation theories (Graff, 2011, p. 42). According to Virgona and Waterhouse (2004-05), some common reasons companies provide training are: to increase productivity, reduce wastage of resources and time and/ or to improve compliance with procedures and policies. In many companies, management wants evidence that training benefits the company business (Short & Harris, 2010). Additionally, in the knowledge economy, the value of workplace education and training has become a mantra for business survival (Short & Harris, 2010). However, stakeholders may have conflicting goals (Folinsbee, 2009), and tension can occur if learner goals are different from company goals.

2.4.2 Learning at Work

According to Billet, (2006, p.7) "there is no difference between participating in work and learning". Eraut's (2010) research supports this claim. His longitudinal workplace study concluded that:

> The large majority of learning events (at least 80%) were informal and integrated into their work. Thus most learning was not a separate activity but a by-product of their ongoing work; and most of these events involved working with other people. (p. 47)

Eraut's findings resonate with Lombardo and Eichengers' (1998) 70/20/10 learning and development model which states that 70 percent of learning happens on the job, 20 percent through workplace mentors and 10 percent in formal education. A way this has been implemented in the workplace is with the role of 'champion'. In some workplace 'champion' roles are created in specialist areas such as literacy or numeracy or for the introduction of new technical equipment. These positions consist of company employees, not necessarily from management, who have been given roles to support learning in the workplace (Sharkey, 2012). This signals that training staff recognise that employees learning from each other in a workplace context is considered valuable.

Workplaces present complex learning environments. Some argue that most workplace learning occurs through participation in work (Billet, 2001, 2010; Eraut, 2010). Black and Yasukawa's (2011a) research found employees "were happy to learn new ways of working and to develop new skills, but more on their own terms" (2011a, p. 228). Research by Teaching and Learning Research Programme (TLRP, also suggest workplaces are important environments for learning as long as complex issues are addressed (TLRP, 2004).

Despite these complexities, workplaces can be advantageous to both companies and individuals depending on the approach a business takes to training. Jupp and Roberts (2005, p. 18) state people are more likely to be engaged in improving their Literacy Language and Numeracy (LLN) skills if these are embedded in a vocational programme of their choice. Workplace training programmes are similar to vocational programmes as literacy skills are tailored to the learner's job roles and are embedded in workplace contexts. In these cases, Jupp and Roberts (2005, p. 19) claim that a person's heightened motivation will, in the majority of cases, lead to a higher level of engagement and improvement in their LLN, making workplaces promising environments for literacy training.

2.5 Goals

In many cases, before a workplace training programme is implemented, a list of company goals is compiled. From this list, and frequently in conjunction with training staff, a curriculum is created. In addition, tutors may discuss learners' individual goals for training and produce an individual learning plan (ILP) or learning contract. Using ILPs or learning contracts are ways to include adults in the direction of their learning as advocated for in the andralogical approach, the study of adult learning, (Knowles, 2005). Without goals and objectives, there is no direction for the course or measurement of success. This section explores definitions of goals and how they relate to learning. It investigates how goals influence persistence and engagement in learning.

In the context of this research, goals are based on Locke and Latham's (2002) definition. They state a goal is "the object or aim of an action, for example, to attain a specific standard of proficiency, usually within a specified time limit" (Locke & Latham, 2002, p. 705). In addition, goal achievement according to Bandura (2001, p. 8) is affected by how specific the goal is, the level of challenge and the time frame between goal setting and goal achievement. A further point that Locke and Latham (1990, 2002) make is that the appropriate amount of challenge is important when considering goals.

2.5.1 Goals in Relation to Learning and Training

Goals are important in training for a number of reasons. They assist the learning process, they give direction to a course or programme, and they help us measure success and also give information about stakeholders' expectations.

Dörnyei's (2000) Motivation in Action theory includes the concepts that goals often originate in the wishes, hopes, desires and opportunities which all individuals experience but these will not necessarily eventuate in action (p. 526). He adds, "Commitment to a goal is a crucial step in the motivational process but it is not sufficient in itself to energise action if the goal is not translated into concrete steps" (Dörnyei, 2000, p. 526). Carpentieri (2008) supports Dörnyei's claims that setting goals helps improve persistence, especially for vulnerable learners (Carpentieri, 2008, para. 15). Carpentieri adds that creating goals and identifying the necessary steps to achieve a goal has become an important component of training and education.

Understanding learner goals is important as the extent to which learners' goals and needs are met will affect what and how they learn (Wlodkowski, 2008). However, the goals of a learner may differ in degree from those of the teacher or, in this case, the company (Folinsbee, 2009). For example, a workplace literacy tutor's charge could be to improve a group of employees' workplace emails. Within the group, one learner's goal may be to improve their spelling, while another's may be to become familar with

the style and tone required for workplace emails. Billet (2010, p. 2) similarly claims that learning involves the construction of experiences in relation to one's own life, regardless of what the provider intends or presses the individual to learn, meaning learners may not learn or value what teachers expect them to.

A further point to consider when discussing learners' goals is that creating and achieving goals is not necessarily a linear or sequential process. Dörnyei (2000) emphasises that "motivation to do something usually evolves gradually, through complex mental processes that involve initial planning and goal setting, intention formation and task generation, and finally action implementation and control" (Dörnyei, 2000, p. 524).

Identifying learners' goal for training is important for workplace training to avoid making assumptions about why learners are doing the training. Not all goals are clearly definied, therefore, it is useful for training staff to support these learners create goals as research by Bandura (2001), Carpentieri (2008), Dörnyei (2000) and Locke and Latham (1990, 2002), state it helps with perseverance. Furthermore, goals and goal achievement can enhance positive self efficacy, an essential ingredient for successful learning.

2.5.2 Self Efficacy

Goal achievement can create positive feelings about learning and consequently people are more likely to decide on learning a new skill or enrolling in a course of study, in other words create a goal, if they believe they will succeed. This is known as self efficacy: an individual's perceived belief in their capability to learn or perform a task (Schunk, Pintrich, & Meece, 2008, p. 166). Self efficacy is connected to learning because, as Wlodkowski (2008, p. 100) explains, "If adults have a problem experiencing success or even expecting success, their motivation for learning will usually decline."

Furthermore, if positive self efficacy can be encouraged, goal achievement is more likely. Zepke, Leach and Butler's (2009, 2010) research into

engagement with tertiary students, concludes that developing students' belief in their own competence is probably key to engagement (2009, p. 537). Wlodkowski (2008) elaborates: "Adults want to be successful learners. This goal is a constant influence on them, because success directly or indirectly indicates their competence" (Wlodkowski, 2008, p. 100).

2.6 Workplace Training in New Zealand

Workplace literacy training in NZ has developed from volunteer based programmes to government driven and funded initiatives. This change has occurred over the last two decades. In general, NZ workplace literacy training practices have adopted the approaches which originated from countries such as the United Kingdom (UK), United States of America (USA), Canada and Australia. Literacy campaigns in these countries have provided models for the development of literacy programmes in NZ. Results from the IALS 1996 and ALLs surveys found nearly half of the NZ adult population, did not have the required LLN skills for many jobs (Ministry of Education, 2005; Pole, Udy, & Walker, n.d.), which is comparable to results in surveys in the UK, USA and Australia.

In response to these survey results, the economic downturn and educational trends, the NZ government has implemented a strategy to improve the LLN skills of New Zealanders. The Learning, Literacy and Numeracy Action Plan for 2008 – 2012 (TEC, 2008b, p.5) illustrates the government's view with regard to literacy development in workplace training programmes.

> Employers, unions and education providers have increasingly recognised that improving the literacy and numeracy skills presents a critical challenge for the workforce. Literacy and numeracy skills provide the essential base for building a competitive, highly skilled and productive workforce. (2008b, p.5)

The Learning Progressions (2008a) and TEC Framework (2008b) identify and categorise sub-skills of reading, writing listening and speaking. The progressions are used to identify learners' abilities and target areas for improvement. It is also a way to track and measure progress.

Improved literacy, language and numeracy was a government goal as outlined in the Tertiary Education Strategy which claims the aim is to: "continue to work with providers and ITOs to embed literacy, language and numeracy in levels one to three qualifications". (Ministry of Education, 2009, p. 13). It can be assumed that the MoE expects that embedding LLN in the course will improve these skills.

The Learning Progressions acknowledge the social practice approach to adult learning and state, "Adult learning is recognised as a form of participation in social practices. This means that learning occurs in all contexts of people's lives" (TEC, 2008a). The TEC continues with the following which emphasises the social aspect of learning:

> Learning is not just about behaviour and cognitive
> processing: current research finding emphasise the
> importance of using the life experiences and life roles of
> adult learners and suggest that learning develops as
> adults engage in interactions with other people and with
> their social environment. (Ivanič & Tseng cited inTEC,
> 2008a, p. 8)

Yet, the content of the Learning Progressions is skills based and follows a cognitive approach. For instance, the Learning Progressions and TEC framework state that the learning competencies cover: "the cognitive and practical skills and attitudes (including motivation) needed to meet demands or carry out tasks successfully" (OECD, 2005 cited inTEC, 2008a, p. 6).

The government's aim is to raise LLN skills of NZ's working population. To assist in this, a government workplace literacy fund is available for

employers to conduct literacy training. The reasoning is that a workforce focus means that: "the literacy and numeracy skills taught are pertinent to both employers and individuals" (TEC, 2008b, p.5). Literacy defined for this purpose is:

> The written and oral language people use in their everyday life and work; it includes reading, writing, speaking and listening. Skills in this area are essential for good communication, critical thinking and problem solving in the workforce. It includes building the skills to communicate (at work) for speakers of other languages (TEC, 2009b , p. 2).

A large NZ Department of Labour commissioned study, the Upskilling Partnership Programme led by John Benseman was designed to research and evaluate workplace literacy and numeracy (LLN) programmes. The study concluded that the complexities of workplaces and LLN development created challenges for training, reflecting the views of Folinsbee (2009) and Short and Harris (2010). Nevertheless, despite the difficulties they conclude workplace LLN programmes are viable in NZ and reach learners who may not otherwise engage in learning and skills development (DoL 2010, p.vi).

However, LLN skills did not show improvement using the TEC assessments which favour cognitive LLN skills and discrete testing. Similar to Reder's (2009) large scale research The Upskilling Partnership Programme claims: "There is no conclusive quantitative evidence that the courses improved participants' reading and writing skills" (DoL, 2010, p. vii). However, the training received positive responses from company managers, who strongly supported the courses and half the participants stated the training affected the way they felt about their jobs (DoL, 2010)

From the government's perspective, determining learner goals is advised in workplace programmes, regardless of whether the training is funded via NZQA or WLF. This is apparent in the following claims:

"Adults need to be involved in setting learning goals and monitoring their progress towards these" and "Motivation is a key factor in engagement and achievement. Learners are motivated when they can see the value of learning for their own goals" (TEC, 2009a, p. 8).

2.7 Chapter Summary

In this chapter, learning theories have been discussed in relation to workplace training. Governments, companies, training staff and learners each have reasons for their involvement in workplace training and, as a result, tensions between stakeholder goals may arise. (Belfiore et al., 2004; Black & Yasukawa, 2011a; Folinsbee, 2009). However, workplaces, as sites of training, development and education, offer a number of affordances which can be exploited to create meaningful and positive learning experiences to the benefit of both learners and the company (Billet, 2001, 2010; Casey et al, 2007; Eraut, 2003; Jupp & Roberts, 2009, TRLP, 2004).

Some of the factors which affect how literacy training is received by learners are the learning approaches taken. Literature on learning theories often advocate for a learner centered approach to literacy training (Araujo, 2009; Au, 2006; Rāwiri, 2009). One way of adopting a learner centered approach involves investigating the goals learners have for training and their own development and including these goals in the training.

In NZ an embedded approach to teaching LLN is in place. Government funded workplace literacy programmes and workplace training programmes which include NZQA unit standards promote embedding LLN skills development in workplace literacy practices. Furthermore, TEC (2009a) guidelines recommend incorporating learner goals in training and the use of ILPs as good teaching practice in adult education. Additionally, government reports claim that the development of LLN skills of NZ employees is important because it is related to the economic growth of NZ businesses. Therefore, considering learners' goals at the same time as meeting the company's economic drivers to improve productivity, efficiency and improved compliance is the basis of this study.

The following chapter will discuss the methodology used in this research which set out to contribute to an understanding of: how company and learner goals are incorporated into workplace training programmes.

CHAPTER 3: METHODOLOGY AND METHOD

3.1 Introduction

This chapter gives an account of the research design and methodology and the methods selected to best understand how stakeholders' goals can be addressed within a workplace training programme.

My aims for this research emerged from a combination of personal experience and theoretical study of adult education. Considering that I wanted to gain an informed understanding of goals from a range of perspectives an interpretative paradigm seemed most appropriate, because this paradigm shows an interest in people, what they think and how they view the world (Thomas, 2009, p. 75). The findings and analyses in interpretative studies are based on the researchers' interpretation of data and reflects the cultural and historical context within which the research sits (Denscombe, 2010; Patton, 2002).

In order to investigate this research question, I used interviews, observations and documentation with a qualitative approach. The following sections will explain the rationale for the research design and the ethical considerations of the study. Then I will give an account of the methods and processes taken to generate data to understand how the goals of key stakeholders are incorporated into a curriculum. Finally, I will explain the processes used to analyse the data.

3.2 Methodology

The research question asks how company and learner goals are incorporated into workplace training programmes. Central to this question is determining the participants' goals. Goals, however, have a range of meanings for people and can be articulated in a number of ways. People may perceive goals differently: they may not necessarily use the word 'goal' or state explicitly what their goals are. Equally, they may not see their desires, wishes or responses to an opportunity as forms of goal setting. Therefore, a key element of the research design was to enable participants to talk about workplace training in their own words and to

discover what they think, including their expectations. This called for a qualitative approach, as it enables researchers to "gather rich descriptions of the phenomenon of interest" (Mutch, 2005, p. 43). Mutch states the aim of qualitative research is to "illuminate the experience or understanding for others but not to generalise from it".

There are a number of considerations to guide interpretative research, namely validity, reliability, generalisability and transferability. These will be discussed in relation to the research question.

3.2.1 Validity

Validity relates to the quality and effectiveness of the research. It is multi-faceted and the nature of the research will determine the type of validity measures used (Cohen, Manion, & Morrison, 2000, p. 105). A number of qualitative researchers have adopted what they consider more appropriate terms to discuss validity. These include: 'trustworthy', 'relevant', 'plausible', 'confirmable', 'credible' or 'representative' (Winter, 2000, para. 23). I aimed to achieve validity by: stating my position, using respondent validity, using triangulation, being ethical and linking the findings to theory in order to create a relevant, trustworthy and credible piece of research.

In qualitative studies it is accepted that the researcher's background and role will have some bearing on the interpretation and reporting of the findings (Cohen et al., 2000, p.106). Managing issues of potential bias in research may require a number of tactics, such as self-awareness and critical self-reflection (Johnson, 1997, p. 283). Furthermore, studies where one interviewer conducts all the interviews, as is the case in this project, discussing emerging themes with a research supervisor, colleagues and experienced others may help as strong leanings are often more obvious to the outside eye.

Another way to ensure validity is to use respondent validation. This is achieved by allowing respondents to assess the data for accuracy (Cohen et al., 2000, p. 108). Accordingly, I returned interview transcripts to participants to review and make changes where needed. This practice can

also mitigate the response effect, the notion that the interviewer unwittingly influences participants' responses, because participants have the opportunity to read the transcript away from the researcher and make changes or delete sections they feel misrepresent them.

Triangulation is widely cited as being a key component in creating valid and reliable research in both qualitative and quantitative studies, although its application may vary depending on the approach. Data triangulation, used in this study, involves using different types of data collection methods to corroborate findings (Patton, 2002, p. 247; Cohen et al., 2000, p. 112). Davidson and Tolich (2003, p. 34) state, "if different sources of information are saying the same things, then the social researcher can have greater confidence that the findings are valid".

Triangulation can give credibility to research as what is proposed from the findings is evidenced from more than one source (Johnson, 1997; Patton, 2002). Similar findings from different data sources will contribute to validity. However, if the findings from different sources do not align, that will also be of interest and a point of discussion for the study. Patton (2002, p. 248) suggests that inconsistencies do not necessarily weaken the credibility of results; but instead can be an opportunity to delve more deeply into the relationship between the study and inquiry approach which can be illuminating.

Three methods of data collection are used in this research: interviews, observations and documentation.

3.2.2 Generalisability and Transferability
According to Borko et al. (2007, p. 4) interpretative research "seeks to describe, analyze, and interpret features of a specific situation, preserving its complexity and communicating the perspectives of participants". This explanation concurs with Davidson and Tolich's (2003, p. 34) argument that, "qualitative research does not seek to generalise to the whole population but to provide a precise (or valid) description of what people said or did in a particular research location". The qualitative counterpart to generalisiability, is transferability. Transferability is when research

provides sufficient information to enable readers to determine if the findings will apply to another similar situation (Shenton, 2004, p. 65) . It can be achieved through explicitness about the settings the research is conducted in, for example the time, place and environment of interviews or observations. Thus the report on this study provides explicit information about the workplace training programmes, data collection and methods.

3.2.3 Rationale for Research Methods

I chose interviewing as a method because it would enable participants to talk about their goals, wishes, hopes and desires and to share their thoughts and feelings about training. Patton (2002, p. 341) proposes that the purpose of interviews is to get the other person's perspective. My aim was to interview participants in workplace training about goals and to use prompts to obtain detailed information about the reasons for their involvement in the training. To achieve the aim, qualitative semi-structured interviews were appropriate as they allow the researcher to gain an insight to an issue and to get close to the topic (Bell, 1993; Johnson & Christensen 2012; Mutch 2005; Roth, 2005; Thomas, 2009).

Semi-structured interviews, as explained by Mutch (2005, p. 126) "have a key set of questions that are followed in a more open-ended manner". They give the researcher a guide to cover topics relevant to the research and allow space for participants to respond in their own way. Roth (2005) states his preference for using semi-structured interviews: "it [the semi-structured interview] allows the participant to articulate issues in a way they are familiar with as opposed to the interviewer's interpretation" (Roth, 2005, p. 138).

For these reasons, I used semi-structured interviews with a prepared interview schedule. This procedure allowed me to guide the conversation using the questions and prompts in the interview schedule regarding participants' goals and workplace activities. It also left space for participants to talk about these topics using language which came naturally to them.

Observations were selected as a data collection method because, first, I wanted to observe non-verbal communication and interactions of the participants in the learning environment. Second, I wanted to ascertain connections between what people talked about in their interview and my observations. The third reason was to minimise the assumptions I may have unconsciously made on the basis of interviewees' comments.

I chose to collect documents as a data collection method for a number of reasons. Documents are an integral component of workplaces therefore they provide an additional perspective on the company. In today's working environment companies are increasingly required to keep accurate work records (Virgona & Waterhouse, 2004-05, p. 190). Paperwork such as work records adds to the picture of the company's skill requirements. In addition, documents pertaining to the workplace training programme gave further information on company and individual goals.

Documentation can be used to support interviews and observations or suggest lines of inquiry that the other methods may not have revealed. In the case of this study it might also provide a wider view of the training courses used in the company and workplace training sector. This includes government documents, such as, government guidelines for workplace training or tertiary education in general (given that the government too is a stakeholder in workplace training programmes).

Obtaining documents about the course and goals means I reflected on how the goals of participants were evidenced in paperwork. In contrast to interviews and observations, paperwork regarding courses tends to be less personalised and includes the broader ideals of course objectives. Documents are also useful as a cross reference to the interviews and provided context and background to the information gleaned during interviews.

Through a process of cross referencing and analysis, the documents provide data about the goals of the company, the individuals and stakeholders which can then be related to the findings from interviews and

observations in order to answer the research question of how company and learner goals are incorporated into workplace training programmes.

3.3 Ethical Considerations

Ethical approval was obtained from the University of Waikato's Research Ethics Committee in June 2011 (Appendix 1). The company, training staff and employees were all participants in this study and ethical issues needed to be considered from each of these perspectives. Stutchbury and Fox (2009, p. 489) assert that "all research undertaken in situations which involve people interacting with each other will have an ethical dimension; educational research is no exception and the ethical issues are often complex". Cohen et al. (2000, p.49) agree that educational research can present complex and subtle ethical concerns.

Ethical issues were compounded in this study by the inclusion of employment in workplace training as employment, like education, is strongly associated with our sense of identity, our ability to support ourselves, and our place in society. Folinsbee (2009) advises that for workplace educational practitioners and researchers it is helpful to remember that "the workplace is a complex, contested terrain where workers and managers have different competing interests" (p. 41). Respect and care for what the participants choose to share is at the forefront of how data is generated, stored and presented.

Ethical criteria usually include informed consent, confidentiality and privacy and an understanding that the researcher will act with integrity (Denscombe, 2010). Another fundamental principle is to cause no harm (Bell, 2005, Burns, 2000, Cohen et al., 2000). Accordingly, communicating with participants about the purpose of the research and obtaining informed consents about the purpose of the research was an initial part of the study. I informed potential participants about the research topic, what I intended to do, what I would ask them to do, and what they could do if they had any concerns or wished to withdraw from the study.

Maintaining confidentiality in a small country, such as New Zealand needs added consideration (Tolich, 2001). Adult education in NZ is a relatively

small sector, making it easy to identify individuals or companies. I needed to be diligent about how to give the reader a context without revealing the people, places or organisations involved.

Avoidance of harm to participants was addressed by explaining to participants the interviews would be confidential and private and would not affect their reputation in the company.

The companies needed assurance about a number of factors before consenting to participate in the study. I provided assurances that the research would cover only what was outlined in the information sheet, that the company would not be presented in the thesis in such a way as to be recognisable, and that all data would be stored securely and could only be accessed by myself and the supervisor. Managers also needed to understand that employee participants' comments were equally confidential and that what we discussed in the interview could not be shared.

3.3 Method

3.3.1 Preparation

The process of contacting companies and gathering data started with a letter of introduction, information sheet and consent form (Appendices 2-4). Minor changes were made to personalise the letter for individuals. Participants were given the opportunity to ask questions prior to signing the consent form and the interview. This included informing non-participant employees present in observation sessions about the research intentions and asking for their consent.

Shortly after ethical approval was granted the data generation started. As I was a part time Master's student the timeframe for the entire research project was March 2011 to March 2013. A timetable explaining the process is found in Appendix 5. My proposal was based on researching workplace training in three companies which had literacy and numeracy either embedded in their programme or explicitly taught. The research participants I planned to interview at each site were: the person

responsible for implementing the training programme, the tutor and three learners enrolled in the workplace training programme.

I envisaged the data collection stage commencing in June 2011 and being completed in March 2012 giving me a year to write and submit the thesis in March 2013. It eventuated that data was collected between August 2011 and December 2012 due to challenges gaining access to companies with workplace training programmes. A three month extension to June 2013 was granted by the university.

Only one of the three companies I first approached eventually participated, and their involvement was only partial because company training was suspended during the research period. A second company initially agreed to participate but withdrew through no fault of the research process; however, the initial interview was released.

To find additional companies to participate, I used a range of methods to approach industry related people. I contacted former colleagues who were trainers in companies and literacy providers who conducted training in companies; in addition, research participants also shared their contacts of training and literacy providers with me.

Once contact had been made with the company, and the introductory letter, information sheet and consent form were sent, participants were given the opportunity to ask questions. In addition, they were made aware of how confidentiality would be maintained and what to do if they wished to withdraw from the research. Interviews and the data collection stage then commenced.

3.3.2 Data Collection
The data collection involved interviews with 22 participants from five companies. Three companies participated fully and two had partial involvement. The companies have been given pseudonyms and recognisable features have been removed. Data was collected from a total of 44 interviews, three observations, and documentation collected from the

companies along with relevant government and training documents. The following will describe the process of the research, first in general terms and then in more detail company by company.

My aim was to interview tutors and learners close to the beginning of the course, midway through the course and again at course completion, although that was not always possible. All interviews were one to one and recorded. I used the prepared interview schedule (Appendix 6) that had been submitted in the ethical approval application; minor alterations were made to contextualise the questions and in response to themes arising from earlier interviews, observations or documents. All interview transcripts were sent to interviewees for approval and were released by them for inclusion in this research. Interviewees made a few changes to the transcripts, mostly by changing the spoken word to written conventions, but there were also a small number of deletions and corrections of comments that could be misconstrued or which could identify the company.

All together, three observations of workplace training took place, one at each site, and were organised for midway through the courses. During the sessions I took hand-written notes about the setting and activities and some relevant comments and dialogues. Observing the training session at the midpoint of the course meant participants were familiar with their environment and relationships between the participants, the tutor and the learners were already established. The presence of an observer in the room was therefore not expected to disrupt the training setting as participants were in familiar and comfortable settings.

A range of documents was collected with the approval of the companies, training managers and tutors. Some documents are described but not attached in order to preserve the identity of the company. NZQA unit standards have not been included but can be accessed via the NZ Qualifications website.

All companies were large, employing over 500 people. Participants did not need to pay for training and most training took place in work hours. Below is a short description of each company, the interviewee participants (with pseudonyms) and their roles, funding details and an outline of data collection (see Appendix 5 for a detailed timetable of data collection).

Company Triangle

Company Triangle provided a service and was an international company. It conducted internal supervisors' training including some NZQA unit standard credits resulting in a limited credit certificate. The course duration was 20 hours, four hours per week for five weeks. Course costs were covered by the company and there was some funding from the Industry Training Organisation (ITO).

Research participants were: Training Manager, Teresa; Tutor, Tania; Learners, Tom Tracey and Toni.

Interviews with all participants took place before and after the course; as the course lasted five weeks there was no midpoint interview. Initial interviews were with training manager, Teresa, Tania the tutor and the three employee learner participants; Tom, Tracey and Toni. Final interviews were conducted with all except Toni who left midway through the course.

There was a one hour long midpoint observation.

Company Amber

Company Amber provided a service with international links. Literacy was embedded in the company and training was two full day sessions four months apart. An additional day of training was scheduled but fell outside the research data collection period. The Contract Manager designed and delivered the course and it was based on the needs he saw in his staff in relation to completing paperwork, numeracy for costings and leadership. The course received funding from the Workplace Literacy Fund.

Research participants were: Learning and Developments Projects Manager, Anna; Contract Manager and Tutor, Andrew; Learners, Alan, Aaron and Andre.

Anna was interviewed at the beginning and the end, and Andrew and Alan three times, pre, mid and post course. Andre was interviewed once, after his first training session. Aaron was interviewed twice, before and after his first training session.

I observed the second day of training which was 5 hours in duration and was held at the company depot.

Company Rima

Company Rima provided a service and also had international links. It contracted an external literacy provider for 40 hours of training composed of 1.5 hours over 32 weeks. The focus of training was communication and included both written and oral communication. The course received funding from the Workplace Literacy Fund. Participants attended in their own time.

Research participants were: Regional Manager, Ross; Tutor, Rachael; Learners, Roger, Rhaol, Richard and Ron.

Interviews were completed at the beginning middle and end of the course with the tutor and trainee participants and initial and final interviews with Ross the regional manager.

A one hour observation took place at the midpoint of the course.
The following two companies had partial involvement in the research and the data is included as the findings from their participation are relevant.

Company Rock

Company Rock provided a service and a product and was a national company. The company provided employees the opportunity to gain an NZQA Certificate training and was generally carried out over a nine to ten

month period. However, it was self paced and candidates could complete the seventeen units earlier. Course costs were covered by the company, and there was some funding from NZQA for the qualification.

Research participants were: Training Manager, Sean; Tutor/Assessors, Sally and Sheri; Learners, Susan and Samantha.

As the training was near completion when I started, the research interviews with the two trainee participants, Susan and Samantha, were made towards the end of their course. However, they were still able to respond and comment in retrospect on how they had felt about the workplace training at the beginning. Initial interviews with the assessor Sally and training manager Sean were held around the same time.

A second assessor, Sheri, was interviewed in anticipation of the new course starting in 2012 and interviews and observations could have been carried out with new course participants. However, the course did not run again during the timeframe of this study. For this reason there was no observation; however, data generated from the interviews are relevant to the research question and are included in the findings.

Company Pluto

Company Pluto provided a product and was a national company. The company conducted an internal literacy programme. The course received Workplace Literacy Funding. The decision to withdraw from the study was unrelated to the research and the initial interview was released to include in the thesis.

The research participant was: Training Manager and Tutor, Patricia

3.4 Data Analysis

Analysis aims to describe, explain or interpret something to gain a better understanding of it (Denscombe, 2010, p. 235). Denscombe (2010) adds that to give a clear explanation or interpretation of phenomena, a clear description needs to be given first (p.235). A thematic approach was applied to the data analysis for this study as it provides a system to

coordinate and process a wide range of data, in order to make an interpretation.

A theme is described by Braun and Clarke (2006, p. 82) as a point of interest which captures important information about the data in relation to the research question, and "represents some level of patterned response or meaning within the data set". Roth (2005, p. 194) adds that patterns are not just there but need to be actively sought. Braun and Clarke (2006) describe a thematic analysis for processing data. Their process involves becoming familiar with the data, creating codes to identify themes and then reviewing those themes to refine the points for analysis. The techniques described by Roth and Braun and Clarke above were used to identify themes and patterns in this research.

Analysis of the data started early in the research process; this is a common feature of qualitative studies (Braun & Clarke, 2006; Johnson & Christensen 2012). Borko et al. (2007, p. 5) add that there is a recursive nature to data analysis in interpretive studies, an approach to analysing that was adopted for this study.

As suggested by Bell (2005) and Mutch (2005) the interview questions served as an initial step in the analysis process as I could group participants' responses together. Once the first round of interviews had taken place and been transcribed, I started to collate statements based on the interview questions. Collating and categorising early in the research enabled me to start to make interpretations about emerging patterns around goals.

Transcribing the bulk of the interviews myself also meant I was able to start interpretation early and see the emerging patterns. To do this required a system of coding. Creswell (2012, p. 261) explains coding as assigning codes to segments of text and then examining texts using these codes to highlight and develop themes. I created codes to make links between participant transcripts, observations and collected documents.

Thematic analysis of observations is similar to that of interviews. It also entailed making connections between what participants said in interviews and what was observed in a training session. I also noted questions to ask at the next interview. These data analysis activities and processes are suggested by authors such as Podmore (2006), Mutch (2005) and Cotton, Stokes and Cotton (2010).

Themes which emerged from interviews and observations were cross referenced with documents collected from companies and the government. They were categorised as they related to the company and workplace programme. In addition, the documents were viewed in isolation, not in relation to interviews and observations, to identify any themes or patterns they might reveal. For practical reasons and to maintain privacy and confidentiality only a small sample of the documentation has been included in the appendixes.

3.5 Chapter Summary

The research originated with my experience in workplace training and was initiated by a desire to understand more about how goals were incorporated in workplace training programmes. The qualitative approach and methods explained in this section were selected in order to best answer the research question. Complexities of workplaces as educational settings were considered when designing and implementing the research plan, along with relevant underpinning theories. Respecting the participants and the data they shared has been at the forefront of the research design and analysis and is at the core of ethical practices.

The data collection methods produced a wealth of data which was analysed using a thematic approach. These findings are compiled in the next chapter.

CHAPTER 4: RESULTS

4.1 Introduction

In this chapter the findings from the data are presented. The aim of the data collection was to generate information in order to determine how company and learners' goals were incorporated into workplace training programmes.

Each of the companies in this study had their own reason for conducting training and they all received some financial assistance from the government to implement the particular training programmes. The government, as discussed in the literature review, has a rationale for upskilling the NZ workforce and therefore places parameters around the training for funding recipients. In addition, tutors have their own outlooks on teaching and learning which influence the way they interact with learners and the curriculum. The views of the government, company, tutors and learners formed the context of the workplace training in this research, although the focus was on the company and learners. The data, therefore, includes the perspectives of these four groups of stakeholders.

The results of the data collection will be presented, first from the government perspective, then company by company.

4.2 Government's Perspective and Goals for Workplace Training

The government as a stakeholder defines the parameters within which training programmes operate. The government's charter is: "to build the tertiary sector's capability to provide education and training opportunities that embed literacy and numeracy into vocational and other curriculum" (TEC, 2009a, p.3).This statement relates to both pre-employment education and workplace training. The government had two ways of financing workplace programmes participating in this study. One was the Workplace Literacy Fund (WLF) via the Tertiary Education Commission (TEC). Courses with this funding may offer some New Zealand Qualification Authority (NZQA) credits and unit standards but the focus

was Literacy, Language and Numeracy (LLN). Companies Rima, Amber and Pluto received WLF. Two funding requirements relevant for this study were that:

1) learners received at least 40 hours of tuition, and

2) each learner completed an initial and final Tertiary Education Commission assessment (TEC, 2013, p. 2).

The second form of government funding from ITOs offered NZQA national certificates. Companies Rock and Triangle offered a NZQA national qualification. They were required to provide a registered workplace assessor to support candidates to complete and assess the unit standards. These assessors were employed by the company, not the ITO, but needed to fulfil the assessor requirements for experience and assessor training. Learners involved in this type of training are not required to complete a TEC national assessment.

The following sections will outline the findings of the five participating companies, company by company. A brief overview of the company and the training programme will be followed by the views of company or training managers, tutors and learners.

4.3 Company Triangle

This was a large Australian company which operated throughout New Zealand and provided a range of services. The Supervisor's Certificate course covered the first stage of a National Certificate, and therefore received some funding from the ITO. The course was offered to supervisors or those with plans to become supervisors. It was voluntary but often an employee's manager would suggest the course to particular employees. It consisted of 20 hours, for four hours per week for five weeks in work time. Six learners were enrolled on the programme in this research.

Documents were collected from the Training Manager, trainer and from an internet search. They will be referred to in relation to the findings from the interviews and observations. They included:

- a course outline advertising the course and listing learning outcomes, content course details and the unit standards offered,
- a course evaluation,
- an interim report on the pilot course.

4.3.1 Company Goals

Teresa, the training manager, stated the course comprised communication and health and safety unit standards. She explained why communication was important for the company: "We want them to be able to convey information clearly and to be able to prevent difficult situations. We have a massive company and we can have massive problems", implying that strong communication skills were key to preventing and dealing with problems.

Teresa's goal was to have the course aligned with the National Qualification for two reasons: for the benefit of the individual and for the company. She explained why she believed it was useful for the individual. "I want the individual to walk away with a nationally recognized qualification. Because it is something they can take and build on for their future, whether they are here or not it doesn't matter, it's theirs". The reasons she gave for how the course benefitted the company were:

> From the business point of view it's a good marketing
> thing to say we are professionalising our staff. If our
> [employees] have the unit standards and qualifications, we
> use that information to say our [employees] are
> professionals. They are qualified. Particularly in health and
> infection control, those unit standards are really important.
> People know they can look at the unit standard and see
> what those people know. It's important for all those
> reasons.

The list of unit standards course covered:

- health and safety,
- cultural awareness,
- giving and receiving oral instructions,
- giving and receiving feedback,
- working in a diverse workplace,
- filling in forms.

Teresa explained why these were important for the company: "The Health and Safety one is to teach people to read our safety notices that are so difficult". She continued by saying that when this unit standard had been taught in a literacy programme, it had a major impact on their health and safety reporting so it was included as a fundamental part of the supervisor's course.

The diversity unit standard was relevant because, as Teresa explained, the company's workforce was very ethnically diverse. The unit standard covers differences in ethnicity and culture as well as age and gender and the issues they bring to the workplace and business.

Teresa stated the company's overall aim for staff: "We want more confident, competent staff who are stepping up". This reflected the course outline which stipulated that the course was suitable for those who were supervisors or who were thinking about being supervisors. Confidence was one of the main outcomes and was highlighted in Teresa's interim report to management. She also stated that she wanted staff to feel valued. "We want our supervisors to feel like is someone are taking notice of them and they are getting some training and recognition".

This course did not receive funding from the WLF and therefore did not need to use the National Assessment Tool. However, Teresa used it to determine employees' suitability for the course. "We are not teaching literacy, we are evaluating their reading skills to see if they are able to do the programme". She gave the following reason why they did not do the reading assessment at the end: "We want them to improve their literacy and they will improve their skills most definitely, but we don't have to prove that to anyone". She added that they used the evaluation survey, the

achievement of unit standards and feedback from the learners' managers to measure the goals and success of the course.

4.3.2 Tutor Goals

Tania referred to herself as a trainer and she explained what was important to her in the course. "To me what's important is that they learn enough to apply it in the workplace and in their everyday lives". She added that confidence was an important goal for her. "I want them to walk away feeling confident about themselves firstly, because if they have that confidence then they feel they can do so much more and they can do anything". Tania explained that one of the benefits of working in a group was observing others and receiving feedback. She said: "[They] are getting that feedback, not just from me but from the people in the group saying, 'Wow, that was great, we understood your message". Tania added" [I want] for them to know, by the end of it, they're not just a worker, they add value to the company".

She believed that that the goals of the course were related to the unit standards such as diversity, communication and Health and Safety. She did not discuss learners' individual goals with them and believed that most people were interested in the course as an opportunity to get a qualification and to have something to show for what they had done. She reflected that it might be a good idea to find out learners' expectations for the course but thought that it could be difficult to include with group sessions and a course that had a set curriculum.

4.3.3 Learner Goals

Tom, Tracey and Toni were employees doing the training. Their positions ranged from aspiring team leader to, assistant manager and supervisor, and they were from different sectors of the company. They all said they were told about the course by their supervisors and that they were happy to attend. Tracey commented about the course before she started:

> I'm actually excited about it. I was talking to my boss last
> week and she thinks it's time I step up. ... I thought about

what she said and I think it's good for me, for the future. To step up, because I'm starting to get bored here, I could do my job here with my eyes closed.

All learners understood it was a supervisor's course but had different views of what that might involve. Tom perceived that a supervisor's course would involve a lot of computer work and management skills for managing staff. He hoped primarily to get the training so he could get a promotion and earn more money:

My main goal is to get my money back up there again. It's either do this and get more money or go back to Australia, which I don't really want to do because my family is here. So for me it's just to better my life and to get promoted through the company.

When I asked Tom if he thought his goal and the company goal matched he said: "No, I don't think so, because I don't think they'll want to give me more money". At the final interview he spoke of the course very positively. He said he believed the qualifications would help him reach his goal of getting his own kitchen.

Tracey's goal was similar to the company's. She said she wanted to 'step up', mirroring the wording in the course advertising brochure. She stated that her goal was to run her own site. She explained: "I need to go through all these courses to get my qualifications before I make a move." She said what was a challenge was that she did not like studying. She referred to another NZQA workplace course that was about food safety, and said that she had 12 books but was still on her second book. When asked what the challenges were she responded: "The reading. The answers are there, but just the fact that I have to read it all". In her opinion it would be better to do food safety qualifications through courses, not self study. This was reiterated in her final interview about the supervisors' course: "We all got heaps of support. It was really teamwork". Tracy then explained:

> If we come up with a topic and if we're unsure about it, she'll [the tutor] come up with an example. Every task or activity we do, she'll come up with an example and it makes it easier for us to do the rest of the activities.

Toni was very specific about what she hoped to get from the course: "I need to learn more knowledge about dealing with residents and dealing with my staff. I want to learn writing and listening". She added she would like to improve spelling and explained why this would be useful in her job: "Sometimes I do audits, walking around and checking their side and I have to write and sometimes I don't know the spelling, so I ask some of the caregivers, 'How do you spell that word?'".

Another of Toni's goals was that she wanted to improve the way she gave instructions to older people:

> It's hard for me to talk to her [a worker] and tell her what to do because I look at her and see her age and my age and it's hard. But I have to tell her because this is my job. I always tell her but I feel it in here,[gesture to her heart] because she is older.

Tracey also gave an account of how what she learnt on the course helped her to communicate with staff older than herself. Tracey claimed it was helpful listening to other people in the course and getting their feedback. She said they shared ideas and checked with the tutor. This also gave Tracey confirmation that she was managing staff appropriately as her comment reveals: "I didn't know if what I was doing was right, but now I know the right thing to do".

When I asked the learners about the qualifications in the course all three mentioned that having a qualification would help them get a promotion or find other employment.

The topic for the session I observed was 'Giving and Receiving Feedback' and in the hour I was present participants did speaking, listening, reading and writing activities. There was plenary and group discussion about the topic with learner participants asking questions or giving scenarios from their own workplaces.

Toni did not complete the training so was unavailable for a final interview. In Tom and Tracey's final interviews, they commented on how beneficial the course had been for them, mainly in communicating with staff and gaining confidence to talk at meetings. For example, Tom said that at monthly meetings he would now ask staff questions to see if they understood.

In the final interviews, learners stated that the course had been useful and valuable. This was evident in the observed session, where participants were actively involved with the materials and each other. Participants' comments in the final evaluation survey revealed that course materials were relevant, pitched at the right level and useful for their work.

4.3.4 Summary of Company Triangle

From a company perspective, the course was promoted as beneficial to the employees and the company. Teresa indicated that the aim of the course was to cater for the goals of both the company and learners. It seemed that she had assumed that employees would be interested in a workplace training course if qualifications were attached. This assumption was supported by learner comments.

Despite the fact that individual goals were not addressed, the training manager and tutor seemed to have an awareness of the general needs and issues which were relevant for staff. For example, the diversity topic included age as well as cultural diversity, enabling Toni to find a solution which was relevant to her situation.

4.4 Company Rima

Company Rima was a large international company that provided a service throughout New Zealand. The company manager employed the services of an external literacy provider to conduct a communications course.

The course was TEC funded through the Workplace Literacy Fund (WLF) which required learners to complete 40 hours of training and initial and final National Assessments. This was offered in 1.5 hour sessions once a week for 32 weeks. However, the learner participants targeted for the course were owner operators, which meant they would not be paid for the time spent in training. They generally worked on their own in the community and their only contact with other owner operators and management was generally by phone or email. They had face-to-face contact at the monthly meeting.

Documents were collected from the Company Manager, Ross, the Tutor Rachael, and from the company website and will be referred to in relation to the interviews and observations. They included:

- the company goals,
- a summary of Individual Learning Plan goals,
- the results from company customer service survey,
- the company values.

4.4.1 Company Goals

The company goals for the programme were created in discussion with the company and literacy provider. Ross explained them in the initial interview:

- improving communication in the workplace,
- giving and understanding instructions,
- improving communication with managers,
- improving written workplace communication,
- following company procedures with the emphasis on customer service,
- form filling.

The goals of developing people in the company to ensure success and the focus on communication and teamwork were part of the company values statement. The aim for Ross was reduced repeats on jobs and increased Key Performance Indicators (KPI). Both these factors influenced their customer service results. Ross said improving customer service results

45

was, in his view, a challenge because many employees had English as a second language and came from different cultures. This was why they had included the goals of oral communication and customer service in the course. He said staff had the technical ability and the tools to tell customers what the problems with the service were but, he explained, it was more about " 'managing customer perception'". He saw this as problematic when staff were dealing with customers. He commented he would like to see staff communicating with customers "openly and honestly". He thought the issue was more of a cultural one, rather than their English language ability. He wanted them to communicate with him more: "Some of them have the confidence to talk to me, and I want to see more of that".

At Company Rima, a group of owner operators were targeted and were 'strongly recommended' to attend the training programme. Management was able to convince them to attend with the promise of prized work. Ross explained the situation with the following statement.

> These guys [owner operators] all work on 'A' not 'B' and
> last year a lot of them wanted to apply and go and work
> for my equivalent in the 'B' area. We said, 'No, you're not
> going because your attitude is not right'. We turned down
> everyone because of their communication, their work
> practices, their integrity, because they are not truthful a lot
> of the time. They say, 'Yes' when they don't understand
> you. We explained to them why they were not selected
> and we said this [course] is another opportunity and is
> another tick box.

Ross further explained that the learners (owner operators) were not being paid to do the course but that because working in 'B' area was prime work it made doing the course worthwhile for them. He said that the other attraction of the course for the learners was the NZQA credits to be gained from it.He claimed that the qualification or gaining credits was not

important for the company, but he thought they were important for the employees, and that was why they were offered in the training.

At the final interview, Ross explained there was evidence in the company's external customer service survey that the company was performing well in customer service. He added, "I would like to see the customer service measure get up towards 10. It's 8.25 or 8.5 now, I think it's getting better every month but it would be good to get it right up there" He said this improvement was a result of a combination of factors but that he saw the literacy training as giving staff the confidence to talk to customers. Ross did not mention specifically why email writing or form filling were included as goals for the course but said that emails were another mode of communication and this was the way owner operators communicated with their field managers and Ross.

4.4.2 Tutor Goals

Rachael was the course tutor from an external literacy provider. She was not employed by the company and was a literacy and communication specialist. Her personal goal for the course was to see the learners move forward:

> I'd like, by the end of the course, to know I have been able
> to either help build their self esteem or confidence a wee
> bit, or just to see them move forward to make their job
> easier. If it is communication, knowing that they are going
> out into the field and they have got ways of communicating
> better with people.

Rachael worked with each learner at the beginning of the programme to create an Individual Learning Plan (ILP). The ILP goals were mostly to improve English second language and email writing skills.

There were no qualifications offered in the curriculum for the course, which conflicted with Ross's belief that some unit standards in communication were offered. Rachael confirmed, however, that the learner participants

would be presented with a certificate outlining what had been covered in the course.

Rachael allowed time in sessions for the participants to talk and discuss work issues. She believed that this was valuable for them and the business as it gave the learners an opportunity to share ideas with each other. She gave an example of a teaching session. "Yesterday, I didn't even open my book because something came up [in the session] ... and it integrated the whole customer service communication ... their [the learners] own goal, how to deal with it". She added:

> The course is taking its own path and I see this as a good
> thing, because we are doing what they want and at the
> end of the day as much as you have got the company
> goals, that was communication which was very wide, and
> it's their [the learners] wish, it's their job.

Her statement above demonstrated that she incorporated the learners' input into the direction of the course as opposed to following a predetermined curriculum. Her approach was also evident in the observation session. At the beginning of the session as learners arrived they conversed about work. They discussed what had been happening over the week and recent problems. The planned part of the session was based on how to use prepositions of place (in, on, at) correctly to explain where something was. This was at the request of the learner Rhaol. Rachael had brought worksheets to practise the phrases. The worksheets were generic and did not relate specifically to their work situation but learners had conversations about the phrases, asked questions and used the phrases in work related contexts. Learners were interested and active throughout the hour session I observed.

Rachael also explained that because they worked on their own on the job they valued the opportunity to talk with each other and they would ask questions about the job. She noted that during the course they appeared to develop stronger relationships and felt more comfortable asking for

advice from each other about work related issues. For example, she said: "They'll ask , 'How do I do this?', 'What do I do for this?', 'Do you have one of these I could use?'". She explained that she allowed this in the sessions because she could see they were "'helping each other out'".

A requirement of the funding was for learners to complete an initial and final TEC assessment. Rachael stated they had done the reading and writing assessments, although she explained she did not have high expectations that the learners would show an improvement in the assessments as she commented.

> I'm not expecting a lot of improvement in the reading. It
> [the course] has been more spoken or written. We haven't
> done reading and answering questions – it hasn't been
> that type of a course. But I'm hoping there will be some
> improvement in their writing, just for the fact of adding
> punctuation or capital letters.

She added that the success of the course was not based on these assessments: "I think the success of the course is if they're not getting complaints from the customers or their managers because of their emails".

4.4.3 Learner Goals

Roger, Rhaol, Richard and Ron, the learners, were aware that they had little choice about whether or not they enrolled. However, they did not appear resentful and said that they wanted to make the most of the opportunity. Richard remarked that they accepted it: "It is an opportunity to learn more ... because every day is learning". Roger stated, "I have to be on this course, but I am happy to be on it because it will help improve my communication". Ron's view was, "I was very happy when I was offered to have training like this because I want to develop myself more."Rhaol and Ron were interested in improving their English. Rhaol explained his goal.

> I want to have confidence when I talk. Sometimes when
> someone is speaking, if I have a question, I don't say

anything because I am afraid to show it, to talk, especially
when there are a lot of people.

Understanding culture was important for this group. They wanted to know
not only about Kiwi culture, but also about New Zealand's multi-cultural
population. Richard explained:

I want to communicate more effectively in the New
Zealand standard way, because it might be different
between my country and your country, to understand the
way New Zealanders communicate and the multi cultural
sector of New Zealand in the rightful manner.

Ron also talked of his desire to communicate with different cultures: "I
want to know what is appropriate. For example, I want to know about your
culture so we can work together and respect each other. Culture is
number one".

This group were aware that the company wanted them to do the course to
improve customer service skills. However, Richard believed there were
many aspects of customer service relations.

If everything is OK with the customer, then we won't need
this course. But the thing is there are a lot of factors and
even if you are a good communicator and negotiator and
there is a problem, it is always two ways when it comes to
communication.

Oral communication appeared to be a priority for these learners. Ron
acknowledged how improved communication could help with the company
goal for reduced repeats:

Talking to the customer can minimise the repeat job.
Sometimes [the technicians] don't want to talk to the
customer and they don't know there is still a fault in the

house. So you need to talk. It's a big help you need to talk to the customer.

I asked Rhaol about his progress at the midpoint interview and his response was, "I have courage now because before I didn't have the courage to talk to my manager. I have the confidence now". His next goal was to learn to do emails and he explained why. "My colleague's wife usually does our emails. But now I have started, I have done one; it's the first time I have emailed my boss".

Learners were not sure about how their success on the course would be measured or if it was aligned to NZQA unit standards. They had a range of attitudes towards formal recognition as the following comments indicate. Richard said: "I'm not sure if we are getting certificates, it's a bit of paper. It's not really important to me." This is in contrast to Rhaol's comment who believed a certificate would help: "In New Zealand they want to you to have a qualification every time you apply for a job. There is something called NZQA so it [getting a certificate] is better if it is that".

4.4.4 Summary of Company Rima

There appeared to be a range of goals from the participants in this company; however, the programme seemed to accommodate the needs of stakeholders. Participants commented on the beneficial outcomes and achievements of the programme. Ross the company manager was happy with the outcomes of the course. He explained he had noticed there was more engagement at monthly meetings and improved customer service. He emphasised that although these could not be entirely attributed to the literacy course, it did play a part.

Despite the course being strongly recommended for the learners, they talked positively about it, were actively involved in the observed session and gave their own goals and reasons for attending. For example, they wanted to improve English language skills and cross-cultural communication. The tutor appeared to allow room for this development by encouraging their input.

4.5 Company Amber

Company Amber was a large New Zealand company with overseas connections and provided a service which operated throughout New Zealand. The literacy programme participating in this research received funding from the Workplace Literacy Fund. Therefore, learners were required to complete 40 hours of training, and they also needed to complete initial and final TEC assessments; in this case it was the numeracy assessment.

The programme was run internally, and the tutor and training staff were employees of Company Amber. In recent years, the company had supported a number of staff to do the National Certificate in Adult Literacy and Numeracy Education (vocational); these employees were identified as 'Literacy Coaches' who could support staff with literacy and numeracy on the job. This approach followed the 70/20/10 approach of learning. Andrew, a contract manager for Company Amber, was also a Literacy Coach. He organised, with the support of the training team, a literacy and numeracy course for his team. Training was in work hours and employees were paid. The course was over two days, five hours per day.

Documents were collected from the Company Manager Anna and Tutor Andrew and will be referred to in relation to the observations and interviews. They consisted of:

- two sets of worksheets from the observed training session
- workplace documents used in the training session
- the powerpoint used in the training session
- a company brochure on learning support
- the curriculum framework for the entire company

4.5.1 Company Goals

Anna had a number of responsibilities at Company Amber; one of them was managing the LLN programmes. She said that the company goals for literacy and numeracy training were written and oral communication and numeracy including measurement. She added that the goals needed to be broad so they could be applied to different sectors of the company.

Anna gave an example of why numeracy and measurement was an important goal for the company.

> I had a literacy coach who did a dig out.[1] He would give some measurements and he would say go and lay this for digging out. But the guys weren't sure, so they would over measure it to make sure they got it big enough to comply. He calculated that doing that would cost the company about $200,000.00 for that one job; for the product that was going into the ground - because they didn't want to do it short. If you multiply that with a number of jobs, that is a lot of money that can be saved, so it's a cost saving exercise for that sort of thing.

Anna explained that a session based on filling in forms was useful for the employees and the company: "We understand it is good for business, it's not just about me getting paid, but the business gets paid more accurately and that flows on to our job security. It answers all those 'whys' adults need". Anna also made reference to speaking goals: "It is confidence, it is pride. It's power, if you like. It's the ability to communicate more openly, those sorts of things, feeling a part of something". The reading goal Anna had formulated was about 'interpretation and thinking'. The curriculum framework for the literacy and numeracy course listed one of the reading objectives as understanding everyday words to read and interpret workplace information such as log books and operator manuals.

Individual learning plans were not a focus for the training session. Anna said that learners' individual goals were recorded on an overview sheet. She saw that the goals for literacy and numeracy training was quite business driven but also that there were wider positive consequences that emanated outward into the community.

---

[1] A dig out is a job which involves digging an area of earth to prepare it for a building or structure

4.5.2 Tutor Goals

As the Contract Manager and Literacy Coach, Andrew's goals for the course were:

- completing timesheets and recording jobs,
- problem solving,
- communication,
- greater understanding of the company.

He explained his goals: "I need them to get the paperwork correct and that they can comprehend instructions, because if they don't, I'm going to suffer the consequences, because I am responsible for making a dollar at the end of the month". That is his goal was to improve revenue, reduce waste and follow procedures. He said these goals needed the combined skills of oral communication, paperwork and numeracy.

To achieve this, he explained they needed maths for coding jobs on timesheets, understanding instructions, giving instructions - and judging how precise those instructions needed to be. Andrew did not focus on the learners' individual needs as his goal was to train them to do the job the way he wanted. He claimed, however, that he wanted to know what they did not know and this is where he found the Numeracy Assessment Tool useful. He said it helped him to understand the abilities and needs of his staff because it gave him an indication of their mathematics abilities.

The lesson I observed was about coding jobs correctly on time sheets. As revenue came from two different sources it was important that labour and equipment were allocated to each area. One of the activities Andrew had prepared involved asking learners to complete a simulated job sheet for a list of jobs and to write a work plan so they could calculate the revenue and expenditure. This activity generated discussion and questions about a range of different scenarios.

I asked Andrew some time later if the training he had done that day made any difference. He responded:

Filling in the time sheets with day's work has definitely got better. My margins in the revenue side of things have increased by about 5 to 10% which is massive. The other thing is it is self sufficient now; I don't have to keep checking up on them.

He thought that the improvement was because they had not previously been shown how to do it properly and now they had, which he said, was 'half the issue'. He stated, "They always wanted to do it right but they just didn't know what the right way was and didn't understand the bigger picture and how important it is". This appears to indicate that such a situation is not necessarily a numeracy skills matter but one to do with prior training.

Andrew was satisfied that his goals for his training had been met. "I have succeeded in making my life easier and making the jobs run smoother. That was my goal, so I've achieved my goal before they even sit the test". The 'test' Andrew is referring to is the TEC Numeracy Assessment Tool which learners take at the beginning and end of the course. He imagined that the learners' numeracy might show improvement but said that it was of little concern to him.

The 40 hours of training learners needed to do in order for the company to receive funding was not a priority for Andrew as the following statement indicates.

There are two different motives here [his and the company's]. I will just do what is necessary for me to get my boys up to speed, but the company would like me to do it with lots and lots of sessions. I don't even think about that because that doesn't help me one way or another, it's a company initiative. I just want my guys to do better.

These comments indicated that Andrew's goals for training did not align with the government's objectives.

4.5.3 Learner Goals

Alan, Andre and Aaron, were in Andrew's team and held leadership roles with their own teams to run. These three learners initially had different views about the training.

Aaron reported that Andrew had written 'it is compulsory for you' at the bottom of the email to him about the training and added that he did not have a lot of information about the course. He said: "I don't even know the name of it, something to do with numeracy so it must be about counting". Aaron explained, "I don't like doing courses, I'd rather be out there working than doing courses. The courses are supposed to make your life easier, your job easier but to me it's fifty/fifty". He said that he preferred learning on the job. "I think out on the job is the way to learn, because you can show them [his team], they can look at it. In here they are just looking at a bit of paper". However, in the observed session Aaron's responses indicated his interest and he contributed to discussions with questions and opinions.

Alan had his own personal goals for promotion and explained:

> I did my own enquiries because I wanted to be going up
> the ladder and I want to make sure I was looking at all the
> avenues to do that. I told the contract manager I wanted to
> be a supervisor and to do that I need to do the course that
> the company provide.

The learners' engagement was evident in the observed session. After a quiet start, the activities that Andrew used generated discussion around workplace issues. Andre said the training helped them to improve and be more efficient. These coincided with his feelings of job satisfaction. These were his thoughts on training: "I want to do it, I like it, it's challenging. It's all new stuff to learn. They are restructuring and we're all learning at the same time".

When asked at the end of the day about the training, there was a consensus that the training was useful and meaningful. Andre's response was:

> A lot of the stuff we were doing before was getting coded
> to the wrong thing. We weren't making money. But today
> we found out what we should be coding it differently to
> make more profit, and that is what it is all about - making a
> profit.

I asked Alan why he thought the company was running the course; he said he imagined it was to help the company make money. He stated: "That's what you are here for in business, to make money". He added that the course helped him to run his team: "The course gives me ideas how to run my crew more efficiently, looking at the costings and how to record properly". Aaron also stated that he would be sharing what he had done in training with his team. He said he trained a lot of people in his position and enjoyed it.

4.5.4 Summary of Company Amber

The literacy funding helped Company Amber improve LLN practices in the workplace. The training was embedded in the company's work tasks.

The business focus of the course was reflected in comments from the Training Managers and the learners. The fact that people did not have individual goals for the training did not appear to have any adverse effects on the learners' attitudes to the training. However, there seemed to be awareness on the part of the training manager and tutor that learning needed to have a purpose. Business productivity seemed to meet this need and the learners were engaged.

Alan and Aaron mentioned their plan to pass the information on to their teams, and they talked of the satisfaction they got from learning. There appeared to be a mutual understanding between Andrew and the learners that they were working towards the same goal.

4.6 Company Rock (partial involvement)

Company Rock was a large national company that ran an NZQA National Certificate in Contact Centre Operations offered by one of the Industry Training Organisations (ITO). The course had been running for a number of years, was voluntary and tended to generate a large amount of interest. Sean, the Training Manager, explained there were between15 and 20 places a year but 50 to 70 employees might apply. Selection for the course was based on length of service at the company and meeting the required level for the Key Performance Indicators (KPI). One of the KPIs was the number of calls a Customer Service Representative (CSR) processed in an hour. The National Certificate was part of the wider plan for staff development and training. The tutors represented the ITO and were employees of Company Rock. Their role was to guide, oversee and facilitate candidates completing the certificate.

Documents were collected from the Sean the training manager, the tutors and from the company website. They included:
- a course outline,
- the ITO advertisement for NZQA National Certificate,
- a list of unit standard offered in the certificate.

This company had only partial involvement and there was no observation.

4.6.1 Company Goals

Sean described the company goals as improving the following:
- customer service,
- company and product knowledge,
- understanding of health and safety,
- understanding of company policies.

Company Rock engaged the services of an ITO to conduct an NZQA National Certificate in the company. The NZQA notice advertising the course stated that people would gain. It stated:

You can look forward to all sorts of benefits, such as:

- Recognition of the skills and experience you have gained or are learning
- Development of your existing customer service and communication skills
- A clear pathway for career development
- Recognition that you are willing to step up and take on a challenge.

In his interview, Sean explained how the course helped learners with customer service: "It helps learners with difficult customers, not just difficult customers; difficult people". Sean continued that there was evidence of improvement in the KPIs and from the Quality Assurance (QA) team who listened to customer calls. He noted that the QA team found the percentage for learners who had done the NZQA usually went up. He added that, because of the selection process, the learners were already of a good standard, but generally their QA percentage would increase. He believed that this could be attributed in some way to the NZQA course and that people learnt a lot from it.

Another company goal addressed in the course was health and safety. Sean remarked on its importance: "Health and Safety, that's in there. It teaches them that there is a reason why we get them to sign something if you hurt yourself, we need to know all the information". The importance of understanding the reasons for processes is reflected in his comment: "It [the course] gives them more in depth knowledge about how a contact centre works".

He stated that another benefit was that the NZQA course helped control 'churn' (staff turnover). Similar industries, he stated, ran at 24% churn and this company had 16% which he attributed in part to staff having the opportunity to do the course and get a qualification. He appeared to acknowledge that improved self-esteem benefits both the company and the individual. "You can see the emotional change in them. They are feeling better about themselves and they're treating calls better".

The company recognised learners' commitment and hard work with a graduation ceremony, when learners were taken out for breakfast and management presented them with their certificates.

4.6.2 Tutor Goals

Sally and Sheri were workplace tutor/assessors registered with the ITO provider and supported candidates throughout the assessment processes as described in the advertising flyer. Sheri explained that it was important for her that learners enjoyed the course:

> It is important that the candidate understands and that
> they are enjoying themselves, because if they are enjoying
> themselves it will make the learning experience that much
> more fun, they retain more and it is good for their
> confidence because they know that they can do it.

Sally's goals for the course were based around communication.

> For me it is about communicating with customers, how to
> communicate effectively so that, in a way, it makes my job
> easier because you get more satisfied customers,
> because you are giving them what you want. They have
> learnt how to deal with customers, shown how to speak to
> them and negotiate with them and to win customers over
> and to build that rapport with customers.

Sally believed that it was important for staff to have the skills to communicate and provide quality customer service to all clients.

> The CSR might mean well but they might have used the
> wrong tone. Because a lot of people here have different
> accents and just the wrong tone can set off a customer.
> And to me, a customer doesn't care what accent you
> have, what country you come from or what your name is –
> if you know what you are talking about and you make that

customer feel special, then everything is good and that is what they want.

The training had a strong focus on oral communication, although reading and writing skills were necessary to complete assessments and tasks.

4.6.3 Learner Goals

Susan and Samantha were employees completing the certificate and both reported that it had been suggested to them by a team leader or friend. Samantha explained, "I put my name down because some of my other friends were joining so I signed up. I thought it was something different and you get off the phones". Susan said. "I don't know, I just wanted to do something different. My team leader said you need to do something different because I was getting quite bored. And it was something to learn". Both learners' comments expressed a need for variety or a change to their work routine.

Susan also added that advice from a family member had influenced her. "My cousin said this is a good thing to do and get behind you. Instead of doing this work for all these years and have nothing to show for it, you get a piece of paper to say you've done it [a course]".Susan and Samantha said finishing and passing the qualification was their goal. They both indicated that a national certificate would be good for their CV and for promotion.

Additional benefits that Susan and Samantha perceived were: to gain more computer, industry and product knowledge and to learn more about health and safety. Samantha believed that the knowledge would help if she applied for a team leader position. She added: "As you go through the course, you get to know more about what team leaders and managers know". These comments reflected elements of the company's goals and provider's claims that the course provided a career pathway in the industry. Recognition of skills and experience was also referred to in the advertisement and Susan described this as a positive outcome of the course.

It's what you do in your everyday work, that's what it is all
about, but it's actually giving it a name to all the different
things you do. Even like data entry there are some
specifics and you didn't know what it was called, you just
think it's one thing but it's actually got a title. It's like
putting a name to a face.

The course could take up to a year to complete and Susan and Samantha
both commented that it was difficult to keep going at times, especially with
fulltime work as a CSR and family commitments. Support from other
learners helped them continue: "It was good having someone who was
doing the same thing and there is more than one person to help". Tutors
also helped them progress. Susan stated that the tutor was interested to
know they understood which helped her to persevere: "She [the tutor]
wanted us to understand it rather than just find the answer and write it
down". Samantha also said the tutor was encouraging: "She helped us
and kept us going and we could ask her questions and talk to her". There
was also the prospect of completing the qualification: Susan stated this as
her goal: "I want to finish it and pass it. That is my ultimate goal".

Another factor that was encouraging was that the course was assessed
unit by unit. This enabled participants to know their progress at each step.
Susan was encouraged by this approach:

My goal was really to get it done and achieve it. And it's
good with these ones that you don't have to wait until the
end and get a big 'F'. I think it is encouraging and not off
putting, that if you get it wrong you can re-sit. Not like how
it used to be where if you failed that's it.

Both learners thought the company was running the course to make them
more accomplished CSRs, which corresponded to their own goals for
more knowledge and skills of their jobs. Samantha also mentioned
passing on the knowledge to help colleagues and family members.

4.6.4 Summary of Company Rock

The course appeared to be viewed positively both by the company and the learners. Learners valued the opportunity to gain a qualification, which helped them persevere, along with support from peers and colleagues. For Samantha it seemed she also valued the skills and knowledge gained that the qualification offered. Through the course they seemed to become more engaged in the company structure and enjoyed the knowledge and sense of recognition they gained.

It appeared that having the opportunity to do the course was a privilege, as demonstrated by the positive rewards it offered. These company actions were appreciated, and learners commented that they made them feel valued.

4.7 Company Pluto (partial involvement)

Company Pluto was a large national company that provided a product available throughout New Zealand. It received the WLF to run an internal literacy programme. Patricia the training manager also tutored and so her responses are combined below. There were no learner responses, document collection or observation.

4.7.1 Company and Tutor Goals

Patricia summarised the company's goals for training:

> They [the company] saw there were skill gaps in the company and they believed there were literacy and numeracy gaps. The types of problems they saw were that staff was over discounting the products and staff weren't complying with company policy and procedure.

Patricia explained that these observations prompted the company to implement an in-house literacy and numeracy training programme: "Essentially the goals are around oral communication and numeracy". She added, that they had discovered that it is more a cultural issue than a

numeracy problem and explained: " When we do the National Assessment our staff are coming out at step 5 and step 6 so there isn't a numeracy gap". Patricia talked of the type of training she would like to do but noted that she was constrained by the funding requirements of 40 hours per person and the learners' job roles. She had started a programme with the sales and store people but there were disincentives in the company:

> That's the thing; they are losing money by being in training with me. And they all have their KPI based on sales so if they don't sell their products then they don't meet their KPIs then they don't get their weekly bonus on their weekly commission. So you can see why nobody wants to commit to a 40 hour programme.

She described her own goal as a tutor:

> If they go away from the training session or the whole course, having thought I'm a better learner, I am not as silly as I thought I was, it is just an awesome achievement for me. It's about them being able to identify their own success and going forward with that.

I asked Patricia about what kind of goals the learners had. She said they would often have general goals such as wanting to improve their reading, and she would try to redefine the goal to understanding workplace documents. Patricia said writing was where learners achieved lowest in the assessments yet she said it was difficult to get them to create a writing goal, because they did not have to write in their work.

4.7.2 Summary of Company Pluto

Patricia said she saw a number of avenues where she could develop staff literacy and numeracy but was constrained by funding restrictions in terms of hours of delivery and learners' availability.

4.8 Chapter Summary

In general, the workplace training was described positively by all participants, despite the fact that some of the goals of the company and learners did not directly match, or that some learners initially had different expectations of the course.

The learners at Company Triangle described the course as being useful for them at work and considered that it would help them achieve their personal long- term goals for promotion or better pay. This corresponded with the company's goal for employees to apply for team leadership roles.

The goal for learners at Company Rima was to improve their English language skills, while the company goal was for learners to improve customer service skills. The tutor's teaching approach enabled her to address both of these needs by allowing learners to suggest skills they wanted to develop. This consequently appeared to have a positive effect and learners were more confident than they had been to communicate with customers and managers.

At Company Amber the goals from a company perspective were driven by a business need to increase revenue and reduce waste. Andrew's tutoring style incorporated learners' knowledge of the industry, and he appeared to engage with learners by giving them opportunities to share their experience. Andrew and the learners appeared to have a shared goal to create profit for the company and this seemed to lead to heightened sense of job satisfaction.

Learner and company goals were strongly aligned at Company Rock. Learners originally became interested in the training because it was an opportunity to gain a national certificate which would benefit them. As they progressed through the course they gained skills, which they claimed were useful.

Despite Company Pluto involvement being quite limited a number of interesting points emerged from the one interview. Namely, there was

interest from staff for training but there were constraints around the required forty hours of training.

The following chapter discusses the themes which emerged from the findings.

CHAPTER 5: DISCUSSION

5.1 Introduction

This chapter brings together the themes which emerged from the findings with the aim of answering the question of how learner and company goals were incorporated into workplace training programmes. The overall response about training from the interviews and observations sessions was positive. Learners claimed the training was useful. Companies also noted positive changes in workplace tasks and behaviours of employees. From the perspectives of both these stakeholders their goals had been included in the programme and the training was considered successful.

Over the course of the training period, one of the prominent themes to emerge was that some learner participants' goals became more aligned with the company's goals. Three factors seemed to contribute to this shift. One was the approach to teaching, two, the inclusion of qualifications and three, the sense of belonging the learners appeared to gain from the training. These factors also appeared to be the reason participants spoke positively of the progamme.

The first factor was that there were some similarities in the teaching approach of four of the tutor participants and these seemed to create positive outcomes for training. These tutors related the content of the course to the learners' industry and work roles. They acknowledged and drew on the learners' experience and encouraged learners to ask questions, give opinions and discuss workplace scenarios. Additionally, the tutors were flexible, to varying degrees, about the curriculum and responsive to learners' requests regarding course content. Tutors allowed time for learners to discuss workplace issues amongst themselves and give each other advice. The second factor was the inclusion of qualifications, was nationally accredited unit standards; these gave learners tangible and concrete evidence of the training they were doing. A number of learners mentioned that the qualification would be useful to put on their CV. Furthermore, working towards a qualification gave learners an incentive to continue with training. The third factor was the sense of belonging learners expressed when they talked about the workplace

training. Their statements implied that they felt the company valued them by offering them training. A few learners stated that they wanted to pass on the knowledge they learnt to colleagues, establishing their place in the company as someone with experience and knowledge.

The main focus of this chapter is how these three factors helped to produce positive responses to the programme and consequently goal achievement, despite some potential challenges. The chapter is organised by first introducing the learners' perspective on goals, the range of learners' goals and how these goals related to the company goals. The three contributing factors to participants' positive accounts of the training are then analysed. Next, the potential challenges of compulsory attendance and non inclusion of learners' goals in workplace training will be discussed. Finally, the literacy goals of stakeholders and enhanced self efficacy will be examined.

5.2 Learners' Perspective on Goals and How Learner Goals Relate to Company Goals

In many cases, company and learner goals did not entirely match, especially at the onset of training. This in itself was not surprising, considering the different perspectives of these two stakeholders. However, this misalignment of goals did not appear to have a detrimental effect on the programmes studied in this project or on overall goal achievement for either company or learner. Learners' perspective on goals for training varied. Dörnyei (2000) suggests that goals may originate when people respond to opportunities. Additionally, he says, setting goals for learning and training courses does not necessarily follow a linear and sequential process but may in fact result in stops, starts or changes along the way. This was evident in the findings in two ways. For some learners, goals for training were not defined. For others, goals were different to the company goals. Goals from the learners' perspective are discussed in this section. The factors which influenced learners so that their goals became aligned with the company goals are indicated in this section and more fully developed in subsequent sections.

5.2.1 Range of learners' goals

Learners were not always specific about their goals at the outset of the programme. This research revealed learners' goals ranged from specific to undefined. Alan, from Company Amber, had a specific goal. He wanted to gain more company knowledge about the industry so he could apply for a supervisor's role. He explained that he needed industry knowledge and that he actively searched for the courses to provide it. Part of his reasoning was that attending training would signal to the company that he was serious and dedicated about wanting promotion. Alan's goals for doing the course were clearly defined and his comments revealed that his goals were already aligned with company goals.

In contrast, Andre's and Susan's goals were undefined. Andre was interested in responding to what the company offered in terms of training. He commented that he was open to learning, and that training made his job interesting. He said, "I don't really know what I want. I know there are lots of goals and challenges to have but I don't know which ones I want. At the moment, I'm just learning as I go along". Andre's comment revealed that he was responding to new experiences which as Dörnyei (2000) suggests is part of the goals attainment process. Susan's comments revealed that she too was responding to an opportunity, reflecting Dörnyei's (2000) view. During the course, she became engaged and interested in the skills and knowledge she was gaining from the programme.

5.2.2 Different goals

At times learners' goals for training differed from the company goals. For example, Tom's goals for the training did not match the company's. At an initial interview, Tom's reason for doing the course was to earn more money. Tom also had different expectations of what the supervisors' course offered. He anticipated that it would involve learning about computer systems which the course did not include. The reason Tom responded positively seemed to be due to the personal gains he would make as a result of the training. Attending the training signalled to the

company that learners were interested in leadership roles, which Tom claimed he found attractive.

Creating goals helps with perseverance and goal achievement (Bandura, 2001; Dörnyei, 2000; Locke & Latham, 1990, 2002). Additionally, setting goals and achieving them can instil positive learning outcomes such as feelings of success and goal achievement (Bandura, 2001; Dörnyei, 2000; Locke & Latham, 1990, 2002; Shunk et al., 2008). This section has identified that although learner goals varied at the onset of training they subsequently became more aligned with company goals. The following three sections analyse how the teaching approach, qualifications and a sense of belonging affected participants' response to training and their goals.

5.3 Teaching Approach

Despite differences across the training programmes, there were key similarities in the teaching approach adopted by the tutors, as evidenced in the observations and interviews with tutors and learners. The similarities consisted of: acknowledgement of learners' experience and knowledge, time allowed for learners to discuss opinions and ideas with others and to ask questions, and tutors' flexibility with the curriculum and content. Learners responded positively to the teaching approaches.

The approach taken by Rachael, the tutor, at Company Rima was to consult learners about their goals and she actively sought learners' input into the course content. She explained to the learners that she saw her role as that of a facilitator and encouraged them to advise her on areas they wanted to develop. Her approach mirrors recommendations of those researchers who promote supporting the perspective of minority groups (Araujo, 2009; Au, 2006; Belifore et al, 2004; Rāwiri, 2007). Rachel emphasised that as well as including learners' goals she thought it was important to maintain a workplace focus in order to meet the company's needs.

Rachael's teaching approach managed to address the customer service goals of both groups. Ross, the company manager, had the goal of improved customer service, which learners were aware of and understood. Instead of focussing solely on a customer service curriculum of standardised phrases to converse with customers, Rachael allowed space in the session for customer service issues to be discussed and thus included the learners' perspective. She related how learners would describe customer service scenarios they had experienced and the group would share their thoughts. Rachael's teaching approach seemed to empower and encourage learners to voice their opinions and share advice on how to deal with different customer service scenarios.

As deduced from her interview comments, learner statements and the observed session, her teaching approach could be described as learner-centred. Additionally, learners said they were more inclined to communicate because they felt more confident to talk as a result of the training. For example, Ron said that they talked regularly to each other in the sessions, and that Rachael corrected them. He stated: "We practise and it gives us confidence to talk to other people, especially the customers and the managers".

Rachel allowed time and space in the sessions for learners to discuss workplace issues, which gave them opportunities to practise speaking. In addition, she gave them feedback and corrections and learners commented, as above, that this had given them the 'courage to speak'. They said that they found sessions useful and that they could see improvement in their skills, thus achieving their goals. It seems that Rachael's acknowledgement and inclusion of the learners' views and goals in the programme seemed to facilitate the company goals for increased communication.

In addition, Rachael encouraged learners' input into the course content. She admitted the approach she had taken was possible because of the broad scope of the company goals of spoken and written communication.

She considered that this approach might not be possible in programmes with a more defined curriculum, such as those including unit standards.

Companies Rock and Triangle offered qualifications, and in these workplace training programmes integrated learning occurred as learners were required to practise a range of literacy skills to complete assessments. Tutors related the course content to individuals' work roles. In both companies, tutors were employed by the company and understood the learners' job roles. Susan commented that their tutor would discuss the unit standards requirements with them and relate these requirements to their work role, which helped her to understand what was required. Likewise, learners at Company Triangle mentioned that Tania's teaching approach included discussions about workplace issues, which they found useful for their job and which helped them understand and complete the unit standard requirements. Tania commented that by working in a group they could get feedback not only from her, but from their colleagues.

Another reason for the positive result from the training was Tania's role in the company. As she was an in-house trainer, she was able to align the course content of the qualifications to the learners' personal situations and department. Learners commented that they were able to discuss the training in relation to their work. Tom and Tracey remarked that the tutor's explanations helped them understand the course content because she gave examples which related to their workplace. They also stated that discussions were interesting because they learnt about other areas of the company, which gave them a deeper appreciation of other's work roles.

Andrew's teaching approach also created a positive response from these learners. It appeared that because he was able to relate the training to the roles of his employees they were interested and engaged, as evidenced in the observation and interviews. Andrew allowed time and space in the sessions for learners to share their experience and views. Andrew's teaching style resembled the nested analogy of Purcell-Gates et al. (2004) discussed in the literature review, where cognitive skills are present in social practice settings. For example, cognitive skills were needed to make

the numeracy calculations which were required to complete the time sheet. This was done in relation to the learners' job roles and department and placed the numeracy skills among workplace practices. The workplace task was placed in the wider context of the company, suggesting a more social practice view.

The discussion in this section indicates that although the parameters of training programmes may differ, as they have in this research, inclusive teaching approaches which allow space for learners to contribute to discussions, offer advice and share their knowledge can be beneficial to the learners and promote a positive view of training. Additionally, learners can gain knowledge not only from the tutor but from the experiences of others. This indicates that the tutor's role is largely that of facilitator as Rachael saw herself. It also suggests that tutors were flexible to accommodate learners' input, whilst maintaining the company's goals for training.

5.4 Qualifications

"My goals are to finish the course, get a certificate and go to lunch"

Samantha's comment above gave a clear indication of what helped her to complete the qualification. The promise of gaining a qualification and celebrating it with the lunch provided by the company to acknowledge learners' achievement contributed to her goal achievement. Gaining a qualification was an incentive for Samantha and some of the learners as they saw the potential the qualification offered for promotion and/or job security. Furthermore, the qualification created specific goals for learners. Bandura (2001) and Locke and Latham (2002 state specific goals are useful and aid goal achievement. It also appears that training which includes formal qualifications can address both the company and learners' goals.

The qualification structure appeared to be influential in helping two of the learners to persevere with the training. This was related to how the

qualification was organised. NZQA credits allow people to track their own progress by passing one unit at a time. Sheri, the tutor/assessor at Company Rock, commented that the seventeen units which made up the certificate could at first be daunting for the learners. Instead, she said, they focussed on doing three units a month which was achievable. This was remarked on by Susan, a learner, who explained that progressing through each unit and section helped her to continue. Susan did not have a clearly defined reason for doing the course initially but the structure of the course seemed to create short-term goals for her and this appeared to be one of the main reasons that encouraged her to continue and complete the course. Susan's example demonstrates Shunk et al.'s, (2008) and Locke and Latham's (1990) claims that goal directed activity helps to maintain motivation.

For many, qualifications gave learners' hard evidence which they could use to benefit their lives. There were numerous comments to support this claim. Samantha stated, "I can put it [the qualification] on my CV. I get a certificate and get to be proud that I've passed". Learners also stated that including the qualification on their CV could help them find employment. They also commented that a qualification was evidence of the work they did at the company. These learners also recognised that employers wanted work experience and qualifications, implying that work experience alone may not be adequate in the current job climate.

By attending the training the qualifications Tom gained in supervisory skills could enable him to run his own kitchen, potentially leading to his goal of earning more. Attending the course indicated that Tom was interested in a career and promotion in the company and this aligned with the company goal as outlined in the advertising brochure for the course. The brochure stated that the programme was suitable for employees in supervisory roles or who were capable of being promoted to a supervisor's position. At Tom's initial interview his goals for training did not align with the company's goals, which could potentially have had an adverse effect on his attitude. Instead his goals become more aligned with the company

goals and he saw how the training could benefit him and his work prospects.

Gaining qualifications as an incentive to enrol in a course appeared to be understood by training staff and tutors, as revealed in Sean's statement: "Most of the people that attend have never had the opportunity to get qualifications and that is what they are after, the qualification. Having something to show for what they have done". His next comment acknowledged the positive influence qualifications had on employees.

> It's something to be proud of, they had to work at it, and
> it's not just given to you. It takes a year to do. It's a self
> esteem thing and we know that and it works. And
> everyone likes that, when you do your degree, it's the
> same thing you feel quite good about yourself.

The findings discussed how Teresa, Triangle's training manager, worked to align the company training with a nationally recognised qualification explaining that it was beneficial both to the individual and the company. Qualifications were not important for Ross at Company Rima. However, he recognized that qualifications were valuable to employees. "It [the qualification] isn't important for me, it's important for them, because they are technical people, it's another unit standard and it's something which helps them".

The learners who were gaining qualifications as part of their course seemed to value what it could offer them in terms of promotion and finding employment. The two companies that included qualifications showed that goals of both learner and company could be met within the confines of the qualification content, implying that qualifications can be appealing for employees and beneficial for employers.

5.5 Sense of Belonging and Company Affiliation

> It's given them an understanding of how it all works and
> about the bigger picture and what we are all here for. At
> the end of the day, if we don't make money, we don't have
> a job, and there is a way we must go about it. Now that
> they know that way, they feel like they are part of it and
> doing the right thing. A sense of belonging I suppose.
> (Andrew, Company Manager and tutor)

The sense of belonging that learners appeared to gain from the training programme seemed to be a factor in all of the training programmes. It was not included as a company goal, but nonetheless offered very real benefits. One potential possibility is that company's business objectives could be met if learners see themselves as instrumental in achieving company goals. Another possible benefit is that learners may share skills or knowledge they learnt on the course with other employees resulting in an increase in skills across the company.

Their sense of belonging could be categorised by a) understanding the company; b) belonging to a group; and c) sharing knowledge and skills with others. These features will be discussed below.

5.5.1 Understanding the Company

The learners saw how their actions had an impact on the company. Aaron stated,: "One of the biggest factors I got out of today was shifting hours to make a dollar [for the company]". Andre also made comments about how the training gave him a deeper understanding about the company. "It was good to be here, ... it was good to see the changes and how we can make a profit". He added:

> It's self satisfaction at the end of the day. Like when
> you've done a good job. And you have all this information
> to do the job properly and that way you are getting
> something out of the job. Otherwise, you're just coming

here every day and going through the motions, and that becomes pretty mundane and boring.

Alan's reason for doing the course was to find out more about the company structure. He commented that the company's ultimate goal for running the training was to make more money. His comment from his final interview showed his involvement in the company's goal: "We have a common goal here, which is to make money for the company". Alan's statement reflects the work of duGay (1996) and Gee, Hull and Lankshear (1996) who claim that companies are interested in employees' aligning themselves with the company culture. Gee et al., (1996, pp. 30, 31) explain one way this is achieved is by employees being encouraged to find meaning in their work and sharing the company vision.

Andrew's training was related to how the learners/employees' actions impacted on the company. Learning that they could contribute to the company profits by completing the job sheets with the correct job codes led to broader understanding about how the company operated. The learners realised their actions made a difference in the company, which seemed to contribute to their sense of belonging.

During the course Alan, Andre and Aaron came to understand how they could make an impact on the company's goal of making a profit. This suggests they were beginning to see themselves as part of a community of practice. Lave's (1991) comment about learner identity gives a further explanation of this idea. "Developing an identity as a member of a community and becoming knowledgeably skilful are part of the same process with the former motivating, shaping and giving meaning to the latter" (Lave, 1991, p. 65).

Lave's statement reflects how these learners' increased knowledge about their value in workplace processes had given them a greater sense of belonging. The knowledge acquired during the course seemed to be valued even when learners did not have specific goals for doing a course. For example, at her final interview, Samantha commented that she

considered that she now knew more about 'behind the scenes' replicating the training manager's remarks, seen in the findings that learners who completed the course understood more about the company. Tom's final interview comment also showed how his goals became aligned with the company's: "I'm in the same frame of mind as the company now".

5.5.2 Belonging to a Group

We saw in the findings that the learners at Company Rima generally worked on their own out in the community and they gained from group discussions with each other. Rachael claimed one of the highlights from the course was watching learners bond and explained that when they started the course they were individual people, but she said, "now it's a group". Rachael thought this was important because they did not have regular contact with other owner operators.

Training each week enabled them to get to know others and meant they could more readily contact each other for advice when working in the communitiy. This increased confidence to communicate extended to interactions outside of the sessions and was noted by Ross the company manager. He claimed those on the course communicated with him more, thus fulfilling one of the company goals for training.

At Company Triangle the learners commented positively about working in a group as they learnt not only from the tutor but each other. This reflected how knowledge in a CoP is shared amongst participants (Lave, 1991, 1996). Tom declared it was good to be on the course because he learnt a lot from the other people. Tom added that the course helped him to understand the people he worked with better. He stated that he had learnt things about other departments, such as the cleaning, and appreciated their work more. Sean, the training manager at Company Rock thought that an advantage of the course was that learners researched other aspects of the company and they learnt reasons behind processes. For example, Sally required learners to interview the health and safety officer.

Eraut (2003) argues that CoPs need to include individual's unique knowledge, not just the community's shared knowledge, and adds that people acquire knowledge and skills from multiple sources and need to use them in today's fluid workplace conditions. This was reflected at Company Triangle. All learners at Company Triangle stated the training was beneficial, either for the role they currently had or in other workplaces. For example, Tracey had a part-time job at another company and she said that the communication skills she was developing on the course also helped her in that role. Furthermore, these learners were from different departments, which meant they would have had varied individual needs and goals.

The sense of belonging was also developed by learners' enrolment in a widely recognised course such as an NZQA national certificate. At Company Rock the course had been running a number of years so there was an understanding of the training throughout the customer service department. This was indicated in Samantha's comment: "A lot of people [other employees] ask, 'How's the NZQA going?, and I say it's going good, and now I say, Yes, I've done it and they congratulate me'". Her report demonstrates the positive encouragement Samantha received as a result of her involvement in the course. It reflected the training programme's reputation with the company as being worthwhile. It also implies that Samantha was acknowledged as a fuller participant in the community of practice of customer service representatives because she had completed the training.

5.5.3 Sharing Knowledge and Skills with Others
"One of the joys of coming to work is teaching someone."

Aaron's statement introduces the way learners shared the knowledge they had acquired with others outside of the course. Samantha also commented that she could now help other people at work with computer skills, such as Excel and computer short cuts. Likewise, Aaron and Alan mentioned their intention to share information with their teams. Aaron stated: "The next step for me is to take it out to the other charge hand who

wasn't here and to the guys who fill out the DJRs and show them how to do it this way so we're not losing huge amount of dollars".

Learner participants in this study talked about sharing what they learnt with others, which may have given them a sense of inclusion in the company, because they were valued members of a Community of Practice (Lave, 1991). This view is shared by Jupp and Roberts (2005), who link Lave and Wenger's (1991) work to vocational training. Jupp and Roberts (2005) state that vocational training: "helps learners to develop new identities and practices, to learn how to be and act in new ways, to become someone in the building trade or a nurse" (Jupp & Roberts, 2005, p. 21). They claim that learners can acquire skills and expertise that are valued by family and friends and can lead to employment (2005, p. 21). The link Jupp and Roberts make between principles of CoPs in vocational training can be extended to workplace training as has been shown above.

Other workplace research supports learning from co-workers on the job. Billet (2001, 2010) claims that employees rate learning on the job and from colleagues highly. Billet (2010) concedes, however, that for a range of reasons not all workplace training is suitable to do on the job. Black and Yasukawa (2011a) agree that employees value learning from each other. The value learners place on learning from colleagues implies that employees will value workplace training programmes which give them opportunities to share workplace problems and learn from each other as well as from the tutor.

The changes in how this study's learner participants viewed their roles and the sense of belonging they derived are similar to the findings in other New Zealand. For example, DoL (2010) and 's (2006) review of workplace programmes. The Upskilling Participation Programme claimed that half its learner participants reported an improved attitude to work said that the course changed how they felt about their job (DoL, 2010, p. 57). Gray, (2006) reported on Mikulecky and Lloyd's (as cited in Gray, 2006, p. 45) research which found that workplace literacy programmes may bring about changes in learners' such as encouraging a belief in themselves. The

following section examines some of the challenges to the training encountered in this study and how the factors outlined above contributed to a positive reaction to training despite the constraints.

5.6 Potential Challenges to the Programme

All workplace training faces challenges. Two challenges apparent in this research were compulsory attendance of some programmes and non inclusion of learner goals in training. These factors could have resulted in a negative attitude or resistance to training, as was discussed in the literature review. This section analyses how the three positive programme factors helped to overcome these challenges.

5.6.1 Compulsory Participation

In three companies (Rima, Pluto and Amber), participation in the programme was compulsory or strongly encouraged. Theories of adult learning tend to promote voluntary participation of employees (Knowles et al., 2005; Black & Yasukawa, 2011a) on the grounds that compulsory attendance could have a negative impact on learners' goals and expectations for the training, their continued participation and goal achievement. Black and Yasukawa's (2011a) research reported a negative view of compulsory training in an Australian workplace as the following finding reveals. "Many of the workers were not too happy attending the sessions, but they had no choice. As the supervisor noted, 'We can't force them to learn, we can only force them to attend' " (Black & Yasukawa, 2011a, p. 228).

At Company Pluto, however, training was compulsory to obtain the number of participants needed for Workplace Literacy Funding (WLF) requirements. As this company only had partial participation in the study, conclusions cannot be drawn about why learners did not enrol. However, one of the reasons Patricia, the training manager and tutor, gave was that these employees were working for commission and were therefore reluctant to lose forty hours of work time. Training disadvantaged them because they would lose money. Learners at Company Rima were also

losing money while in training; however, they also had the promise of prized work that Ross claimed the training would help them achieve. It also seemed that once learners at Company Rima became involved in the training sessions, learners found value in training and were positive and continued to attend.

For example, at Company Rima learners could see benefits of the course and had their own goals. The findings show that they wanted to gain confidence speaking, and to understand the appropriate way to communicate with the wide range of cultural groups residing in New Zealand Rachael's teaching approach included the learners' goals in the training and she allowed space for the learners to discuss work issues.

Attendance was explicitly compulsory for some at Company Amber but because Andrew was also these learners' boss there may have been an implicit message that attendance was complusory for all. The atmosphere in the observed session was one of engaged interest in the activities that Andrew provided, and produced discussions about work issues. The learners' experience was acknowledged and they were able to give their views and discuss issues pertinent to their role. This seemed to be the major contributor to the positive learning environment. The learners wanted to know how to complete the timesheet so that they could make a profit for the company.

Compulsory attendance at Companies Rima and Amber did not generate the resistance reported in other studies. The common factor appeared to be that learners' views and experience were encouraged and that learners found their own goals and benefits in the training. The findings from this study imply that the teaching approach and the sense of belonging in the company were reasons why learners did not respond negatively to being required to attend the programme.

5.6.2 Non-Inclusion of Learners' Goals in Training

Three of the tutors involved in this research did not consult learners on their goals for training. Researchers and educationalists suggest that

consulting learners on their goals and working with them to realise them is one of the keys to successful and engaged learning (Burns, 1995; Carpentieri, 2008; Knowles et al.; 2005; Locke & Latham, 1990; TEC, 2009a, 2009b). However, in workplace training, companies tend to focus on learners' competencies with regard to business objectives, not the employees/learners' individual goals (Short & Harris, 2010).

When asked about learners' goals Andrew explained the training was to satisfy his needs as opposed to determining learners' goals: "I will tell them what I want because that is why we are here. If they want to learn other stuff, I may help them out but it is not what I have them in the room for". As already discussed learners were actively engaged in Andrew's training session. This appeared to be because there was a learner-centred approach to Andrew's style of teaching. As Andrew was also their manager, the content of the training gave them a greater understanding of how the company operated and enabled them to see how their actions impacted on the company as a whole. Encouraging employees' participation in workplace operations is discussed by duGay (1996), Gee et al. (1996), and Graff (2003). For example, Gee et al., (1996, p. 30, 31) suggest that the importance of communication is emphasised in the new fast capitalist work place, with employees being encouraged to share their knowledge about their jobs with leaders in order to improve quality and performance.

The training managers and tutors involved in this research did; however, seem to have an awareness of the learners' needs and the support they would need to become better at their jobs. This understanding was gained by having a thorough understanding of learners' job roles or by using diagnostic assessments such as the National Assessment Tool.

Andrew and Teresa said that they used the National Assessment Tool at the beginning of the course because it helped the training team identify the learners' level. According to Andrew, "That is the advantage of doing those pre assessments, so you know what you are dealing with to start with". Teresa used the Reading Assessment Tool to determine which employees

could manage with the course materials. If learners did not obtain the entry test score, they would not be enrolled on the course. Results from the assessments signalled to the tutors which learners would need extra guidance or support with the course readings.

Company Triangle and Company Rock did not mention learner goals as part of their course processes but assumed that staff valued the opportunity to gain qualifications. In response to the question about goals Sheri, the assessor/ trainer at Company Rock, explained: "I think they are happy for the kudos to be chosen to do this and they get a qualification".

Training staff's assumption that learners valued qualifications was corroborated by learners' numerous references to the benefits of gaining a qualification. For example, Tracey reflected that if the company was not happy with her work, they would not put her on the course. Samantha stated they would not have selected her to do the course if she did not meet the course criteria.

The reading and numeracy assessment tools gave training staff information about the learners' abilities to read and understand the course content, or do the mathematics calculations to complete time sheets accurately. Even though these companies did not consult learners about their goals for training, the teaching approach, including qualifications and learners' sense of belonging in the company culture helped to produce a positive outcome which might not have been achieved otherwise. However, the Assessment Tool may have identified opportunities to develop learners' LLN. Literacy and literacy goals are the focus of the next section.

5.7 Literacy and Literacy Goals

Two of the programmes participating in this study were workplace literacy programmes and the other three were LLN embedded programmes; they consequently received government funding. In the literature review and in Chapter 4, the government's interest in developing the LLN levels of the

NZ workforce was discussed. As all five programmes participating in this study received government funding, TEC guidelines for LLN development would apply to the training programmes. An additional argument to support the inclusion of literacy in workplace programmes is based on Reder's (2010) research which claims, "individuals who experienced literacy proficiency growth over time also tended to experience increased employment" (p.6). In this section, government expectations regarding embedded literacy are outlined followed by the company and learners' perspectives of literacy and literacy goals.

5.7.1 Embedding Literacy

The TEC report outlining requirements for embedded literacy and numeracy projects (TEC, 2009c) states that courses that embed literacy and numeracy "will have explicit learning outcomes for literacy and numeracy" (Tertiary Education Commission, 2009c, Appendix 1, p. 1). However, employers tend to be interested in learners ability to read and write or do mathematics calculations for their jobs rather than developing these skills as reflected in test questions (Hunter, 2012).

5.7.2 Company Views on Literacy

Some companies acknowledged the importance of LLN skills in the company. For example, Teresa claimed literacy and numeracy was a major issue for their business, in particular for health and safety. Others talked about literacy in relation to work tasks. For example, Ross mentioned that he found the participants' emails were easier to read after the training. He could not give specifics but he said the messages were easier to understand and he did not need to write follow up emails asking for clarification. That learners' skills might, or might not have improved throughout the training was not considered central to the training courses as is seen in Andrew's lack of interest in the final TEC assessment result. He claimed that the measure for him was how timesheets were completed. Similarly, Teresa did not use the TEC assessment at the end of the course because reading had not been explicitly taught in the 20 hour supervisors' course.

The findings revealed that company and training managers were pleased with gains learners had made on the course and were able to provide examples of positive changes in workplace tasks. The company managers' main focus was on improvement in the workplace tasks, not literacy gains in tests.

According to Gray's (2006) literature review there is extensive research evidence that workplace skills and practices improve as a result of training. A few of these improvements are: better team performance, improved customer service and client relations, reduced time per task and greater commitment in workers (Gray, 2006, p. 48). Similar improvements were evident in this study, for example, improved customer relations at Company Rima and reduced time needed to complete timesheets at Company Amber. The Upskilling Partnership Programme (DoL, 2010) also found that company managers supported the course because it had increased participants' work-related abilities in a number of areas. For example, participants had increased understanding of health and safety and improved completion of paperwork and quality of work (DoL, 2010, p. viii). Similar findings are frequently reported on in other studies of this nature (Billet, 2001, Jupp & Roberts, 2005).

The Upskilling Partnership Programme (DoL, 2010) stated that the courses had little impact on the participants' TEC assessments reading or writing results or government goals to improve the reading and writing skills of NZ workforce. This unexpected result also appeared in Reder's (2009) research. Reder's (2009) findings show that LLN skills courses did not result in short term improvements on skills assessments, they did however result in increased literacy practices, which, over time, could lead to improved skills if these practices were sustained.

5.7.3 Learners' Perspective on Literacy Goals

Some learners had explicit goals for LLN and others referred to these skills in relation to their jobs. For example, when learners were asked about their goals for the training five of the twelve learners interviewed had goals for reading, writing, listening and speaking, all five had English as an

additional language. The four learners at Company Rima wanted to improve their email writing skills. They wanted to know correct punctuation and how to be accurate as they claimed it had been a long time ago that they had studied English. Toni also had English as an additional language. She wanted to improve her writing and spelling, which, she explained, would help her in her work.

In contrast, Tracey, whose first language was English, did not have a goal for reading but claimed in the findings that reading for the course was a challenge in meeting her goal to pass the NZQA qualifications. Samantha also mentioned the reading and writing skills needed to gain the qualification: "It's the reading and then writing the theory that I find hard and it's easy to put off". The difference is that Tracey and Samantha did not include reading as a goal or even something they wanted to get better at, instead reading and writing was seen as a barrier to their goal of gaining a qualification. When learners were asked what they found useful from the training it was the increased knowledge around topics such as, computers, health and safety, and product and industry knowledge, which mirrored company goals. These in turn could help learners pursue longer term goals such as promotion. Jupp and Roberts (2005, p.20) claim that those who want to develop their English language are more aware of the LLN skills than those with literacy or numeracy needs. It would seem that a more explicit approach to developing LLN skills in embedded programmes may benefit all learners.

5.8 Self Efficacy

Self efficacy, the positive belief one has in one's own ability (Shunk et al., 2008) was discussed in chapter two as an important component for successful learning related to goal achievement (Bandura, 2001; Zepke et al., 2009, 2010). The teaching approach, qualifications and sense of belonging all seemed to contribute to participants' satisfaction with the course and learners' self efficacy. Self efficacy was demonstrated in learners by their willingness to practise their skills and share their knowledge with others; some also considered doing more study in the future.

As discussed earlier learners gained from discussing work related issues with others from the company. They were not only interested in learning from each other but also appeared to enjoy sharing their own experiences. Additionally, training gave learners an opportunity to confirm that the ways they dealt with workplace issues were appropriate, which gave them an increased belief in their judgement. This was seen in Tracy's comment that the training confirmed that the manner in which she was dealing with difficult staff was appropriate.

Gaining qualifications also resulted in positive self efficacy for some of these learners. Samantha's feelings were clearly expressed in her following comment: "It feels great that you've accomplished it [the NZQA course] and that you've got something that you've done for nearly a whole year". Bandura (2001) states that self efficacy relates to emotions, which is evident in another of Samantha's comments.

> The NZQA – at first there were a lot of things I didn't know
> and it was confusing and when you don't know something
> you get a bit stressed. And then in the middle of the
> course there were times when you want to give up. But my
> work colleagues helped and motivated me. And then,
> when you are at the end you only have two papers left you
> just feel so good. You think, 'I'm nearly finished let's get it
> done'. You can't believe it and it's a massive relief.

Samantha's comment demonstrated other aspects of goals discussed in the literature review, such as the level of challenge which Locke and Latham (2002) assert is as an integral part of goal achievement. Pressley (2006) agrees that the level of challenge is important for learning success and motivation: "Nothing motivates an individual like successful accomplishment of interesting and appropriately challenging tasks" (p. 406). Samantha's comment also reveals the uncertainties people feel when they do not understand something (Bandura, 2001). This was followed by the sense of achievement and belief in her abilities to succeed

when she explained there were only two papers left to do and that she could finish.

Bandura (2001) claims self efficacy can encourage people to set more goals which seemed to be true for some of these learners. When I asked Samantha if she would do more study she replied: "Yes, definitely. I wouldn't mind doing the NZQA Level 4 because I've done Level 3". Tom also said he was interested in more training: "I'm hoping I can do the next level of the supervisor's course. She [the tutor] said it's a level above the one I've just done now so I would really love to do that". Tom and Samantha were both referring to courses with NZQA unit standards but there were also indications from those involved in other types of training that they wished to continue learning. For example, Roger was pleased with the progress he had made on the course and said he had lost his shyness and was more confident speaking. He added that if there was a chance to do a course at a higher level, he would like to do that so that he could keep improving his English.

Setting goals and goal achievement is instrumental in invoking self efficacy (Zepke et al., 2009, 2010; Schunk et al., 2008; Wlodlowski, 2008). This provides a strong argument for including learners' goals in workplace training programmes.

5.9 Summary of the Chapter
The discussion in this chapter has highlighted three ways learner and company goals were included in workplace training: the overall teaching approach, qualifications and approaches which engendered a sense of belonging. These elements were present in all programmes, even though each course had distinct requirements and parameters.

Programmes also had restrictive elements, such as compulsory attendance in some cases, and in others, learner goals not being included in the training. These had been reported in other studies as causing resistance or a negative attitude towards workplace training. However, in this study other factors appeared to overcome these drawbacks.

Observations along with cross referencing interviews from the different stakeholders indicated that interviewees found training had been useful and that goals were included and met.

Another point related to the research question was that learners' goals were sometimes undefined at the beginning of a course but over the duration of the course they became more closely aligned with the company goals. This appeared to be partly due to the tutors' teaching approach. Learners' alignment to company goals is a favourable outcome for both learners and the company as learners valued the skills they were learning in the training, which, in some cases fuelled an incentive to continue training. It was a beneficial outcome for companies because learners became more involved in company processes.

Including qualifications was another way both learner and company goals could be met and was evident in the type of training. These types of courses helped the learners to create and achieve goals which instilled positive self efficacy. Learners were made to feel that their actions would help the company and that as individuals they were therefore an important and integral part of the workplace.

Consulting learners about their goals and then working to align learners' goals with company goals for training demonstrates how goals of both can be incorporated in workplace training programmes to the benefit of the individual and the company. Workplace training programmes can benefit the company and the learner as demonstrated in the research participants' positive responses regarding the training.

In the next and final chapter this project's limitations, implications and further areas of possible study on this topic will be explored.

CHAPTER 6: CONCLUSIONS AND IMPLICATIONS OF THE RESEARCH

6.1 Summing up the Research

The research question was how the goals of the stakeholders, particularly the learners and the company, were incorporated in workplace training. One of the challenges for workplace training is that the goals of learners and the company do not always align. Company goals for training tend to align with business objectives and therefore training is designed to meet these needs (Short & Harris, 2010). Some reasons companies implement workplace training are to improve production, reporting and compliance (Belfiore, et al., 2004; Farrell, 2006; Gee, 2004; Graff, 2003; Virgona & Waterhouse, 2004). Learners, on the other hand, may have goals that are wider than their work roles. The nature of workplace training tends to ensure employees are trained and able to complete work tasks, not to meet the individual learning goals of the workers.

Two influences on workplace training were relevant to this study. The first is the claim that LLN skills of employees affect a company's ability to operate globally with current day technologies (Baker et al., 2010; Knobel & Lankshear, 2008; Mace, 1992). As a result, companies and government may be interested in developing employee LLN skills. Secondly, much research has found that creating learning goals contributes to goal achievement and learner engagement (Bandura, 2001; Carpentieri, 2008; Dörnyei, 2000; Locke & Latham,1990; Schunk et al., 2008 and Zepke et al., 2009). Adult learning principles also promote consultation with learners about goals for effective and meaningful learning (Billet, 2001, 2006; Boudin, 1993; Knowles, 2005; 2006; Rāwiri, 2007).

However, the findings in this study revealed learners did not necessarily have clearly defined goals. At times, learners responded to opportunities and were open to the training the company offered, which reflected Dörnyei's (2000) research on motivation, wherein he claims that learners may not have predefined goals but still respond to opportunities, additionally, learner goals may change. Examples of both these phenomena were evident in this research. During training learners' goals

tended to become more aligned with company goals, which can be considered a positive outcome. The three factors identified as contributing to the positive responses of learners were: the teaching approach, including qualifications and a sense of belonging.

This research concluded that, while learners were not always consulted about their training goals, the tutors' teaching approach, the opportunity to gain qualifications and an enhanced sense of belonging contributed to the learners' positive response to the training. The research suggested that incorporation of these three factors into the training positive responses from both learners and the company regarding goals. Furthermore, learners' goals became more closely aligned with company goals as learners saw the benefits of training. This implies that, despite course differences, such as company goals, training staff or attendance requirements, potential challenges were lessened and it was possible for learner and company goals to be incorporated in workplace training programmes.

Research by Bandura (2001), Dörnyei, (2000) and Locke and Latham (1990, 2002) promote the benefits of creating learning goals in order to create meaningful learning experiences. Additionally, if learners' goals are to improve literacy skills, LLN goals may be incorporated into the curriculum and related to work skills, knowledge, or qualifications. Learner goals give training staff information about learners' individual differences which could contribute to more successful learning. In addition, setting goals, amongst other things, may contribute to learner perseverance (Carpentieri, 2008) and positive self efficacy (Bandura, 2001; Zepke et al., 2009).

6.2 Implications

There are three points to consider in regard to the implications of this research.

Firstly, training staff may want to explore ways of promoting learning that encourage a sense of 'belonging' in employees. This research suggests that employees value the opportunity to share their expertise about the

company with others and to discuss workplace issues in the training and find solutions. This positive approach to workers' contribution to the workplace is in contrast to a deficit view which sees employees primarily as lacking in skills. Secondly, tutors may need to be flexible and allow time for communication and interaction among learners who according to this study find learning from colleagues was useful.

The third implication is that learners may not articulate their goals and may need time and/or support to do so. If tutors or training staff are aware of this need, they can create procedures to encourage learners' awareness of potential goals for the course, which in turn could stimulate further learner input and provide an incentive to achieve. Consulting learners on their goals could include guiding them to recognise the LLN skills required to do their jobs more effectively. It would seem that one way to achieve this is to explicitly address LLN skills development in workplace training.

The results from this study benefit the workplace education sector as the findings highlighted factors which can support positive learning experiences in workplace training programmes. Some constraints in workplace training programmes, such as compulsory attendance reported on in this study reflect situations in the wider sector which I have experienced in my own role as a workplace tutor and have discussed with colleagues. The research results can also contribute to workplace training staff and company managers' understanding of how to encourage a positive response to their workplace training programmes. Understanding the formation of learner goals and the importance of including learners' goals in workplace training can assist the achievement of both learner and company goals.

As in all research, results need to be considered against the limitations of the study, which are outlined in the following section.

6.3 Limitations and Suggestions for Further Research

This was a small scale research study and therefore the results need to be interpreted accordingly. One-on-one interviews with research participants, observations and document collecting can serve to highlight and examine a particular issue. This style of research is not designed to generalise on what is happening across a wide breadth of workplace training. However, the findings may be useful to compare with and apply to other similar workplace training programmes.

As discussed in the methodology, interviewee response needs to be factored into qualitative research. As I was an outsider and a researcher, participants may have refrained from making comments that would reflect negatively on the company they worked for. However, triangulation across the findings helped show that results were reflective of the study as a whole.

Further research into company and learner goals for workplace training and how the goals interconnect could be of use to the workplace education sector as involving learners in training can help overcome training challenges and result in a positive response from learners, which may benefit both parties. Another area of research could be in LLN development. LLN development in workplace training is one of the government's objectives for tertiary education. Therefore, further research into the situated LLN skills employees need to complete their workplace tasks effectively could be of interest.

The final comment regarding this research is that workplace training can offer dynamic and meaningful learning experiences as learners who are also employees are deeply invested in activities which support the way they do their job and make a living. Learning opportunities which relate to these important priorities in employees' lives mean learners have purpose and reasons for upskilling. If these learning opportunities are taken advantage of by both learners and company, there can be positive results from workplace training for both the company and the individuals involved.

REFERENCES

Araujo, B. E. (2009). Best practices in working with linguistically diverse families. *Intervention in School and Clinic, 45*(2), 116-123. doi:10.1177/1053451209340221

Au, K. H. (2006). Culturally responsive instruction in multiethnic classrooms. In *Multicultural issues and literacy achievement* (pp. 113-132). Mahwah NJ: Lawrence Erlbaum.

Baker, E. A., Pearson, P. D., & Rozendal, M. S. (2010). Theoretical perspectives and literacy studies: An exploration of roles and insights. In E. A. Baker (Ed.), *The new literacies: Multiple perspectives on research and practice* (pp. 1-22). NY: The Guilford Press.

Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology, 52*, 1-26.

Barton, D., & Hamilton, M. (2000). Literacy practices. In D. Barton, M. Hamilton, & R. Ivanic (Eds.), *Situated literacies: reading and writing in context* (pp. 7-15). London: Routledge.

Barton, D., Hamilton, M., & Ivanič, R. (Eds.). (2000). *Situated literacies: Reading and writing in context.* London: Routledge.

Belfiore, M. E., Defoe, T. A., Folinsbee, S., Hunter, J., & Jackson, N. S. (2004). *Reading work: Literacies in the new workplace.* Mahwah NJ: Lawrence Erlbaum Associates, Inc.

Bell, J. (2005). *Doing your research project: A guide for first-time researchers in education, health and social sciences* (4th ed.). Berkshire: Open University Press. Retrieved from http://site.ebrary.com.ezproxy.waikato.ac.nz/lib/waikato/docDetail.action?docID=10161347

Billet, S. (2001). *Learning in the workplace: Strategies for effective practice.* Crows Nest NSW, NSW, Australia: Allen & Unwin.

Billet, S. (2006). Work subjectivity and learning. In S. Billet, T. Fenwick, & M. Somerville (Eds.), *Work, subjectivity and learning: Understanding learning through working life* (pp. 1-20). Dordrecht: Springer.

Billet, S. (2010). Learning through practice. In S. Billet (Ed.), *Learning through practice: models, traditions, orientations and approaches* (pp. 1-20). London: Springer.

Black, S., & Yasukawa, K. (2011a, September). A tale of two councils: Alternative discourses on the 'literacy cirisis' in Australian workplaces. *International Journal of Training Research, 9*(3), 218-233.

Black, S., & Yasukawa, K. (2011b, October). Beyond deficit approaches to teaching and learning: Literacy and numeracy in VET courses. Sydney, NSW, Australia. Retrieved from http://avetra.org.au/wp-content/uploads/2011/05/62.00.pdf

Borko, H., Liston, D., & Whitcomb, J. A. (2007). Genres of empirical research in teacher education. *Journal of Teacher Education, 58*(1), 3-11. doi:10.1177/0022487106296220

Boudin, K. (1993). Particpatory literacy eduction behind bars: AIDS opens the door. *Havard Educational Review, 63*(2), 207-232.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*, 77-101. doi:10.1191/1478088706qp063oa

Burns, R. (1995). *The adult learner at work: A comprehensive guide to the context, psychology and methods of learning for the workplace.* NSW, Australia: Business & Professional Publishing.

Burns, R. (2000). *Introduction to research methods* (4th ed.). Frenchs Forrest NSW: Pearson Education Australia.

Burns, R. (2002). *The adult learner at work: The challenges of lifelong education in the new millinium* (2nd ed.). Crows Nest NSW: Allen & Unwin.

Cameron, M., Hipkins, R., Lander, J., & Whatman, J. (2011). *The transfer of literacy, language, and numeracy skills from learning programmes into the workplace: Literature review.* Wellington: Department of Labour.

Carpentieri, J. (2008). *Persistence.* London: National Research and Development Centre for adult literacy and numeracy. Retrieved from www.nrdc.org.uk.

Casey, H., Cara, O., Eldred, J., Grief, S., Hodge, R., Jupp, T., . . . Ivanič, R. (2007). *"You wouldn't expect a maths teacher to teach plastering...".* London: National Research and Development for Adult Literacy and Numeracy.

Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education* (5th ed.). London: Routledge Falmer.

Cotton, D. R., Stokes, A., & Cotton, P. A. (2010). Using observational methods to research the student experience. *Journal of Geography in Higher Education, 34*(3), 463-473. doi:10.1080/03098265.2010.501541

Creswell, J. W. (2012). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson.

Davidson, C., & Tolich, M. (2003). Competing traditions. In C. Davidson, & M. Tolich (Eds.), *Social science research in New Zealand: Many paths to understanding* (2nd ed., pp. 23-38). Auckland: Pearson Education.

Denscombe, M. (2010). *The good research guide: For small-scale social research projects* (4th ed.). Berkshire: Open University Press. doi:104411962&ppg=22

Department of Labour. (2001). *Skills for a knowledge economy: A review of industry training in New Zealand.* Wellington: Ministry of Education, Tertiary Education.

Department of Labour. (2008). *New Zealand Skills Strategy 2008: Discussion paper.* Wellington, NZ: NZ Skills Strategy, Dept. of Labour.

Department of Labour. (2010). *Upskilling partnership programme.* Wellington: New Zealand Government.

Derrick, J. (2012). *Embedding literacy and essential skills in workplace learning: Breaking the solitudes.* The Centre for Literacy. Office of Literacy and Essential Skills, Human Resources and Skills Development, Canada.

Dörnyei, Z. (2000, December). Motivation in action: Towards a process-oriented conceptualisation of student motivation. *British Journal of Educational Psychology, 70*, 519-538.

duGay, P. (1996). *Consumption and identity at work.* London: Sage Publications Ltd.

Eraut, M. (2003). *Transfer of knowledge between education and the workplace.* Retrieved from www.openhogeschoolnederland.com

Eraut, M. (2010). Knowledge, working practices, and learning. In S. Billet (Ed.), *Learning through practice: Models, traditions,orientations and approaches* (pp. 37 - 58). London: Springer.

Farrell, L. (2006). *Making knowledge common: Literacy & knowledge at work.* New York: Peter Lang.

Folinsbee, S. (2009). Workplace literacy: Ethical issues through the lens of experience. *New Directions in Adult and Continuing Education, 123*, 33-42. doi:10.1002/ace.341

Folinsbee, S. W. (1995). Workplace basics in the 1990s: Critical issues and promising practices. *New Directions for Adult and Continuing Educaiton, 68*, 63-73.

Gee, J. P. (2000). The new literacy studies: From 'socially situted' to the work of the social. In D. Barton, M. Hamilton, & R. Ivanič (Eds.), *Situted literacies: Reading and writing in context* (pp. 180-196). London: Routledge.

Gee, J. P. (2004). *Situated language and learning: A critique of traditional schooling.* New York: Routledge.

Gee, J. P. (2010). A situated-sociocultural approach to literacy and technology. In E. A. Baker (Ed.), *The new literacies studies: Multiple perspectives on research and practice* (pp. 165-193). New York: The Guilford Press.

Gee, J. P., Hull, G., & Lankshear, C. (1996). Fast capitalism: Theory and practice. In J. P. Gee, G. Hull, & C. Lankshear (Eds.), *The new work order: Behind the language of the new capitalism* (pp. 24-48). Sydney: Allen & Unwin.

Gerber, R., & Lankshear, C. (Eds.). (2003). *Training for a smart workforce.* Taylor & Francis e-Library. Retrieved from http://site.ebrary.com.ezproxy.waikato.ac.nz/lib/waikato/docDetail.action?docID=10054222

Graff, H. J. (2003). Introduction to historical studies of literacy. *Interchange, 34*(2/3), 123-131.

Graff, H. J. (2011). *Literacy myths, legacies, and lessons: New studies on literacy.* New Brunswick: Transactions Publishers.

Gray, A. (2006). *Upskilling through foundation skills: A literature review.* Wellington: Department of Labour.

Hamilton, M. (2010). The social context of literacy. In N. Hughes, & I. Schwab (Eds.), *Teaching adult literacy: Principles and practice* (pp. 7-27). Berkshire: Open University Press.

Hull, G. (1997). Hearing other voices: A critical assessment of popular views on literacy and work. In G. Hull, *Changing work, changing workers: Critical perspectives on language, literacy and skills.* Albany: State University of New York Press.

Hunter, J. (2012). Language and literacy on the ground: Disconnects between government policy and employer perspectives. *Discourse: Studies in the cultural politics of education, 33*(2), 299-311. doi:10.1080/01596306.2012.666082

Jackson, N., & Slade, B. (2008). "Hell on my face": The production of workplace Il-literacy. In M. L. DeVault (Ed.), *People at work: Life, power, and social inclusion in the new economy* (pp. 25-39). NY: NYU Press.

Johnson, B. (1997). Examining the validity structure of qualitative research. *Education, 118*(2), 282-292. Retrieved from http://www.dralessandro.com/subpages/PDFfiles/Validity%20Structure.pdf

Johnson, B., & Christensen, L. (2012). *Educational research: Quantitative, qualitative and mixed methods* (4th ed.). London, England: Sage.

Jupp, T., & Roberts, C. (2005, February). Embedded teaching and learning. *Reflect*, 18-21.

Kirsch, I. (2001). *The international adult literacy survey (IALS): Understanding what was being measured.* Princeton: Educational Testing Service.

Knobel, M., & Lankshear, C. (2008). Digital literacy and participation in online social networking spaces. In C. Lankshear, & M. Knobel (Eds.), *Digital literacies: Concepts, policies and practices* (pp. 249-278). New York: Peter Lang.

Knowles, M. H. (2005). *The adult learner: The definitive classic in adult education and human resource development.* London: Elsevier.

Lave, J. (1991). Situating learning in communities of practice. In L. B. Resnick, J. M. Levine, & S. D. Teasley (Eds.), *Perspectives on socially shared cognition* (pp. 63-82). Washington DC: American Psychological Association.

Lave, J., & Wenger, E. (1991). *Situated learning: Legimate perpheral participation.* Cambridge: Cambridge University Press.

Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting and task performance.* Englewood Cliffs, NJ: Prentice Hall.

Locke, E. A., & Latham, G. P. (2002). Builiding a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist, 57*(9), 705-717. doi:http://dx.doi.org/10.1037/0003-066X.57.9.705

Lombardo, M. M., & Eichenger, R. W. (1998). *Eighty-eight assignments for development in place.* Greensboro, NC: Centre for Creative Leadership. doi:http://site.ebrary.com.ezproxy.waikato.ac.nz/lib/waikato/docDetail.action?docID=10185376

Luke, A., & Freebody, P. (2000). *Literate Futures: Report of the Literacy Review for Queensland State Schools.* Brisbane, QLD, AU: Queensland Department of Education.

Macaulay, C. (2000). Transfer of learning. In C. Vivene E. C. & Macaulay, *Transfer of learning in professional land vocational education* (pp. 1-26). London: Routledge.

Mace, J. (1992). *Talking about literacy.* London: Routledge.

Ministry of Education. (2005). *Reading between the lines: The International Adult Literacy Survey - New Zealand's performance.* Wellington: Tertiary Education Learning Outcomes Policy.

Ministry of Education. (2009). *Tertiary Education Strategy 2010-15.* Wellington: Ministry of Education.

Mutch, C. (2005). *Doing educational research: A practitioner's guide to getting started.* Wellington: NZCER Press.

OECD. (2012). *Better skills, better jobs, better lives: A strategic approach to skillis policies.* OECD iLibrary. Retrieved from http://dx.doi.org/10.1787/9789264177338-en

Patton, M. Q. (2002). *Qualitative reseach and evaluation methods* (3rd ed.). Thousand Oaks: Sage.

Podmore, V. N. (2006). *Observation: Origins and approaches to early childhood research and practice.* Wellington: New Zealand Council for Educational Research.

Pole, N., Udy, K., & Walker, M. (n.d.). *Adult literacy in New Zealand: Results from the International Adult Literacy Survey.* Retrieved from Education Counts: http://www.educationcounts.govt.nz/__data/assets/pdf_file/0006/9474/IALS-brochure.pdf

Pressley, M. (2006). *Reading instruction that works: The case for balanced teaching* (3rd ed.). New York: The Guilford Press.

Purcell-Gates, V., Jacobson, E., & Degener, S. C. (2004). *Print literacy development through a widened lense.* Cambridge, MS: Havard University Press.

Rassool, N. (1999). What is literacy? . In *Literacy for sustainable development in the age of information* (pp. 1-21). Clevedon: Multilingual Matters.

Rāwiri, A. H. (2007). Whanganui Iwi and adult literacy: Ngā Whiringa Muka. Indigenous community-based participatory adult literacy research. *International Adult Literacy Conference The power of And.* Auckland.

Reder, S. (2009). Scaling up and moving in: Connecting social practices view to policies and programs in adult education. *Literacy and Numeracy Studies, 16/17*(1/2), 35-50.

Reder, S. (2010). *Adult literacy development and economic growth.* Washington DC: The National Institute for Literacy. Retrieved from http://lincs.ed.gov/publications/pdf/AdultLiteracyDevEcoGrowth.pdf

Rogers, A., & Horrocks, N. (2010). *Teaching adults (4th edition).* Berkshire, GBR: Open University Press.

Roth, W. M. (2005). *Doing qualitative research: Praxis of method.* Rotterdam: Sense Publishers.

Satherley, P., & Lawes, E. (2007). *The adult literacy and life skills (ALL) survey: An introduction.* Wellington: Ministry of Education. Retrieved from http://www.educationcounts.govt.nz/publications/literacy/13101

Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2008). *Motivation in education: Theory, research and applications* (3rd ed.). New Jersey: Pearson Prentice Hall.

Sharkey, L. (2012, November). *Business 2 Community.* Retrieved from Business 2 Community : http://www.business2community.com/strategy/workplace-winners-how-to-maximize-visible-champions-0326606

Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information, 22*(2), 63-75.

Short, T., & Harris, R. (2010, July). Challenges in aligning workplace learning with business goals: A perspective from HRD professionals in New Zealand. *Australian Journal of Adult Learning, 50*(2), 358-386.

Sticht, T. (1997). Functional context education: Making learning relevant. *A one-day workshop with Dr Tom Sticht, San Diego Consortium for*

Workforce Educaiton and Lifelong Learning. Montreal. Retrieved from http://www.nald.ca/fulltext/context/context.pdf

Stutchbury, K., & Fox, A. (2009). Ethics in educational research: Introducing a methodological tool for effective ethical analysis. *Cambridge Journal of Education, 39*(4), 489-504. doi:10.1080/03057640903354396

Teaching and Learning Research Progamme. (2004, March). *Improving learning in the workplace.* Retrieved from www.trlp.org

Tertiary Education Commission. (2008a). *Learning progressions for adult literacy and numeracy: Background information.* Wellington: Tertiary Education Commission.

Tertiary Education Commission. (2008b). *Literacy, language and numeracy: Action plan 2008-2012.* Wellington: Tertiary Education Commission.

Tertiary Education Commission. (2009a). *Strengthening literacy and numeracy: Theoretical framework.* Wellington: Tertiary Education Commission.

Tertiary Education Commission. (2009b). *Strengthening literacy and numeracy through embedding: Guidelines for ITOs Version 1.1 14 April 2009.* Wellington: Tertiary Education Commission. Retrieved from http://www.tec.govt.nz/Documents/Reports%20and%20other%20do cuments/literacy-numeracy-embedding-guidelines-ITOs-march09.pdf

Tertiary Education Commission. (2009c). *Supporting information and requirements for ITO embedded literacy and numeracy projects.* Industy Training Organisation. Wellington: TEC. Retrieved May 12, 2013, from http://www.tec.govt.nz/Documents/Reports%20and%20other%20do cuments/literacy-numeracy-ITO-embedded-literacy-numeracy-supporting-information-and-requirements.pdf

Thomas, G. (2009). *How to do your research project.* London: Sage.

Tolich, M. (2001). Beyond an unfortunate experiment: Ethics for small-town New Zealand. In M. Tolich (Ed.), *Research ethics in Aotearoa New Zealand* (pp. 2-12). Auckland, NZ: Pearson Education .

Virgona, C., & Waterhouse, P. J. (2004-05). Fitting into boxes: Proceduralisation and the challenge to diversity. *International Journal of Diversity in Organisations, Communities and Nations, 3B*, 189-199. Retrieved from http://Diversity-Journal.com

Vygotsky, L. (1987). *Thought and language: Newly revised and edited.* (A. Kozulin, Trans.) London, Cambridge: The Massachusetts Institute of Technology.

Winter, G. (2000, March). A comparative discussion of the notion of 'validity' in qualitative and quantitative research. *The Qualitative Report [On-line-serial], 4*(3/4), [58 paragraphs]. Retrieved from http://www.nova.edu/ssss/QR/QR4-3/winter.html

Wlodkowski, R. J. (2008). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults* (3rd ed.). San Francisco: Jossey-Bass.

World Literacy Foundation. (2012). *The economic and social cost of illiteracy: A snapshot of illiteracy and its causes in the UK and a*

global context. World Literacy Foundation. Retrieved from http://www.worldliteracyfoundation.org/WLF

Zepke, N., Leach, L., & Butler, P. (2009). Student motivation and engagement in learning. *The student experience: Proceedings of the 32nd HERDSA Annual Conference* (pp. 529-538). Darwin: Higher Education Research and Development Society of Australasia. Retrieved from http://www.herdsa.org.au/wp-content/uploads/conference/2009/papers/HERDSA2009_Zepke_N. pdf

Zepke, N., Leach, L., & Butler, P. (2010). *Student engagement: What is it and what influences it?* Wellington: Teaching and Learning Research Initiative. Retrieved from http://www.tlri.org.nz/sites/default/files/projects/9261-Introduction.pdf

APPENDIX 1: ETHICAL APPROVAL

THE UNIVERSITY OF

WAIKATO

Te Whare Wānanga o Waikato

MEMORANDUM

To: **Julie Eaddy**
cc: Dr Judy Hunter
            Associate Professor Linda Mitchell

From: **Associate Professor Linda Mitchell**
            Chairperson, Research Ethics Committee

Date: 9 June 2011

Subject: Supervised Postgraduate Research – Application for Ethical Approval (EDU056/11)

Thank you for submitting the amendments to your application for ethical approval for the research project:

How learner and company goals are incorporated into workplace literacy programmes

I am pleased to advise that your application has received ethical approval.

Please note that researchers are asked to consult with the Faculty's Research Ethics Committee in the first instance if any changes to the approved research design are proposed.

The Committee wishes you all the best with your research.

Linda Mitchell

Associate Professor Linda Mitchell
Chairperson
Faculty of Education Research Ethics Committee

APPENDIX 2: LETTER OF INTRODUCTION

Waikato letterhead
Date
Dear /*Participant name-*

My name is Julie Eaddy and I am a student at University of Waikato working on a Master's thesis. My research focuses on workplace literacy programmes (WLP) and my interest is learner goals and engagement in WLPs. I am approaching you because you are a [learner/tutor/ training] in a workplace training programme and I would like you to invite you to participate in the research.

I plan to interview students enrolled in WLPs, tutors and the people who organise the workplace literacy programmes in your company. I would also like to watch some of your WLP sessions. An information sheet is attached telling you about the interviews, observations and the research project.

If you are interested, I will arrange a time to visit so I can answer your questions. If you agree to become involved, I will ask you to sign the consent form (also attached) at our meeting.

If you have any further questions about the research, please feel free to contact me or my supervisor Dr Judith Hunter in order to clarify and answer your queries.

Dr Judith Hunter
Arts and Language Education Department
Faculty of Education
University of Waikato
Phone: 07 856 2889 ext 7712
Email: jmhunter@waikato.ac.nz

Thank you for your time and I will contact you shortly.

Kind regards

Julie Eaddy

Phone 09 811 8890
Email: julieeaddy@hotmail.com

APPENDIX 3: INFORMATION SHEET

Information Sheet
How learner and company goals are incorporated in Workplace Literacy Programmes

My name is Julie Eaddy and I am a student at the University of Waikato working on a Master's thesis. This information sheet tells you about the research. It tells you what I do and what I ask you to do if you agree to be involved in this project. It also explains what to do if you want to stop being involved in the research. Please ask me if you have questions.

INTERVIEWS

I will ask to interview you about your course and your goals.

How many interviews?

Three. One at the beginning of the course if possible, one during the course, and one at the end of the course.

How long is each interview?

One hour or less.

When are the interviews?

At a time and place which is convenient to us both.

What are the interviews about?

I will ask you questions about your background, the course and your goals. I will make a voice recording of our interviews. You do not need to answer every questions if you do not want to. After the interview, I will show you the transcript to read and agree to. You will be able to make any changes.

OBSERVATIONS

I will come and observe your workplace training sessions. I will watch your class and take notes on the activities you do in the class. After the observation, I will show you a summary of my notes on the class activities to check if you agree. You will be able to make changes.

How many observations?

Three. One at the beginning of the course, if possible, ne during the course, and one towards the end of the course.

How long is each observation?

One hour or less.

DOCUMENT AND BACKGROUND INFORMATION

I will ask to look at documents which explain your goals for the training programme and why you are enrolled.

CONFIDENTIALITY AND PRIVACY

Will people know what I have said or done in the interviews and observations?

No. Your identity and the company's identity will be kept confidential and private. Your name, the company name or any identifiable features will **not** be used in the thesis.

I will keep all paperwork including recordings in a secure and locked cabinet. My computer is protected by a password so nobody else can read what I write.

RIGHT TO WITHDRAW

Can I leave the project after it has started?

Yes. If you want to stop doing the research, you can. You cannot withdraw the information from the observations and interviews after approving it.

PUBLISHING

Who reads what you write?

The University of Waikato keeps a copy of my completed thesis on their computer systems. This system is available to the public.
The raw data (the full interview and observation documents) will only be used for my study, the Master's thesis and to share with colleagues in professional development sessions and publication. The raw data will be kept for five years and then it will be destroyed.

FURTHER QUESTIONS

Who can I talk to if I have questions about the research?

You can talk to me or you can contact my supervisor Dr Judith Hunter.
Dr Judith Hunter
Arts and Language Education Department
Faculty of Education
University of Waikato
Phone: 07 856 2889 ext 7712
Email: jmhunter@waikato.ac.nz

APPENDIX 4: CONSENT FORM

Waikato lettterhead

<div align="center">Letter of consent</div>

<div align="center">

How learner and company goals are incorporated in Workplace Literacy Programmes

</div>

I …............................. (name of participant) have read and understood the research project and agree to participate as described in the information sheet. I agree with the following statements (please tick):

- I understand that it is my choice to be involved and that I can leave the project at any time. However, I cannot withdraw the information from the interviews and observations once it has been approved. ☐

- I understand that my name and that of my workplace and course will be kept private and any identifying information provided will be kept confidential. ☐

- I understand that what I say will be kept in a locked filing cabinet for a period of five years before being destroyed. ☐

- I understand the thesis of the research will be kept on the University of Waikato Research Commons which is available for the public to view. ☐

Signed ….. Date …........................

APPENDIX 5: DATA COLLECTION SCHEDULE

Funding refers to Tertiary Education Commission (TEC), Workplace Literacy Funding (WLF) and ITO (Industry Training Organisation).

Company	Course	Research duration	Research participant	Interviews	Observations	Collected documents
Company Triangle	Supervisor's course with minimum credit certificate containing unit standards. Company and ITO funded 20 hours @ 4 hours per week for 5 weeks	5 months	1. Training Manager: Teresa 2. Trainer: Tania 3. Learner: Tom 4. Learner: Tracy 5. Learner: Toni	**Month 1:** Teresa, Tania, Tom, Tracey, Toni **Month 5:** Teresa, Tania, Tom, Tracey	One hour observation in Week 3 of 5 weeks	• Course outline • Course evaluation • Interim report on the pilot course • List of unit standards offered in the certificate

Company	Course	Research duration	Research participant	Interviews	Observations	Collected documents
Company Rima	Literacy course delivered by external provider. Forty hours, 1.5 hours per week for 33 weeks. TEC funded from WLF	8 months	1. Company Manager: Ross 2. Literacy tutor: Rachael 3. Learner: Roger 4. Learner: Rhaol 5. Learner: Richard 6. Learner: Ron	**Month 1 and 2 :** Ross, Rachael, Roger, Rhaol, Richard, Ron **Month 4:** Rachael, Rhaol, Richard, Ron **Month 8:** Ross, Rachael, Roger, Ron	One hour observation in Week 23 of 33 weeks	• Company goals • Summary of Individual learning plan goals • Results from company customer service survey • Company values

Company	Course	Research duration	Research participant	Interviews	Observations	Collected documents
Company Amber	Internal literacy and numeracy training TEC WLF funded Two day long training sessions total of10 hours	8 months	1. Training manager: Anna 2. Contract manager/ Literacy Champion tutor: Andrew 3. Learner: Alan 4. Learner: Andre 5. Learner: Aaron	**Month 1**: Anna **Month 2:** Andrew, Alan **Month 4:** Andrew, Alan, Andre, Aaron **Month 7**: Anna **Month 8:** Andrew, Alan	Day 2 of training in Month 4	• Two sets of worksheets from the observed training session • Workplace documents used in the training session • Powerpoint used in the training session • Company brochure on learning support • Curriculum framework for the entire company

Company	Course	Research duration	Research participant	Interviews	Observations	Collected documents
Company Rock Partial involvement	Contact Centre Operations NZQA unit standard certificate. ITO and company funded	13 months	1. Team manager: Sean 2. Assessor/ Team leader: Sally 3. Assessor/ CSR: Sheri 4. Learner: Susan 5. Learner: Samantha	**Month 1** Sean, Sally, Susan, Samantha **Month 6:** Sean, Sally, Susan, Samantha **Month 11** Sheri	Nil	• Course outline • ITO advertisement for NZQA National Certificate in Contact Centre Operations • List of unit standards offered in the certificate
Company	Course	Research duration	Research participant	Interviews	Observations	Collected documents
Company Pluto Partial involvement	Literacy and numeracy, in house and TEC WLF funded 1 year	1 month	1. Training Manager and tutor: Patricia	**Month 1** Patricia	Nil	Nil

APPENDIX 6: INTERVIEW SCHEDULES

Interview schedule for Learner Participants

How learner and company goals are incorporated in Workplace Literacy Programmes

Prompts to be asked if necessary are in brackets.

Initial interview

Can you tell me a bit about yourself? *(Your education and employment?)*

Can you tell me about the course you are on? *(Can you tell me why you joined the programme?)*

Can you tell me about your goals? (What do want to achieve by doing the programme? *Do you gain qualifications? Is it a company requirement? Will it help you get promotion? Is there anything you'd like to improve/get better at? How will this help you in your job? In what way will this help you outside your job?)*

How do you see the course helping you? *(How will it help you in your job? How do you see the course helping you reach your goals?)*

Can you tell me about your job? *(What are the challenges for you in your job? What do you like most about your job? What skills do you need for your job? Can you give me examples? What types of reading and writing do you do? Are there other skills do you need? e.g. organisational skills, customer service skills, caring for people)*

What does literacy mean to you?

What do you think the company hopes to achieve from the programme? *(How well do you think your goals match the company goals?)*

Second or Mid course interview

How do you feel about your progress so far? *(Can you tell me about the skills and how you have been using literacy in class? How do you use these skills in your job? How do you use them outside your job? Can you give me examples?)*

Can you tell me about your goals? *(Are you still working towards some of your goals? In what way? Do you have any new goals? Can you tell me about them? What things help you reach your goals?)*

Can you tell me about the course? (*Can you tell me about the activities you do in the class? How does this relate to your job? In what way is the course helping you reach your goals?)*

Final interview or at course completion

Can you tell me about your goals? *(What have you achieved in the course? How well do they match the goals you made at the beginning of the course? How has it helped you (or not) in your job? How has it helped you (or not) outside your job? Are there any goals you are still working towards? Are there any goals you didn't achieve? Can you explain? Do you have any new goals?)*

How do they match the company goals? *(In what way? Can you give me examples?)*

Can you tell me about the course? *(What have been the highlights for you? What have been the challenges? Can you tell me about the skills you have learnt on the course? How do you use these skills in your job? How do you use these skills outside your job? Can you give me examples? In what way has the course helped you reach your goals? Can you give me examples?)*

How learner and company goals are incorporated in Workplace Literacy Programmes

Initial interview

Can you tell me about your background as a tutor?

Can you tell me about your role as a tutor? *(How long have you been working in your current role, responsibilities What is important to you as a tutor/teacher?)*

How would you explain or define literacy?

Can you tell me about the course goals? *(What does the company hope to achieve? What do the learners want to achieve? In what way are these goals reflected in the curriculum/measurement? What activities or behaviours would you like to see happen, change or enhance in the learners because of the programme?)*

Can you tell me about the course? *(How much autonomy do you have? What kind of constraints are there? Can you tell me about the curriculum? How and who decides what should be included? What skills and practices are taught? How does this relate and help the students in their work? Do students gain qualifications? Do learners have Individual Learning Plans? How is this included in the programme?)*

In what way do you see the course helping the students reach their goals?

In what way do you see the course helping the company reach their goals?

Second or Mid course interview

Can you tell me about the course goals? (*In what way have the learners' goals been achieved so far? In what way are the company goals been achieved so far? Can you give examples? Are there goals which you and the students are still working towards? Have you had to make any adjustments to goals or change goals? What, if any, barriers have you encountered about realising learner or company goals?)*

Can you tell me about the course? *(What skills and practices are being taught? How is this helping the learners in their jobs? How do you know this? To what extent does the curriculum support the learners and company goals? Are there any areas skills, practices or subjects which you think have been overlooked?)*

In what way is the course helping learning reach their goals?

In what way is the course helping the company reach its goals?

Final interview or at course completion

Can you tell me about the goals? *(To what extent have the company goals been met? How does this help the learners in their job? How does it help the company? To what extent have the learner goals been met? How does this help the learners in their job? How does it help the company? Can you give examples? Were there any barriers to either the company or learner achieving their goals? Can you give examples?)*

Can you tell me about the course? *(What are some of the highlights? What have been some of the challenges? In what way has the course helped the students reach their goals? In what way has the course helped the company reach its goals?)*

Interview schedule for Company Personnel Participants

How learner and company goals are incorporated in Workplace Literacy Programmes

Initial interview

Can you tell me a bit about your background?

Can you tell me about your current role in the company? *(What is your involvement in the WLP? What are your responsibilities for the WLP? How would you define or explain literacy?)*

Can you tell me about the goals for the course? *(What does the company want to achieve from the programme? How will these goals help the company? In what way are these goals reflected in the curriculum/measurement? What activities or behaviours would you like to see happen, change or enhance in the learners because of the programme?)*

Can you tell me about the course? *(What led you to choose this programme? Can you tell me about the WLP and how it runs? Why is the company running the WLP? How are the learners selected for the programme? How and who decides what should be taught on the programmes? How do you see the course helping the company?)*

Final interview or at course completion

Can you tell me about the goals? (*Have the goals of the company been achieved? How does this help the company? Have your hopes for the course been achieved? How do you know this? Have there been unexpected gains from running the course?*)

Can you tell me about the course? (*What has been your involvement? What would you like to see happen in the future in terms of workplace education and training? Have you been aware of changes in productivity, attitudes or behaviours in the workplace because of the workplace course? What have been the challenges? What have been the highlights?*)