

A FOOT IN BOTH WORLDS: THE PROVIDER
IN WORKPLACE LITERACY PROGRAMS

Presented to the Graduate Council of
Southwest Texas State University
in Partial Fulfillment of
the Requirements

For the Degree of

Master of ARTS

by:

Dionne Marie Blow

San Marcos, Texas

August 11, 1995

COPYRIGHT

by

Dionne Marie Blow

1995

Acknowledgments

I can hear Maya Angelou's eloquent voice saying, "wouldn't take nothing for my journey now," as I realize this project was difficult, trying, and worth it. I am fortunate and grateful for the strength and love, that only God The Father gives forever and unselfishly. There are several people I have been blessed with in my life. My husband provided support and love through some lonely periods for us both. He was patient. He kept my spirits up and focused during frustrating moments of being away from him and the children. He kept the children at bay.

Roscoe, my dear heart has been my rock for eighteen years. I am so proud of him. Kenny reminded me often of the love that sustains our family, with his warm "How are you doing?" And Krystal, precious Krystal, who could not wait for me to get done. I heard a caring and frequent "Are you finished yet?"

My Mom was a sounding board during this project. When I look upon her darling face, not only do I see myself, but also years of patience and support, that words cannot express. She just loves me.

No one ever works alone. Behind a successful endeavor is several friends and confidants, such as my dear friend Diana Mims who served as a diligent editor, my committee: Dr. Barbara Lyman, Dr. Emily Payne, and Dr. David Caverly, and the participants in this study: Lynne, Sara, and Catherine. Thank you for your most precious asset, your time.

TABLE OF CONTENTS

LIST OF TABLES	iii
----------------------	-----

	Page
Chapter	
I INTRODUCTION	1
Statement of Purpose	2
Operational Definitions	2
Significance of Study	4
II LITERATURE REVIEW	5
Defining Workplace Literacy	5
Drucker's Theory of Business	7
The Bottom Line	9
The Stakeholders	11
A Popular Approach	13
Compromise Approaches	14
From the Field of Anthropology	15
Contributions from the Upjohn Institute Study	16
The Curriculum	16
Specific, General, or Both	18
Different Views of the Problem	19
Gowen's Study	20
Summary	21
III METHODOLOGY	23
The Participants and Their Work	23
Arranging the Sessions	24
Data Collection	27
Data Analysis	29
Summary	30

TABLE OF CONTENTS

Chapter	Page
IV THE LITERACY EDUCATOR ROLES.....	31
Assessor, Manager, Developer.....	32
Manager, Developer, Instructor, Evaluator.....	38
The Language.....	38
Communicating with the Client.....	40
Making Reality Checks.....	44
Summary.....	45
V THE BROKER'S ROLE	47
Conclusions.....	47
Implications Associated with Multiplicity of Roles.....	49
Implications Associated with Role Conflict.....	51
Summary.....	53
Further Research.....	54
Concluding Remarks.....	54
REFERENCES	56
APPENDICES.....	60
VITA	71

LIST OF TABLES

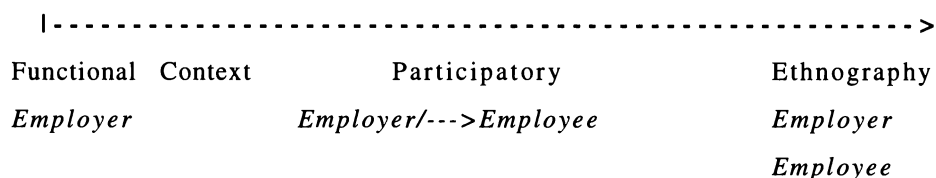
Table		Page
1	Assessing Training Needs	34
2	Determining Rationale	34

CHAPTER ONE

INTRODUCTION

Literacy education and training are critical issues because of their influence on the competitive position of business and industry. Moreover, literacy educators, as providers of direction, curriculum, and follow-through, are the consistent force in workplace literacy programs (WLP). These individuals are closest to the employer and, more importantly, to the people for whom the training is targeted. "In most literacy programs today, professionals are in power and make decisions about the vision of the 'good life' to which programs aspire" (Fingeret, 1990, p. 37).

Literacy educators usually select one of three contemporary approaches for determining the curriculum taught in these programs, based on the needs of the employer and employee: functional context, participatory, and ethnography. If placed on a continuum, each approach moves the literacy educator to a clearer, more robust definition of needs, representative of both the employer and employee.



The most popular approach is functional context. "Literature in recent years has been filled with the theory and the pragmatics of developing functional literacy skills as an essential ingredient in increasing worker productivity and development, as well as enhancing economic competitiveness

in a more global marketplace" (Gowen, 1990, p. 319). The participatory approach (similar to learner/worker centered) involves the worker after the assessment is completed. With ethnography valuable clues are revealed about culture, history, and social organization, influencing definitions of literacy and illiteracy, and determining the appropriate target for literacy training (Gowen, 1990).

Statement of Purpose

The purpose of this study was to determine the role of the literacy educator in workplace literacy programs. The major aims were to determine whether the literacy educator is currently acting as a *broker for literacy* as introduced by Gowen (1990), and whether such a role is feasible, especially during problem and need determination for a WLP. This research addressed the following questions:

- (1) What are the formal and informal roles performed by the literacy educator in workplace literacy programs?
- (2) Do these roles allow the educator to hear the voices of the stakeholders (employers, employees, and external partners)?
- (3) Can the educator facilitate the identification of the problems and needs of the worker, for literacy education, ensuring that the negotiation process includes the voice of the employee?

Operational Definitions

The operational definitions listed below provide a basis for elucidating the literature, study, and results.

Client - The employer requesting the services of a workplace literacy education and training provider; the customer.

Provider - The individuals or entity supplying workplace literacy education and training for a client.

Broker - The provider performing as facilitator, mediator, and liaison between the employer and employee.

Stakeholder - Those individuals or entities with vested interest or concern in what curriculum is developed and delivered to participants in a WLP.

Management - Person(s) with clear authority to define and approve the problems and needs, thus influencing the curriculum taught to workers.

Problem and need definition - An accurate delineation of the literacy related problems faced by the employer and employees; the requirements and expectations to address the problem.

Voice - Verbal (interviews, meetings), written (documentation, questionnaires), and behavioral (observation) communications, integrated to represent background, opinion (values and beliefs), experience, and perspective of the speaker.

System - A collection of parts which interact with each other to function as a whole.

Workplace literacy programs - programs that provide training, separate from regular job activities--in one or more of the following subject areas: reading and writing English, mathematics, problem solving, and interpersonal skills. These classes are conducted at the worksite.

Significance of the Study

This study serves to document both the formal and informal roles of the literacy educator involved with workplace literacy education and training. It illuminates challenges faced by the educator, as well as possible development areas for those currently working in the field and those looking toward a career in this area.

CHAPTER TWO

LITERATURE REVIEW

Workplace literacy programs are deemed a solution to an unclear problem. This review of literature begins with perspectives on the definition of literacy, clarifying its impact on the competitive position of a company. Secondly, a discussion of Drucker's theory of business introduces knowledge workers and their impact on productivity. Next, the review explores the approaches utilized by literacy educators to develop workplace literacy programs. Hollenbeck's (1993), research directs attention toward the various perspectives within the management. Finally, further foundation is gained in a review of Gowen's study (1990). It is a window for looking at the most popular approach utilized for defining curriculum for these programs.

Defining Workplace Literacy

Literacy has been defined and redefined over the years, driven by the present social, economic, and political climate. Consequently, the definition determines the approach taken by literacy educators to rid the nation of illiteracy. David (1992) discloses the changes our society has made during the last 100 years, and with that the concept and definition of literacy:

According to the National Literacy Act of 1991, literacy is defined as an individual's ability to read, write, speak English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential. (David, 1991, p.7)

This definition was expanded by researchers recognizing other influences in the system of education. For example, Fingeret (1992) defines literacy as a shifting, abstract term, impossible to define in isolation from a specific time, person, place, and culture; literacy, therefore, is described as historically and culturally relative. This author believes that levels of illiteracy vary, generally due to different definitions and related ways of measuring, or counting illiterate adults. Hull (1993) concurs:

Literacy can more appropriately be defined 'literacies,' socially constructed and embedded practices based upon cultural symbol systems and organized around beliefs about how reading and writing might be or should be used to serve particular social and personal purposes and ends. (p. 36)

From these perspectives, the literacy educator must ensure literacy programs are not in opposition with cultural and social practices of the participants.

Literacy definitions provided a foundation for the creation of programs to teach the worker skills to improve quality and productivity or learn new technology. Both are intended to sustain or improve competitive positioning for a company and improve the employee standings (situation) within a company.

Askov and Aderman (1991) define workplace literacy as written and spoken language, math, and thinking skills that trainees and workers use to perform training and job tasks; workplace literacy is a social, economic and educational issue. Accordingly, it encompasses a variety of basic skills and instructional programs, which prepare the workers for continued employment in their current situation or in another.

However, employed at entry level positions, the target participants of these programs are hard working people attempting to function in society and provide for their families. Their desires may include obtaining a high school diploma, receiving a promotion, making a lateral move within the company, increasing pay, or assisting children with homework (Askov, 1993).

Drucker's Theory of Business

There are many dynamics involved inside and outside a company that determine its competitive position. Drucker (1994) insists every business operates from a theory. Argyris (1985) speaks of the necessity to recognize first the difference in espoused theories (what we say) and theory in-use (what we do); and secondly, to recognize the gap between the two theories. "It usually takes years of hard work, thinking, and experimenting to reach a clear, consistent, and valid theory of the business" (Drucker, 1994, p. 100).

According to Drucker (1994), the theory is built on three assumptions: (1) the environment in which it operates, such as society and its structure, the market, the customer, and technology, (2) its mission, and (3) the core competencies needed to accomplish the mission. The environment defines what an organization is paid for, the mission defines what the organization considers meaningful results and, and the core competencies define areas in which the company must excel to maintain leadership. Environment, mission, and core competencies must fit reality and be congruent. The theory of the business must be known and understood throughout the organization and be tested constantly (Drucker, 1994).

Lying dormant in Drucker's discussion of theory is the worker. The worker is a corporate resource. Andrew (1980), in his discussion of strategy

development, defines corporate resources as significant. The capabilities of these resources must be known, developed, coordinated, and applied, by management:

Productivity - the amount of goods and services created by each individual worker - is probably the most salient economic problem of our time. In simplest terms, if productivity is high, our standard of living will be high, because there will be a large supply of national wealth for everyone to share. There are three major components of productivity: capital, technology (including every kind of improved knowledge about how to produce goods and services), and labor skills. (Chisman, 1990, p. 7)

"Productivity has become the wealth of nations" (Drucker, 1993, p. 94).

It is tied to what Drucker refers to as the newly dominant groups in the workforce, knowledge workers and service workers. The worker is closest to the task, consequently influencing levels of quality and productivity.

Kusterer's (1978) research efforts were to: (1) build detailed ethnographic descriptions of (unskilled) work communities and their working knowledge, (2) demonstrate the existence of this knowledge and its important contribution to productivity, and (3) verify the assumption that the sources and contents of particular bodies of working knowledge have important consequences for the quality of life of the workers involved, affecting the type and degree of autonomy, alienation and satisfaction that they experience (Kusterer, 1978).

"This working knowledge forms a holistic paradigm which each worker uses to structure her perception of the work environment and to interpret the various phenomena that occur within it" (Kusterer, 1978, p. 177).

The Bottom Line

Literacy education in general and workplace literacy training in particular has been deemed the pill to cure all ills and ailments. The following list was adapted from Windham's (1991) list as commonly made assertions concerning literacy:

- literacy is a basic human right
- literacy promotes an improved quality of life
- literacy is a basis for enhanced lifelong opportunities for education and personal development
- literacy reduces social and economic disparities
- literacy promotes national health, nutrition, and population goals
- literacy promotes political and economic freedom
- literacy encourages national economic development and adaptation to technological change.

David (1992) reports that, "if the United States is to recapture its industrial position in a global economy the work force must be ready." Numerous reports published in last decade -- include *A Nation at Risk*, *The Bottom Line*, *The Subtle Danger*, *Literacy: Profiles of America's Young Adults*, *Jump Start: The Federal Role in Adult Education*, *Workforce 2000*, *America's Choice: High Skills or Low Wages*, and *Beyond the School Doors* -- have provided evidence that a large portion of our population lacks adequate literacy skills and have intensified the debate over how this problem should be addressed (Kirsch, Jungeblut, Jenkins & Kolstad, Educational Testing Service, 1993). "According to U.S. government statistics seventeen million workers

require improvement in basic [sic] skills" (David, 1992, p. 7). The need for basic skills education is viewed as a national problem, with implications that reach far beyond the individual (Kirsch et al., 1993).

Concerns about the human costs of limited literacy have, in a sense, been overshadowed by concerns about the economic and social costs (Kirsch et al., 1993). Changing economic, demographics, and labor-market forces may exacerbate the problem in the future. As a recent study by the American Society for Training and Development concluded, "These forces are creating a human capital deficit that threatens U.S. competitiveness and acts as a barrier to individual opportunities for all Americans (cited by Kirsch et al., 1993)." What many believe, however, is that our current system of education and training are inadequate to ensure individual opportunities, improve economic productivity, or strengthen our nation's competitiveness in the global marketplace (Kirsch et al., 1993).

Hull (1993) questioned the popular discourse about literacy, work, and learning. As well, the author objects to current discussions that place too much faith in the power of literacy and too little credence in people's abilities, particularly those of blue-collar and nontraditional workers (non-male, non-white and non-young):

Most troubling is the now commonplace assertion, presented as a statement of fact, that because they (workers) apparently lack literacy and other 'basic' skills, U.S. workers can be held accountable for our country's lagging economy and the failure of its businesses to compete domestically and internationally. (Hull, 1993, p. 21)

Hull questioned the blame placed on the worker for the ills of corporations.

Seen as a national dilemma (not a crisis, as yet), we are cautioned by Mikulecky (1982), to think twice before we assume that increasing the grade level at which someone reads will automatically improve his or her performance on a literacy-related job activity. 'This is the linchpin of most workplace literacy programs--the real bottom line is increased productivity and profit for the employer' (Gowen, 1990, p. 196).

The Stakeholders

The employer is viewed as the major stakeholder, since the employer is the funder or authorizer of WLP. Stakeholders are those vested (at varying degrees) in an effort. The effort may be a, project, or program. The major stakeholders in workplace literacy programs determine how the literacy problems and needs of the worker are defined. These stakeholders are usually the employer and external partner, such as the federal or state government, or the union. Another stakeholder is the employee. Askov (1993) believes assessment in a workplace literacy program must satisfy multiple stakeholders or clients, each with different interests in the outcome of the program. Therefore, multiple approaches to assessments are necessary to satisfy various information needs.

Askov (1993) reported that in community adult literacy programs an instructor usually has only one client -- the learners. In WLP, two additional clients emerge, namely the union (if one exists) and the management of the company. The union is viewed as a representative of the worker. A fourth client is the literacy organization (or provider), usually requiring assessment information in response to some regulatory or funding agency, such as the

federal or state department of education. The provider of the education and training program is a stakeholder as well.

The goals for the program depend on the perspective of the stakeholders. "The union has global goals in mind, to empower workers. Unions are concerned about general welfare and development of the workforce as a whole" (Askov, 1993, p. 552). However, management's job-related intent is to upgrade workers' basic skills, enabling them to do their current jobs better or to prepare them to use new technology, such as computers. Finally, the government concerns involve satisfying funding requirements or state mandates. Government partners require standardized tests. Some states prohibit serving learners who score above a certain grade-equivalent level (Askov, 1993).

In most cases goals of WLP are identified after the problem and need have been determined by employer and/or external partners. The table in Appendix I illustrates the range of literacy goals stakeholders seek.

Hull (1993) discloses the bottom line for concern about illiteracy, whether a deficit in basic skills or a lack of nuanced judgment, is economic. Hull cites a selection published by the Business Council for Effective Literacy (BCEL):

Millions of employees suffering from varying degrees of illiteracy are costing their companies daily through low productivity, workplace accidents and absenteeism, poor product quality, and lost management and supervisory time. (*Functional Illiteracy Hurts Business*, 1988)

The employer and external partners' locus remains a definitive way to determine literacy levels and a way to measure results (Hull 1993). Goals and

objectives evident in past and present workplace literacy efforts reflect this position. However, if these goals are not representative of the true "voice of the worker" how can they prove an accurate measure during evaluation?

These skills that workers need but do not possess are sometimes determined by experts on blue-ribbon panels (for example SCANS, 1991), and they are sometimes based on opinion surveys of employers and round table discussions of business executives and educational experts (for example Carnevale, Gainer, Meltzer, 1988). But startlingly, such judgments are almost never informed by observations of work, particularly observations that incorporate the understanding of workers. (Hull, 1993, pp. 33-34)

Need assessment approaches are utilized by workplace literacy providers to understand the workers and the work environment. There are three approaches employed by providers to determine education and training requirements: functional context, participatory, and ethnography.

A Popular Approach

The most commonly utilized approach is functional context. It is consistent with the most popular definition for literacy. The functional context approach uses actual job materials and simulations to teach the applications of basic oral, reading, writing, computational, and reasoning skills, enabling individuals to use printed and written information to perform specific job tasks competently (Nash, 1993).

Nash (1993) contends the functional context approach builds upon the development in the field of adult education - development which points to the need for course content to be context-specific. The curriculum is defined by

the worksite, that is the worker must be familiar with a unique set of skills, relationships, and behaviors relevant to the job task.

Nash (1993) reports "the goal of such curriculum is for workers to improve their job performance by mastering the body of knowledge that managerial and educational experts have determined to be necessary for worker and corporate growth" (p. 7). The curriculum development process begins with an audit of the literacy and work skills required by each job (Nash, 1993). "The emphasis is on behavioral changes, which are often determined by competency-based tests or evaluations of performance - can workers do something better as a result of having attended class" (Nash, 1993, p. 7).

The literacy audit, the centerpiece of much functional context curriculum, is a process whereby observation, interviews, and the collection of written materials are used to determine the literacy skills supposedly "embedded" in a specific job tasks (Gowen, 1992). Functional context not only assumes certain characteristics about knowledge, it also supports specific assessment measures. According to Gowen (1990), this is a model well-suited to industrial modes of production because it is driven by the same set of industrial and behavioristic assumptions about knowledge that separate skills into discrete categories and emphasize the linearity and hierarchy of tasks involved in production.

Compromise Approaches

In an attempt to involve the worker, the participatory and learner centered approaches were created. This approach, Fingeret (1992) believes, begins with a conversation with the students talking about their goals,

interests, skills, and backgrounds. However, the participatory approach is usually engaged after the curriculum has been decided. Nash (1993) understands this approach to curriculum development involves students in setting course goals, identifying important themes for study, creating materials, and evaluating progress. "Conflicting agendas" are explored openly for effective solutions. He further asserts that the focus is on contextualized learning, based on the learners experiences and thoughts. Learners become part of the negotiation process regarding course content. They focus on their own purposes for learning.

According to Lytle and Wolfe (1989), participatory assessment is described as a process rather than a tool or set of tools, distinguished from other assessment approaches by its view of literacy and literacy education and by its emphasis on the active participation of both adult learners and program staff.

Similar to participatory assessment and under a different label is learner-centered instruction. It is tailored to the needs of the worker on the job rather than to the instructor's comfort level or to the company's goal of increasing productivity. This instruction builds on prior knowledge, attempts to address the needs of the whole person, and involves the worker in decision-making, planning, and designing of tests.

From the Field of Anthropology

Nash (1993) explains the ethnographic approach refers to a process of thoroughly investigating a community of people in order to better understand their beliefs, their ways, their strengths, and their needs (as they define

them). "How would they describe their work experience? The workplace? What do they already know and what do they want to know?" (Nash, 1993, p. 8).

These questions spark student-teacher dialogue about how the class best suits the aims of its participants, resulting in a student-centered curriculum, writes Nash (1993). Similar to the participatory and learner-centered approach, the curriculum is built on strengths rather than weaknesses of the worker. In addition, the ethnographic approach accesses the depth of the community, that is the organization, as a community.

This approach exposes valuable clues about ways culture, history, and social organization affect definitions of literacy and illiteracy, and determines who participates in literacy training and for what purposes (Gowen, 1990). Currently, contemporary literacy educators support this approach. However, in workplace literacy stakeholders are often in search of what Chisman (1992) calls the quick-fix program.

Contributions from the Upjohn Institute Study (UIS)

From an economist's view, Hollenbeck (1993) wrote the monograph entitled, Classrooms in the Workplace. Southport Institute (SIPA) contracted with the Upjohn Institute to conduct case study research on workplace education in Michigan. The study included analyzing survey data on Michigan firms compiled by the SIPA's staff. The author focused on programs at small to medium-sized businesses, companies with fewer than 500 employees.

The Curriculum

The Upjohn Institute defined workplace literacy programs as: programs that provide training -- separate from regular job activities. (Hollenbeck, 1993)

Workplace education is a broad category that includes workplace literacy. These programs provide employees training, separate from regular job duties, in academic subjects.

Hollenbeck (1993) dealt with programs that offer basic levels of instruction defined as workplace literacy and beyond literacy, to include: reading and writing to areas of mathematics (including arithmetic computation, measurement, and elementary geometry and statistics), problem solving, communications, and interpersonal skills.

Here is an example offered by Hollenbeck (1993) and faced by many companies participating in this type of education and training:

a firm may reorganize its production processes or implement a new technology. In the course of making such changes, employers find that their employees have basic skill deficiencies that retard or block effective implementation. Employers respond to this discovery by initiating a program to upgrade basic skills as necessary. Usually coupled with the skill upgrading is the requisite training to achieve the changes that management started out to implement. (p. 3)

Two arguments were presented by the author. First of all, instructors believe that learners will be more enthusiastic and interested in subjects most relevant to them personally, so the learning gains will be the greatest with such an approach. The other side is that worker productivity gains tend to be greatest from programs that include job-specific material in the curriculum. Hollenbeck (1993) cites a personal conversation with Mikulecky regarding research that shows workers, like all learners, tend to absorb best exactly what

is taught. However, if the subject matter is unrelated to the work, then workers will not readily transfer their skills to the work context.

Specific, General, or Both

Economists, writes Hollenbeck (1993), classify job training given to employed individuals as being either specific or general in nature. Specific training imparts skills and knowledge, which economists refer to as human capital, supposedly not transferable outside of the worker's current firm. General training, on the other hand, comprises human capital that is transferable to other firms and jobs. Hollenbeck's (1993) report examined general training:

First of all, employer-provided training is not dichotomous, but rather spans a spectrum from specific to general -- in almost all instances, one aspect of training will transfer to other jobs, whereas other aspects will not. Second, training that is intended to develop general human capital, such as the workplace literacy programs studied here, may rely pedagogically on very specific job-related contexts. (p. 5)

The distinction between specific and general training becomes important in deciding who pays for the training. Employees must bear the cost of general training, because of possible applicability in other jobs. This has been a long standing argument regarding tuition reimbursement programs. The employer only covers education and training which is transferable to the employer's workplace. In the case of workplace education, the employee may be asked to pay by matching "time off" with the employer.

The employee may invest his or her own time outside the company, such as adult literacy classes or continuing education programs.

When a program has an external partner, that external partner in most programs is usually the U.S. Department of Education, administrator of a grant program entitled the National Workplace Literacy Program (NWLP). The U.S. Department of Labor administers the Job Training Partnership Act (JPTA), which is intended to provide education and training to unemployed, disadvantaged workers. In these and other cases a percentage of the funding may come from both the employer and external partner.

"An estimated 80 percent to 90 percent of the people who sign up for adult literacy instruction in the United States are served by government-supported programs" (Chisman, 1990, p.11). The table in Appendix I identifies twelve recent programs, where a significant percentage of funds was provided by the NWLP. These programs were also in partnership with several employers.

Different Views of The Problem

Hollenbeck (1993) revealed different views of the basic skills problem. First, supervisors exaggerated the percentages of actual workers requiring basic skills, whereas managers felt the need was minimal. Secondly, workers were often more aware than managers or supervisors of difficulties with basic skills among their co-workers and among supervisors.

For example, hospitals visited for the case studies showed top managers unaware of basic skills deficiencies among lower-skilled workers in departments such as housekeeping and maintenance.

Overall, top managers in these industries did not perceive a strong relationship between basic skills of workers and overall productivity of establishments (Hollenbeck, 1993). "With a primary focus on training for job-related skills, basic skills were generally overlooked, and the need for basic skills remediation was considered not important" (Hollenbeck, 1993, pp. 25-26).

Gowen's Study

In 1990, a significant study critically analyzed the effectiveness of a functional context approach to workplace literacy training. Gowen's study questioned (1) whether job-related skills are enough and (2) whether the curriculum, based on this approach, addressed the needs of the employee.

In Gowen's dissertation (1990), King Memorial Hospital (KMH) comes alive through an ethnographic study. The hospital is the largest public health care facility in the area, centrally located, providing employment for many of the city's residents, most of whom are women and men of color. Work for the employees consisted primarily of cooking, cleaning, and washing. The author mirrors this to the work performed during slavery. Even though most of the employees "like working at the Kings" (p. 1), coworkers are nice and benefits good, they wished for better salaries, more respect, and time off on weekends for family and church. "If you ask them, they will tell you their stories—where they came from, what their lives are like, what their dreams are" (p. 2).

Gowen (1990) acknowledged the similarity between the ethnographic process and the functional context approach utilized by the literacy educator for the King project. In fact, literacy audits and ethnographic inquiry employ similar methods of data collection: participant observation, interviews, and the

collection of artifacts. The author believes what differs are the theoretical frameworks that guide the two methodologies.

For example, the project consultant working on KMH supported the concept of a portable toolbox of basic skills, that are embedded in job skills, easily exposed, made explicit, and taught to *all* employees. The literacy educator believed in an idealic universal set of skills, applicable across jobs, people, and social structures.

According to Gowen (1990), an ethnographic approach seeks understanding of the ways literacy is socially constructed within and across the various groups that constitute the community of workers in a specific workplace. Gowen advances the assumption that literacy will be different for different people in different situations. In addition, cultural and social differences are expected and acknowledged rather than taken as signs of deficit. She challenged literacy educators to accept the differences and the role of broker.

Summary

The literature placed the reader in the midst of an expanding adult literacy education arena. Six important points unfold within the literature review: (1) the theory of business, whether known or not, has more to do with competitive position, than with the employee, (2) the recent expansion of the definition of literacy endeavors to consider the whole person, (3) the popular need assessment approach mirrors business with a focus on measurable results in increased profits, limiting the indispensable voice of the worker, (4) the participatory approach is a method of getting workers' input regarding the curriculum, (5) the ethnographic portrait discloses the social dynamics

inherent in the organization, grounded in the diversity of the people and situations, and (6) the necessity of the literacy educator to understand the perspectives of the stakeholders influences the curriculum.

What is missing from the literature is a clear delineation of the role the literacy educator performs, listening to the diverse voices of the stakeholders. A broker for literacy must incorporate what his or her hear from the stakeholders into the curriculum. However, the voice of the worker is often passive. Thus the provider must intentionally seek the needs and wants of the worker for input in the curriculum designed specifically for them. This study will shed light on the extent to which the educator's role is effective in addressing the needs of the stakeholders.

CHAPTER THREE

METHODOLOGY

This chapter outlines the process utilized to conduct this study. First, a portrait is provided of the three participants in this work. Secondly, a review of the data collection process is discussed. And finally, an examination of the analysis process which directs the results of the study is presented. A summary is provided at the conclusion of the chapter.

The Participants and Their Work

The three participants were chosen because of their affiliation with a professional organization, comprised of several local community colleges providing workplace literacy education to small, medium, and large businesses in the state. This professional organization also advances knowledge in adult literacy and workplace literacy through research, publication, and conferences.

The participants in the study are associated with a community college in a large metropolitan area. Over the last five years, these participants observed the necessity to integrate basic skills, such as reading, writing, and computation into the curriculum offered to the client. They represented the same institution, support similar philosophies, and have worked on at least four projects together. Each participant met the requirements listed below:

- Participated in at least four workplace literacy programs
- Worked full time as a literacy educator for a total of five years, as a program manager or curriculum designer
- Studied and continues to study (formally and/or informally)

in developmental education or related area. such as adult education

- Advanced the field of literacy education by speaking at conferences.

Pseudonyms were utilized for each subject. Lynne is director of Business and Industry Training, a service oriented division, of the community college, that provides training in business management, communication. computers, and specialty programs. Workforce literacy and basic skills training are part of the specialty programs. Sara, once a staff member, currently consults with the college. Catherine, director of Continuing Education, assists Lynne's team when necessary.

The participants are swift to acknowledge the necessity of having a foot in both worlds, that is business and education. Even though they are currently working in the education and training of adults, they have background in business. They continue to take a look at education through the eyes of business. Projects are prospected by the provider or may be initiated by the client.

Arranging the Sessions

It was raining (pouring to be exact), the morning I sat in my car, and spoke with Lynne. She was approximately 210 miles away. I was surprised the connection on my mobile held so long, for thirty minutes. Afterward, I was grateful she listened attentively to my story, then allowed me time on her calendar two weeks from the day. She was preparing to take a leave from work and time was of the essence. However, after our first meeting, she not only

presented me with additional educators to speak with, but agreed to assist me in anyway possible. And she did.

I expected her involvement would be critical to my study because of the position she held in her organization. With over ten years experience, she recalled the one-person shop in the beginning. Lynne watched the inclusion of reading, writing, and mathematics in the curriculum negotiated between the client requesting workplace education, and the provider team. She has worked with her institution to establish solid expertise in the functional context approach. She shared this expertise with other providers in workshops and presentations. She was instrumental in developing a video series, now being marketed. The first was targeted for workplace literacy instructors. It highlighted a training class held to teach the functional context approach. The second, professionally done, was aimed at provider organizations seeking to learn how to market, develop, and evaluate workplace literacy programs.

Lynne prepared the way for my telephone call to Sara. Sara and I met at a local restaurant close to her home. Sara is a consultant, once employed by the college, and currently providing services to diverse audiences related to SCANS (U.S. Secretary of Labor's Commission on Achieving Necessary Skills). It was exciting speaking with her about the foundation for my study as well as the process itself. Her ideas and views cut a bit across the grain, slightly different from her colleagues in this study. I believe most of this is due to her diversity in experience since leaving high school teaching. For example, she made the following suggestion to providers:

Read as much as you can, and don't just read in the field, because

I think what happens is you become myopic. What I like to do is

read outside the field and be able to make the transfer of those new ideas to workplace education. (Ta.Meet.5.08.95)

(Reference Appendix III for an explanation of data coding and citing.)

Sara works with private and public organizations, in young adult and adult education. She believes there must be a marriage between education and business.

Catherine delivers warm laughter, allowing you to feel comfortable almost immediately. I understood right away the reason her participants in one program called her 'Teach.'

The most interesting aspect of talking with her was her affirming how she was learning in our sessions. I recall her saying at about every session, "Let me know later if you need clarification."

It is kind of interesting to me, too, because it makes me use my thinking a little bit more, my thinking skills. I'll go, wait a minute here, are we missing something here? And I think sometimes we are. You see that is why it is hard, it's difficult to take an instructor from the world of academia, and put them out there. They don't see the relevance of it. It's hard to make everything functional context. And it's hard to give them skills that will help them there, at home, in life, in everything. But it is fun. (Ta.Meet.6.09.95)

Catherine, once a vice president for a company, with thirteen years of teaching experience in public and private schools, prefers her world of work today. She has a foot in both worlds, education and business. She has participated in six programs, in both manufacturing and the retail industry. Currently, she works full-time for her organization, as director of Continuing

Education. However, she continues to assist Lynne's efforts. In fact, she walked me through the presentation utilized for the initial meeting with the employer.

Data Collection

Interviewing was the predominant means of collecting data for this study. Senge (1990) wrote, "the purpose of dialogue is to go beyond any one individual's understanding" (p. 241). The interview moved from my inquiry to dialogue after the first thirty minutes of each session. Each session drove the subsequent one, with the exception of the initial meeting with each of the providers presented. The sessions varied according to the direction of the dialogue. All sessions were taped except the initial ones with each participant which were introductory in nature. After each session, my notes about the session outcome were recorded on tape or paper for later reference.

The availability of participants drove the number of sessions possible. I conducted a total of 21 hours of interviews. This included phone conversations, preliminary meetings, review of documentation on-site, and approximately 13 hours of taped interviews. Therefore, it was critical that my questions be prepared and focused. I met with them separately, attempting not to duplicate questions already answered by the others. They preferred it this way. Several of the planned and supplemental questions I asked participants are provided in Appendix II.

At the first meeting with each participant, I discussed the focus of the study, their involvement and the types of questions I would ask. Merriam (1988) provided direction on the types of questions: background, experience,

knowledge, opinion, and value. After the second interview session, I corroborated findings which led to further query.

Lynne had a concern about the college's proprietary agreements with the client, therefore no formal observations were possible, such as observing a meeting with a client or an actual class. Observations were limited to nonverbal communications, such as watching the participants' demeanor as they discussed their world of work and their feelings about it.

Sara kept focused on the questions and her responses. She did not allow interruptions, with the exception of the waitress asking what we would like to order, and while at her home she paused to hug and say good-bye to her son. She spoke very passionately about workplace literacy programs and her ideas to move them forward. She used phrases such as, "process driven," "learning through pilot programs," and "the fourth level of evaluation." Our time together totaled about five hours. A trip out of town for two weeks and major commitments, on Sara's part, cut our planned sessions in half.

Evidence of Catherine's business background was observed immediately when she pulled out the marketing presentation for clients. She initially wanted the actual names of the participants to be mentioned in the study, and requested the college to be revealed as public relations for the institution. She gave me nearly six hours.

Lynne gave me every moment, once we got started. It was hard for her to pull away from her work because of her leave of absence approaching. However, when she did, no one interrupted. We met in her conference room. We put in the most time together, approximately 10 hours. Once we were involved in the session, she was generous with her feelings about the work her team performs for the client.

Documentation varied from selected WLP and included a project proposal, marketing materials, assessment materials, and an evaluation report for a program funded by a grant from the National Workplace Literacy Program (NWLP). An examination of the videos, mentioned earlier, revealed the support and commitment of the participants to the use of the functional context approach.

Data Analysis

Analysis began during data collection. Bogdan and Biklen (1982) advance (1988), nine approaches, which were beneficial as I began to look at the data. They were as follows:

- Forcing decisions that narrow the study
- Forcing decisions concerning the type of study to conduct
- Developing analytic questions
- Planning data collection sessions according to what is found in previous observations
- Writing observer's comments along the way
- Writing memos about what is learned
- Trying out ideas and themes on subjects
- Exploring literature while in the field
- Playing metaphors, analogies, and concepts within the data.

Categories and themes emerged from the process. The use of a relational database proved cumbersome for the type of data I was collecting. The word processor allowed more flexibility, especially after categories and themes emerged. Notes were taken often in the car after each session. I began listening to each tape after the interview and making notes in my journal.

Two journals were maintained, one to capture my thoughts and ideas about the study, and a second document was on my word processor for insights while working on the analysis. The word processor allowed me to document specific points and contrast the thoughts from one educator with the others.

Finally, listening to the tapes again, I mind mapped the responses from the participants on flipchart paper. I wanted to see the voices graphically and note associations along the way. I color coded related responses, comparing and contrasting each theme.

Summary

This chapter discussed the three components that define the results from this study: the participants, data collection approach, and data analysis process. Together they set the stage for clarity on the role the literacy educators perform before, during, and after workplace education efforts.

CHAPTER FOUR

THE LITERACY EDUCATOR ROLES

Seeing comes before words. It is seeing which establishes our place in the surrounding world; we explain that world with words, but words can never undo the fact that we are surrounded by it. The relations between what we see and what we know is never settled. The way we see things is affected by what we know and what we believe. (Berger, 1977, pp. 7-8)

The purpose of this study was to determine the role of the literacy educator in workplace literacy programs. The major aims were to determine whether the literacy educator is currently acting as a broker for literacy as introduced by Gowen (1990), and whether such a role is feasible, especially during problem and need determination for a WLP. The research addressed the following questions:

- (1) What are the formal and informal roles performed by the literacy educator in workplace literacy programs?
- (2) Do these roles allow the educator to hear the voices of the stakeholders (employers, employees, and external partners)?
- (3) Can the educator facilitate the identification of the problems and needs of the worker, for literacy education, ensuring that the negotiation process includes the voice of the employee?

This chapter presents the results of the study as seen through the eyes of the participants. What emerged from the dialogue and is shared in this chapter

are descriptions of situations with the employer and employees, illuminating the multiple roles the provider performs. Sara shared one morning that the educator has to be "Solomon" (Ta.Meet.5.16.95). The educator (referred to in this study as provider) is required to coordinate and wear different hats at different moments during the entire marketing and development process of a WLP.

Assessor, Manager, Developer

With a foot in both worlds, Lynne, Sara, and Catherine perform the following formal roles, during their involvement in workplace literacy programs: program manager, assessor, curriculum developer, instructor, and evaluator. However, underlying the dialogue with the participants are informal roles inherent in the responsibility they accept as literacy education providers. These are situational roles, such as clarifier, communicator, negotiator, expert, facilitator, counselor, empathizer, interpreter, collaborator, educator, and informer. Each role is driven by the moment.

The moment may be initiated by the client, thus requesting the services of the provider. Or the provider may launch the relationship by contacting the client to communicate the type of services available through the community college. The aim of the college is to provide workforce education and training in general, of which workplace literacy education is a component. The functional context approach is the focus of the initial meeting with the client. It is part of the marketing presentation where the providers attempt to affirm the need.

Catherine maintained the employer has the better picture, the broader, larger picture. The employee focuses on his or her job. In most cases, the

provider discovers the employees are not familiar with the overall production system, nor where they fit within the process, "who is their customer and who are they a customer to," explained Sara (Ta.Meet.5.09.95).

Understanding the business and industry of the employer is a critical prerequisite to the first meeting between the prospective client and the provider. This knowledge is priceless in preparation for meetings with employers and employees. The provider, as a result, demonstrates interest, concern, and preparedness.

Even though the provider brings some knowledge about the client's business and industry to the table, they still must determine early on whether the client understands that a training need exist. Sara and Catherine may administer a questionnaire or two, to guide the manager to his or her own discovery, in addition toward a decision to authorize a formal need assessment.

For example, a brief questionnaire, administered by an assessor and utilized to provide an overview of the organization, includes the following questions (Doc.OO.NA):

- Has your organization upgraded its technology in the last two years, particularly the technology used by employees at the lower level?
- Have there been any significant changes in the methods of producing your product or providing your service in the last two years?
- Does your organization have a high turnover rate?

Another sample of questions, administered by an assessor, as shown below, attempts to assess training needs from management's perspective. The leftmost column represents a particular job requirement.

Table 1: Assessing Training Needs

	Use in present or desired job?		Need training in this area?	
	Yes	No	Yes	No
Reading job-related communications				
Speaking effectively with others				
Demonstrating good interpersonal relations				
Adding/subtracting whole numbers				
Following written directions				

(Doc.QATN.NA)

A most useful survey (Doc.IWLT.NA), using categories of Employers, Employees, and Educators, is utilized by an assessor to gather a rationale for the training. Listed under each category are reasons for this training from each perspective.

Table 2: Determining Rationale

Employers	Employees	Educators
1. Help employees cope with changing technology	1. Retrain and advancement	1. Meeting community, workplace needs
2. Reduce turnover	2. Money	2. Breaking cycle of illiteracy
3. Quality product	3. Safety	3. Challenging
4. To reduce waste	4. Maintain quality of life	4. Job opportunities
5. Skills for TQM	5. Hope for the future	5. Self-fulfillment
6. PR - Educate rather than layoff	6. Growth and development	6. Bridge between education and business
7. Meeting competition	7. Motivation/feeling of involvement	
	8. Job security	

The provider employs these questionnaires to prompt discussion with the client regarding the problem. The above questionnaires are affiliated with organization and job tasks. It is the hope of the provider to receive

authorization and funding for a formal assessment, which includes job task analysis, literacy audits, and employee testing.

The workplace literacy definition used by Lynne's organization mirrors the definition of functional context. It is "the ability to use printed and spoken information to function efficiently on the job. This includes the ability to read, write, comprehend the English language, and perform required computational skills" (Doc.DWL.P). Training also includes the following skills:

- Creative Thinking
- Decision Making
- Problem Solving
- Conceptualizing
- Learning to Learn
- Reasoning
- Assuming Responsibility
- Self-Management
- Integrity/Honesty
- Team Building

The workplace literacy definition provides a point of dialogue with the client regarding the type of training available to workers.

Sara attempts to incorporate the above skills whenever possible. She once observed lack of teamwork, in a client's shop, during a formal assessment. Management rejected the idea of a team building course. Her total quality management background allowed her to recognize that lack of teamwork influences productivity, also. Therefore, Sara built team activities into the lesson plan, demonstrating to the workers how much could be accomplished if they learned to work as a team. The participants were excited about their success during the activities.

Catherine articulated the importance of management being aware the provider will not teach the worker how to do his job. Instead it is the provider's job to teach concepts and principles which help the workers to do their job better, thus influencing their overall job capabilities.

Lynne described the development process of a program for a small manufacturer of about 250 employees:

I think we knew where we had to go. We knew the steps we wanted to follow, but sometimes we didn't get there as quickly as we had expected, or we had to go back. I think one of the things we found with this particular client was that we went in and assessed the employees. We went in and did the workplace analysis and found out what they did on their jobs. And what they would have to be, what changes were going to have to be made for future jobs. Then we observed employees at work and interviewed them and interviewed supervisors, to see how they did their work, what kind of thinking skills they had to use. Then we did individual assessments on what their foundation skills were, their reading, writing, and math skills, where we used the CASAS (Comprehensive Adult Student Assessment System) tools to do that. The time gap between those two was probably a couple of months, and in the length of time, management forgot what was going to happen, when that certain employees would be going to training, etc. So we had to go back and communicate that again, what the purpose of all this was. It was a constant communication process. (Ta.Meet.5.11.95)

CASAS (San Diego Community College Foundation & CASAS Consortium, 1987) is a competency based assessment tool that measures reading, writing, and math through everyday life situations. After the assessments were complete, the provider and client negotiated the recommendations made by the provider.

Lynne credits the functional context approach for allowing employees an opportunity to utilize what is learned immediately on the job. Working and learning in the context of what they are doing everyday, workers can assimilate more quickly. Lynne believes training time can be reduced as a result of the process:

I believe one of the statistics in adult basic ed [sic] courses is that it takes 100 hours of instruction to see a grade level gain. There is not a company in the world that is going to send someone to a 100 hours of instruction. (Ta.Meet.4.20.95)

Lynne desires to reduce the course delivery time and still be able to address the learning needs of the worker.

She also recognizes different levels of proficiency among workers entering the class. This information does not seem to matter to management:

The trend I have seen in companies is that three years ago we could suggest that they have a 30-40 hour course. And someone might go through three 30 hour modules. Now companies are saying, "Three 30 hour modules, you've got to be kidding. The most I can let people go for, if we are going to do this on company time is probably a maximum of three 20 hour modules." So that cycle time, is being cut down. (Ta.Meet.4.20.95)

Some companies are asking for 12 hours followed by "let's see where they are with 12 hours" (Ta.Meet.4.20.95). Therefore the provider must be more focused, with a concentrated effort on immediate needs. This presents a challenge for the provider.

Early in the relationship with the client the formal roles are disclosed, as the program manager introduces the provider team represented at the

initial meeting and during the assessment process, such as assessor, manager, and curriculum developer. Clearly, in the situations discussed, thus far, the literacy educator is (1) guiding the client to determine whether an education and training need exists, through the use of the preliminary questionnaires, (2) confirming whether the college is capable of addressing the unique needs of the client, by acquainting the employer with possible services available, (3) handling a conflict, as in the formal assessment revealing a deficiency in team work, (4) clarifying the role the provider plays, described by Catherine as teaching concepts to influence overall job capabilities, and (5) sustaining the communication process, described by Lynne as a constant effort. The tasks performed illuminate the multiplicity of roles unfolding as the providers, in the study, tell their stories.

Manager, Developer, Instructor, Evaluator

The stakeholders for the providers were the employer and employee. Union involvement had been minimal for the group. National Workplace Literacy grants had funded a few of the programs, even though the employer seemed to remain in the driver's seat. Bringing the employer and employee together is a difficult task. The providers admit to placing predominant focus on the employer. This is evident as they seek to understand and be sensitive to the language; to demonstrate patience with the communication process; and finally, to conduct a reality check, when appropriate.

The Language

The words "literacy" and "basic" are avoided by the providers. Both terms are negatives, not welcomed in the workplace. Sara believes the terms

discourage participation in the need assessment process and later the classroom. A video (V.WLP.D) developed to instruct other providers on a process for obtaining, assessing and developing workplace training programs never conveyed the words "literacy and basic" during interaction between the provider and client. Instead, Lynne, Sara, and Catherine preferred that literacy and basic skills are referred to as foundation skills, foundation skills being necessary to cross train the employee for other jobs or in preparation for technological changes being made in the workplace. Lynne shares a view about the impact of using these terms:

I think some (workers) are really frightened by it (literacy education), frightened that someone would see them doing this kind of training. That is why we don't call it literacy training. We certainly don't put it in terms of being anything remedial whatsoever, even though that's the bottom line. But I think sometimes they (workers) are afraid to participate because they might ... be seen as a dummy or something else. It is very important how management talks about it, too. Ideally, it should just be part of the whole training continuum that a company might have. (Ta.Meet.5.11.95)

In addition, the employer would not be pleased if their suppliers or customers discovered they needed this type of training. Lynne described this fear factor.

They want to appear to have a perfect workforce. I think the whole realm of literacy training has a stigma attached to it. (Ta.Meet.5.11.95)

The provider has to handle this stigma head on through communication and education. One way the provider educates the client is through literature

related to the subject. Lynne spoke of sending SCANS (U.S. Secretary of Labor's Commission on Achieving Necessary Skills) information, as well as other related literacy education material to the management team. Senior management is usually interested in a summary of related information and results from the needs assessment.

At our initial session, Sara cautioned me about the term 'educator' in the client's shop. "I think what you want to do is find some terminology that pulls you together, not separates you as the educator" (Ta.Meet.5.08.95). She believes what is most important to an employer is reduction in work errors, increased productivity, and the ability for their workers to move to different jobs if necessary. This terminology grounds the provider, that is ensures a focus on what is most important to the client. Consequently, education and training must impact the numbers representing errors, productivity, and people availability.

The roles are expanded once again as the providers prepare themselves for entering the client's shop. The providers familiarize themselves with worksite terminology thus ensuring their ability to communicate from the client's point of view.

Communicating with the Client

Lynne authenticates the political dynamics when attempting to understand the client. These dynamics are caused by what management perceives as the problem, in addition to what they feel should be offered to their employees. This may differ from what the employees actually need, as determined by the provider, as well as what the education provider can deliver.

Fear prevails in this situation. Lynne spoke vividly about the fear, as though she knew it could control the success of any program:

I see this as a political issue, the fear that employees reveal that they have basic skills deficiencies -- the fear whether management says it or not, or whether it is just perceived that they could lose their job; the politics of labor and management relations. By and large most basic skills programs are given to the labor end of the organization, not the management, and it's sort of an us versus them kind of mentality, unless you have everyone communicating from the very beginning, sitting around the table planning the program together. That helps alleviate some of those political pulls. It is a very tricky communication process that has to go on. You have to communicate and recommunicate, and recommunicate time after time. One of the main things I found in these programs is you have to keep telling the client over and over again what it is we're trying to accomplish. (Ta.Meet.4.20.95)

Invariably, one level of the organization feels like the upper level is doing something to them, even though management communicated the program as a benefit to the workers.

A provider has to bring together the different perspectives. Everyone at the table must be open to consensus. The employee is usually caught in the middle between management and the provider. "Yes, here is an opportunity for me to improve myself, but I have to perform or I can lose my job" (Ta.Meet.4.20.95).

Lynne is adamant about not working with a company who desires to use the program as a reduction in force (RIF) measure. She does believe the most important stakeholder is the employee,

the one who is in that program, being impacted by it, and is going to make an impact because of it. But, (followed by a somewhat long pause and a light laugh) management, which is the decision maker and can make or break the program and its success, I think in reality probably has the most important role. They pay their employees. They are paying for the program (save for those who do have a funder, per se) and because they hold the purse strings, they hold a lot of the decision making powers. (Ta.Meet.4.20.95)

She has experienced the enlightened employer. This employer realizes and accepts the employee as the most important player. However, a fine line still prevails for the provider, who wants to do what is best for the employee and meet management's requirements and expectations. Lynne contends that providers are "walking a tight rope."

The providers attempt to put forth the most appropriate recommendations, based on the results of the assessment, addressing most of the concerns of management. In addition, the worker is not treated as an afterthought for these providers, even though the wants and needs of management drive the curriculum. In our dialogue, Catherine and I uncovered the necessity for instructors to make changes to the lesson once the class begins:

I have thrown out my lesson plans, completely. And a lot of this you can avoid by the first night of class or even meeting that

class a head of time, before you finalize your curriculum. Simply sit down and ask them what they want to learn. It is not a unique thing. "What do you want out of this class? How do you want me to prepare lessons that will meet your needs? Now, I can't meet the needs of all of you, can't meet every need you have, but I can meet quite a few of them. But I don't know what you want to learn unless you tell me." Now, this is not in conflict with what the employer wants. The employer wants them to learn skills that will help them in their job, or to help them cross train, or to prepare for advancement. Only, the employee will tell you specifically what they want to learn. (Ta.Meet.6.05.95)

Catherine does not follow the functional context approach one hundred percent. She supports the teaching of skills that are transferable. During her classes she would ask the employee to think about how a situation may apply to another work environment, "just to get them thinking on a broader scale" (Ta.Meet.6.05.95).

Catherine contends there is no real conflict between what the employer and employee want in the program. The difference is in how it is perceived.

You will come out with your skills improved. If you set them (employees) up realistically, expect improvement, you'll generally get it. It is a fun experience to teach those adults because most of them are not forced to be in there. They feel like they're forced, but once they get in there and see improvement, they get excited. (Ta.Meet.6.05.95)

In a perfect world effective and efficient communication would ensure the right people know the right information at the right time. However, the

situations described by the providers reveal the difficult task of communicating due to the (1) political dynamics and (2) inherent fear felt by the employee and employer. The providers maintain a sensitive ear to the workers and their needs and wants. However, the providers are constrained by the predominant voice of the employer.

Making Reality Checks

Lynne shared a current workplace literacy education program they are involved in, which it has taken about fifteen months to close. The client closed only on a pilot. The pilot is for fifteen hours of training. This is where Catherine would ensure a reality check is conducted with the client. Clients must understand what they are getting and not getting, as well as what the provider can accomplish within the time restriction:

But that's the society we're living in, they want everything yesterday. And the companies do. They (clients) want us to accomplish miracles in twenty hours. Again it goes back to the marketing, the selling, going back and telling them, "we can give you this twenty hour class, but here is what we can expect to do," and have a reality check with them. (Ta.Meet.6.01.95)

The time restriction is to ensure that daily production is not impacted too heavily by downtime when employees are in class. Workplace literacy education is perceived by management as something extra, unlike technical classes, such as statistical process control (SPC). Lynne believes the mind set of management must be changed, through education.

Senior management is reluctant to support a long-term workplace training program. Behind this reluctance is a funding issue. If an outside

funder, such as the government, supports the initial program, even with proven success, the employer will typically not continue funding the effort. This is extremely frustrating to Lynne and her team.

Lynne reveals it is also very frustrating that managers give the employees a single chance at education:

It's almost like management says, "you have a one-time chance at this, and if you need more than that, too bad." We haven't been able to get commitment and buy-in for long-term support on the program. Management says, "OK, after you have completed this class we'll see how well everyone did ... OOPS, we can't offer anything to them ... we are not going to do the second level training they (the provider) recommend to us." I think that has happened every time. (Ta.Meet.5.11.95)

A great deal of effort goes into the success of a program, for the benefit of the client, only to discover the program will come to a premature end. Lynne, Sara, and Catherine are believers in life-long learning. They spoke vividly about instilling a desire in the workers to continue their education outside the workplace.

Summary

In this chapter, dialogue with the providers exposed the many challenges facing them as they move into and out of multiple situational roles with the employer. The employer, as client, remains in the driver's seat. Within the structure of functional context, the participants attempt to include the voice of the worker. The voice remains limited because the worker is not in a position of power. The worker does not have the purse, the strings, or

what is in the purse, that is, the power or money. Therefore, the voice of the employer is heard loud and clear.

Communication becomes difficult. Workplace literacy training is not the highest priority to the employer. The employers may even forget why the provider was hired. Therefore the provider is often negotiating in a no win situation for the worker, where lack of support and funding may end the program prematurely.

CHAPTER FIVE

THE BROKER'S ROLE

"A way of seeing is also a way of not seeing." (cited by Klein, 1990)

This chapter discusses the conclusions and implications for practice and further research, as they relate to this study. The purpose of the study was to determine (1) whether the literacy educator (provider) is currently acting as a broker for literacy as introduced by Gowen (1990), and (2) whether such a role is feasible, especially during problem and need determination. The discussion addresses the following research questions, in light of the findings from this study:

- (1) What are the formal and informal roles performed by the literacy educator in workplace literacy programs?
- (2) Do these roles allow the educator to hear the voices of the stakeholders (employers, employees, and external partners)?
- (3) Can the educator facilitate the identification of the problems and needs of the worker, for literacy education, ensuring that the negotiation process includes the voice of the employee?

Conclusions

Many challenges confront the workplace literacy providers as they progress through multiple roles with the employer. The providers find themselves in the midst of the needs and wants of the employer, the dominant

voice. Consequently, the voice of the worker is limited or eliminated from the needs assessment and the curriculum development process.

Communication is difficult because the employer does not consider workplace literacy training as a high priority and often forget why the provider was hired. This creates a no-win situation for the worker.

Since, Gowen (1990) provided the spark for this study, recapping her challenge to the literacy educator is appropriate:

When workplace literacy training is a mask for institutionalized racism and classism, the literacy educator has at least three choices. The most common one has to perpetuate that oppression by teaching the skills the employer wants without examining the implications for that teaching. If, on the other hand, the literacy educator rejects an unexamined perpetuation of the goals of the dominant culture, there are two alternatives. The first is to withdraw from participation in the instruction. This is the least productive and clearly eliminates the possibility for change. In some cases, however, when employers who want no change other than increased literacy skills as the dominant class defines them, this may be the only solution. Hopefully, in some situations, the literacy educator can become a broker for literacy, by mediating between the needs of the employer and the needs of the employee. By necessity, this mediatory stance will create new ways for participants to see their situations. (pp. 339-340)

Gowen (1990) suggests literacy educators take a stand for what is in the best interest of the workers participating in workplace literacy programs. As advocates for the worker, educators "create new ways for participants to see

their situations" (p. 340). The educator is a mediator "between the needs of the employer and the needs of the employee" (p. 340), as well as a consensus builder on behalf of them both.

This present study unveiled the multiple roles and the role conflict resulting as the literacy educators, the providers in this study, attempt to put forth a program with both the employer and employee in mind. The challenge put forth by Gowen (1990) clearly may be difficult without continued education and training of the educator performing within the multiplicity of roles that together outline the broker's responsibility.

Implications Associated With Multiplicity of Roles

There are several implications arising from the multiplicity of roles. This study suggests that the multiplicity of roles may require education and training to prepare the literacy educator for situations inherent in a WLP. The findings, that address the first research question, clearly exposed the formal roles performed by the providers, in this study, such as program manager, need assessor, curriculum developer, and evaluator. Also present are the situational (informal) roles, the ones determining the effectiveness of the literacy educator in a workplace literacy effort. For example, Lynne was observant when determining the necessity to educate the managers, by sending related literature. She also recognized the criticality of an effective communication process throughout the program. Catherine was empathic upon discovering the curriculum inappropriateness for the students in the program. In addition, she recognized during negotiation the need for a reality check with the client regarding expectations. Finally, Sara knew the impact

of teamwork on quality and productivity and thus included team activities in the lesson plans.

The providers learned to identify situations and the appropriate roles. This flexibility was possible because of their background and experience in business and education, as well as workplace literacy. This expertise directs their actions accordingly.

The second research question is addressed by the providers as the functional context approach unfolds in their dialogue. In the midst of a multiplicity of roles it would appear a focused approach, such as functional context, provides a means for controlling the movement in and out of situational roles. In the literature, Nash (1993) reported that curriculum, developed from this approach focuses on improving workers' "job performance by mastering the body of knowledge that managerial and educational experts have determined to be necessary for worker and corporate growth" (p. 7). The approach gives precedence to the voice of the employer and the provider, for the benefit of the worker. The employees' voice is heard by the instructor only at the start of class or during class.

How do workplace literacy educators prepare to function in a multiplicity of roles, hear the needs and wants of the workers, and include those voices in the mediation process? The educator may begin by gaining familiarity of with other approaches, outside of the functional context approach.

Further insights are gained if literacy educators study literature and research of both the participatory approach and the ethnographic methodology. For example, Nash (1993) described the participatory approach as involving students (workers) in setting goals, identifying important themes

for study, creating materials and evaluating progress. This process can begin before the curriculum is decided, designed, and developed. Soifer and Associates (1990), as well as Lytle and Wolfe (1989) provide guidance here. Further depth is gained through the ethnographic methodology. Gowen (1990) and Fingeret (1992) provide through ethnographic studies depth and insight into social, cultural, and historical implications influencing illiteracy and literacy. It is possible the additional data needed to communicate effectively with the employer, or support the provider's recommendations for WLP may be hidden in what is not exposed by the functional context interviews and observations.

Implications Associated With Role Conflict

Additional implications arising from the findings relate to role conflict created by (1) multiplicity of roles and (2) diverse demands and expectations placed upon the provider by the employers and employees. Wagner and Hollenbeck (1992) define role conflict as the recognition of incompatible or contradictory demands facing the person who occupies the role. The authors (1992) elaborated on four types of role conflict: intersender role, intrasender role, interrole, and person-role.

The first is the intersender role conflict, that is, when two or more people in the social environment convey mutually exclusive expectations (Wagner and Hollenbeck, 1992). The findings in the present study revealed the providers between a proverbial rock and a hardplace, especially as they communicated the necessity for further training to the employer. The findings disclosed the employer willing to provide workplace literacy training for their employees, however limit the timeframe for the delivery of the

course. "They (clients) want us to accomplish miracles in twenty hours" (Ta.Meet.6.01.95). Short term program expectations are mutually exclusive to providing an effective program.

Secondly, there is intrasender role conflict where a person holds two competing expectations (Wagner and Hollenbeck, 1992). Once again the findings illustrated the differing perspectives of the employer and employee. For example, Lynne described competing expectations as she conveyed who is the most important stakeholder:

the one who is in that program, being impacted by it, and is going to make an impact because of it. But, (followed by a somewhat long pause and a light laugh) management, which is the decision maker and can make or break the program and its success, I think in reality probably has the most important role. (Ta.Meet.4.20.95)

The third role conflict is interrole which acknowledges multiple roles and their corresponding expectations (Wagner and Hollenbeck, 1992). Catherine worked as an instructor and a manager on a twelve month program. Each of these roles required specific expertise that varied with the type and level of communication required by the worker and employer, respectively. Both roles demand extreme flexibility.

Finally, there is person-role conflict. This conflict "arises when the role occupant's own expectations for the role conflict with the expectations of others in her role set" (Wagner & Hollenbeck, 1992, p. 267). Even though Lynne, Catherine, and Sara worked on programs together, their expectations of the functional context approach differed. Lynne is an avid supporter of the approach. Catherine believes the approach cannot be applied one hundred

percent. In addition, Sara intentionally searches outside of education and business for new ideas, applying new insights to the utilization of the approach.

Summary

The roles literacy providers in this study are as diverse as the situations in which the literacy educators find themselves. The providers clearly are allowing the voice of the employer to take precedence, as a result of the role conflict inherent in multiple roles. This may be the path of least resistance in a dynamic situation. The data gathered for this study did not directly address the question regarding the literacy educator ensuring the voice of the workers in the negotiation process. However, indirectly findings acknowledged the absence of the voice of the worker because it was overshadowed by the employer, the job task, and the services the provider offers.

It is clear that roles of the literacy educator are vast and demanding. The person choosing this work individually or as a member of an institution must consider the continual preparation process necessary to work in a sensitive area, where the voice of the worker is a necessity for an effective program. The provider must consider the colliding of roles as he or she moves from one situation to the next, while guiding the employer and employee toward an amicable solution. The literacy educator can then begin to meet the challenge of broker for literacy as described by Gowen (1990) and expanded by this study.

Further Research

This study introduced the roles and the related implications of roles performed by the literacy educator. However, additional research is necessary. The following questions provide a beginning for the next researcher:

- (1) What roles prove the most effective in mediating between employers, employees, and external partners?
- (2) What is the employer's responsibility to the workers and the community in regards to education and training?
- (3) What is the impact of the literacy educator's roles on the workers?
- (4) What are the dynamics of the negotiation process before and during curriculum development process?

We must always be challenged to sharpen the tools or create new ones that are more appropriate for the job. Thus, methodologically, the area of WLP will be further illuminated if additional studies are conducted based on the ethnographic approach to research.

Concluding Remarks

The results from this study challenges the status quo; the easy answer; educator's patterns of behavior. Learning occurs inside and outside the system. There is no blame in this study. I am forever grateful to Lynne, Sara, and Catherine. We are all part of the system. Senge (1990) writes, "systems thinking show us that there is no outside; that you and the cause of your problems are part of a single system" (p. 67).

The challenge is remembering literacy educators work with a sensitive issue. There is more to the issue of workplace literacy education and training than appears obvious at first. As educators we must ask ourselves continually, what are we not seeing?

References

- Andrews, K. R. (1980). The concept of corporate strategy. In H. Mintzberg & J. B. Quinn (Eds.), The strategy process: Concepts and contents (pp. 44-52). Englewood Cliffs, NJ: Prentice-Hall.
- Argyris, C. (1985). Strategy, change, and defensive routines. Boston: Pitman.
- Askov, E. N. (1993). Approaches to assessment in workplace literacy programs: Meeting the needs of all the clients. Journal of Reading, 36 (7), 550-554.
- Askov, E. N. & Aderman, B. (1991). Understanding the history and definitions of workplace literacy. In M. C. Taylor, G. R. Lewe, & J. A. Draper (Eds.), Basic skills for the workplace (pp. 7-20). Toronto: Culture Concepts.
- Berger, J. (1977). Ways of seeing. London: Penguin Books.
- Bizzell, P. (1987). Literacy in culture and cognition. In T. Enos (Ed.), A sourcebook for basic writing teachers (pp. 125-137). New York: Random House.
- Bogdan, R. C., & Biklen, S. K. (1982) Qualitative research for education: An introduction to theory and methods. Newton, MA.: Allyn & Bacon.
- Carnevale, A. P., Gainer, L. J., & Melter, A. S. (1988). Workplace basics: The skills employers want. Washington, DC: U.S. Department of Labor and the American Society of Training and Development.
- Chisman, F. P. (1990). Toward a literate America: The leadership challenge. In F. P. Chisman & Associates (Eds.), Leadership for literacy: The agenda for the 1990s (pp. 1-24). San Francisco: Jossey-Bass.
- Comstock, D. E. (1982). A method for critical research. In E. Bredo & W. Feinberg (Eds.), Knowledge and values in social and educational research (pp. 370-390). Philadelphia: Temple University Press.

- David, L. (1992). Workplace literacy programs: Important part of rescue of U.S. economy. Adult Learning, 3(8), 7.
- Draper, K. L. (1980). An introduction to systems thinking. Minneapolis: S. A. Carlton.
- Drucker, P. F. (1993). Managing for the future: The 1990s and beyond. New York: Truman Talley books/Plume.
- Drucker, P. F. (1994). The age of social transformation. The Atlantic Monthly, 53-80.
- Drucker, P. F. (1994). The theory of business. Harvard Business Review, 72 (5), 95-104.
- Fingeret, H. A. (1990). Changing literacy instruction: Moving beyond the status quo. In F. P. Chisman & Associates (Eds.), Leadership for literacy: The agenda for the 1990s (pp. 1-24). San Francisco: Jossey-Bass.
- Fingeret, H. A. (1992). Adult literacy education: Current and future directions. An update. Information Series No. 355. Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1992. (ERIC Document Reproduction Service No. ED 354 391).
- Fisher R., Ury, W., & Patton, B. (1991). Getting to yes: Negotiating agreement without giving in (2nd.). New York: Penguin Books.
- Gowen, S. G. (1990). "Eyes on a different prize": A critical ethnography of a workplace literacy program. Unpublished doctoral dissertation, Georgia State University, Atlanta.
- Gowen, S. G. (1993). The politics of workplace literacy: A case study. New York: Teachers College Press.
- Hollenbeck, K. (1993). Classrooms in the workplace: Workplace literacy

- programs in small and medium-sized firms. Kalamazoo, MI: Upjohn Institute for Employment Research. (ERIC Document Reproduction Service No. ED 365 843).
- Hull, G. (1993). Hearing other voices: A critical assessment of popular views on literacy and work. Harvard Educational Review, 63 (1), 20-49.
- Hunter, C. S., & Harman, D. (1979). Adult literacy in the United States: A report to the Ford Foundation. New York: McGraw-Hill.
- King, Jr. M. L. (1986). Letter from Birmingham jail. American Visions, 52-59.
- Kirsch, I. S., Jungeblut, A., Jenkins, L., & Kolstad, A. (1993). Adult literacy in America: A first look at the results of the National Adult Literacy Survey. Educational Testing Service under contract with the National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education.
- Klein, J. T. (1990). Interdisciplinarity: History, theory, and practice. Detroit: Wayne State University Press.
- Kusterer, K. C. (1978). Know-how on the job: The important working knowledge of "unskilled" workers. Boulder, CO: Westview Press.
- Lytle S. L., & Wolfe, M. (1989). Adult literacy education: Program evaluation and learner assessment. Information Series No. 338. Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1989. (ERIC Document Reproduction Service No. ED 315 665).
- Marshall R. & Tucker, M. (1992). Thinking for a living: Education and the wealth of nations. New York: BasicBooks.
- Merriam, S. B. (1988). Case study research in education: A qualitative approach.

San Francisco: Jossey-Bass.

Mikulecky, L. (1982). Job literacy: The relationship between school preparation and workplace actuality. Reading Research Quarterly, 17, 400-419.

Nash, A. (1993). Curriculum models for workplace education. Boston: Massachusetts State Department of Education. (ERIC Document Reproduction Service No. ED 363 746).

Ryan, K. D. & Oestreich, D. K. (1991). Driving fear out of the workplace: How to overcome the invisible barriers to quality, productivity, and innovation. San Francisco: Jossey-Bass.

Secretary's Commission of Achieving Necessary Skills (SCAN). (1991). *What work requires of schools: A SCANS report for American 2000*. Washington, DC: U.S. Department of Education.

Senge, P. M. (1990). The leader's new work: Building learning organizations. Sloan Management Review, 32 (1), 7-23.

Soifer, R., Irwin, M. E., Crumrine, B. M., Honzaki, E., Simmons, B. K., & Young D. L. (1990). The complete theory-to-practice handbook of adult literacy: Curriculum design and teaching approaches. New York: Teachers College Press.

Wagner, J. A., & Hollenbeck, J. R. (1992). Management of organizational behavior. Englewood Cliffs: Prentice Hall.

Windham, D. M. (1991). Literacy, economic structures, and individual and public policy incentives. In E. M. Jennings & A. C. Purves (Eds.), Literate systems and individual lives: Perspectives on literacy and schooling. (pp. 95-115). New York: State University of New York.

Appendix I

Table 1: 'Snap-shot' of Recent Programs Funded U.S. Department of Education

Program: National Workplace Literacy Program (NWLP) - 1993

Projects	Objectives	Procedures	Award Period	Estimated Trainees	*Number of Partners	<u>Fund By</u>
Anchorage Workplace Literacy Project	<ul style="list-style-type: none"> • Determine and teach literacy skills • Develop a model for replication 	<ul style="list-style-type: none"> • Conduct job task analyses • Develop and modify curriculum for worksite • Administer intake assessment and develop individual educational plans (IEP) 	18 months	192	10	<u>Federal FY 1993</u> 69% <u>Non-Federal</u> <u>FY 1993</u> 31%
Rural Textile Workers Literacy Enhancement Project	<ul style="list-style-type: none"> • Develop curriculum and provide instruction • Improve job literacy skills 	<ul style="list-style-type: none"> • Identify critical job tasks • Conduct literacy task analysis • Design industry specific curriculum • Recruit employees • Develop IEP • Conduct on-site instructional programs • Provide counseling and support services • Evaluate and disseminate results 	18 months	500	8	<u>Federal FY 1993</u> 69% <u>Non-Federal</u> <u>FY 1993</u> 31%

* - Partners in addition to NWLP

Appendix I

Table 1 (continued)

Program: National Workplace Literacy Program (NWLP)

Projects	Objectives	Procedures	Award Period	Estimated Trainees	*Number of Partners	Fund By
Tyson Improvement Program	<ul style="list-style-type: none"> Provide industry related information that allow team members opportunity to understand diversity of company, workplace, terminology, math and reading skills, problems solving, critical thinking and basic skills 	<ul style="list-style-type: none"> Conduct kick-off recruitment campaigns at 13 sites Complete entry registration and confidentiality agreements Conduct locator assessments and pre-performance tests Complete self evaluation forms Develop IEP and goals assessments forms for bonus eligibility 	18 months	1820	2	<u>Federal FY 1993</u> 70% <u>Non-Federal</u> <u>FY 1993</u> 30%
Southwest Alabama Cooperative Literacy Project	<ul style="list-style-type: none"> Diminish the deficit in basic skills <i>Anticipate workers, who participate, gain in functional skills ,attain greater job security, find opportunity for advancement, earn higher wages, smoother adaptations t changing job skills, and personal satisfaction</i> Ensure greater job productivity, more stable work force and better safety records 	<ul style="list-style-type: none"> Test employees for math and reading Conduct classes for target employees Evaluate students at the end of ten weeks (competency-based tests Determine employee continuation in study 	31 months	240	7	<u>Federal FY 1993</u> 70% <u>Non-Federal</u> <u>FY 1993</u> 30%

Appendix I

Table 1 (continued)

Program: National Workplace Literacy Program (NWLP)

Projects	Objectives	Procedures	Award Period	Estimated Trainees	*Number of Partners	Fund By
Worker Education Program	<ul style="list-style-type: none"> Train union members employed in lifelong learning courses: <i>ESL for Workplace, Math Skills, GED Preparation, Literacy Skills Enhancement, American Work Culture, Health and Safety at Workplace, Problem-Solving, Critical Thinking and other relevant to assist workers to adapt to changing technology</i> 	<ul style="list-style-type: none"> Workers attend classes on full or half release time, or voluntary basis Interview workers to assess their need, interests, and incorporate workers' job knowledge and curriculum ideas into class materials and activities Conduct individual task analyses for all workplaces to ensure (sic) customized educational service delivery 	18 months	500	8	<u>Federal FY 1993</u> 49% <u>Non-Federal</u> <u>FY 1993</u> 51%
Employee Assistance and Skills Enhancement	<ul style="list-style-type: none"> Improve literacy skills leading to improvement of workforce productivity targeted to disadvantaged workforce, while concomitantly empowering workers with necessary workplace literacy skills to meet challenge of America 2000 	<ul style="list-style-type: none"> Conduct literacy audit, develop, improve, and deliver, field-tested task-related curricula to LEP and ABE learners Assess impacts to linguistic ability, job performance, and work site productivity 	18 months	300	17	<u>Federal FY 1993</u> 51% <u>Non-Federal</u> <u>FY 1993</u> 49%

Appendix I**Table 1 (continued)****Program: National Workplace Literacy Program (NWLP)**

Projects	Objectives	Procedures	Award Period	Estimated Trainees	*Number of Partners	Fund By
Workplace Literacy in a TQM Environment for Manufacturing and Financial Industries in Chicago and Northern Illinois	<ul style="list-style-type: none"> Plan, implement, and evaluate functional context basic skills programs at 21 companies Develop curriculum for basic skills in TQM environment 	<ul style="list-style-type: none"> Conduct literacy audits to identify the basic skills needs Assess workers Develop customized curriculum Provide instruction Measure participants' learning and the impact of training on workplace 	18 months	1900	23	<u>Federal FY 1993</u> 46% <u>Non-Federal FY 1993</u> 54%
Workplace Literacy in the Masonry Trades	<ul style="list-style-type: none"> Provide literacy assessments, educational counseling and literacy training 	<ul style="list-style-type: none"> Integrate literacy training into ongoing job-specific training 	18 months	300	4	<u>Federal FY 1993</u> 68% <u>Non-Federal FY 1993</u> 32%
"Skills for a Competitive Workforce"	<ul style="list-style-type: none"> Create, develop and deliver business-specific basic skills, Contribute to workers' abilities to retain jobs, enhance their careers, and stimulate the overall organization and industry productivity 	<ul style="list-style-type: none"> Employ total quality and continuous improvement tools and concepts, high performing work teams methods Share curriculum and information with community colleges nationally 	18 months	850	8	<u>Federal FY 1993</u> 58% <u>Non-Federal FY 1993</u> 42%

Appendix I

Table 1 (continued)

Program: National Workplace Literacy Program (NWLP)

Project	Objectives	Procedures	Award Period	Estimated Trainees	Number of Partners	Fund By
Greater Hartford Alliance for Literacy	<ul style="list-style-type: none"> • Provide high-quality, cost-effective, workplace-relevant basic skills training to employees and unemployed potential employees • Prepare participants to increasingly sophisticated work standards, productivity and technological requirements, and changing management processes 	<ul style="list-style-type: none"> • Conduct ongoing needs assessments at each partner • Customize, curricula and evaluation, soliciting input from employees and supervisors • Deliver classes on-site using critical thinking/team building approach • Instruct unemployed participants in intensive workplace-oriented basic skills • Promote benefits of workplace literacy and collaborative training model 	18 months	820	5	<u>Federal FY 1993</u> 40% <u>Non-Federal</u> <u>FY 1993</u> 60%
CBIA Statewide Workplace Literacy Program	<ul style="list-style-type: none"> • Provide customized basic skills training • Upgrade basic skills of hourly employees, in order to participate in TQM work environment and carrying out 	<ul style="list-style-type: none"> • CBIA works with two education service providers to develop and deliver customized workplace literacy services • Guide the effort by steering 	18 months	500	15	<u>Federal FY 1993</u> 59%

Appendix I

Table 1 (continued)

Program: National Workplace Literacy Program (NWLP)

Project	Objectives	Procedures	Award Period	Estimated Trainees	Number of Partners	Fund By
CBIA Statewide Workplace Literacy Program (continued)	increasingly sophisticated job responsibilities	committee and task analysis and specific outcome measures	18 months	500	15	<u>Non-Federal</u> <u>FY 1993</u> 41%
National Workplace Literacy Grant FY93	<ul style="list-style-type: none"> • Broaden the base involvement and participation in workplace literacy • Focus on competencies related to specific hospitals and manufacturing employment • Focus also on listening, speaking, and reasoning or problem-solving skills • Develop disseminate, assess, and evaluate tools 	<ul style="list-style-type: none"> • Create a planing team • Recruit and select teachers • Provide professional training for teachers • Conduct presentations to supervisory personnel • Prepare public relations materials • Identify critical job tasks • Conduct literacy task analyses • Plan and develop curricula • Implement needs assessment • Schedule recruitment and instruction • Develop IEP • Deliver instruction • Evaluate outcomes • Disseminate curricula 	18 months	770	10	<u>Federal FY 1993</u> 70% <u>Non-Federal</u> <u>FY 1993</u> 30%

* - Partners in addition to NWLP

Appendix II
Interview Questions

Planned Questions

Background

- Beginning with your college career, tell me about yourself.
College and professional (world-of-work) career.
Education and training (formal and informal).
People who influenced you in college and professional career,
especially related to workplace literacy.
- How do you remain current with what is happening in WLP?
- What are your basic beliefs about work, literacy, and advancement in
the workplace?
- How did you become interested in literacy education? Workplace
literacy?

Opinion/Values

- What do you think about the education system? About adult literacy?
About workplace literacy? Do you think the current educational system
is failing the nation. What is the basis of these feeling, beliefs, and/or
perceptions?
- What are your feelings about the workers, the target audience of
workplace literacy education?
- Who are stakeholders in WLP? Who is the most important stakeholder in
WLP? Why?

- What are your thoughts regarding the 'stakeholders' role (employer, external partner, and employee) and their involvement in the WLP effort, in general? In efforts you have been involved?

Experience/Knowledge

- How long have you worked in adult literacy and/or workplace literacy?
- Describe an effort and your involvement.
 What was your role?
 What was your responsibilities?
 What was expected of you (formally and informally)?
 Were you comfortable with the those expectations? Why or why not?
 What would you have changed about the situation?
 What led you to this effort? Who else participated? What was their role?
 Who were the decision makers? What was your level of authority and power? Were you influential on this effort?

Program Specific

- Discuss the staff size and structure of particular programs.
- What brings a company to your group for services? Who is the initiator?
- What have you learned from efforts of which you have been involved?
- Each question below may be applied to any program:
 How did the program come to be? Whose idea was it and why was it deemed necessary?
 Who were the players?
 How was the program developed (what was the process, if any)?

Was it a planned effort? Were revisions made to the plan? When, during what phase of the process?

- When did negotiation begin? Which stakeholders were involved? Were workers involved?
- Were instructors involved with program planning and evaluation? Why or why not?
- What was the involvement of the union and/or grant funder on projects?

Supplemental Questions

- What are characteristics a program manager should possess in order to be successful in WLP?
- How does the political structure of an organization influence your success in a company? Social? Economic?
- What perspectives do you observe, in the company, when involved in an effort? How do you determine the level of involvement from management?
- Describe your favorite program and what pleased you about it.
- Describe your least favorite program.
- Describe the dynamics between employer and provider during the need assessment process.
- How does a provider prepare to meet with the client?
- What is the worker's involvement during need assessment?
- Why is the functional context approach utilized?
- What do you do with data uncovered which may appear to be outside of the scope of WLP, for example a supervisor's negative attitude affecting productivity or an organizational structure problem.

- How do you deal with workers, during the need assessment process, including administering test?
- Did you feel you really had buy-in from the management team on programs?
- Have you ever turned down projects? Why or why not?
- Do you see yourself as a broker? How about as described by Gowen (1990)?
- How do you determine what makes it to the curriculum?
- How do you receive feedback from your team working on the program?
- What have you given the workers or participants in your programs?
- What do you believe is beyond the program you offer to the employer?
- What is the short-term and long-term effect you believe your work have on the workers?
- Is the functional context approach and standardized test the only way to get at the needs of the workers?

Appendix III
Data Coding and Citing

Ta.Meet.m.dd.yy

Ta = transcribed tape
Meet = meeting
m.dd.yy = date

Doc.XX.ZZ

Doc = documentation
XX = type of document (varies)
ZZ = document usage
NA = need assessment
PR = presentation

V.XXX.ZZ

V = video
XXX = type of video (varies)
ZZ = document usage