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**A NEEDS ANALYSIS TO DEVELOP AN ESP COURSE FOR
RECRUITMENT CONSULTANTS AT MANPOWER (THAILAND)**

PACHARA YONGJIRANON

Advisor: Edward Geerson

**A RESEARCH PAPER SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS
IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE
LANGUAGE INSTITUTE, THAMMASAT UNIVERSITY
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ABSTRACT

This paper aims to analyze the needs and problems of Manpower Recruitment Consultants in order to better create a fulfilling ESP course. This needs analysis involves Manpower sponsors and recruitment consultants and has been done using 45 questionnaires that were received by both Team Leaders and Recruitment Consultants from 10 offices in Thailand. In addition to this interviews were conducted on 2 sponsors (Permanent Business Director and Permanent Business Manager) and 5 employees (One Team Leader and 4 Recruitment Consultants). Sponsor interviews focused on the needs and expectations of the company, whereas the employee interviews concentrated on personal details, professional details, current English use, future English use, course details, and top five subject matters.

This needs analysis has found that 67% of the recruitment consultants felt like that needed English lessons. The top 6 subject matters that were most popular for them were: 1) English for Email Writing 2) English for Prescreening and Interviewing 3) English for Writing Consultant Overviews 4) English for Meetings 5) Phone Conversations 6) English for Negotiation. This conflicted with the sponsors, who put the following as their top three subject matters: 1) English for Negotiation 2) Prescreening Candidate's English Level 3) English for Writing Consultant Overviews. Therefore, in order to take into consideration the conflicting interests, both email writing and negotiation must be the focal point of Manpower ESP courses.

ACKNOWLEDGEMENTS

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND

In the ever changing world of work, recruitment companies have played an important role in servicing various multinational companies in providing candidates for potential permanent as well as temporary positions. They have helped different human resource departments in both local and international corporations save costs and time in the recruitment process. At the very heart of this industry, there are recruitment consultants, who deal mainly with top management that are the likes of “HR Directors”, “Vice Presidents”, “General Managers”, etc. In much of the everyday business English is a major characteristic of this job in terms of email writing, negotiations, interviewing, telesales calls, and so on.

Manpower Inc. is one of these recruitment companies present in Thailand, and is a world leader in the employment services industry. It creates and delivers services that enable its clients to recruit new employees in the changing world of work. Founded in 1948, Manpower offers employers a range of services for the employment assessment and selection process; training; outplacement; outsourcing and consulting. Manpower has a worldwide network of 4,400 offices in 82 countries and territories in which allows the organization to meet the needs of its 400,000 clients annually.

Manpower Thailand is a company incorporated under the laws of Thailand as a wholly owned subsidiary of Manpower Inc., established in March 1998. It provides staffing services in banking and finance, office service, information technology, engineering, technical areas, etc. that can be separated into three ranges of services which are:

- Permanent Service
- Temporary Service
- Contract Service

The company has been established here in Thailand for 12 years and has 9 offices across the country, in Bangkok, Lamphun, Songkla, Bangna, ESB, etc.

According to a recruitment consultant's job description, English is primarily used for conducting interviews for candidates in order to find out their level of English language proficiency. The consultants also have to be able to read written essays completed by candidates to see the level of writing proficiency. On top of this, English is used on a case by case basis when it comes to making telesales calls, presenting in front of expatriate clients, talking to their expatriate boss, writing consultant overviews, negotiating contracts and email writing.

1.2 STATEMENT OF THE PROBLEM

Despite the fact that it is compulsory for all recruitment consultants to be proficient in English, there are still those who are not able to utilize the language for their given responsibilities. There are still consultants who face main problems in speaking, listening, and writing in their everyday duties. This is a concern because it is essential that they are able to communicate with both clients and candidates when it comes to using the telephone, emailing, and face-to-face dialogues. Negotiating salary and the terms & conditions is also an important skill when it comes to dealing with both clients and candidates. Unfortunately there are a portion of the recruitment consultants who find difficulty in doing so.

1.3 PURPOSE OF THE STUDY

The main purpose of this research was to discover the English needs of the average recruitment consultant in Manpower by conducting in depth interviews and questionnaires with all of the organization's consultants and two sponsors. Overall the goal was to create an efficient syllabus and course design that would best suit the needs of Manpower's recruitment consultants. Therefore, this research will investigate some chief aspects as follows:

- What are the needs of using English in different target situations for recruitment consultants at Manpower Thailand?

- What are the target situation needs of English for recruitment consultants at Manpower Thailand?
- What are practical suggestions for creating an effective ESP course?

1.4 OBJECTIVES OF THE STUDY

- **Main Objective**

To survey the needs of using English in different target situations for recruitment consultants at Manpower (Thailand).

- **Sub-Objectives**

1. To find out the target situation needs of English for recruitment consultants at Manpower Thailand
2. To explore the English Language wants and needs of the subjects to design an effective ESP course at Manpower Thailand
3. To seek practical suggestions to create an effective ESP course

1.5 VARIABLES AND DEFINITIONS OF TERMS

Variables of the Study

To find out the English language needs for recruitment consultants at Manpower Thailand, this research was conducted focusing on the following independent variables that are the sample's personal details, professional details, current use of English, future use of English and Manpower course details. The dependent variables are the needs of English that can be divided into two categories: 1) language skills and 2) topics of interest or contents as follows:

Independent	Dependent
<ul style="list-style-type: none"> • Personal Details • Professional Details • Current Use of English • Future Use of English • Course Details 	<p>Degree of the Needs of English</p> <p>1. Language Skills</p> <ul style="list-style-type: none"> • Speaking • Listening • Reading • Writing
	<p>2. Topics of Interest (Contents)</p> <ul style="list-style-type: none"> • English for Sales Visits • English for Telesales • Phone Conversations • English for Email Writing • English for Job Order Taking • English for Prescreening and Interviewing • English for EKSS • English for Writing Consultant Overviews • Effective Manner and Presentation • English for Negotiation • Daily Routines • Communication in the Office • Handling Printed Materials

Independent	Dependent
	<ul style="list-style-type: none"> • Money Matters • Maintaining the Office • English for Meetings • Trouble Shooting • Saying “No”

1.6 DEFINITION OF TERMS

To ensure that this research is comprehensible for certain terms, please find the following definitions:

Recruitment Consultant: Recruitment consultants at Manpower Thailand are responsible for communicating between clients and candidates, fulfilling duties such as visiting the clients, making sales calls, taking information on the needs of a position that a client has open, interviewing, writing emails and job descriptions.

Team Leader: Team leaders have the same responsibilities as recruitment consultants but they have to lead a team of 2 to 3 consultants.

Client: Clients are companies and organizations that use the services of Manpower Thailand.

Candidate: Candidates are individuals who either apply or are recruited for a certain available position that a Manpower client is looking to fill.

EKSS: EKSS roughly translates to Electronic Key Skill Sales (EKSS) and is the process of selling a potential candidate to clients through the phone, on visits or through email.

Prescreening: Prescreening is the process of briefly asking initial questions to potential candidates over the phone in order to find out if they are a match to the job order at hand.

Interview: Interviews are the act of asking investigative questions to a potential candidate to learn about their work experience, personality and background.

Telesales: Telesales or cold calls are calls made by a consultant to introduce Manpower services to potential clients.

Sales Visit: A sales visit is a sales activity where the consultant visits potential clients in order to present Manpower services or to collect information on needed positions.

Job Orders: A job order is an order a client makes to Manpower concerning particular positions they would like Manpower to help them fill.

Consultant Overview: Consultant overviews are reports recruitment consultants make after interviewing candidates that are sent to the client. These reports summarize the skills and experiences that match the candidate with the needed position.

Skills: Performance in English listening, speaking, reading, and writing.

Problems: Difficulties faced in using English.

1.7 SCOPE OF THE STUDY

The main objective of this study was to explore the needs of English in different contexts for recruitment consultants at Manpower Thailand, which was done by means of questionnaires and conducting interviews with recruitment consultants, team leaders, and Manpower sponsors. This was done over a time period of one week.

1.8 SIGNIFICANCE OF THE STUDY

1. This study identifies the needs of English for recruitment consultants at Manpower Thailand. The findings can be used to design effective English for Specific Purposes courses for the recruitment consultants at Manpower Thailand.
2. The results from this study can be applied to other organizations of the same kind (where employees in the organizations need to communicate with candidates and clients by using English).

1.9 ORGANIZATION OF THE STUDY

This research study is divided into five chapters which are:

Chapter 1: Introduction: Background of the study, statement of the problem, objectives of the study, variables, definitions, and significance of the study.

Chapter 2: Literature Review: relevant background to the study, looking at ESP courses, needs analysis, and previous similar studies.

Chapter 3: Methodology: population materials, procedures, and data analysis.

Chapter 4: Results of the Study: the results gathered from the questionnaire analysis and interview analyses are shown.

Chapter 5: Conclusions, Discussion and Recommendations: the summary of study and conclusions of the findings are discussed. Also, recommendations for further study are provided.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter presents a review of related literature concerning needs analysis in the field of English for Specific Purposes. This review of related literature is divided into:

1. English for Specific Purposes
2. Definition of English for Specific Purposes
3. Needs Analysis
4. Definition of Needs Analysis
5. The Role of a Needs Analysis
6. Teaching Business English
7. Definition of Business English
8. What Makes Business English Special
9. Relevant Research

2.1 ENGLISH FOR SPECIFIC PURPOSES

“The idea was simple: if language varies from one situation of use to another, it should be possible to determine the features of specific situations and then make these features the basis of the learners’ course” (Hutchinson & Waters, 1987, p.). As a result of the demands of the ever changing world in terms of technology and commerce, the methods of teaching English have been adapted to cater to the needs of the language in various given situations. For this, English for Specific Purposes (ESP) was developed over time in order to further English as the international medium for a world of intercontinental commerce (Hutchinson & Waters, 1987).

Definition of English for Specific Purposes

In this study, English for Specific Purposes is not general English, but an approach to English language teaching and learning that is specially adapted to meet the needs of learners in improving their skills for educational and work purposes (Hutchinson & Waters, 1987; Robinson, 1991). Yet one also has to consider that ESP also has 2 other definitions.

Based on Strevens' claim, ESP makes a distinction between four absolute characteristics and two variable characteristics (Dudley-Evans & Jo St John, 1998). The absolute characteristics are as follows:

- Designed to meet specific needs of the learner
- Related in content (that is in its themes and topics) to particular disciplines, occupations and activities
- Centered on language appropriate to those activities in syntax, lexis, discourse, semantics and so on, an analysis of the discourse
- In contrast with 'General English' (Dudley-Evans & Jo St John, 1998).

The variable characteristics are that ESP

- May be restricted as to the learning skills to be learned (for example reading only)
- May not be taught according to any pre-ordained methodology (Dudley-Evans & Jo St John, 1998)

The primary goal of ESP is to meet the needs of the learners and therefore an ESP course should be based on a thorough analysis of the students' needs. ESP courses can be different from one another in terms of skills, topics, situations, functions, and language.

The last other definition of ESP, according to Robinson (1991), is based on 2 key defining criteria and a number of characteristics. Her criteria is that ESP is

‘normally goal-directed’, and that ESP courses stem from a ‘needs analysis’ that aims to specify as closely as possible what exactly it is that students have to do through the medium of English’ (Dudley-Evans & Jo St John, 1998). Her outline of characteristics states that ESP courses are controlled by limited time periods where objectives should be achieved. They are also taught to mainly adults in homogeneous classes in terms of work or specialist studies (Dudley-Evans & Jo St John, 1998).

Recruitment consultants and team leaders from Manpower Thailand need to learn English as it is used for dealing with clients and candidates on a daily basis, and therefore classroom activities should revolve around their daily responsibilities. Furthermore, an ESP course for these recruitment consultants and team leaders should provide opportunities to practice listening, speaking, and writing English in exercises that are relevant to their job description.

2.2 NEEDS ANALYSIS

Definition of Needs Analysis

The needs analysis is the first phase in developing language curriculum in the language program planning process (Robinson, 1991). This process is systematic and ongoing in that it is the collection of information about the students’ needs and preferences, the interpretation of information, and then involves creating a suitable course based on the decisions made in order to meet their needs. This process is conducted by teachers and planners in order to learn the needs so that an effective course is created according to the requirements from the analysis (Hutchinson & Waters, 1987).

The Role of a Needs Analysis

Given the fact that the needs analysis is the first step towards designing an ESP course that will be effective in meeting the English language requirements of Manpower recruitment consultants and team leaders, it is imperative Manpower undergoes one. Manpower Thailand has never conducted a needs analysis for their recruitment consultants and team leaders, and hence English courses conducted in the past never effectively benefited their staff.

For this reason, the role of a needs analysis in this research is to present the objectives, subjects, necessities, lacks and wants of the Manpower staff (Hutchinson & Waters, 1987; Robinson, 1991). It will provide a mechanism for obtaining a wider range of input into the content and the design of a language course by the collection of inputs from the learners and employers in the planning process. It will also identify the general or specific language needs that should be considered in the creation of content, objectives, and goals. In addition to this, it will provide information that can be used to review and access past courses or programs implemented at Manpower Thailand.

2.2 TEACHING BUSINESS ENGLISH

Definition of Business English

When one looks into teaching Business English, it is evident that it is within the overall context of ESP because it shares the important elements of needs analysis, syllabus design, course design and materials selection as well as other developments. It consists of a specific language corpus and emphasis on particular types of communication in a specific context (Ellis & Johnson, 1994).

According to Sylvie Donna, Business English is different from General EFL where the aims of the course may be quite different. This is because the aims will always relate to the students' work. It is important to consider the expectations of the students and the sponsors (Donna, 2000).

What Makes Business English Special

What makes Business English special? It is a fact that Business English gives an opportunity to fulfill the students' immediate needs, which is opposite to what General English courses have to offer. The teacher has the chance to make an impact on the students' day-to-day experience because Business English relates to their occupational and professional needs. This can only be done by building special close relationships with the students (Donna, 2000).

2.3 RELEVANT RESEARCH

Sansanee Yhouyhen (2008) surveyed the needs of English for 74 information officers at Bangkok Tourist Division in order to improve an English training course to be more effective. The questionnaire used consisted of three parts: 1) general background information, 2) the needs of information officers to improve their English skills, 3) suggestions from information officers to design a new effective ESP course.

From the results, the English language needs for information officers were similar; however, there were differences in several aspects such as The Subjects' General Background Information, The Subject's English Background, Needs to Study English, English Problems Encountered at Work, and English Skills Needing to Be Improved. The researcher concluded that to create an effective course, the English background knowledge must be considered, listening & speaking skills should be improved as the first priorities, reading and writing skills should be integrated with other skills, and general English was still required as well as for their particular field (Yhouyhen, 2008).

Wanna Charoenchang (2008) surveyed the needs of 50 officers at the Office of the National Security Council Thailand in studying English, in order to improve and create English courses appropriately. In doing so, the researcher created results based on The Subjects' Background Information, Needs in Studying English, English Skills Needing to be Improved, Amount of Time to Study, Language Used by Instructors, and Activities Needing to be Practiced. The researcher concluded that to create an effective course, the English background knowledge must be considered, listening & speaking skills should be improved as the first priorities, reading and writing skills should be integrated with other skills, and general English was required, rather than English for Special Purposes (Charoenchang, 2008).

Nilneera Hanyawongse (2007) surveyed the needs of 30 staff of the Thai Airways IT department. A questionnaire with multiple questions and five-point Likert scale items were used as study instruments. The findings revealed that needs mean score was highest for reading skill and lowest for speaking skill. At the same time, respondents indicated that speaking was the skill they wanted to improve the most. It

illustrated the aspects of English communication that the IT staff engaged in and where improvement would benefit Thai Airways in recruitment and designing language courses. Hanyawongse states that more emphasis should be on reading and writing skills in the selection of IT candidates (Hanyawongse, 2007).

Chakrit Phaisuwan (2006) surveyed 17 planners from the Materials Department of Seagate Technology at both Korat and Teparuk locations. Eight of the planners were from Teparuk and the rest were from Korat. The research revealed that 100% of the subjects would like to have English classes held at the office. The topics that were to be used in the ESP course were: everyday conversation, telephoning, listening to voice mail systems, meetings; speaking to describe their job responsibility, making requests, making complaints; reading MRP documents, process instructions, emails; writing emails, minutes of meetings. The primary problems of planners in using English language for communication were listening and speaking, while reading and writing skills were more developed. Phaisuwan stated that the ESP course should therefore emphasize listening and speaking skills needed at work (Phaisuwan, 2006).

Yuwadee Kidsom (2001) surveyed a total of 95 subjects that were selected by a stratified sampling method from employees who used Business English in the field of foreign trade. In this research, focus groups and questionnaires were two sources of data collection. The findings of this study revealed that there were problems in the use of Business English in all four language skills. Listening and speaking were agreed by all levels of staff to be the most important and most problematic, especially in telephone conversations, presentations and giving opinions in meetings. Reading and writing were problematic in some groups and in certain areas of work, for example, reading and writing contracts and agreements. Overall, the results of the study not only reported the genuine problems of Business English used in the workplace, but also revealed the needs of all levels of employees and the expectations of the business organization for their future employees. All groups (100%) agreed with the necessity for Business English and ranked telephone conversations first, writing business letters, fax and email as second to be included in the Business English course. Cross-cultural knowledge was also suggested to be included in the educational curriculum (Kidsom, 2001).

CHAPTER THREE

METHODOLOGY

This chapter describes the methodology used in this study. The chapter outlines subjects, materials, procedures used in collection and analysis of the data, and the data analysis.

In order to truly cater to students wishing to acquire English for a specific purpose (ESP), it is crucial to first find out what that purpose is. This is the process of conducting the needs analysis or, as some may prefer, the target analysis. The teacher must first take the initiative to carry out a thorough analysis of the linguistics of that target situation to identify the features to form the syllabus of the ESP course. (Hutchinson & Waters, 1987) The process needs to be conducted before any ESP course can start, but does not take place just once. According to *Developments in English for Specific Purposes*, the authors, Dudley-Evans and St. John, believe the needs analysis can be conducted at various stages of the process of creating a course.

With this in mind, this study sets out to examine the objectives, procedures, subjects, necessities, lacks, and wants of our target situation, at Manpower. Manpower is an internationally recognized recruitment company that has opened ten offices in Thailand. Realizing the needs for better English within the company, this study incorporated hands on needs analysis.

In addition, this study has conducted both a qualitative and quantitative study to find out the objective and the subjective needs, lacks and wants of the employees at Manpower.

3.1 SUBJECTS

The ultimate target learners were 45 Manpower recruitment consultants and team leaders who need to use English on a daily basis in interacting with clients and foreigners in the office. Their activities include telesales, sales visits, corresponding with clients through emailing, interviewing candidates for jobs and negotiating contracts with clients. A certain number of consultants had been in prior English

courses provided by the company. The sponsors to be questioned during the needs analysis were Manpower's Permanent Business Director Gregory Poupon and Permanent Business Manager Sunchai Pattarathanyakul.

3.2 MATERIALS

1. **Questionnaires** – This questionnaire was divided into five parts:
Personal Details, Professional Details, Current Use of English, Future Use of English, and Course Details
2. **Interview Question Sheets** – There were two sets of Interview Questions: a) For Sponsors b) For Recruitment Consultants. These questions were broken down into both pre-study and post-study questions.
3. **Trainer Evaluation Form** – This was given to potential participants of future ESP courses conducted at Manpower Thailand.
4. **Video Recorder** – This was used during interviews.
5. **Camera** – This was used during interviews.

3.3 PROCEDURES

1. **Interviews:** Five target learners made up of recruitment consultants and a team leader were chosen for one-on-one interviews. The interviews aimed to figure out what English skills the respondents felt they needed to improve on, what course design they would prefer and their overall feelings towards learning English. Separate from the target learners themselves, two sponsors were interviewed as well to find out the needs of Manpower. They were the direct sponsor, Manpower's Permanent Business Director Gregory Poupon and Permanent Business Management Sunchai Pattarathanyakul.

Each of the interviews lasted an average of ten minutes. A camera was used to record each interview in order to keep records. The sample was chosen so that we were able to talk to those that had attended prior English classes compared those that did not.

2. **Questionnaire:** A questionnaire was sent by email to 45 recruiters who were then given a week's time to complete the form. They were then instructed to send back the filled out questionnaire through email.

Research Design

In order to successfully conduct this research, a questionnaire was designed for all of the recruitment consultants and team leaders to fill out and send back to the researcher via email. This questionnaire was divided into five parts: Personal Details, Professional Details, Current Use of English, Future Use of English, and Manpower Course Details. This questionnaire was approved by the advisor of the study to ensure that it was clear and effective.

Interview questions were also designed in order to collect qualitative data from both sponsors and consultants. These questions were broken down into both pre-study and post-study questions. In addition to this, a trainer evaluation form was also created in order to let future participants of the created ESP course as an outcome of this research to confidentially give feedback on the lessons.

Data Collection

After the creation of the questionnaire and interview questions, the researcher wrote an official letter (from the Language Institute of Thammasat University) introducing the purposes of the study to be presented to Manpower Thailand. In doing so, the questionnaires were distributed to all 45 recruitment consultants and team leaders in the 9 offices Manpower has in Thailand.

The researcher further used the interview questions to collect information from sponsors and sample recruitment consultants as well as team leaders, in order to create qualitative data.

3.4 DATA ANALYSIS

After checking the completeness of all returned questionnaires, Microsoft Excel was used to analyze the data.

Statistics used in this study were as follows:

Frequency and Percentage were used to analyze answers in the form of a checklist concerning Personal Details, Professional Details, Current Use of English, Future Use of English, and Manpower Course Details. They were also be used to calculate the average level of English skill needs and English usage from the recruitment officers and team leaders. Then the figures were used to rank the general background information collected from recruitment consultants and team leaders at Manpower Thailand.

CHAPTER FOUR

RESULTS

4.1 THE BACKGROUND OF THE SUBJECTS

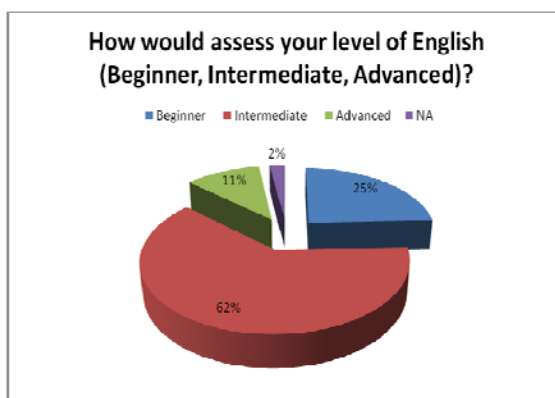
The ultimate target learners were 45 Manpower recruitment consultants and team leaders who needed to use English on a daily basis while in interacting with clients and foreigners in the office. Their activities included telesales, sales visits, corresponding with clients through emailing, interviewing candidates for jobs, and negotiating contracts with clients. In this research, there are 93% of the sample were recruitment consultants and 7% team leaders. Some of the consultants had been in prior English courses provided by the company. The sponsors questioned during the needs analysis are Manpower's Permanent Business Director Gregory Poupon and Permanent Business Management Sunchai Pattarathanyakul.

4.2 NECESSITIES

During a needs analysis it is quite crucial to find out what language necessities the target situation demands from the target learner. This information is derived easily by observing the situations the learner functions in and then analyzing the constituent parts of them (Hutchinson & Waters, 1987).

Manpower recruiters are faced with situations where they must work English as the medium on a daily basis. They are expected to efficiently file client and candidate information. Recruiters should be able to correspond with candidates and clients with ease through emails, in confirming interview appointments, sales visits and meetings. In addition they need to be able to present candidate profiles both in written and verbal forms. Other than written English, target learners must be able to confidently make sales visits and negotiate smoothly with clients on contracts.

4.3 LACKS

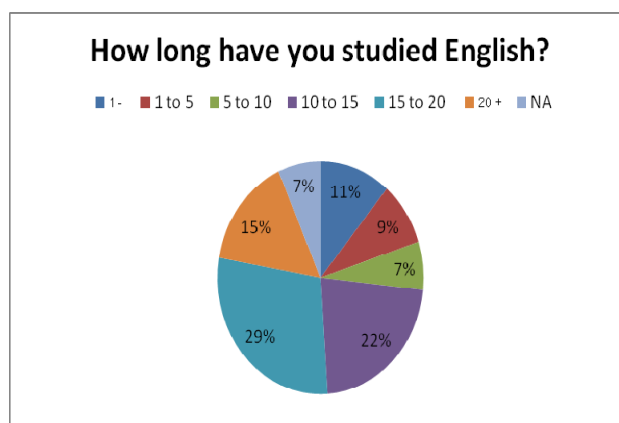


After acknowledging the skills in demand among recruiters, this study collected and revealed the subjects' views on their own English efficiency. In doing so, it has made it possible to assert what they need to further learn in English. In the questionnaire, recruiters were asked to be the judge of their

English levels.

It was found that 62% of respondents ranked themselves as intermediate while 25% ranked themselves as beginners. Only 11% believed they were advanced English speakers. This finding reveals a significant amount of confidence expressed by the majority of recruiters in using English.

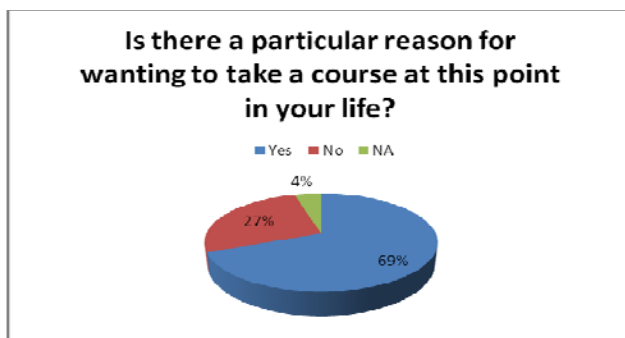
When respondents of the questionnaire were asked about how long they have studied English for, about 29% responded by saying they had studied English for 15-20 years. 46.67% have had extended visits or stays in English speaking countries.



Ultimately we could conclude that the target learners' self-reflective English proficiency was at an intermediate level, which expressed their self-confidence within the language. Yet further evaluation was needed in order to realistically assess their level of English. This was because the English proficiency varied among these recruitment consultants as some had been educated in an international setting, both

within the country and outside, while some only had very limited time abroad, ranging from 2 weeks, 6 months, to 2 years.

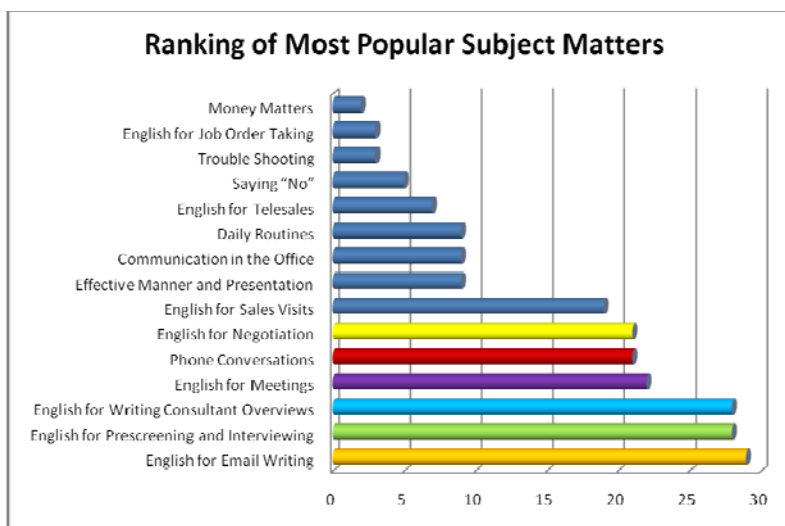
4.4 WANTS



Other than considering the target situation, it was also important to take in mind the wants of the target learners, as learners too have a view of what their needs are (Hutchinson & Waters, 1987).

Learners' wants play a significant role in motivating learners. Therefore this study examined the wants in a series of interviews and in questionnaires. The findings are as follows.

The majority of the respondents to the questionnaires agreed there was a need for English classes. There were only 27 % who did not feel that they were in need of English lessons. This may be due to the level of English they possessed.



Following up on this desire for English classes, the needs analysis delved deeper into the issue of what subject matters the learners would like to learn the most. This was conducted through both the

questionnaires and the interviews.

The questionnaire gave a list of subject matters for the subjects to rank. At the end, the top six popular subject matters were the following:

1. English for Email writing
2. English for Prescreening and Interviewing
3. English for Writing Consultant Overviews
4. English for Meetings
5. Phone Conversations
6. English for Negotiation

The interviews conducted with a group of consultants also supported this finding as most respondents wanted to improve their skills in email writing so that they could properly correspond with clients and candidates. Other skills that were mentioned pertained to listening and speaking.

The sponsors, on the other hand, had different opinions on the needs. The main sponsor in overseeing the recruiters, Manpower's Permanent Business Director Gregory Poupon, had three main topics already in mind to be taught. They were (1) English for negotiations, (2) the ability to properly pre-screen a candidate's English level and (3) English for writing consultant overviews. At a time of economic slowdown, Poupon outlined the need for more recruiters to be able to create more sales. The second skill was the ability to prescreen candidates' English efficiency. This need would require the ability to converse and also observe speakers' English ability. Lastly, writing consultant overviews has been a problem with recruiters as many struggle in writing candidates' profiles attractively. Manpower has been able to solve this problem by changing the format from paragraph writing to bullet points.

CHAPTER FIVE

CONCLUSIONS, DISCUSSIONS, AND RECOMMENDATIONS

5.1 SUMMARY OF THE STUDY

The Study's Objective

The study aimed to illustrate the needs of using English in different target situations for recruitment consultants at Manpower (Thailand). It is to explore the English language wants and needs of the subjects in order to design an effective ESP course at Manpower. It also sought practical suggestions to create an effective ESP course.

The Subjects

The ultimate target learners were 45 Manpower recruitment consultants and team leaders who needed to use English on a daily basis while interacting with clients and foreigners in the office. Their activities included telesales, sales visits, corresponding with clients through emailing, interviewing candidates for jobs, and negotiating contracts with clients. Some of the consultants had been in prior English courses provided by the company. The sponsors questioned during the needs analysis were Manpower's Permanent Business Director Gregory Poupon and Permanent Business Manager Sunchai Pattarathanyakul.

The Instrument

This study used various instruments that were questionnaires, interview question sheets, trainer evaluation forms, video recordings, and cameras. The details of these tools are as follows:

1. **Questionnaires** – The questionnaire was divided into five parts: Personal Details, Professional Details, Current Use of English, Future Use of English, and Course Details.

2. **Interview Question Sheets** – There were two sets of Interview Questions: a) For Sponsors b) For Recruitment Consultants. These questions were broken down into both pre-study and post-study questions.
3. **Trainer Evaluation Form** – This was to possible participants of future ESP courses conducted at Manpower Thailand.
4. **Video Recorder** – This was used during interviews.
5. **Camera** – This was used during interviews.

The Findings

In the table below, are the subjects' personal details:

Table 1. Personal Details

Personal Details	NA	18 - 25	26 - 30	31 - 35	36 - 40	41 - 45
Age	1	12	20	7	4	1
Overall Percentage	2.22%	26.67%	44.44%	15.56%	8.89%	2.22%
	NA	Male	Female	Total		
Sex	1	12	32	45		
Overall Percentage	2.22%	26.67%	71.11%			

Their professional details are in the following table:

Table 2. Professional Details

	0 to 1	1 to 2	3 to 4	5 to 6	7 to 8
Length of Time at Manpower	10	27	6	1	1
Overall Percentage	22.22%	60.00%	13.33%	2.22%	2.22%
Length of Time as a Recruitment Consultant	17	18	9	1	
Overall Percentage	37.78%	40.00%	20.00%	2.22%	

Table 3. Professional Details – Job Titles

	Recruitment Consultant	Team Leader	Total
Job Title	42	3	45
Overall Percentage	93.33%	6.67%	

In the table below, there are details regarding the impact English had in the daily activities of the subjects (In order to get a more clearer illustration, please refer back to the appendix section on page 35):

Table 4. English Usage Details

Current Use of English	Yes	No					
Do you use English in your current job?	45						
	Spoken	Written	Both				
If yes, is this mainly spoken, written or both?		14	31				
Overall Percentage		31.11%	68.89%				
How many hours a day are you likely to use English?	1 -	1 to 2	2 to 3	3 to 4	5 to 6	7 to 8	NA
	5	4	4	4	9	15	4
Overall Percentage	11.11%	8.89%	8.89%	8.89%	20.00%	33.33%	8.89%
Do you use English mainly internally, externally or both?	Internal	External	Both				
	14		31	45			
Overall Percentage	31.11%		68.89%				
Do you use English mainly with native speakers, non-native speakers or both?	Native	Non-Native	Both				
	4	22	19	45			
Overall Percentage	8.89%	48.89%	42.22%				
Please give details of previous English studies.	University	Language School	Company Training	NA			
	28	3	3	11	45		
Overall Percentage	62.22%	6.67%	6.67%	24.44%			
How long have you studied English?	1 -	1 to 5	5 to 10	10 to 15	15 to 20	20 +	NA
	5	4	3	10	13	7	3
Overall Percentage	11.11%	8.89%	6.67%	22.22%	28.89%	15.56%	6.67%
How would assess your level of English (Beginner, Intermediate, Advanced)?	Beginner	Intermediate	Advanced	NA			
	11	28	5	1			
Overall Percentage	24.44%	62.22%	11.11%	2.22%			
Have you had extended visits/stays in English-speaking countries?	Yes	Never	NA				
	21	17	7				
Overall Percentage	46.67%	37.78%	15.56%				

In the following table is information in regards to reasons for taking an ESP course:

Table 5. Future Use of English

Future Use of English	Yes	No	NA
Is there a particular reason for wanting to take a course at this point in your life?			
	31	12	2
Overall Percentage	68.89%	26.67%	4.44%

Course Details							
	NA	Morning	Afternoon	After Work			
At what time of day would you prefer learning English?	3	10	10	22			
Overall Percentage	6.67%	22.22%	22.22%	48.89%			
	NA	1	2	3	4	5	
How many times in the week would like you to learn English?	1	3	25	13		3	
Overall Percentage	2.22%	6.67%	55.56%	28.89%	0.00%	6.67%	
	NA	All	Group Work	Pair Work	Speaking	Writing	Listening
What activities would you prefer?	4	6	6	2	21	6	
Overall Percentage	8.89%	13.33%	13.33%	4.44%	46.67%	13.33%	0.00%

Table 6. Desired Course Details

Above you can see the table with the data collected in regards to the desired course details. In the table below, you can find details of the desired subject matters:

Table7. Desired English Workshop Subject Matters

Please find below a list of different English Workshop Subject Matters. Please have a look and choose the top 5 choices that you would like to take:		
	Ranking	Overall Percentage
English for Email Writing	29	64.44%
English for Prescreening and Interviewing	28	62.22%
English for Writing Consultant Overviews	28	62.22%
English for Meetings	22	48.89%
Phone Conversations	21	46.67%
English for Negotiation	21	46.67%
English for Sales Visits	19	42.22%
Effective Manner and Presentation	9	20.00%
Communication in the Office	9	20.00%
Daily Routines	9	20.00%
English for Telesales	7	15.56%
Saying “No”	5	11.11%
Trouble Shooting	3	6.67%
English for Job Order Taking	3	6.67%
Money Matters	2	4.44%
English for EKSS		0.00%
Handling Printed Materials		0.00%
Maintaining the Office		0.00%
Total	215	

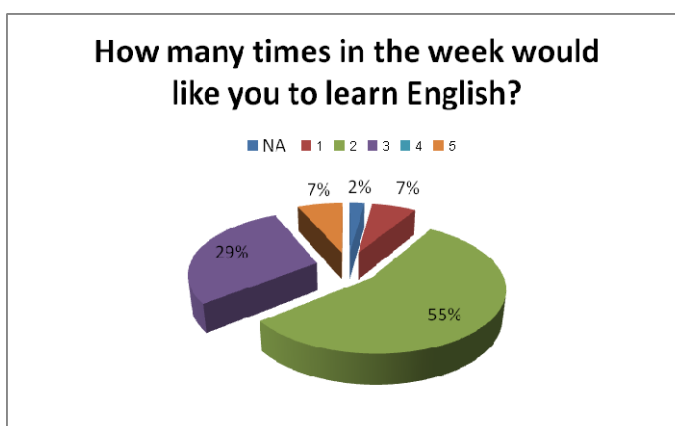
5.2. DISCUSSION

Conflicts in Wants

With regard to future developments, a stark difference in the learners’ and sponsors’ wants is clear. In the needs analysis process, it was always possible to discover discrepancies between the wants of the target learners and the sponsors (Hutchinson & Waters, 1987). Overall, two main conflicts between the target learners and the sponsors could be observed in the present case.

The first conflict concern email writing. Despite learners ranking email writing as their first want, the sponsor, Poupon, believed email writing is a repetitive basic skill that recruiters should be able to do without the need of further training. According to Poupon, Manpower had already addressed the problem by providing templates for recruiters to follow. In fact he did not even mention the need for further training in this field.

The second conflict was regarding the timing of a future course. During the interviews with recruiters, they voiced their preference for having an extensive course rather than an intensive course. They



voiced their support for an extensive course that could last longer than the usual 12 session course they had been provided with in the past by Manpower. They felt an extensive course would provide them with more time to digest the material and practice their skills between classes. Recruiters also wanted to extend the usual one hour and a half class to two hours. They remained comfortable with studying after class.

This differs from the sponsor's opinion on the structure of the class. After considering the resources of the company and his own experience in learning English, Poupon believed an intensive course would better suit recruiters as they could concentrate totally on a specific topic. He also mentioned during his interview the logistical problem in teaching recruiters in distant branches such as the one on the Eastern Seaboard. He proposed the use of video conference or an intensive course for the branch.

These two conflicts are good examples of the challenges in setting up an efficient ESP; both wants of the learners and the sponsors are held important as motivation is perceived a big influence in learning a language, yet the sponsor is key

in determining course requirements. If learners' wants are ignored, there could be a destabilizing effect on motivation (Hutchinson & Waters, 1987). At the time of writing there was no clear answer as to how to reach a compromise on such conflicts.

5.3 CONCLUSIONS

All in all, this research has helped to bring to the surface the details of problems in using the English language for recruitment consultants and their needs to study the language to improve their language proficiency. The data that was collected via means of questionnaires and oral interviews had gone to support the development of an effective ESP course that satisfies both the employees and the sponsors at hand. Referring to the surveys and interviews, it is apparent that there were conflicts in the wants of both sponsors and the recruitment consultants.

This needs analysis has found that 67% of the recruitment consultants felt like they needed English lessons. The top 6 subject matters that were most popular for them were: 1) English for Email Writing 2) English for Prescreening and Interviewing 3) English for Writing Consultant Overviews 4) English for Meetings 5) Phone Conversations 6) English for Negotiation. This conflicted with the sponsors, who put the following as their top three subject matters: 1) English for Negotiation 2) Prescreening Candidate's English Level 3) English for Writing Consultant Overviews. Therefore, in order to take into consideration the conflicting interests, both email writing and negotiation must be the focal point of Manpower ESP courses.

From this study, the course will take into consideration both the wants of the learners and the sponsors. Planning should seek to combine the two skills of emailing and negotiation. Although negotiation is ranked at the sixth position for wants, comments in support for more training in this topic from recruiters during the interviewing process should be considered. The timing of the course has been found to be negotiable with the sponsors at the end, as Poupon has expressed his willingness to support an extensive course as long as it is limited to a quarter (period of three months). As to distant learning for branches such as the one in the Eastern Seaboard, an intensive course may be considered.

5.4 RECOMMENDATIONS FOR FURTHER RESEARCH

This study has focused only on the problems and needs of recruitment consultants in using English language for communication. Apart from these positions, there are a great many other departments within Manpower (Thailand) where employees require the use of Business English, such as branch managers, accountants, finance staff, etc. Therefore, huge consideration should be taken into running another needs analysis for departments such as finance, HR, marketing, accounting, IT, and so on.

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APPENDIX

Questionnaire



Manpower English Development Questionnaire

For Recruitment Consultants

Personal Details

What is your age? _____ What is your sex? _____

Professional Details

Length of Time with Manpower: _____

Job Title: _____

Length of Time as a Recruitment Consultant: _____

Current Use of English

Do you use English in your current job? _____

If yes, is this mainly spoken, written or both? _____

How many hours a week are you likely to use English? _____

Do you use English mainly internally, externally or both? _____

Do you use English mainly with native speakers (for example Americans), non-native speakers or both? _____

Please give details of previous English studies.

How long have you studied English? _____

How would your level of English (Beginner, Intermediate, Advanced) _____

Please give details of extended visits/stays in English-speaking countries.

Future Use of English

Is there a particular reason for wanting to take a course at this point in your life?

If yes, please specify.

Course Details

At what time of day would you prefer learning English? (Morning, Afternoon, After Work)

How many times in the week would like you to learn English? _____

What activities would you prefer? (group work, pair work, speaking activities, writing activities, etc.)

Please find below a list of different English Workshop Subject Matters. Please have a look and choose you top 5 choices that you would like to take:

English for Sales Visits	English for Negotiation
English for Telesales	Daily Routines
Phone Conversations	Communication in the Office
English for Email Writing	Handling Printed Materials
English for Job Order Taking	Money Matters
English for Prescreening and Interviewing	Maintaining the Office
English for EKSS	English for Meetings
English for Writing Consultant Overviews	Trouble Shooting
Effective Manner and Presentation	Saying "No"

Please write below the Top 5 English Courses you would like to take:

1. _____
2. _____
3. _____
4. _____
5. _____

Questions used for Post-Course Interview

Questions for Manpower Interview (post-course): Participants

1. How was the course?
2. What did you like about it?
3. What did you not like about it?
4. How do you think it could be improved?
5. Do you feel you have gained from the course? If so, in what areas?
6. What future courses would you like the organization to hold?

Questions for Manpower Interview (post-course): Sponsors

1. Have you noticed any improvement in the participants' performance?
2. If there has been an improvement, what areas are they in?
3. What areas do you feel still needs to be worked on?

Post-Course Questionnaire

TRAINING EVALUATION FORM

***We will be using the Manpower Standard Evaluation Form**

Course Name _____ Course Date _____

Manpower Branch _____ Trainer's Name _____

***Please rate the course by checking a box.**

Evaluation: Training Course	เห็นด้วยอย่าง ยิ่ง	เห็นด้วย	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง	ไม่มี ความเห็น
The Training meet my objectives (การอบรมครั้งนี้ตรงตามวัตถุประสงค์ที่ฉัน ได้ตั้ง เอาไว้)					
I have gained a better knowledge of this subject. (ฉันมีความรู้มากขึ้นเกี่ยวกับ หัวข้อนี้)					
The course has given me useful techniques and skills.(การอบรมครั้งนี้ได้ ให้เทคนิคกับฉันที่สามารถนำไปใช้ได้จริง)					
The session provided me a chance to share my ideas. (การอบรมครั้งนี้ได้ให้ โอกาสฉันเสนอความคิดเห็น)					
Materials are useful and helped me learn how to utilize the knowledge. (เนื้อหาามีประโยชน์)					

Evaluation: Trainer	เห็นด้วยอย่าง ยิ่ง	เห็นด้วย	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง	ไม่มี ความเห็น
Trainer was knowledgeable about the subjects. (วิทยากรมีความรู้ดีเกี่ยวกับหัวข้ออบรมนี้)					
Trainer effectively presented the material in a clear and organized					

manner. (วิทยากรอธิบายได้ชัดเจน)					
Trainer provided answers to my questions. (วิทยากรสามารถตอบคำถามที่ฉันถามได้)					
Trainer was enthusiastic and kept me motivated throughout the session. (วิทยากรสามารถจูงใจให้ฉันมีความสนใจได้ตลอดระยะเวลาที่ทำการสอน)					
Trainer has shown the good skills in using visual aids- PowerPoint, Flipchart, Video, etc. (วิทยากรสามารถใช้สื่อการสอนได้อย่างดี)					

Evaluation: General Information	
What I like most about the session. (สิ่งที่ฉันชอบที่สุดเกี่ยวกับการอบรมครั้งนี้)	
What could be improved in this session? (สิ่งที่ควรปรับปรุง)	
How will this session help me on my job? (การอบรมครั้งนี้จะสามารถช่วยให้ฉันทำงานได้ดีขึ้นอย่างไร)	