

# Corporate training Vs Classroom teaching

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**Abstract** - The objective of teaching is to guide, instruct and to impart knowledge. Whereas the objective of training is to drill, facilitate and prepare for the test of skill. The goals of teaching and learning is –Getting good grades. Based on the grasping of the syllabus prescribed, the instructors tests and assign grades which is mandatory in academia. Qualifying for financial aid- Good grades are a requirement for maintaining financial aid along with other requirements. Employment after graduation- Classroom teaching helps to develop enough skills and basic knowledge to make themselves to get placement. The goal of corporate training is quite different compared to classroom teaching. The main goal is to get a good annual review- Professionals do get grades based on their job performance. Getting training would help them to get better reviews as it helps them to acquire the required corporate skills and work more efficiently and help the organisation to grow. To sustain and to get incentive- The professionals have to perform as per the expectation of the organisation in order to sustain and get promotion. Learn what is necessary to get a better job- Corporate training helps to acquire the latest skills required for the upgradation in the job and market.

**Keywords** - Teaching, training, goals corporate, professional.

## **Introduction:**

Teaching and training are two faces of the same coin. Both strive hard to impart knowledge and make the life meaningful. Yet there is difference between corporate training and classroom teaching.

*Merriam-Webster Online Dictionary* defines Teaching as

- To cause to know something
- To guide the studies of
- To impart the knowledge of
- To instruct by precept, example, or experience
- Definitions for *train* are:
- To form by instruction, discipline, or drill
- To make prepared for a test of skill

Note that training focuses on skill; the definitions imply a narrower focus than teaching and possibly a shorter timeframe. We might associate training with the notion of exercises that we repeat until we "get" the skills we are trying to acquire - until they become almost second nature.

The definitions for teaching, in contrast, imply deeper knowledge and a longer timeframe. We often hear the term "lifelong learning," but I can't recall ever hearing about "lifelong training."

## **Different goals:**

Most college students have three primary goals with respect to their courses:

1. Getting good grades. Like it or not, in academia, grades are how you are measured. They're not always fair. Some people don't test well and struggle to get good grades. But most instructors assign grades to indicate how well students have grasped the course material in a course.
2. Qualifying for continuing financial aid. With the cost of college education today, financial aid plays an important role for many students. Good grades are a requirement for maintaining financial aid, typically along with other requirements, such as working on campus for a certain number of hours.
3. Finding employment after graduation. This is, by far, the primary motivation for most students. Many of computer science students are worried about job prospects when they leave school. They know the market for software engineers is not as robust as it was when they began their course of studies. So they work hard to develop enough skills and basic knowledge to make themselves attractive to potential employers.

Professionals have three goals that map closely to those of college students.

1. Get a good annual review. Professionals do receive "grades," just not in courses. Instead, they are graded on their job performance. Taking courses might help them get better reviews - first, because it demonstrates their personal motivation and a desire to help the organization, and second, because it gives them skills to do their work more effectively.
2. Keep your job and get a raise. Just as students must work hard to maintain their financial aid, professionals must perform at a certain level in order to keep their jobs and get salary increases. During the last few years, many people have lost their

jobs, both in the software industry and others. This sense of insecurity is something we would never have imagined ten years ago.

3. Learn what is necessary to get a better job. Almost everyone looks toward the next job they want when they consider voluntary training - whether it is a promotion in their current company or a new, exciting position in a different organization.

### **Balancing training and teaching**

Everything we do in our lives requires a balance between two things or more - a compromise. This paper makes an attempt to talk about the balance between theory and practice, so it is appropriate to consider that balance with respect to training and teaching. It is need of an hour to have the right blend of theory and practice in education. The primary objective of education is to prepare students for the rest of their working lives and help them succeed in their careers. So we have to first ensure that they learn fundamental principles and then teach them to use specific tools and techniques as time allows. Teachers need to be facilitators.

Teaching and Facilitating are both very complex professions that require enormous amounts of preparation in order to do a good job in the classroom. There is an old saying that all facilitators can be teachers but not all teachers can be facilitators. Teachers convey knowledge and give information to their students (no matter how old the student, the principles of [learning](#) are always the same.) Facilitators provide knowledge but also help the students to [learn](#) by understanding the processes behind the knowledge and the facts. Facilitators teach by leading, showing the way, and using [experiential](#) techniques to bring alive the teaching. The student must be more actively involved and aggressive to get the full lesson.

### **Definition of Training**

Training is nothing but learning by doing. It is a well-planned program aimed at developing specific skills and knowledge of the manpower. It is a common concept of human resource development where an attempt is made to improve the performance, productivity and competency of the existing and potential employees through learning. The program is specially designed by the organisation to achieve definite goals.

Training helps in imparting job-related skills in the employees so that they can do the job efficiently and effectively. Training can be on-the-job or off-the-job, paid or unpaid, part time or full time, depending on the contract with the employer. At the end of the program, the employees are tested by observing, what they learned during training.

### **Definition of Teaching**

By the term classroom teaching, we mean learning in the classroom to acquire certain knowledge. It is aimed to deliver knowledge about facts, events, values, beliefs, general concepts, principles, etc. to the students. This helps in developing a sense of reasoning, understanding, judgement and intellect in an individual.

The lessons taught during the process of education helps a person to face future challenges, and it prepares a person for future jobs. Nowadays, education is not confined to classroom learning, but new methods are implemented that offers practical knowledge about the world.

There are various phases of education like kindergarten, primary, high school, higher secondary, undergraduate, post graduate etc. Certificates or degrees are awarded to the students when they clear a particular level of education.

### **Key Differences between Training and Teaching**

The significant differences between training and teaching are mentioned in the following points:

1. Training refers to an act of inculcating specific skills in a person. Teaching is all about imparting theoretical knowledge in the classroom or any institution.
2. Training is a way to develop specific skills, whereas classroom teaching is a typical system of learning.
3. Training is completely based on practical application, which is just opposite in the case of classroom teaching that involves theoretical orientation.
4. The concept of training is narrow while the concept of classroom teaching is comparatively wider.
5. Training involves hands-on experience regarding the particular job. On the other hand, classroom teaching involves learning in the classroom.
6. The term of education is longer than the duration of training.
7. The training prepares a person for the present job. Conversely, classroom teaching prepares a person for future job and challenges.
8. The purpose of training is to improve the performance and productivity of employees. As opposed to classroom teaching, where the purpose is to develop a sense of reasoning and judgement.
9. During training, a person learns, how to do a specific task. Unlike classroom teaching, which teaches about the general concepts.

Though with the changing environment, the approach towards training and classroom teaching is also getting changed. Normally, it is presumed that every employee who is going to take training, has got some formal education. Moreover, it is also true that there is no training program which is conducted without teaching. Thus, it is the bounded duty of the teachers to understand the difference and try to fill the gap so that the learners acquire the required skills expected in the corporate world. The difference between the corporate training and classroom teaching are analysed and remedial measures are recommended so that the gap can be filled easily.

Most of the Corporate Training is focussed on Business English and in-company teaching, but the classroom teaching of English language is confined to a set pattern like traditional grammar & language lab.

There is a misconception that the difference between a language classroom and a company meeting room is simply a matter of geography. That geography is no small matter. Geography can determine the facilities available to us, the teachers. It can affect class atmosphere, rapport and motivation levels. Geography could affect attendance. Let me outline the nature of two different teaching contexts.

### **Teaching contexts**

Classes are smaller in size and lessons take place every day. Each lesson would usually last for 45-60 minutes and some students might have 2 lessons a day.

But in-corporate training sessions are on different days of the week and they are usually held in one of their company meeting rooms. Classes are usually 90 minutes to 2 hours long, although on occasion, there would be intensive days of 6-10 hours, especially for courses dealing with specific soft skills such as Presentation English or Negotiations in English. Sessions do not usually contain more than 30 participants.

If the teachers are well trained with modern pedagogy and methodology, then the future generation i.e., students will enter the corporate world with ease and comfort. They can even become the trainers. The teachers can also become facilitators, if they adopt certain corporate culture.

Some of the things we, the teachers need to learn about corporate training if we want to be at par with trainers are:

#### **Facilities**

The corporate training is equipped with Interactive White Boards, CD players or some kind of multimedia player, and even computers. Wi-fi connection is frequently provided, and participants often have access to the internet through 3G on their smartphones.

In order to adapt to the corporate training we need to adopt and equip our classrooms with latest technology and e- resources.

#### **Attitude and Motivation**

The students in the classroom learning are less motivated and passive, whereas in corporate training, the participants are active and encouraged to participate. Learning takes place through enthusiasm and interest.

The facilitators in the corporate training are always motivating and instil positive attitude among the participants. They become the role models. The participants attend the training sessions with aims and objectives. But in classroom teaching the teachers are concerned with only the completion of the prescribed syllabus and are least bothered about the students understanding. The students many a times do not know 'why they are studying this' etc. Thus, the teachers have to change in their attitude and adopt certain behavioural skills from the corporate trainers.

#### **Communication Skills rather than tenses**

Corporate learning can often be more motivating than classroom learning as the learning is directly applied to the working environment around them. This would mean doing a more detailed Needs Analysis at the beginning of the course and finding out why and how they might need to use English. Avoid teaching language for the sake of teaching language, and focus on helping learners improve their ability to communicate.

Prepare lessons that are directly related to what they are doing at work. You can:

- Adapt published ELT materials so that tasks are current and relevant to the learners.
- Make use of authentic materials, e.g. news articles, case studies, infographics, TED talks, etc as a springboard to discussions, skills practice and language input.
- Consider tailor-making your own role-plays and get your learners to contribute to creating their own scenarios to enable for more realistic simulations.

#### **Attendance**

Attendance can be sporadic. The facilitator has the ability to make the session interesting, so that the participants never miss the session. So it is in the hands of the trainer/facilitator to maintain 100% attendance. The participants learn to prioritise the things to do and they never miss the sessions as they would know that they would miss something important.

In classroom teaching, the attendance will be made mandatory and the students attend many a times without interest. The learning never takes place in such a context.

Thus, we the teachers should learn how to attract and keep the students alert so that learning takes place effectively.

#### **Duration**

It is quite common for corporate training sessions, to run for 90 minutes to an hour without a break. Sometimes the sessions may have to continue. The facilitator intimates this to the participants well in advance and would also tell them that there would be a short break of 10 minutes in between. This would prepare the participants mentally. The facilitator makes sure that keeps it to ten minutes. The sessions run for a short period of time and the intimacy with the participants will be poor.

In classroom teaching, the teacher sees the students every day for a short period of time. The teacher will be with the same group of students for more than 3 years. This is really a advantage and the rapport will be built. Although, this might mean that students could take several weeks before they warm up to you, this also means that you are able to truly get to know them and their area of work, and to shape their progress in a way that ensures that they are indeed making improvements to the way they are communicating in English at work.

#### **Dress code**

The corporate trainers are always well dressed and look professional. The teachers need to adopt and practice this. The students will look at the teachers as role models. The dress code of the teachers may inspire students to follow the same.

### Conclusion

With the changing environment, the approach towards training and classroom teaching is also getting changed. Normally, it is presumed that every employee who is going to take training, has got some formal education. Moreover, it is also true that there is no training program which is conducted without teaching.

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