



**Growing your school and freelance business with PBL and blended learning**

**Cleve Miller / English360**

# **Agenda**

**Academic vs. performance-based models**

**Aligning PBL with customer business goals through enterprise needs assessment**

**PBL boosts customer ROI, and thus fees, margins, and retention**

# Cleve Miller



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## Growing your school and freelance business with blended learning

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# Agenda

## Academic vs. performance-based models

HBR.ORG

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MAY 2012  
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## Global Business Speaks English

**Why you need a language strategy now**  
*by Tsedal Neeley*

# Global Business Speaks English

**Why you need a language strategy now**  
*by Tsedal Neeley*

## **1. Competitive pressure**

# Global Business Speaks English

**Why you need a language strategy now**  
*by Tsedal Neeley*

“Companies that fail to devise a language strategy are essentially **limiting their growth opportunities** ...putting themselves at a **disadvantage to competitors** that have adopted English....”

# Global Business Speaks English

**Why you need a language strategy now**  
*by Tsedal Neeley*

**1. Competitive pressure**

**2. Globalization of tasks and resources**

**3. M&A integration across borders**



**Problem: corporate language training has been trapped within the “academic model”**



**Output and accountability of the “academic model” is successful completion of courses and exams.**



# Global Business Speaks English

**Why you need a language strategy now**  
*by Tsedal Neeley*

**1. Competitive pressure**

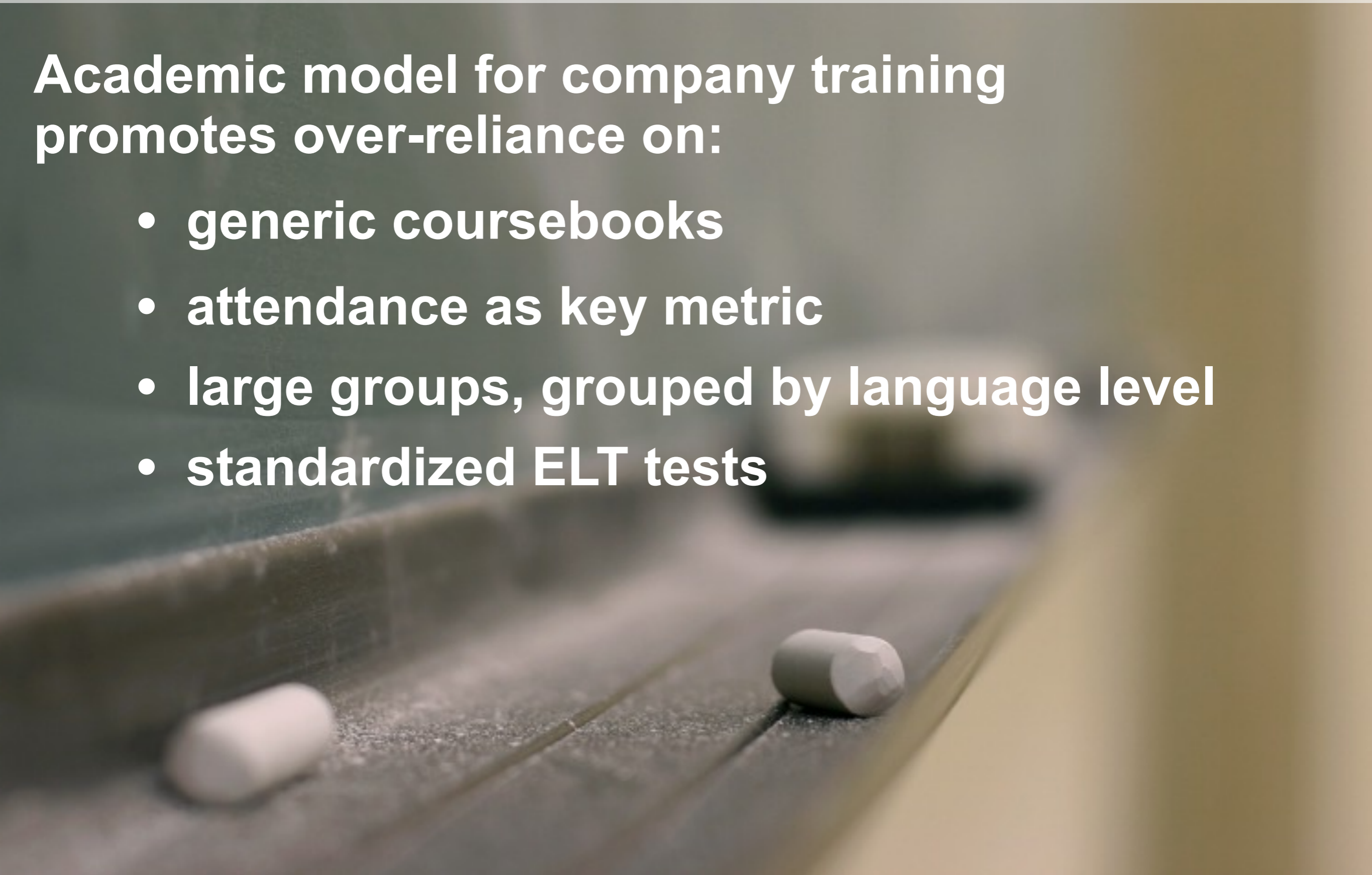
**2. Globalization of tasks and resources**

**3. M&A integration across borders**

**Output and accountability of the “academic model” is successful completion of courses and exams.**

**Academic model for company training promotes over-reliance on:**

- **generic coursebooks**
- **attendance as key metric**
- **large groups, grouped by language level**
- **standardized ELT tests**



**Solution: expand the academic model to align ESP training with business, performance goals**





**Performance-based learning: syllabus emerges from business needs and performance events**

***A performance event* is an instance of authentic L2 communication in a professional context....**



**...a specific, future communicative performance in the target language that merits sustained effort to optimize the results of that event.**





# Different approaches to BE, ESP course design

Curricular, needs-based, performance-based

Course design	Selection of outcomes	Material and process

Source: Cleve Miller in 2/2010 Business Issues (BESIG)

# Different approaches to BE, ESP course design

Curricular, needs-based, performance-based

Course design	Selection of outcomes	Material and process
Curriculum-based		
Needs-based		
Performance-based		

Source: Cleve Miller in 2/2010 Business Issues (BESIG)

# Different approaches to BE, ESP course design

Curricular, needs-based, performance-based

Course design	Selection of outcomes	Material and process
Curriculum-based	<b>predicts</b> generic performance goals	Work through a coursebook
Needs-based		
Performance-based		

Source: Cleve Miller in 2/2010 Business Issues (BESIG)

# Different approaches to BE, ESP course design

Curricular, needs-based, performance-based

Course design	Selection of outcomes	Material and process
<b>Curriculum-based</b>	<b>predicts</b> generic performance goals	Work through a coursebook
<b>Needs-based</b>	<b>identifies</b> categories of performance goals	Select from range of resources, based on needs analysis
<b>Performance-based</b>		

Source: Cleve Miller in 2/2010 Business Issues (BESIG)

# Different approaches to BE, ESP course design

Curricular, needs-based, performance-based

Course design	Selection of outcomes	Material and process
<b>Curriculum-based</b>	<b>predicts</b> generic performance goals	Work through a coursebook
<b>Needs-based</b>	<b>identifies</b> categories of performance goals	Select from range of resources, based on needs analysis
<b>Performance-based</b>	<b>responds</b> to specific performance events	Language needs for the event define materials, methods

Source: Cleve Miller in 2/2010 Business Issues (BESIG)

# Step 1: Select the performance event

- Learner drives selection of event or events
- Teacher supports and guides
- Other stakeholders (HR, line manager) may be involved



## Step 2: Define the key messages

- Sales presentation: features, benefits
- Business dinner: personal anecdote, questioning
- Teacher identifies language needed (e.g. structures, lexis)



## Step 3: Plan, resource and teach

- Language needed for messages documented as goals
- Syllabus > material: authentic, courses, learner's material
- Transition from practice to production closer to event

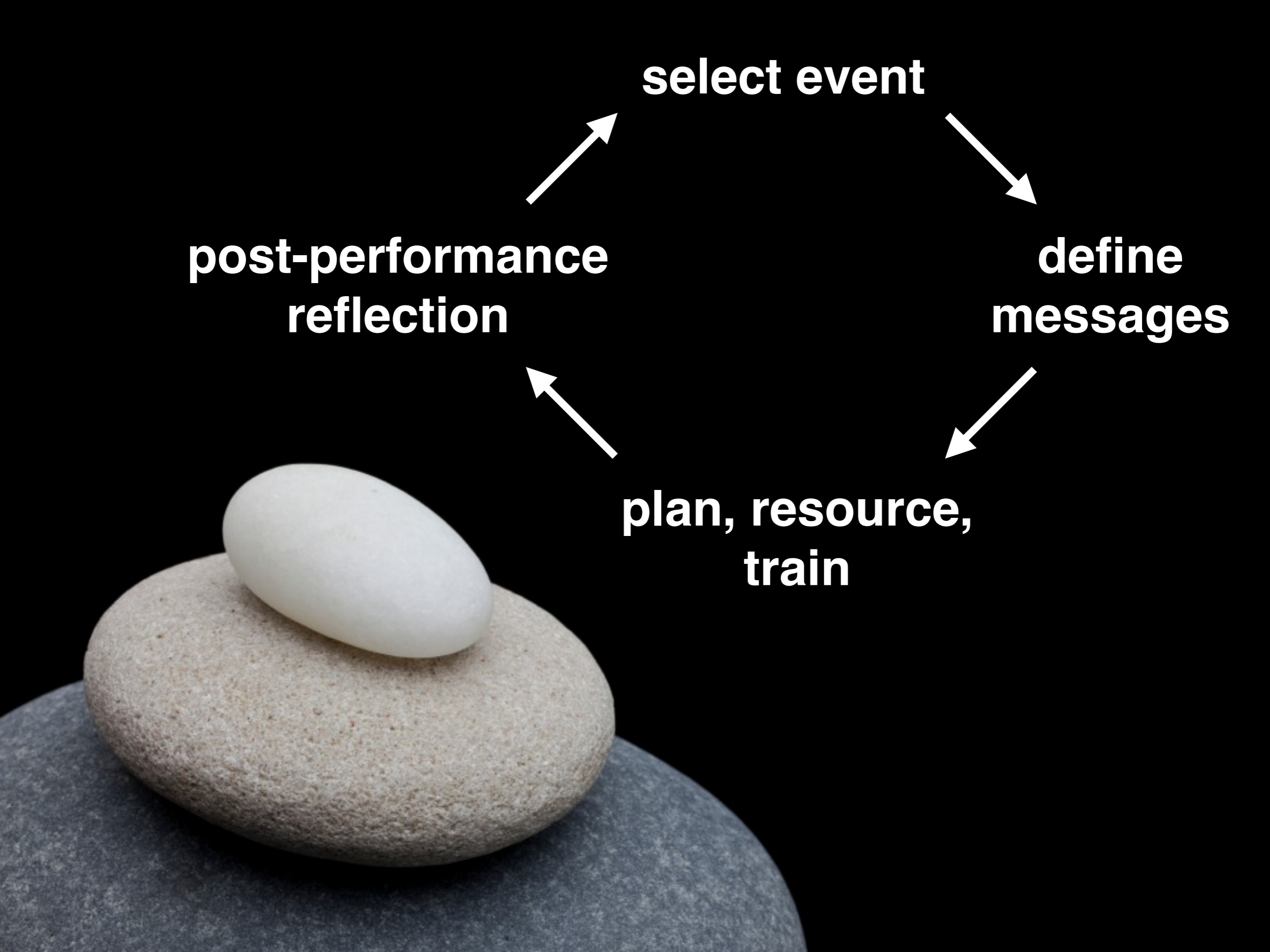




## **Step 4: Post-performance reflection, feedback**

- Reflective narrative by the learner
- Were the linguistic objectives achieved in actual event?
- Results feed into next stage of syllabus



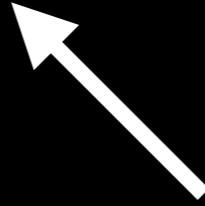
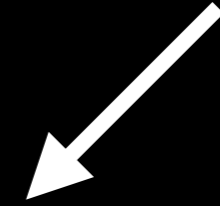
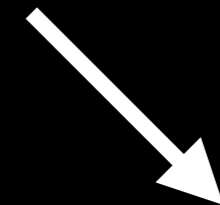
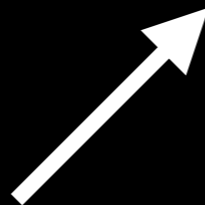


**select event**

**post-performance  
reflection**

**define  
messages**

**plan, resource,  
train**



**4-step PBL cycle >>  
emergent syllabus driving the client's business**



# Performance-based learning: summary

- **Most direct way to drive a company's business with language training**
- **Start small, with individuals or small groups, and select teachers. But: get PBL in your portfolio!**
- **PBL is much easier with an open web platform like Moodle or English360:**
  - **create your PBL on the fly, with content from publishers, you, and your students**
  - **use PBL in group classes with blended learning**
- **HR concern: "PBL lacks structure"**  
**PBL actually very structured, but by Ss job, not a book**

# Agenda

Academic vs. performance-based models

**Aligning PBL with customer business goals through enterprise needs assessment**

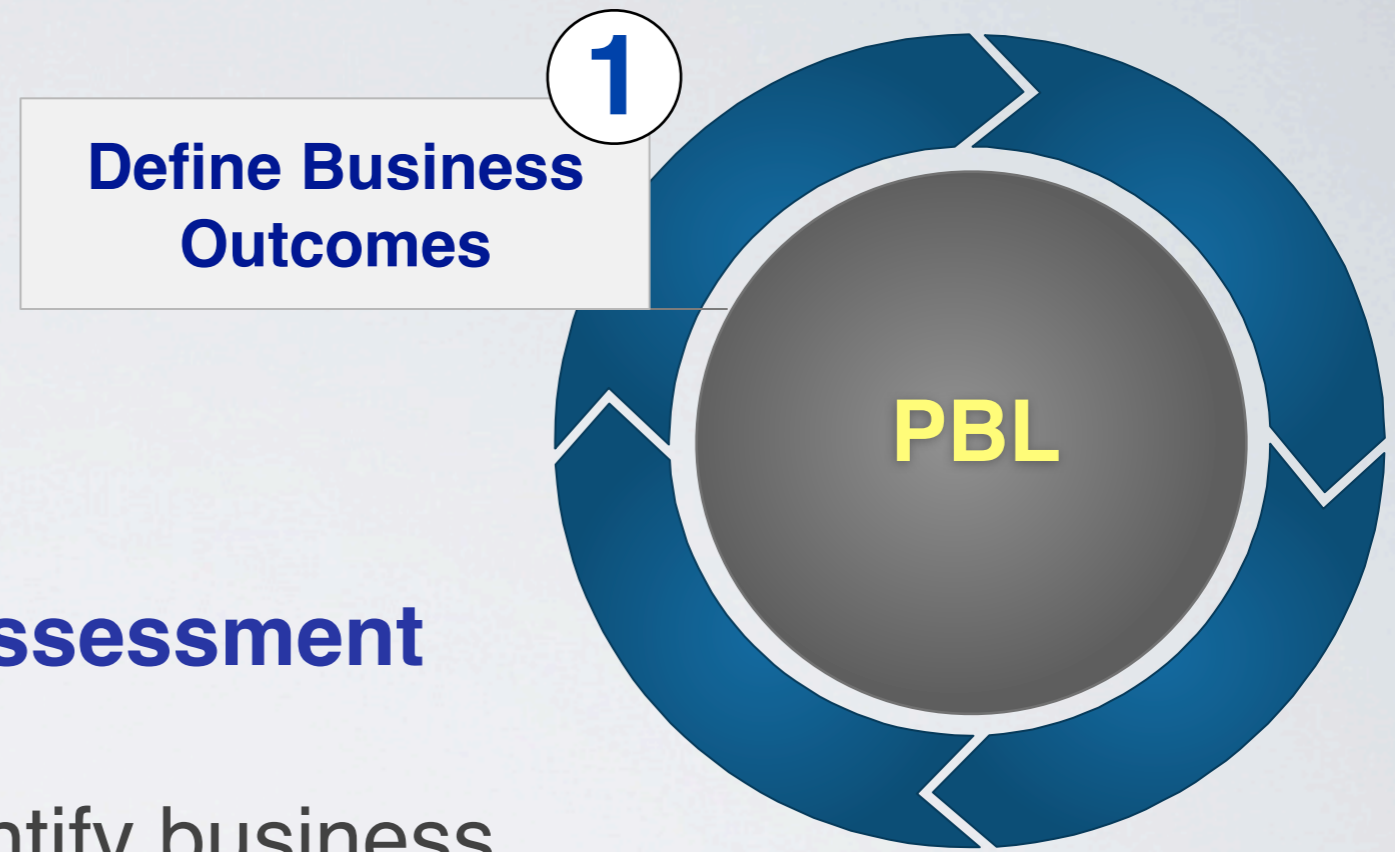
**PBL boosts customer ROI, and thus fees, margins, and retention**

# The Framework

# Driving business results through language training



# Driving business results through language training



## Carry out **enterprise needs assessment**

- Work with senior mgmt to identify business goals supported by improved language capabilities
- Work down through line management to find potential performance improvements
- Iterate with **individual needs assessments** based on performance events



# Global Business Speaks English

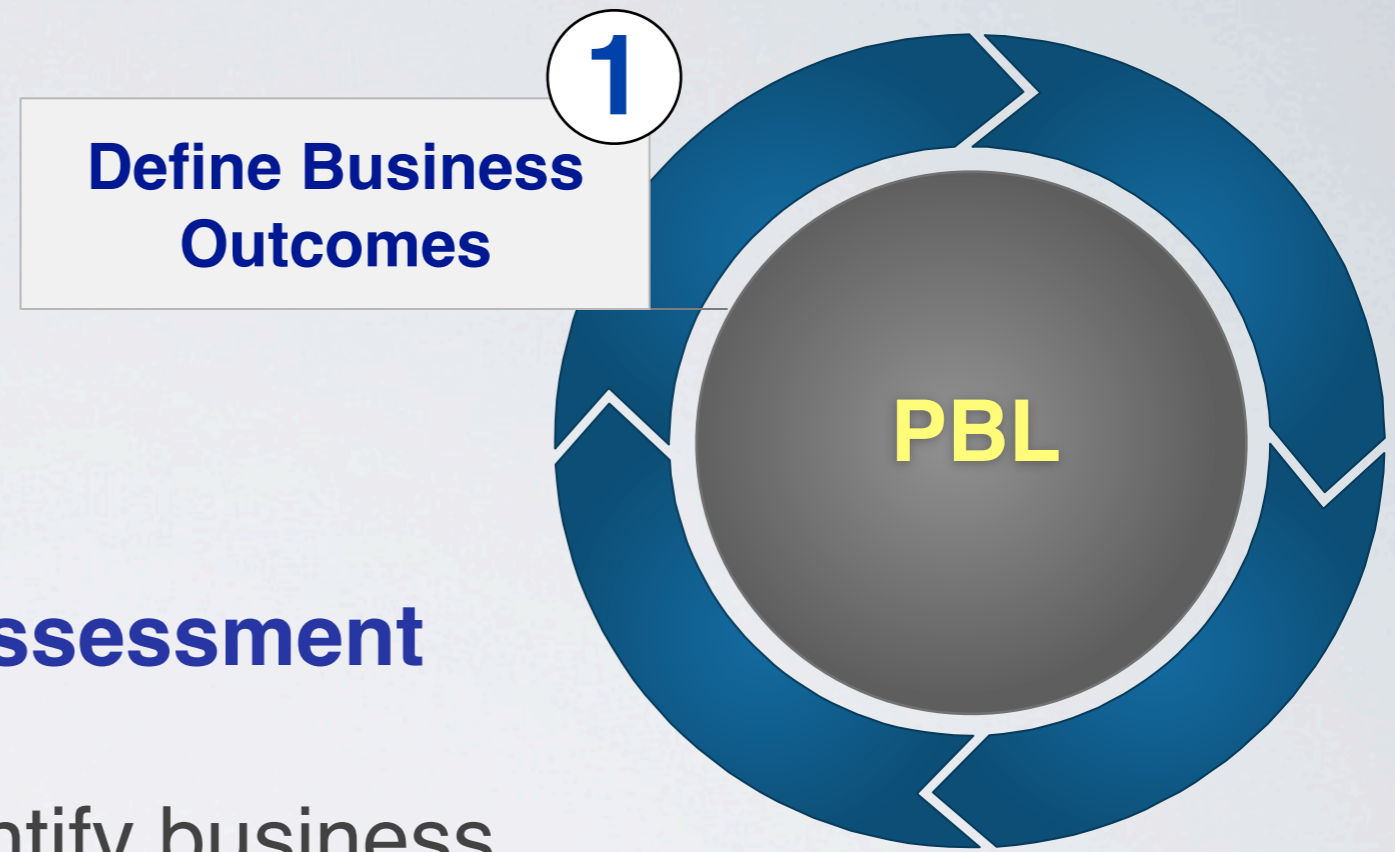
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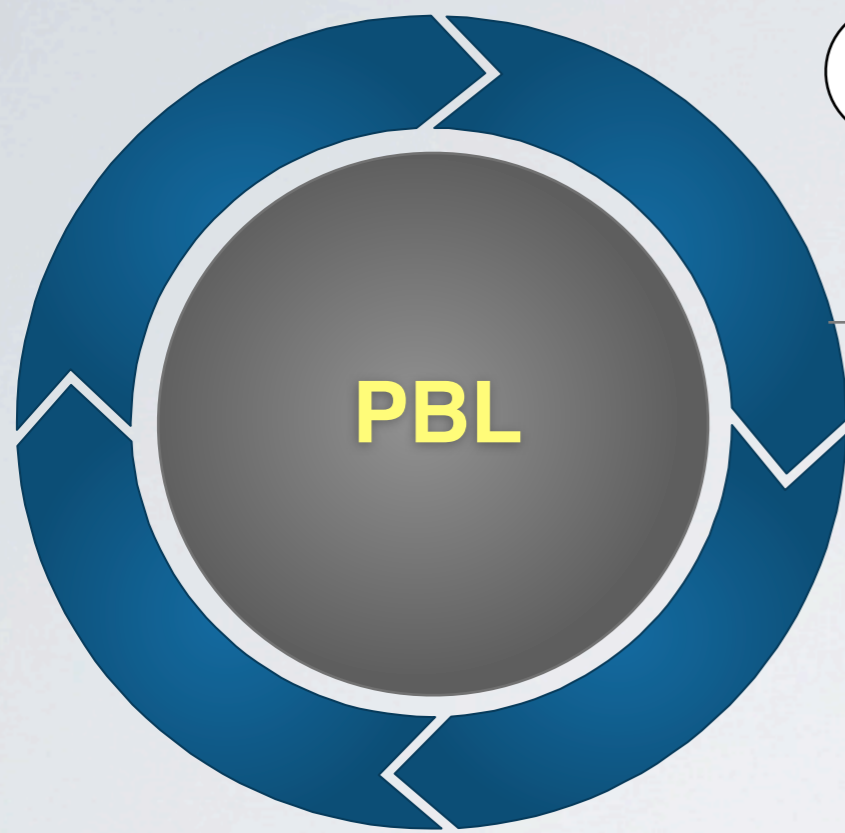
# Driving business results through language training



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# Driving business results through language training

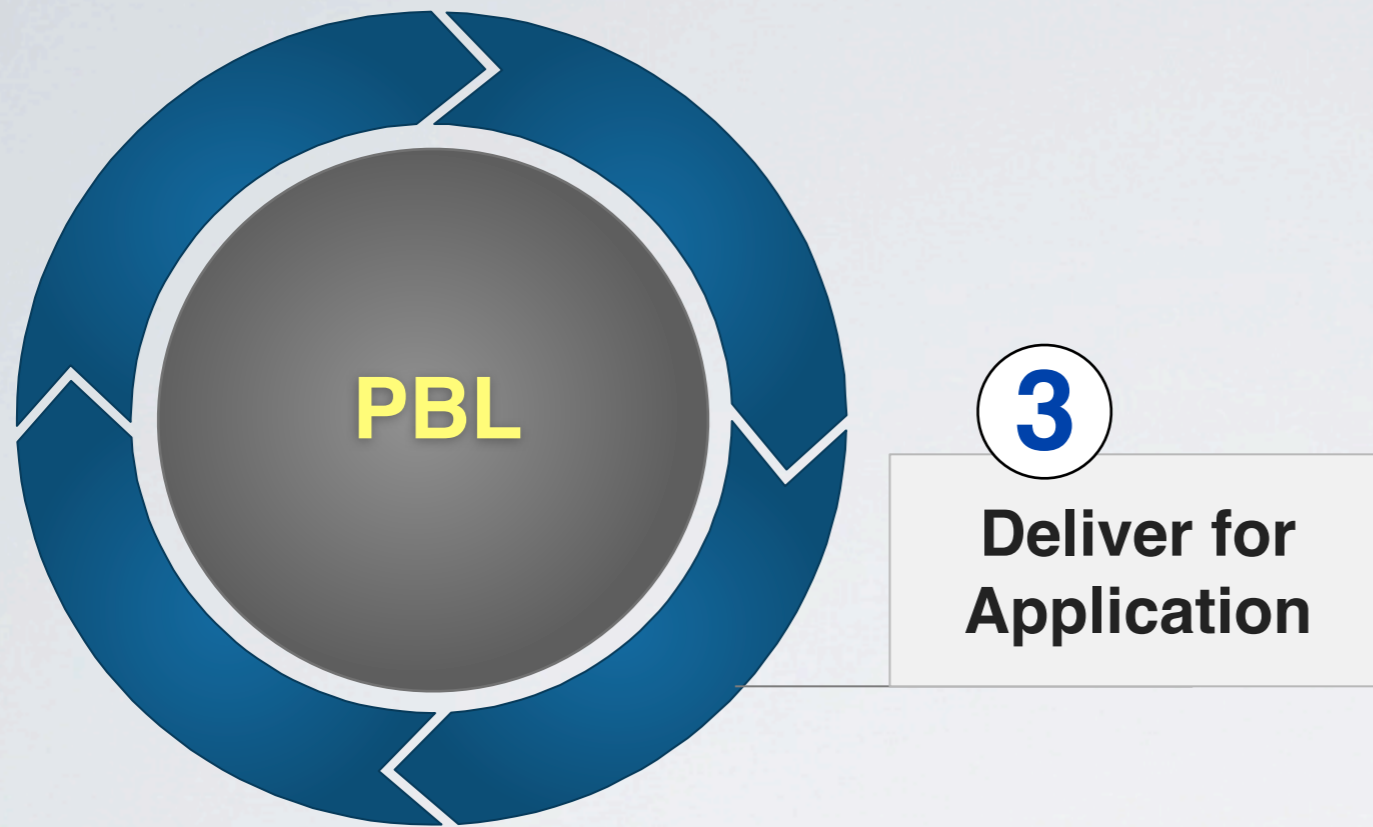


2

**Design the Complete Experience**

- Use blended approach with both F2F and online components, group + individual
- Consider grouping by function, not level
- **Business goals and performance events drive the emergent syllabus (“curriculum”)**
- **Content from client, not only coursebook**

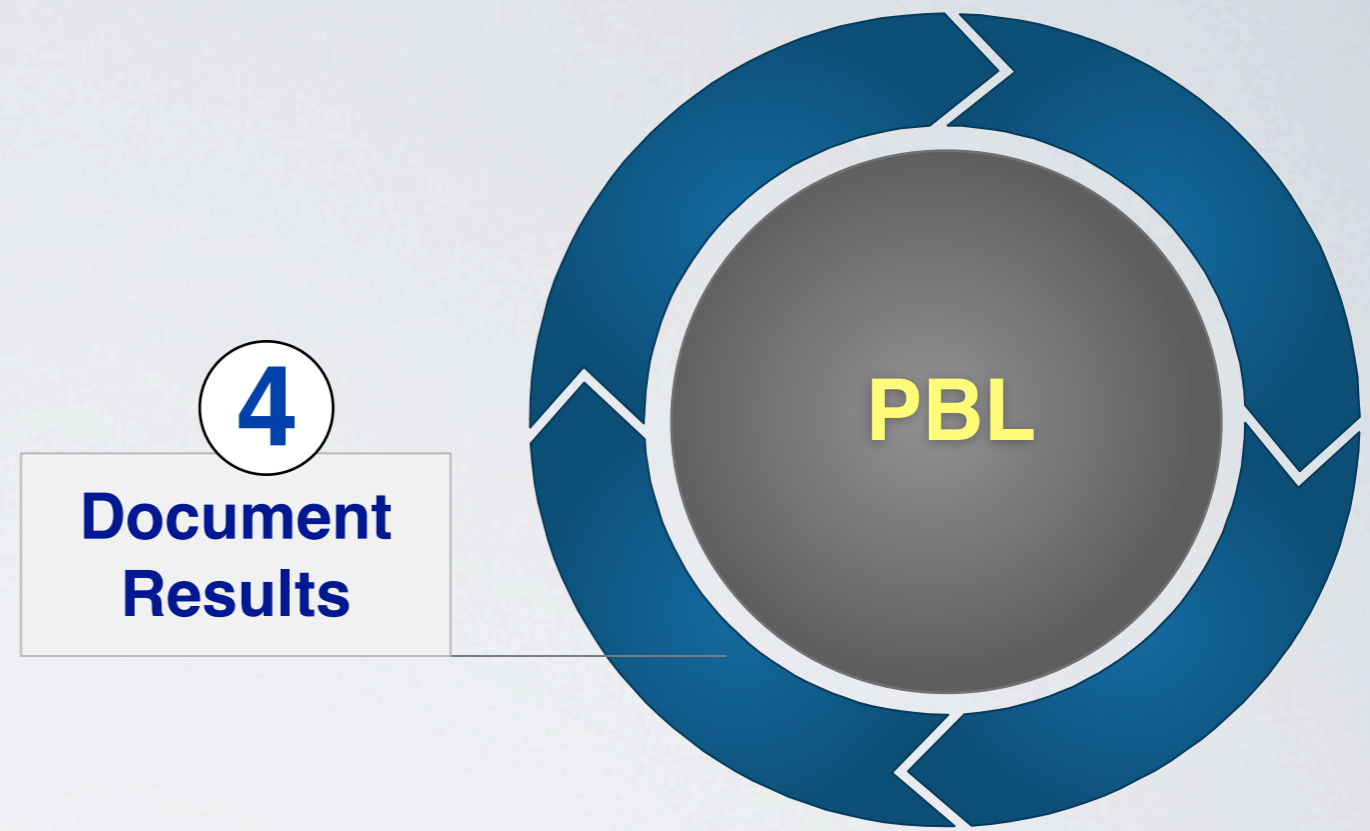
# Driving business results through language training



## Ongoing training delivery

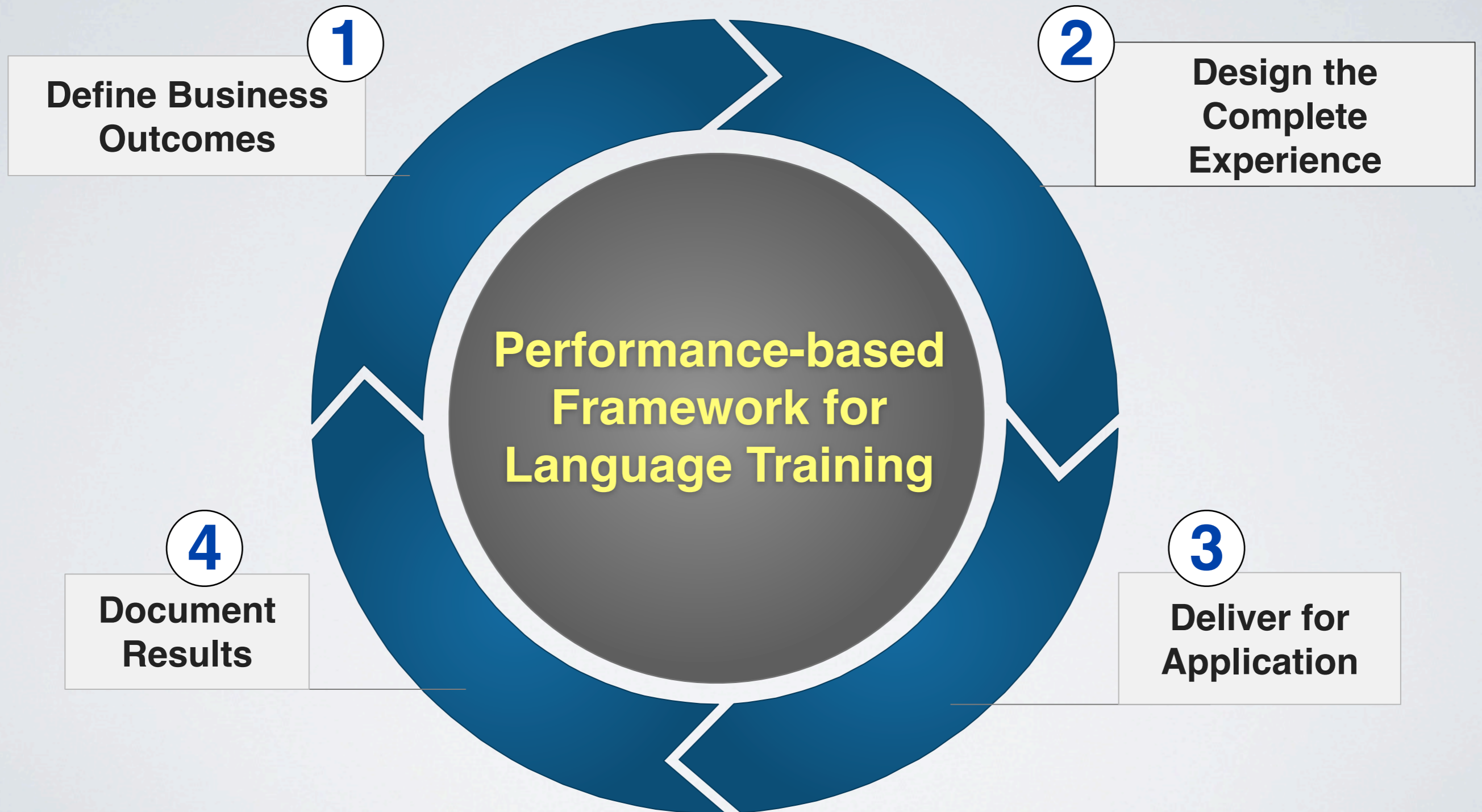
- Focus on application and **performance support**
- Management support and engagement crucial
- Consider grouping by function, not level

# Driving business results through language training



- Measure both language and performance
- Use self-, peer-, and manager-assessment for performance events
- Use quantitative when possible (e.g email response times)

# Driving business results through language training



# Driving business results through language training

	<i>means</i>	<i>end</i>
<i>PBL framework</i>	<b>Academic</b>	<b>Performance</b>
<b>Define outcomes</b>	learning goals	business outcomes
<b>Design training</b>	top-down coursebook	bottom-up job requirements
<b>Deliver training</b>	“in class”	on task, still working
<b>Document results</b>	language only	language and performance

# **Agenda**

**Academic vs. performance-based models**

**Theoretical framework for tech-enabled PBL**

**Aligning PBL with customer business goals through enterprise needs assessment.**

**PBL boosts customer ROI, and thus fees, margins, and retention.**





## **GROWTH IDEA #1**

**Align training program to business needs as identified by senior management.**

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## **GROWTH IDEA #2**

**Seek sales opportunities to go beyond HR and go directly to senior management.**



### **GROWTH IDEA #3**

**Drive client's business through PBL,  
boosting perceived ROI and raising training fees.**



## **GROWTH IDEA #4**

**“The more niche you go,  
the higher price you can charge.”**



## **GROWTH IDEA #5**

**Use enterprise needs assessments to think outside the box, develop innovative products.**



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The visionary Count Robert Jean de Vogüé, president of Moët & Chandon, recognized that other winegrowing regions outside France's Champagne region had extraordinary potential for creating high quality sparkling wine. This led him to ask oenologist Renaud Poirier to seek out unexplored terroirs where superior New World sparkling wines could be produced.

Between 1957 and 1959 Poirier conducted several oenological trials, convincing him that Argentina, specifically the Mendoza district of Agrelo, was the ideal place to locate Moët & Chandon's first winery outside of France. Clay-based soil, a semi-desert climate, cool nights and distinctive thermal amplitude combined to create the perfect conditions for obtaining grapes with high concentration, body and flavour.



MOËT HENNESSY • LOUIS VUITTON

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## **GROWTH IDEA #6**






**Set prices by course, not by training hour.**



## **GROWTH IDEA #7**

**Use an open web platform (e.g. Moodle, English360) to implement PBL.**

# Goals for English360 blended learning platform

-  **5-minute school set up with logo, branding**
-  **publisher agnostic, wide range of courses**
-  **remix capability for all courses**
-  **authoring tools, self-publishing**
-  **roughly same price as print coursebook**

4 It's very hot.

5 It's quite heavy and filling.

6 It has a lot of pips.

**Submit Work**

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## Classes and Events

Does this page relate to an event?



[Create a New Class](#)



[Create a Performance Event](#)

# Support Learner Performance

## Performance Event Details

Performance Event Title

Performance Event Description

Learner

## Language Requirements

Choose the Language Requirements that will be needed to support your Learner.

Possible Language Requirements

- Brainstorms
- Business meetings
- Client meetings
- Conversation etiquette
- Email grammar
- Elevator conversations
- Interviews
- Meeting contacts
- Meeting etiquette
- Reading between the lines
- Sales calls
- Tone

▶ Add

◀ Remove

Selected Language Requirements

	Priority
Dialogue	High
Grammer	Medium
Presentations	High

Brainstorms	<input type="button" value="Add"/> <input type="button" value="Remove"/>	Dialogue	High
Business meetings		Grammer	Medium
Client meetings		Presentations	High
Conversation etiquette			
Email grammar			
Elevator conversations			
Interviews			
Meeting contacts			
Meeting etiquette			
Reading between the lines			
Sales calls			
Tone			

**Skills Needed**

Choose the Skills that will be needed to support this Performance Event.

Possible Skills		Selected Skills	Priority
Brainstorms	<input type="button" value="Add"/> <input type="button" value="Remove"/>	Meeting contacts	High
Business meetings		Meeting etiquette	Medium
Client meetings		Reading between the lines	Low
Conversation etiquette		Sales calls	High
Email grammar		Tone	Medium
Elevator conversations			
Interviews			
Meeting contacts			
Meeting etiquette			
Reading between the lines			
Sales calls			
Tone			



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