Growing or Enhancing Your Program Based on
Sound Development Decisions

Getting started
- Who are you?
- What issues have you had in planning program direction?
- What is your role?
- What would you like to get out of this workshop?

Overview of the program planning process
- What's going on around you?
- What is your profile?
- How can you choose from possible opportunities?
- How can you evaluate a particular opportunity?
- How do you get support, funding, or permission?

Challenges to rational decision-making
- Confirmation bias
- The anchoring effect
- The availability heuristic
- The myth of introspection

Tool 1 – What's going on around you?
- PEST analysis of the external environment

Tool 2 - What is your profile?
- SWOT analysis of internal and external factors

Tool 3 – How can you choose from possible opportunities?
- The Ansoff Matrix

Tool 4 – How can you evaluate a particular opportunity?
- Applying internal criteria

Tool 5 - How do you get support, funding, or permission?
- Preparing a proposal

Wrapping up

Tool # 1 PEST or STEP Analysis for Seattle Community Learning Center (SCLC)
Check 1 box - Political ● Economic ● Social ● Technological   then choose + or - for SCLC

	Pol	Eco	Soc	Tec	+ or - ?
1. Internet access brought to all the public housing in the city					
2. Increase in Syrian immigrants to Seattle					
3. New database system coordinates services across the city					
4. Increase in job opportunities in the service sector					
5. State law requires English competence for driving tests					
6. Increase in single parent households					
7. Budget crisis in Seattle city government					
8. Political opposition to entitlement programs					
9. Volunteering in community service agencies becoming popular among the youth					
10. Shortage of teachers in the city puts pressure on wage structure					
11. On-line survival skills materials produced by big publisher					
12. Federal government increasing programming to educate parents of immigrant children					

Political	Economic	Social	Technological
• ecological/environmental • current legislation • future legislation • international legislation • regulatory bodies and processes • government policies • government term and change • trading policies • funding, grants and initiatives • home market pressure-groups • international pressure-groups • wars and conflicts	• domestic economy • economic trends • international economies • general taxation • taxation specific to product/services • seasonal issues • market/trade cycles • specific industry factors • market route trends • distribution trends • customer/end-user drivers • interest/ exchange rates • international trade and monetary issues	• lifestyle trends • demographics • consumer attitudes and opinions • media views • law changes affecting social factors • brand, company, technology image • consumer buying patterns • fashion and role models • major events and influences • buying access and trends • ethnic/religious factors • advertising and publicity • ethical issues	• competing technology development • associated/dependent technologies • replacement technology/solutions • maturity of technology • information and communications • consumer buying mechanisms/technology • technology legislation • innovation potential • technology access, licensing, patents • intellectual property issues

Adapted from *www.businessballs.com/pestanalysisfreetemplate.htm*

Tool # 1 – PEST or STEP Analysis — Activity

For one (or more if time) of the three organizations listed below indicate one example of a political, economic, social and technological factor that *may* affect them.   You may not know for sure, but you can speculate.

1. Private Language School in New York City

P

E

S

T

2. University based Foundation Year Program in Saudi Arabia

P

E

S

T

3. Your program

P

E

S

T

Tool # 2 — SWOT Analysis

	IEP SWOT Analysis Example eg. University IEP or Private Language Institute	Internal		External	
	Item	**S**	**W**	**O**	**T**
1	Lack of faculty consensus on assessment framework				
2	Latin American student market growing dramatically				
3	Faculty have strong credentials				
4	Lack of diversity of student population in program				
5	New learning management system emulates classroom experience on-line				
6	Program has a full-time academic advisor on staff				
7	Immigration crackdown is causing delays in issuing visas				
8	UK/Australia cutting back on student visas				
	Adult ESL SWOT Analysis Example – eg. Seattle Community Learning Center				
1	Budget crisis looming from funding agency				
2	Curricular materials were created for use with a different population				
3	Faculty are loyal to the mission of the program				
4	Immigrants from Syria are moving into the community in large numbers				
5	Local church groups have formed a coalition to offer free ESL services using volunteers				
6	New state law requires English competence for all allied health workers				
7	Program director is planning to review all program components				
8	Space constraints require compromise in scheduling classes				
	EFL Private Language School SWOT Analysis Example eg. Madrid Language Center				
1	Government requiring higher English proficiency to enter colleges				
2	A large service-provider has bought a chain of ESL schools and is expanding services				
3	The area where the school is located has a growing crime problem				
4	The school offers the least expensive English classes in the city				
5	Low wages makes it difficult to hire good teachers and retain them				
6	The school offers a vibrant social scene				
7	More jobs in the community need workers skilled in English				
8	New government fees on private schools are predicted for next year				

Tool # 2 — SWOT Analysis Template – Identify a couple of examples from your organization or one of the sample programs shown.

STRENGTHS	WEAKNESSES	INTERNAL criteria
		How are these strengths or weaknesses?
		Faculty – Skills, availability, etc.
		Students – Diversity, appropriate
		Morale, commitment, leadership
		Financial situation
		Administrative structure
		Policies, procedures, functionality
		Programming
		Curriculum
		Resources ,Facilities
		IT capabilities
		Location, Price, value, quality
		Other criteria
OPPORTUNITIES	THREATS	EXTERNAL criteria
		PEST (or STEEP)
		Political trends
		Economic trends
		Social trends
		Technological trends
		Educational trends
		Global developments
		Community developments
		Market developments
		Competitor intentions
		Partnerships - linkages
		Institutional mandates
		Financial backing

Tool #3: Ansoff Matrix

	EXISTING PRODUCTS	NEW PRODUCTS
EXISTING MARKETS	Market penetration	Product development
NEW MARKETS	Market development	Diversification

Market penetration
Strategy based on selling existing products into existing markets by maintaining or increasing market share of existing products or services. Requires little in the way of new resources and investment but, instead, a thorough knowledge of the market, the competition and the customers' needs.

Market development
Growth strategy that sets out to sell existing products in new markets. This could mean "exporting" to a new market (possibly in a partnership), "repackaging" and renaming existing products for new markets, changing distribution channels (by recruiting new agents for example), or differential pricing to attract new customers or to open up new market segments.

Product development
Growth strategy that aims to introduce new products into existing markets. This may involve developing new capabilities in the organization (e.g., teaching staff may need new skills or knowledge); will require investment and development.

Diversification
Marketing new products in new markets. This could mean, for example, recruiting a more diverse range of students—in terms of nationality, level, or goals. Accommodating such diversity may be problematic and requires planning and preparation. This strategy is the most risky and challenging, and the organization needs to be very clear about what it hopes to gain and to do an honest risk assessment.

Adapted from White, R., Hockley, A. van der Horst Jansen, J. & Laughner M.S. (2008). *From teacher to manager*. Cambridge: Cambridge University Press.

Tool #3: Ansoff Matrix — Activity

Choose type of program: IEP, EFL Language School, Adult Education Center (AEC) or your program

Market penetration	New product development
Examples: • Add smart boards to all classrooms • Provide professional development to teachers • Renovate the curriculum 1. 2. 3.	**Examples**: • Add a foundation year program (IEP) • Add English for medical assistants class (AEC) • Create a business communications class (EFL) 1. 2. 3.
New markets	**Diversification**
Examples: • Nearby institutions without ESL programs (IEP) • Students from Turkey (IEP) • Parents of K-12 ELLs (AEC) • Hotel chain to train workers (EFL) 1. 2. 3.	**Examples**: • Develop a part-time evening program (IEP) • Offer driver's ed classes (AEC) • Offer Spanish for new immigrants (EFL/Spain) 1. 2. 3.

Tool #4: Applying Internal Criteria

Questions for internal review for programs under consideration

1. **Financial**
   Does it seem worth doing from a financial perspective?
   > What is the minimum revenue and margin required?
   > What expense categories are there?

2. **Mission**
   Is the program consistent with your organization's mission?
   > Does it make the best use of your existing expertise?
   > Does it build on your core competencies?

3. **Extended benefit**
   Is this more than a one-shot program?
   > Lasting relationship – Do you want to work with this new organization?
   > Is there potential expansion to other institutions?

4. **Resource capability**
    Are the following resources in place or available?
   > Human – teachers, administrative support, collaborators, specialists
   > Infrastructure – classroom space, housing, technology
   > Organizational – flexibility, legality, calendar fit
   > Curricular – written curriculum, assessment tools, materials

5. **Impact on existing programs**
   Does it adversely or positively affect existing programs in any way?
   > Does it diversify the population? Stabilize enrollment?
   > Does it feed special classes or add or subtract resources?

6. **External perception**
   Does it enhance your organization's reputation?
   > Does it strengthen your position within the host institution or the community?
   > Does it strengthen your relationships with current partners/funders?

7. Does it promote **professional development**?
   > Would your faculty and staff develop new skills or competencies?

8. Does it serve a **greater good**?

9. Are there **other criteria** that you would add to this list?

Tool #4: Applying Internal Criteria — Activity
Internal Proposal Review Form — Criteria for assessing program options

Assess one of the sample programs as a fit for your institution - Make notes in the boxes below
If you are not sure of the answer, write in questions you would need to ask

Financial impact	
Mission	
Extended benefit	
Resource capability	
Impact on existing programs	
External perception	
Professional development	
Serves a greater good	
Other criteria	

Tool # 5 -- Example of Proposal Content Worksheet – External Funding   - Serves as an outline for full written proposal
Seattle Community Learning Center Responding to Request for Proposal from the Gates Foundation

Component	Question	Rationale (Answer)
Purpose	What do we want to do? To what end?	To provide English language training for Syrian refugees. To provide orientation to the process of job-hunting in Seattle. To prepare students for meetings with job placement coordinators. To prepare students for survival in the workplace.
Need	Why do this? (Summarize RFP)	Recent refugee resettlement in Seattle of 600 Syrians with limited English skills and knowledge of employment customs. They are having difficulty finding jobs.
Procedures	How will we do it?	Offer intensive instruction for five hours per days in four-week units. Utilize a curriculum that includes functional language for the workplace. Provide instruction in four skills at the level needed for job hunting and job retention. Oral-interviews, following instructions, telephone work… Written- Filling out forms and applications. Reading – Understanding job notices, work instructions, employment forms Listening – telephone work, following instructions, answering interview questions Test, graduate, or retain students at end of every fours weeks Work with 150 students at a time
Evaluation	How will we know if it worked?	Pre-test post-test. % achieving Student Learning Outcomes. Simulated job interviews. Student confidence levels self-reported. Percentage of successful job placement.
Qualifications	Why choose us?	Previous success working with Somali refugees. Experienced and talented faculty and staff. Close relationships with job placement agencies Located near public transportation in the heart of Seattle.
Finances	How much will it cost? What will we charge?	Pay for 10 teachers and 3 advisors Provide stipend to students of $7/hour so they treat it as work Add $100 per student in overhead costs

Adapted from Hall & Howlett. (2003). *Getting funded: The complete guide to writing grant proposals.* Portland, OR: Portland State University Continuing Education Press.

Tool # 5 Preparing a proposal – Fill in the grid for one of the sample programs as if your program were applying.

Component	Question	Rationale (Answer)
Purpose	What do we want to do? To what end?	
Need	Why do this? Restate from RFP	
Procedures	How will we do it?	
Evaluation	How will we know if it worked?	
Qualifications	Why allow us to do this?	
Finances	How much will it cost? What will you charge?	

Adapted from Hall & Howlett. (2003). *Getting funded: The complete guide to writing grant proposals.* Portland, OR: Portland State University Continuing Education Press.

Sample Programs for Ansoff Matrix #3 Activities:

- Private Language School in Shanghai (EFL)
  - Specializes in TOEFL prep classes

- US based IEP –
  - Provides EAP and study skills to incoming students

- Adult Education Center in Seattle
  - Provides English classes and job skills training to immigrant population

Sample Program Opportunities for Tools #4 and #5:

1. A German study abroad agency sends groups of college students abroad for three-week study tours with groups planned for June, July and August.

2. A local electronics company has a mostly Portuguese -speaking workforce. They need English training on-site to improve job performance and safety.

3. The Korean government wants to send 40 high school English teachers to your country for a summer TEFL Certificate and language enhancement program.

4. The US government funds 8-week language/culture program for Fulbright scholars prior to their university program.

5. An educational advising office in Shanghai wants to partner with a U.S. institution to offer a 6-month bridge program for high school graduates hoping to study in U.S. universities.

6. Tokyo University wants to send students to a university for a semester-long study abroad program that will include language training, cultural orientation and sheltered business content.

Bibliography and Resources

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