SELLING YOUR PROGRAM: 
HOW TO COMMUNICATE YOUR VALUE TO STAKEHOLDERS

ESP Interest Section Panel

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ROBERT CONNOR, PH.D.

ESL Director and Administrative Faculty
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What is relevance to a stakeholder?

Consider our language training, such as (Sperber and Wilson 2002)
How does short-term thinking change the program?

Consider the effects of poverty on the mind.
Some principles

1. Don’t undervalue yourself.
2. Non-language teachers can be clueless about language.
3. Keep involved in many areas of the university/workplace.
TARANA PATEL-CHATTERJEE, MATESOL

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www.learnEd.guru
www.leapOn.games
Customer Profile

- **Setting**: corporate, small and mid-sized companies in manufacturing, tech & pharmaceuticals
- **English**: Intermediate to high-intermediate level of English (A2/B1 CEFR)*
- **Communicative confidence**: moderate to low due to lack of touch with English daily*
- **L1**: Hindi or Gujarati
- **English usage**: 25-40% of time at the workplace for social and business situations
- **Target industries**: Manufacturing, technology, pharmaceuticals (key industries in Gujarat) for business and conversational English
- **Geographical Location**: Gujarat in western India
- **Age group**: 25-45 years

(*Self- & classroom assessed)
ESP training may be the last thing on your potential client’s mind!
Create value for them to communicate YOUR value!

Build a unique value proposition -

• Customer empathy
• Customer profiling
• Value proposition canvas

Look up!

www.strategyzer.com

https://www.slideshare.net/jakenielson/innovators-canvas-template
Business Innovation Through Customer Profiling & Empathy

The Customer Empathy Map

Customer Name

What does she
THINK & BELIEVE?
what matters most
what worries her
what inspires her

What does she
HEAR?
what friends say
what acquaintances say
what Influencers say

What does she
SEE?
environment
existing solutions
awareness

What does she
SAY & DO?
current solutions used
current behavior
current attitude

PAINS

JOB

GAINS
User: Aakash

32 years old | Gujarati | skilled mechanical engineer at a multinational co.
made | 1 young child | gujarati-medium schooling | aspires to be a senior design engineer | wants English-medium education for his children | uses a smartphone

Communication skills in English are limited to machine terminology & simple information on familiar and routine matters

Use of English at work
When: Client site visits | Management meetings | international travel
How: small talk | service reports | project presentations | emails | giving opinions & ideas at global meetings | customer service conversations

Pain Points - sweats when he has to use English in a social conversation | finds it difficult to track the conversation if he is not familiar with the English accent he’s hearing | public speaking in English feels like torture | has no time to enroll in an evening class
Characteristics of a Strong Value Proposition

- **Differentiate** your offer from your competitors’ offers.
- **Match** a competitor on every dimension of value except one.
- **Excel** in at least one element of value.
  - In this way you become the best choice for your optimum customer.

- There is a difference between the value proposition for your company and your product - address both.
Crafting a value proposition requires substantial reflection on what is unique about your company and your products and services.
Evaluating Your Current Value Proposition

- What product or service is your company selling?
- What is the end-benefit of using it?
- Who is your target customer for this product or service?
- What makes your offering unique and different?
Challenge

If you had just 10 words to describe why people should buy from your company instead of another’s, what would you communicate?
The learnEd Story

Scenario
English in India has moved from being the language of the elite to becoming a lingua franca for domestic and overseas transactions. In the corporate workplace, the ability to communicate effectively in English is no longer limited to top tier executives. Companies value effective English communication as a key to success and as a skill that affects their corporate image. Thus, there is a growing need for English communication at the workplace and jobs that require the ability to use English effectively are rising.

Problem
English training courses available to working people cover language mechanics such as structure, pronunciation, grammar, and vocabulary. And yet, communication in English continues to be a challenge for people at all levels in the corporate suite according to results of a needs survey conducted with 300+ participants who have gone through learnEd's training programs. Career-oriented individuals need tools & strategies that help them access the language they already know to and apply it in various settings. Strategic learning and critical thinking are the foundation of the learnEd curriculum.

Solution
learnEd's teaching methods have been designed after many years of research and experience while working with learners in India. Curriculum tasks strategically guide learners to develop the skill of conveying clear, precise, and profound ideas in a simple and easily understandable way. The ultimate goal is to take the focus away from thinking about language, the limitations it poses, or judging one's language ability, and instead participate in a democratic and collaborative exchange of ideas to reach a goal.
Communicating Value

- Informative website
  - deliver a clear message

- Brief case studies
  - keep your vocabulary consistent

- Stakeholder meetings
  - make them effective, timely

- Proposals
  - make them clear, concise, personalized

- Updates
  - provide ongoing classroom, participant, field

- Reports
  - include progress, recommendations, new trends

- ROI & KPI's
  - ask the about their indicators and match them with your observed outcomes
learnEd’s Value Proposition Canvas
ESTHER PEREZ APPLE, M.A.

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PARTICIPANTS

• Small Business Owners
• HR/Training Departments
• Trainees
WHY LANGUAGE TRAINING

- Advancement
- Ability to demonstrate expertise
- Increased sales
- Ability to communicate internally and externally
COMMUNICATION PROFILE

• Situational analysis of internal and external communication environment

• Value and return on investment (ROI)
DEMONSTRATE SUCCESS AND VALUE

- Case Studies
- Present situation analysis (PSA) and Target situation analysis (TSA)
- Get personal impressions from stakeholders
- Use their language
BE BOTTOM LINE DIRECTED

ROI: direct and indirect financial gains vs cost of training
GOOD FOR BUSINESS

- Greater profit and productivity
- Customer service
- Work safety
- Engagement
- Greater retention, therefore less need for training
GODD FOR WORKERS

• Advancement
• Better relationship with management and colleagues
• Can contribute to business or organization
• Employees feel valued
• Higher staff morale
EVALUATION

✓ Ongoing relationship with trainer
✓ Conduct periodic followups
✓ Get feedback from organization and trainees
✓ Provide an opportunity to continue training
✓ Leave resource and reference material
MANAGE EXPECTATIONS

Balance the language needs of the trainees and expectations of stakeholders
Commitment of the trainee and organization
LINDSEY KURTZ
PH.D. CANDIDATE
Pennsylvania State Uni.
We do not know yet what the specific implications for us will be, but we do know that a significant part of ESP’s fragility is that almost every time there is a change in the senior administration, there will be an increase in ignorance about what it is that we do and why it is important. Educating administrators is an ongoing and exacting task.

(Swales, Barks, Osterman, & Simpson, 2001, p. 455)
The ESP Context

• Applied linguistics GA assigned to work in law school as “Language Specialist”

• Nature of work

  Individual writing tutoring  Pre-LL.M. program

• Often responsible for communicating directly with high-level administration in the law school
The tensions
Resolving tensions: Demonstrating worth

Education of my stakeholders grounded in my knowledge of them &
unique positioning as a graduate assistant

- **Terminology** from TESOL, applied linguistics, second language acquisition
  - Accompanied by clear explanations of terminology

- **Research-informed** arguments
  - E.g., admissions meetings and TOEFL research, best practices in providing feedback to multilingual writers

- **Context-specific research** on ESP practices, efficacy of practices
  - Report on correlation of legal writing grades and GPA, correlation of TOEFL/IELTS scores and GPA

- **Immersion in legal education**, research, & terminology
  - Ability to understand & discuss intelligently legal education’s position
LEENA CHAKRABARTI, PH. D.

Associate Director For Student Services
English Language Program
Kansas State University
ESP in an Intensive English Program

How does ESP fit into the Intensive English Program?

- IEP has 5 levels - skill based levels
- That is a constant
- We are a part of the Kansas State University
- Our budget is part of the budget of OIP which is a part of the university budget
- Two ways in which ESP has a place – Internal to the university, external programs
The Fit for English for Specific Purposes in an IEP

Courses internal to the University

- Business Communication
- Special courses for graduate students, DAS classes
- Collaboration with Modern Languages and the TEFL Program -- Masters students from Afghanistan
- Aviation English -- Pilot training and Salina
- Polytechnic
The Fit for English for Specific Purposes

External to the University—external short programs

• Go teachers from Ecuador
• Indonesian Teacher Training Program
• Short Teacher Training Programs – Chile
• Tech Writing Program from S. Korea
• Brazilian Science Mobility Program
Communicating Value

• It’s not just enough to recruit, but to retain
  • Specific curriculum
  • Trained instructors
  • State of the art language lab (ITC) and Testing and Tutoring Center
  • Structured Advising Support
• Constant Communication, within and without
• Part of main campus, using its facilities
Communicating Value

- Partnership with colleges at K-State
- Pre-admission to exiting out -- support
- Community support involvement with fire department, police, parks and rec, zoo
- Conversation partners with senior citizens
Meeting the Needs

• It is an attitude more than a program or what we do.
• We are positive and proactive
• Be very creative in the use of resources. It is better to involve faculty is doing something to make things better than to just be negative about the current situation.
• Administrators, faculty and staff willing to help out wherever needed.
Meeting the Needs

• Be open to possibilities-- expect only a few to come to fruition
• Connections we have –
  • alumni like Bill and Molly, Akinori
  • Connections across campus
• Sponsored students and Wendy
• We are part of the university branding campaign
General Conclusion

Questions?

Thank you for attending!