



PROJECT BRIEF

Palos Verdes Music Academy

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1. ABOUT THE COMPANY

Palos Verdes Music Academy (PVMA) is a music lessons studio headquartered in the South Bay area of Los Angeles, CA. Over the past 25 years, it has grown from a single-site local business to a multi-site regional operation serving Los Angeles, Orange, and Ventura Counties, earning national recognition for the quality of its programs and its sustained growth.

Based on that visibility, PVMA leadership made the decision to expand nationally through a franchising model. The current five-year plan targets a minimum of 10 new site openings per year.

2. THE ENGAGEMENT

PVMA's core priority for the expansion is consistency: ensuring that new franchise locations follow the same established processes that have driven the organization's success over 25 years. Because the business had been regionally concentrated, training for all new hires had been delivered in person at the PVMA home office. Leadership recognized that this approach would not scale to a national footprint.

Training had also been led directly by the Program and Operations Directors, which presented a similar constraint. Leadership opted to hire an in-house Learning and Development team and engaged THLD to assist in building that team following the completion of this project.

Before hiring L&D staff, PVMA wanted to finalize the authoring and production tools under consideration: Articulate Storyline, Articulate Rise, Adobe Captivate, Animaker, and Vyond. THLD was tasked with building a single sample lesson in each platform using content provided by leadership, and with drafting materials for an ILT/vILT format using that same content.

THLD then presented the finished samples to leadership, outlined the advantages and limitations of each solution, and made recommendations for best fit.

3. AUDIENCES

All learners are accomplished musicians.

Many instructors had already operated their own private studios. For most, however, this was their first experience in a structured lessons business with formal expectations around andragogy and pedagogy and defined performance standards.

Franchise owners are also musicians. Their business experience varies; many come from independent performance backgrounds with limited exposure to operations or management.

One consistent factor across both groups: music teachers can resist new initiatives. A “this is what I’ve always done” mindset is not uncommon, and learners in this context may not immediately recognize when their teaching approach is not producing results for students.

4. SOLUTIONS DEVELOPED

Using content provided by PVMA leadership, THLD created the following sample learning solutions for evaluation by ownership:

- **"PVMA Programs and Tiers":**

An orientation for new owners covering the programs offered by PVMA and the studio tier structure. Presented as a standard ILT/vILT tool built in Canva and PowerPoint.

- **"FRISK Coaching Framework":**

A module for new owners and lead teachers introducing the FRISK coaching framework. Created in Articulate Rise.

- **"Practice That Keeps Students (owner-facing version)":**

A scenario-based module for new franchise owners introducing the Practice Coaching Structure (Assess, Structure, Revise) and its connection to student progress and retention. Created in Articulate Storyline. A proposed instructor-facing version using a branching scenario was also scoped.

- **"StudioSync: Scheduling and Lesson Policies":**

A scenario-based microlearning video walking new instructors through StudioSync, PVMA's scheduling system, covering daily schedules, availability editing, and cancellation policy. Designed as the first lesson in a multi-part series. Created with Animaker.

- **"Staffing for Growth":**

The introductory lesson in a four-part series for new owners, covering PVMA's recruiting, screening, interviewing, hiring, and onboarding processes. Created with Adobe Captivate, with embedded video produced in Synthesia.

- **"Pedagogy to Andragogy":**

An animated explainer for incoming instructors highlighting three core shifts (motivation, experience, and application) and framing the transition from pedagogy to andragogy as a continuum rather than a hard switch. Created with Vyond.

All sample lessons were deployed to PVMA's LMS (TalentLMS). The ILT/vILT materials were presented live to a sample audience.

5. RECOMMENDATIONS

Following the presentation of all sample solutions, THLD recommended that PVMA adopt Articulate Rise, Articulate Storyline, Animaker, and Canva as its core authoring and production suite. THLD also proposed adding Camtasia for video editing and Synthesia for AI-avatar video production.

PVMA leadership agreed to adopt Storyline, Rise, and Animaker. The remaining recommendations were declined; leadership preferred to expand their existing Adobe Creative Suite license rather than add separate tools.