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### Common tasks of managers and leaders in English language programs

- evaluate overall program effectiveness
- determine program goals and objectives
- develop and revise the curriculum
- hire teachers or staff
- conduct staff meetings
- supervise and evaluate teachers and or staff
- oversee the assessment program
- obtain and use appropriate technology
- develop budgets and monitor expenses
- maintain records
- market the program and recruit students
- deal with personnel issues
- manage time wisely

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### Which of these do you do? What do you spend most of your time on?

- evaluate overall program effectiveness
- determine program goals and objectives
- develop and revise the curriculum
- hire teachers or staff
- conduct staff meetings
- supervise and evaluate teachers and or staff
- oversee the assessment program
- obtain and use appropriate technology
- develop budgets and monitor expenses
- maintain records
- market the program and recruit students
- deal with personnel issues
- manage time wisely

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### The supervisor's task-oriented approach toward the teacher

- The supervisors gave immediate, nonpunitive feedback about the teaching.
- The supervisors took a collaborative approach to problem-solving.
- The supervisors made teachers feel they were the experts on teaching.
- The supervisors were genuine in their relationship with teachers.
- The supervisors made the teachers feel that they were intelligent.

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### The supervisor's interpersonal set toward the teacher

- The supervisors made the teachers feel that they were always available to them.
- The supervisors made the teachers feel that they were being listened to.
- The supervisors were open about what they knew or didn't know.
- The supervisors made teachers feel they were interested in them as people.
- The supervisors made the teacher's interests their interests.

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### What does effective supervision involve?

- The supervisor's own competence as an educator

-- Blumberg & Jonas 1980 quoted in Bailey 2006

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### Do I . . . Am I . . .

- give immediate, nonpunitive feedback about the teaching.
- take a collaborative approach to problem-solving.
- make teachers feel they are the experts on teaching.
- make the teachers feel that they are intelligent.
- make the teachers feel that I am always available to them.
- make the teachers feel that they are being listened to.
- make teachers feel I am interested in them as people.
- make the teacher's interests my interests.
- genuine in my relationship with teachers.
- open about what I know or don't know.
- competent as an educator

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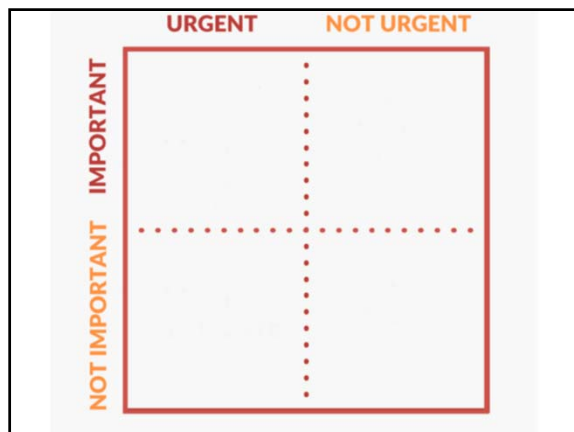
### List of tasks to accomplish

- Return phone call to X
- Prepare for staff meeting
- Talk to Y about performance review

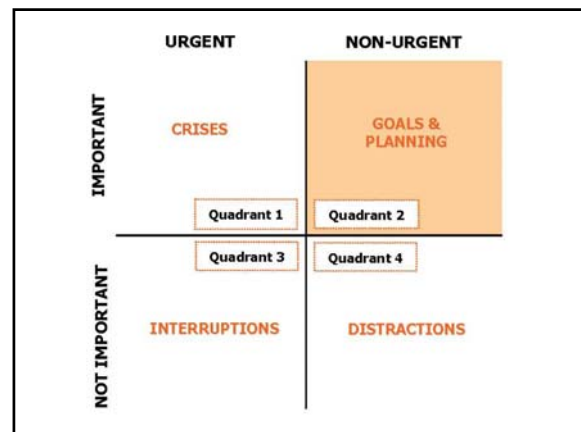
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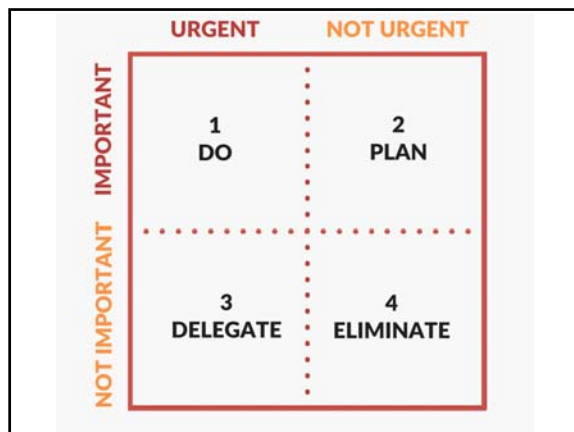
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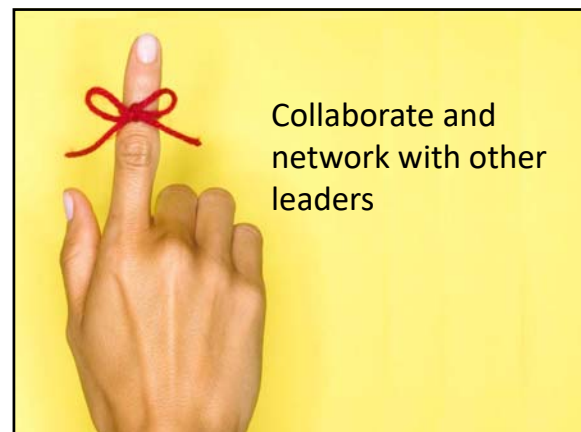
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**Collaborate and network with other leaders**

- Organize a leader's network
- Recruit other leaders
- Plan a time to meet (monthly, quarterly)
- Rotate from school to school
- Focus on professional development and sharing

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**Work with professional associations**

- TESOL International Association
- IATEFL
- CamTESOL
- JALT
- KOTESOL
- ThaiTESOL

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## Consider accreditation, quality assurance, and professional development

- NEAS Quality Assurance Framework
- CEA Standards for English Language Programs
- Look for professional development opportunities and workshops from publishers both face-to-face and online.
- [OUP survey for primary level](#)



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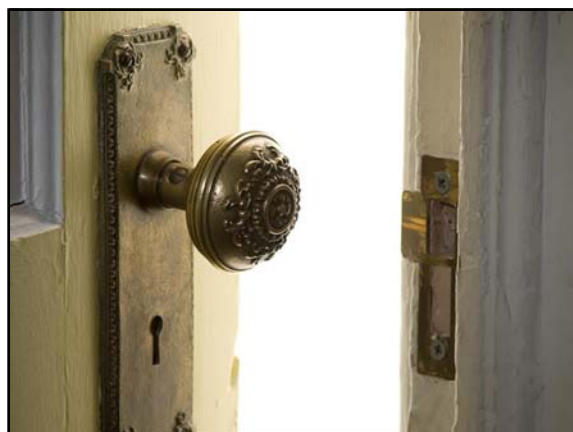
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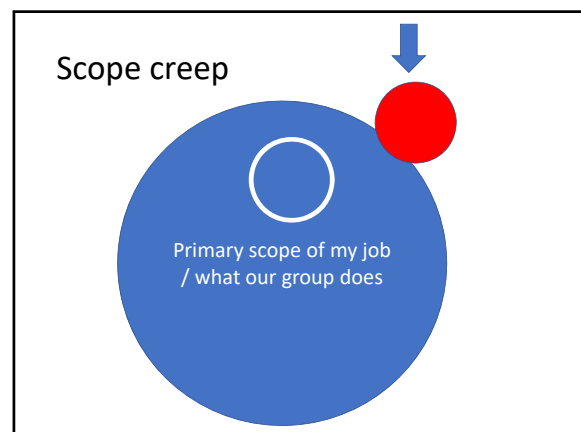
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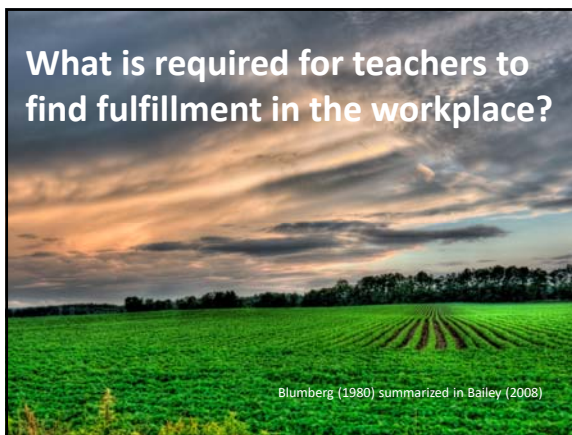
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## The most important words

The four most important words in any organization are . . .

“What do you think?” —Tom Peters

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## What is required for teachers to find fulfillment in the workplace?

- She feels a **communicative openness**, when it is alright for her to share her concerns about herself with her supervisor, to disagree, to feed back to her supervisor any reactions she may have about their relationship, and so forth.

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## What is required for teachers to find fulfillment in the workplace?

- She feels a **sense of her own professional competence** by way of helpful feedback from her supervisor and colleagues. This feedback, though it may be critical, is given in a supportive manner, inducing growth and confidence.

35

## What is required for teachers to find fulfillment in the workplace?

- She feels that her relationships with her supervisor and co-workers give her **a sense of colleague ship**, a collaborating share in the enterprise.

36

What is required for teachers to find fulfillment in the workplace?

- She senses that her supervisor and her colleagues **value her worth as a person**; when she is not merely a cog, no matter how skillful or important, in a larger machine.

37

What is required for teachers to find fulfillment in the workplace?

- She senses that the organization, primarily through the behavior of her supervisor, is concerned with her **personal and professional growth**, with providing the climate and opportunities for the individual to mature, to reach whatever potential her skills and predispositions permit.

38

What is required for teachers to find fulfillment in the workplace?

- She feels a sense of **personal independence and freedom**, when she can make decisions affecting her work on her own or with the help of her supervisor or colleagues. The decision to seek help is not seen as a confession of inadequacy.

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What is required for teachers to find fulfillment in the workplace?

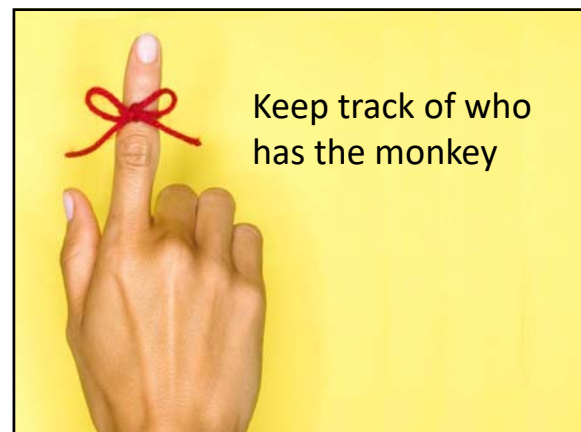
- She feels a sense of **support for risk-taking** and a con-comitant sense that the failure of a new venture is not taken as a sign of immaturity and incompetence.

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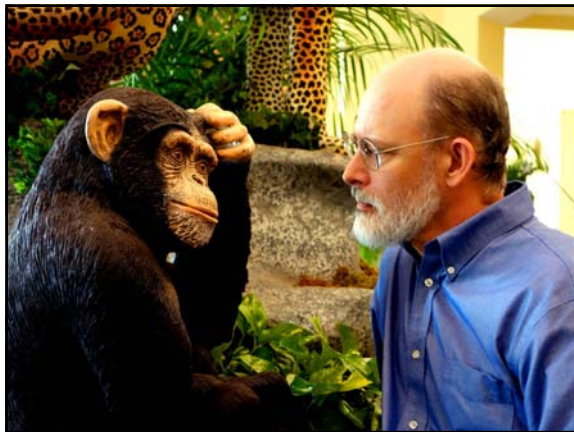
How can you provide these to teachers at your school?

- |  |                          |
|--|--------------------------|
| 1. Communicative _____                               | openness                 |
| 2. Sense of own professional _____                   | competence               |
| 3. A sense of _____-ship                             | colleague-ship           |
| 4. Valued for her worth as a _____                   | Person                   |
| 5. Opportunities for personal and professional _____ | growth                   |
| 6. Support for _____                                 | risk-taking              |
| 7. Feeling of _____ and _____                        | independence and freedom |

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### Reasons for not delegating jobs and responsibilities to others

- I could do it better myself.
- I don't know if I can trust her to do it
- He isn't qualified to do it
- She doesn't want any added responsibilities
- I don't have the time to show anyone how to do it
- I don't want to give up this task because I like doing it.
- I'm the only person who knows how to do this.
- She messed up last time, so I'm not giving her anything else to do.

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### Harvard Business Review article

#### **Time Management: "Who's Got the Monkey?"**

By William Oncken, Jr. and Donald L. Wass

originally published November–December 1974;  
reprinted November–December 1999

#### ***The One-Minute Manager Meets the Monkey***

Ken Blanchard

46



47



48



## Encouragement

- "... One of Russ Campbell's greatest talents: finding untapped abilities in his students and colleagues, and bringing them out into the open through encouragement and guidance."
- "Over the years I have come to believe that providing encouragement is one of the most important skills of leadership. It may well be the most important."
- "... I was struck, again and again, at how small a thing encouragement is, and how little effort is needed to offer it."

-- Bailey 2008

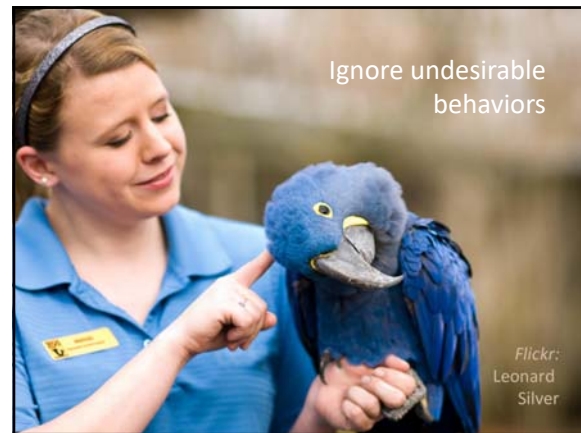
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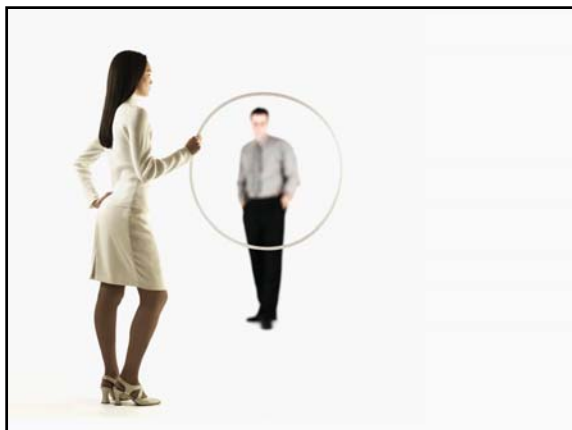
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### Interviews – traditional, unstructured

- List of random questions

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### Interviews - situational

- What would you do if . . .
- if you had to join the program whose faculty had agreed to use an instructional approach that was new to you what would you do?
- If you are asked to develop a language course that was based on an unfamiliar methodology, what steps would you take?

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### Interviews - experiential

- Describe a time when . . .
- Describe a typical lesson in which you have tied second language learning theory to practice in your language classroom. What did you do?
- Describe an experience that you have had in developing a new curriculum.
- Describe a specific collaborative professional enrichment activity that resulted in positive outcomes for you, your colleagues, and your students.

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## Lack of focus

- The meeting wanders from topic to topic without really getting anything done.
- Frame the meeting in terms of outcomes.
- Assign a sheep herder.
- Make a clear agenda and stick to it.
- Have a *process observer* and check in from time to time.

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## The chatterbox

- What to do with that one person who dominates the discussion and just doesn't seem to know when to shut up.
- Frame the meeting in terms of outcomes.
- Assign a sheep herder.
- Ask for limited responses
- Invoke the introvert's bill of rights
- Have a process observer and check in from time to time.
- Conduct a turn-taking observation study

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## Going off topic

- What to do with interesting or potential ideas that aren't central to the discussion at had.
- Create a "parking lot" and assign someone to maintain it.
- Be sure to plan in the agenda time to revisit the parking lot at the end of the meeting.
- Follow up and be sure to schedule time to address the issues in the future.

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## What did we decide ?

- At the end of the meeting or at another meeting in the future, you aren't sure if you decided anything.
- You talk and talk about an issues, but need to move on because of time constraints.
- Have one person responsible for checking in at the end of each topic: "So, what did we decide? Are we all in agreement? Record what you decided and circulate it.

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## Who gets to decide ?

- People voice support for an idea, but later find that their advice was not taken.
- A group makes a decision that is changed by someone with more authority.
- Be clear on who gets to decide:
  - Supervisor/director decides
  - Director decides with input from the group
  - The group lists options
  - The group decides

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## Making sure things get done

- Decisions are made, but then nothing happens
- After each decision create "Action items"
  - What was decided?
  - What needs to be done?
  - Who will do it?
  - By what date?
- Minutes-taker records
- Individual records
- Follow up at next meeting

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## Making difficult decisions

- We talk and talk but have a hard time actually deciding things.
- Simplify by breaking the decision into pieces.
- Let people vote by prioritizing with sticky dots.
- Evaluate based on potential impact vs. amount of required resources.

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## Structural problems

- We meet once a week and try to do everything in that one meeting.
- Don't schedule meetings unless you need to.
- Use different meetings for different purposes.
  - Daily check in (5 min)
  - Weekly update (1 hr)
  - Planning (quarterly 1-2 days)

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## Multiple roles

- One person is trying to do everything:
  - direct the program
  - run the meeting
  - take the minutes
  - be sure everything gets done
- Have separate and distinct roles, some of which rotate:
  - Facilitator
  - Minutes recorder
  - Flip chart scribe
  - Process observer

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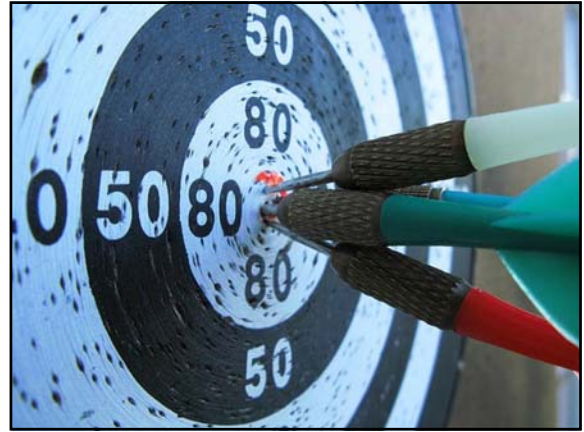


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### Change vs. innovation

- Is there a difference between change and innovation?

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### Change vs. innovation

"... Change is predictable and inevitable, resulting in an alteration in the status quo but not necessarily in improvements. Language programs experience change when, for example, faculty retire (or relocate), students enrollments decline (or decrease), educational costs escalate, a favorite textbook goes out of print, and governmental legislation or institutional policies mandate new practices. Many of these changes occur without any planning or control on the part of the language program." Stoller in Christison and Murray 2009.

78

## Change vs. innovation

"Innovations, on the other hand, typically result from deliberate efforts to bring about improvements. Innovations are, therefore, key to improving language program learning, teaching, and management; in fact, innovations are essential to thriving and progressive language programs." Stoller 2009

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## Stoller's Zone of Innovation

- **compatibility**: whether the innovation is sufficiently compatible with current practice
- **complexity**: whether the innovation is neither completely simple nor too complex
- **explicitness**: whether adopters are clear about exactly what the innovation involves
- **flexibility**: whether the innovation is sufficiently flexible for some variation in implementation to be possible
- **originality**: whether the innovation is not so novel that adopters do not understand it
- **visibility**: whether the innovation will increase the visibility of the organization positively

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## Change vs. innovation

"Accompanying innovations of all types are new ways of thinking, adjustments in attitudes and behaviors, a willingness to abandon the relative comfort of the status quo, and the adoption of new practices....Innovations often times provoke discomfort (revealing itself as anxiety, insecurity, defensiveness, and sometimes disruptive turf battles) among those who are content with current practices. So while innovations bring about improvements, they almost always result in resistance as well." Stoller 2009

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## Resistance

Faced with the need to change, teachers sometimes embrace the change and carry it out. However as teachers we are often reluctant or even resistant to change and resistant to change can be magnified by resistance to supervision. (Bailey, 2006)

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## Resistance

"When I started teacher training I viewed trainee resistance as a purely negative force, something I had to break down and brush away. I now regard it much as a transplant doctor views the patient's immune system: something that must be worked on but at the same time something vital to the learner's integrity and shape as a person." Rinvolucris quoted in Bailey, 2008

84

## Resistance

“Teachers who are concerned about high-quality performance tend to have a deep intellectual and emotional state in what they do – a deeply ingrained belief system about the process of teaching. It is not so much that veteran teachers, for example, do not want to alter the way they do things. Rather, any changes need to fit their established belief system about good teaching.” Blumberg and Jonas, quoted in Bailey, 2008.

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## Strategic Planning

- Who are we?
- What are our strengths and weaknesses?
- Where are we now?
- Where do we want to be?
- How are we going to get there?

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## SWOT Analysis

- Strengths
- Weaknesses
- Opportunities
- Threats

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### Private Language School SWOT Analysis Example

1. Government requiring higher English proficiency ...
2. A large service provider has bought chain of schools . .
3. The area ..has a growing crime problem
4. The school offers the least expensive English ...
5. Low wages makes it difficult to hire good teachers ...
6. The school offers a vibrant social scene
7. More jobs ...need workers skilled in English
8. New government fees on private schools are predicted...

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### EFL Private Language School SWOT Analysis Example Answers

1. Government requiring higher English proficiency ... (O)
2. A large service provider has bought chain of schools . . (T)
3. The area ..has a growing crime problem (W)
4. The school offers the least expensive English ... (S)
5. Low wages makes it difficult to hire good teachers ... (T)
6. The school offers a vibrant social scene (S)
7. More jobs ...need workers skilled in English (O)
8. New government fees on private schools are predicted... (T)

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### Strategic Planning

- Who are we?
- What are our strengths and weaknesses?
- Where are we now?
- Where do we want to be?
- How are we going to get there?

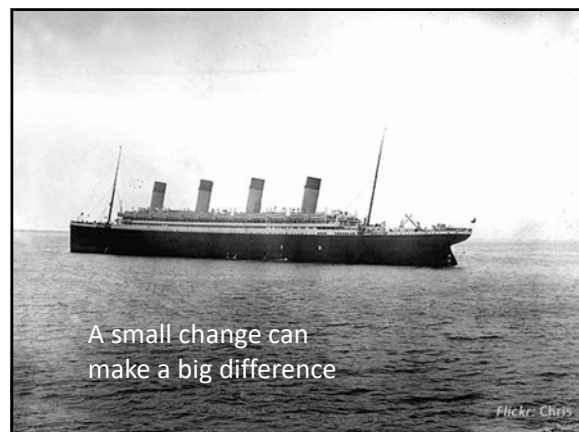
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### Small things matter

The small things matter. Being balanced doesn't mean dramatic upheaval in your life. With the smallest investment in the right places, you can radically transform the quality of your life.

-- Nigel March

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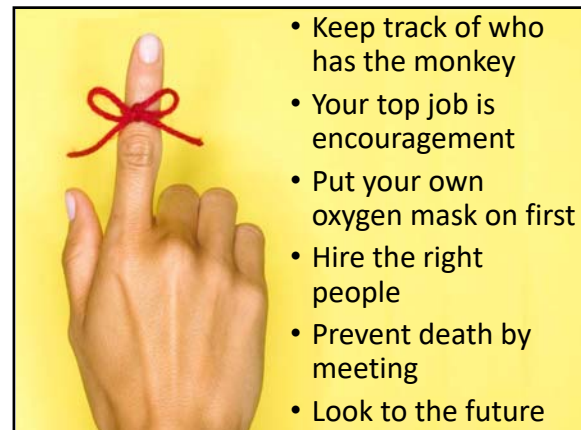


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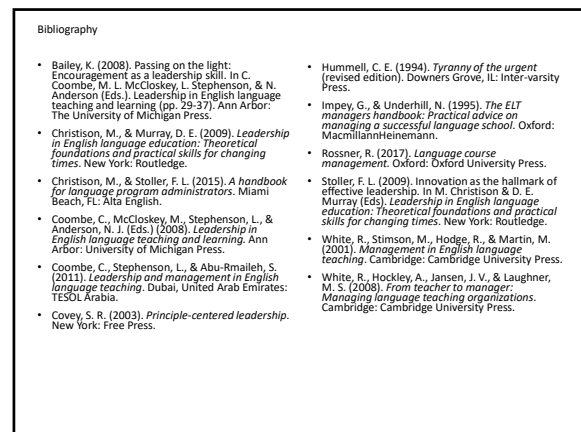
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