
INTRODUCTION

ELT professionals often find themselves thrust into leadership positions before they feel ready to cope with these new expanded roles. More often than not they have had little or no formal leadership training. We believe that leadership is a learnable skill. In the ELT professional literature, however, there is a dearth of material on the theory and practical application of leadership development skills.

Our decision to put this book together stemmed from the lack of material written for language educators on leadership development. We have each been in leadership positions in the field of TESOL, in our institutions, and with professional associations like TESOL, IATEFL, and local TESOL affiliates. Like many of our colleagues, we have learned much from experience and reflective practice in the field and have in many instances learned through our mistakes. This book addresses current leadership issues drawing on best practices, current leadership research, and the wider literature.

We sincerely hope that this volume—edited by two former TESOL Presidents, three former TESOL Convention Chairs, and an educational leadership specialist—will facilitate the reader’s journey to leadership excellence. Contributors, all well-known leaders in the ELT profession, were selected based on their areas of expertise in the field.

This volume is intended for three groups of ELT professionals: (1) language profession leaders (i.e., elected leaders of professional organizations; university or institute leaders; or school administrators who want to learn, develop, and/or hone leadership skills and tools they will need for their professions); (2) language professionals at various levels of the profession who want to prepare themselves to take on leadership roles (i.e., initiating research, grants, and other projects; being productive team members/team leaders; leading learners effectively); and (3) language teachers who are interested in personal development and self-improvement.

Part One: Theoretical Underpinnings

Because leadership is learnable, skills have been identified and theories have been explored that establish what we can do to develop and improve as leaders. Part One of this book provides the theoretical underpinnings of leadership development.

Part 1: Theoretical Underpinnings

Leadership is a learnable skill. ELT professionals often find themselves in a leadership position with little or no formal leadership training. Because leadership is learnable, skills have been identified and theories have been explored that establish what we can do to develop and improve as leaders. Section One of this book provides the theoretical underpinnings of leadership development.

Stephenson outlines a comparison and contrast of major theories as well as a suggestion that distributed leadership is a perspective that will lead to the development of strong ELT teachers and leaders.

Anderson encourages leaders to view leadership through four different scopes: the telescope, the microscope, the gyroscope, and the kaleidoscope. Each provides a different view of leadership and different tools can be used to improve leadership within an ELT context.

Part 2: Interpersonal and Communication Strategies

To encourage is to “inspire with courage, spirit or confidence, to stimulate by assistance, approval...to promote, advance or foster.” Encouragement isn’t always considered an essential leadership skill, but **Bailey**, with persuasive arguments and examples, argues for a central role for encouragement in teaching and leading. Bailey concludes her chapter by offering recommendations for practicing both personal encouragement and institutional encouragement.

This chapter describes **Kamhi-Stein and de Oliveira’s** successful mentor-mentee relationship. They discuss the factors that contributed to their developing relationship: their values and beliefs, experiences as former international students with very limited support systems in the United States, background as South American women, status as NNES professionals, and willingness and openness to learn from each other.

The role of presentation skills in the development of leaders cannot be underestimated. **Coombe, England, and Schmidt** address the myth that educators have an advantage when it comes to public speaking because they are “in front of an audience” regularly. The authors offer background and rationale for developing one’s public speaking abilities and strategies for honing these skills. The authors offer encouragement and recommendations for professionals to be lifelong students of public speaking skills, who are ever growing and improving.

Effective meetings are an essential element of leadership no matter what philosophy or approach is taken. Yet many professionals are not satisfied with meeting experiences and do not find them a valuable use of their time. **McCloskey’s** article provides principles and recommendations for deciding when meetings are needed, preparing for meetings, carrying out leadership roles during meetings, and meeting follow-up.

Part 3: Personal Organization Skills and Strategies

Murphy and Brogan offer effective time management as a means to make leaders more relaxed and happy, accomplish more, and feel better organized. Time

management is a balancing/learning act that must be developed and fine-tuned throughout professional careers. The authors offer a model for time management that includes “Nine –ates” – nine strategies for time management.

In their chapter, **Taylor, Sobel, and Al-Hamly** illuminate a path for excelling at the tenure process. This chapter provides principles and recommendations from the literature and their own successful tenure journeys on how highly qualified faculty members successfully maneuver the rigorous process of tenure and successfully balance and excel at the conflicting demands of teaching, research, and professional service.

Algren, Dwyer, Eggington, and Witt are four enthusiastic former convention chairs who inform readers that conferences are worth organizing, that they are unpredictable, and that delegating responsibilities is a highly effective way in managing the task. After discussing why educators attend conferences and the value of the networking that occurs there, the authors address the many considerations in preparing for a conference: choosing venues, planning concurrent sessions, selecting and inviting speakers, working with exhibitors, and publicizing the conference.

Part 4: Program Organizational Skills and Strategies

Curtis's article presents seven practical principles to keep in mind when creating a professional development program. These principles are designed to overlap and complement each other and are primarily derived from the author's years as the executive director of an EAP/IEP school of English at a Canadian university.

Strategic planning is the process that determines where an entity (program, unit, department, association, etc.) wants to be at a set point in the future. Successful programs, schools, departments, companies share two qualities, argue **Christison and Murray**. First, they have an organized strategic plan and work consistently to implement it. Second, they have identified leaders who understand the processes of strategic planning and have the skills and process to carry out the plan. The authors define strategic planning, describe the role of strategic planning in business and English language programs, and describe a flexible process of strategic planning.

The ELT profession is all about communication, and the field of technology plays a big role in how we communicate as professionals. In their chapter, **Siskin and Reynolds** stress that leaders have varying degrees of technological expertise. Regardless of their own situation or approach and their level of expertise, the authors point out that a leader sets the tone for technology use among faculty. Siskin and Reynolds provide helpful information on what technological skills and abilities they feel ELT educators need to have and where and how to acquire these skills.

Brady believes that giving to organizations that represent one's profession is an important part of professional engagement as fundraising is vital to our personal development as teachers and researchers. In his chapter, the author defines fundraising and why ELT professionals need to engage in this important

activity. His article provides several useful techniques on how to get involved in fundraising activities for your institution.

In their chapter, **Currie and Gilroy** discuss the fact that traditionally many TESOL leaders have arrived at their positions with little formal management training, particularly in the area of recruitment. They feel that the lack of professionally trained recruiters is a key issue facing the TESOL profession. Their chapter helps guide leaders as they build their skills and knowledge to become more effective recruiters of quality language teachers, and future teacher leaders.

Panferov tackles another area where she feels that English language program leaders lack knowledge—that of program promotion. In this chapter, the author introduces some current methods of promotion and suggests steps for establishing a promotional plan for a typical intensive university English as a Second Language program. She feels that as program leaders, it is beneficial to have a fundamental understanding of the promotional process.

This chapter presents **Quirke and Allison's** model of DREAM management which was conceived by the authors with the realization that there ought to be some way of defining best ELT leadership practices employed at their institution. By focusing on the issues and feedback received from their college community, they implemented a recognized approach to teacher development and involvement at all levels of the college community.

Part 5: ELT Leadership Issues in U.S. Public Schools

Demographic and work trends in the United States have brought new immigrants into rural communities that have never dealt with them before, and offer new demands for leadership. Often ESOL teachers play key roles in assuring that students receive an equitable and effective education. **Carnuccio, Huffman, O'Loughlin, and Rosenthal**, three educators and a lawyer, provide information and guidelines to see that the ESOL leaders in these situations are well-prepared.

Arnow and Webbert's article describes the successes of the Gwinnett County Public Schools system. Based on the premise that instructional leadership is key in educational reform, superintendents use their positions in the organization to improve instruction through staff selection, principal supervision, instructional goal-setting and monitoring, financial planning, and consultative management practices.