• help faculty make informed decisions about choosing to accept administrative duties
  o position descriptions (if you’re not given one, write one and ask for it to be reviewed)
  o description of necessary skills/knowledge/training (people skills, etc.)
  o expectations for evaluations, length of service in the position, outcomes, relationship to other duties, time commitment, release time (if any) or other compensation
  o external resources: books, articles, workshops, conferences, etc.
  o opportunities to talk to people in the same/similar positions

• provide in-house training
  o orientation (dealing with institutional culture shock, see Porter et al. below)
  o handbook (policies, forms, checklists, articles)
  o institutional/university resources (policies, trainings, groups)
  o observing/mentoring
  o facilitate opportunities for support/help from peers
  o program library

• provide access to other resources/training; help faculty evaluate relevance of options
  o local, regional, national (supervisor training, managing conflict, leadership workshops, etc.)

Possible skills needed / Training topics / Challenges (Depending on context and role)

• Self-Management Skills
  o keeping up with email
  o managing data
  o record keeping
  o managing your schedule
  o staying organized
  o flexibility (especially in conditions of rapid change and uncertainty)
  o balancing teaching and other responsibilities
  o accepting what is beyond your control
  o exercising perseverance in working toward long-term goals
  o tracking and sharing progress/accomplishments over extended periods (unlike in teaching, things don’t re-set every semester; often delayed results/feedback)

• Interpersonal Skills
  o being a good communicator
  o working with and respecting office staff (salaried vs. hourly; following appropriate channels)
  o responding to conflict; not taking things personally
  o leading effective meetings
  o working through office and institutional politics
  o managing competing demands/establishing priorities
  o establishing and maintaining boundaries (professionalism; friends or colleagues?; coping with some level of isolation; dealing with “mission creep”)
  o being “squeezed” between administration and peers (feedback, criticism, and demands from both groups; authority/credibility with faculty peers; changed relationship with students)
TESOL-related Resources:


ELT Leadership Management Certificate Program (Online) from TESOL: http://www.tesol.org/events-landing-page/2016/04/25/default-calendar/elt-leadership-management-certificate-program-%28online%29


TESOL Interest Sections: http://www.tesol.org/connect/interest-sections

**General Leadership/Administration Resources:**
Academic Leader Newsletter: http://www.magnapubs.com/newsletter/academic-leader-2906-1.html

Coursera: https://www.coursera.org/courses/?query=leadership

Magna Publications Academic Administration Training Programs: http://www.magnapubs.com/administrators/academic-administration/


NAFSA Management Development Program: http://www.nafsa.org/Attend_Events/Annual_Conference/Educational_Offerings/MDP/Management_Development_Program/

Reporte Semanal de Innovación Educativa para Líderes, Tecnológico de Monterrey: http://observatorio.itesm.mx/suscribir/


Stress Management Resources: http://www.winona.edu/stress/Default.HTML
