

**TESOL 2016 – Solutions for TESOL Programs Lack of Administrative Preparation**  
**NNEST-PAIS Intersection Panel Presentation**  
**Equipping Faculty for Mid-Level Administrative Positions**

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- **help faculty make informed decisions about choosing to accept administrative duties**
  - position descriptions (if you're not given one, write one and ask for it to be reviewed)
  - description of necessary skills/knowledge/training (people skills, etc.)
  - expectations for evaluations, length of service in the position, outcomes, relationship to other duties, time commitment, release time (if any) or other compensation
  - external resources: books, articles, workshops, conferences, etc.
  - opportunities to talk to people in the same/similar positions
- **provide in-house training**
  - orientation (dealing with institutional culture shock, see Porter et al. below)
  - handbook (policies, forms, checklists, articles)
  - institutional/university resources (policies, trainings, groups)
  - observing/mentoring
  - facilitate opportunities for support/help from peers
  - program library
- **provide access to other resources/training; help faculty evaluate relevance of options**
  - local, regional, national (supervisor training, managing conflict, leadership workshops, etc.)

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

- **Self-Management Skills**
  - keeping up with email
  - managing data
  - record keeping
  - managing your schedule
  - staying organized
  - flexibility (especially in conditions of rapid change and uncertainty)
  - balancing teaching and other responsibilities
  - accepting what is beyond your control
  - exercising perseverance in working toward long-term goals
  - tracking and sharing progress/accomplishments over extended periods (unlike in teaching, things don't re-set every semester; often delayed results/feedback)
- **Interpersonal Skills**
  - being a good communicator
  - working with and respecting office staff (salaried vs. hourly; following appropriate channels)
  - responding to conflict; not taking things personally
  - leading effective meetings
  - working through office and institutional politics
  - managing competing demands/establishing priorities
  - establishing and maintaining boundaries (professionalism; friends or colleagues?; coping with some level of isolation; dealing with "mission creep")
  - being "squeezed" between administration and peers (feedback, criticism, and demands from both groups; authority/credibility with faculty peers; changed relationship with students)

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### **TESOL-related Resources:**

Boyd, G.L., & O'Neill, M. E. (2006). *From the classroom to the boardroom: A guide to the successful transition from teaching to administration for ESL and beyond*. Ann Arbor: University of Michigan Press.

Coffey, M., Earles-Law, B., Grace, S., Soppelsa, E.F. (1995, May 29). Setting up an in-house cross-cultural counseling office in an intensive English program. Workshop presented at NAFSA National Conference. New Orleans, LA.

Coombe, C., McCloskey, M. L., Stephenson, L., & Anderson, N. J. (Eds.). (2008). *Leadership in English language teaching and learning*. Ann Arbor: University of Michigan Press.

Curtis, A. (2013, September 24). A gap in our field: Leadership in language education. Retrieved from <http://exclusive.multibriefs.com/content/a-gap-in-our-field-leadership-in-language-education>

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>

Porter, A. M., Bus, D., Ravitch, L., & Johnson, B. R. (2013, March). Beyond Institutional Culture Shock. *IEPIS Newsletter*. Retrieved from <http://newsmanager.commpartners.com/tesoliepis/issues/2013-03-04/3.html>

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/>

Gunsalus, C. (2006). *The college administrator's survival guide*. Cambridge, Mass.: Harvard University Press.

Hackman, J. (2002). *Leading teams: Setting the stage for great performances*. Boston, Mass.: Harvard Business School Press.

LaFasto, F., & Larson, C. (2001). *When teams work best: 6,000 team members and leaders tell what it takes to succeed*. Thousand Oaks, Calif.: Sage Publications.

NAFSA Management Development Program:

[http://www.nafsa.org/Attend\\_Events/Annual\\_Conference/Educational\\_Offerings/MDP/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/>

Shelton, M., & Bauer, L. (1994). *Secrets of highly effective meetings (Roadmaps to success)*. Thousand Oaks, Calif.: Corwin Press.

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

Tropman, J. (2003). *Making meetings work: Achieving high quality group decisions* (2nd ed.). Thousand Oaks, Calif.: Sage Publications.

Wheelan, S. (2005). *Creating effective team: A guide for members and leaders* (2nd ed.). Thousand Oaks, Calif.: Sage Publications.