

# ET9C4-10 Management in Leadership in TESOL

**22/23**

**Department**

Applied Linguistics

**Level**

Taught Postgraduate Level

**Module leader**

Neil Murray

**Credit value**

10

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

This module is intended for students who are involved in, or expect to become involved in, the management of ELT departments and institutions.

### Module aims

It aims to provide students with an overview of key aspects of management and common issues facing managers working in the field of English language teaching in a constantly-changing and increasingly regulated environment. It will look at management theory and some of the principles underlying good management practice and sound leadership, and consider the realities of applying theory to practice. By the end of the course students should have the knowledge, awareness and strategies needed to make and implement effectively decisions as managers and leaders of institutions/programmes – both public and private sector – for the benefit of the programmes themselves, students and staff. The course will place greatest emphasis on practice and performance, and students will be encouraged to reflect on their experience whether as managers themselves or as members of a managed team. Key themes will include (but not be limited to) communication skills, team-building, performance management and staff development, managing conflict, programme development and evaluation, financial management, and recruitment.

## Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Week 1: Management and Leadership: Definitions

Week 2: The structures and cultures of organisations

Week 3: Leadership and styles of management

Week 4: Staffing

Week 5: Marketing

Week 6: Performance management and professional development

Week 7: Regulation of English language provision

Week 8: Curriculum development and innovation

## Learning outcomes

By the end of the module, students should be able to:

- An understanding of key current issues facing managers working in ELT contexts
- An understanding of the regulatory context of ELT
- Knowledge of key theories/models of educational management and leadership
- An understanding and appreciation of the particular expectations and challenges facing ELT managers, and a suite of strategies for responding to them effectively
- An understanding of sound recruitment practices and of systems, procedures and legal requirements that may apply
- Knowledge of the basic principles of marketing
- An understanding of budgets and financial planning
- The ability to manage programme development
- An appreciation of how to deploy staff effectively and manage their performance and professional development
- A deeper understanding of human relations and of the importance of 'emotional intelligence' as a critical skill in effective management/leadership
- The ability to maintain an optimal balance between control/autonomy and delegation/consultation

## Indicative reading list

Bryman, A. (2007). Effective leadership in higher education: a literature review. *Studies in Higher Education*, 32(6), 693-710.

Bush, T., Bell, L., and Middlewood, D. (Eds) (2009). *The principles of Educational leadership and management*, 2nd edn. Sage.

Christison, M., and Murray, D.E. (2009). *Leadership in English language education: Theoretical foundations and practical skills for changing times*. Routledge.

Currie, R. (2008). Taking the lead: Recruiting for success. In Coombe, C, McCloskey, M.L., Stepenson, L. and Anderson, N. (eds.), *Leadership in English Language Teaching and Learning*, pp. 167-177. University of Michigan Press.

Curtis, A. (2008). The seven principles of professional development. In Coombe, C., McCloskey,

- M.L., Stephenson, L., and Anderson, N. (eds) (see above)
- Forrester, G. (2011). Performance management in education: milestone or millstone? *Management in Education*, 25(1), 5-9.
- Goleman, D. (2004). What makes a leader? *Harvard Business Review*.
- Harris, A. (2009). Creative leadership: developing future leaders. *Management in education*, 23(1), 9-11.
- Markee, N. (1997). *Managing Curricular Innovation*. Cambridge University Press.
- McCloskey, M.L. (2008). Behind door #3: Effective meetings for the ELT profession. In Coombe, C., McCloskey, M.L., Stephenson, L. and Anderson, M.J. (Eds.), *Leadership in English language teaching and learning*. University of Michigan Press.
- Mullins, L.L. (1985). *Management and organisational behaviour*. London: Pitman.
- White, R. V. (1987). Managing innovation. *ELT Journal*, 41(3), 211-218.
- White, R., Martin, M., Stimson, M. and Hodge, R. (1991). *Management in English language teaching*. Cambridge University Press.

### **Research element**

To be added by Neil Murray

### **International**

To be added by Neil Murray

### **Subject specific skills**

- Demonstrate an appreciation of the qualities of a good leader/manager
- Make effective staffing decisions
- Evaluate strengths and weaknesses of ELT departments/institutions
- Implement and oversee an effective performance management and professional development programme
- Develop and evaluate English language curricula
- Understand and be able to respond appropriately to regulatory requirements
- Develop a well-informed, well-structured business plan
- Demonstrate sensitivity to business and staff needs
- Employ suitable staff according to good practice

### **Transferable skills**

- Demonstrate the ability to reflect on their own experience and relevant professional practice and use this to inform their response to seminar discussions and group tasks
- Identify links with other areas of the course
- Read and apply their understanding of key texts to discussions and module tasks
- Articulate clearly their ideas and opinions and those of others
- Critically evaluate key concepts and models
- Demonstrate increased critical awareness
- Demonstrate increased emotional intelligence
- Weigh up multiple personal and professional factors in making management decisions

- Reflect on/appraise a range of management and employee behaviours and practices
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## Study

### Study time

Type	Required
Lectures	8 sessions of 1 hour (8%)
Seminars	8 sessions of 1 hour (8%)
Private study	84 hours (84%)
Total	100 hours

### Private study description

Self-study (including set readings, reflective tasks, seminar task preparation, and assignment preparation) totalling approximately 80 hours.

### Costs

No further costs have been identified for this module.

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## Assessment

You do not need to pass all assessment components to pass the module.

### Assessment group A1

	Weighting	Study time
2000 word written assignment	100%	

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## Availability

### Courses

This module is Optional for:

- Year 1 of TIMA-L981 Postgraduate Social Science Research
- TETS-X9PR Postgraduate Taught TESOL
  - Year 1 of X9PR TESOL

- Year 1 of X9PR TESOL
- TETS-X9PS Postgraduate Taught TESOL (Part-time - 2 years)
  - Year 1 of X9PS TESOL (Part-time - 2 years)
  - Year 2 of X9PS TESOL (Part-time - 2 years)