

# FINDING AN IDENTITY: NEW ZEALAND TERTIARY TESOL MANAGERS TALK ABOUT THEIR WORK

John Walker

Department of Management Systems

Massey University

## Introduction

The Teaching of English to Speakers of Other Languages (TESOL) is now a world-wide phenomenon which in some countries enjoys the status of a major industry sector. In Britain, for example, various estimates put the value of TESOL foreign exchange earnings at between £St 800 million and 1 billion (about \$NZ 2.4 - 3 billion). In Australia in 1996, overseas students studying at ELICOS centres spent a total of \$Aus 662 million (\$NZ 827 million) on school fees and non-educational goods and services (ELICOS Association, 1997). Even in New Zealand, a veritable minnow by comparison, in 1997, TESOL earned the country some \$125 million (NZEIL, 1998), which, in terms of foreign exchange earnings, places the NZ TESOL industry roughly between the NZ wine industry (about \$NZ100 million) and lamb exports to the USA (about \$NZ138 million). It is curious then, that an industry which appears to be doing so much to earn precious export dollars is one which, in terms of management practice, we actually know little about.

Over the past forty years or so, a considerable amount of TESOL research has been carried out and an impressive body of literature accrued, the vast majority of it covering ESOL teaching methodology (Finocchiaro, 1989, Harmer, 1991, Nunan, 1991, Richard-Amato, 1996), or linguistic issues such as language acquisition (Krashen, 1981, 1982, 1985). Numerous studies and reports have also been produced on the overseas student experience, particularly in the tertiary context, in terms of, for instance, study stress (Burns, 1991), their expectations (George, 1994) or cross-cultural difficulties (Samuelowicz, 1987).

By comparison, the amount of interest in TESOL from a management perspective, although on the rise, is still relatively insubstantial. Over the years occasional journal articles have appeared that have examined various aspects of TESOL management (Cole & Heap, 1996, Crichton, 1994, Matthies, 1984, Pennington, 1991, Pennington, 1992a, Pennington, 1992b, Pennington, 1994, Pennington, 1995, Pennington & Ho, 1995, Pennington & Riley, 1991a, 1991b, Pennington & Xiao, 1990, Stoller and Christison, 1994, Waites and Wilde, 1992, Walker, 1997, 1998, 1999). Pennington, (1992a), for

example, explored the issue of *job enrichment* in TESOL with reference to Herzberg, Mausner and Snyderman's (1959) work on motivation and Hackman's (1987) Job Characteristics Model. Waites and Wild (1992) applied Blake and Mouton's (1985) Management Grid and other leadership models to TESOL management. Walker (1997, 1998, 1999) described service characteristics of TESOL, developed a blueprint of the TESOL service provision and discussed quality issues. Furthermore, national TESOL/ELT organisations have spawned TESOL/ELT Management special interest groups and "how-to" textbooks on the management of language schools (Impey and Underhill 1994, White, Martin, Stimson and Hodge 1991) have appeared. Some universities now offer tertiary qualifications which include TESOL / ELT management components and there is evidence that theses and dissertations on the area of TESOL management are being written.

While this growing interest in TESOL management is encouraging, the corpus of published literature remains small and it is characterised by a lack of studies based on serious empirical research. In this respect, TESOL management is something of a poor relation compared to other areas of educational management. Over the past forty years or so, for example, literally thousands of empirical studies have been published reporting on environments and managerial practices in a variety of educational contexts from elementary schools (Halpin & Croft, 1962, 1963), secondary schools (Campbell, 1977, Finlayson, Banks & Loughran, 1971, ) to tertiary institutions (Warren & Rees, 1975) in the US, Britain, Australia and New Zealand. By contrast, the TESOL educational management context appears to have been virtually ignored by researchers.

Among the few exceptions are Reasor (1981), who can probably be credited with the first empirical research in the area of what we now refer to as TESOL management and who studied the administrative styles of ESL programme directors at US tertiary institutions; Matthies (1984) who surveyed US intensive English programme directors on essential job skills; Pennington & Riley (1991a and 1991b), who surveyed US ESL teachers on job satisfaction; Pennington's (1994) survey of ESL administrators on their work; Pennington & Xiao's (1990) examination of the job of ESL programme directors in tertiary institutions and Pennington & Ho's (1995) study of burnout among ESL educators in the US, Canada and Asia. However, these studies have examined TESOL management issues almost exclusively in the USA and, as is evident, the research has largely been driven by one person.

It is interesting to speculate why so little empirical research has been carried out in the area of TESOL management. Could it be that since TESOL is a fairly "young" profession, teaching and learning issues have been seen to be greater priorities and have simply taken precedence? Do TESOL professionals regard management or management skills as, perhaps, unimportant or not particularly relevant to their core activity, that is,

classroom teaching? A catalogue of New Zealand ESOL teacher core competencies (White, 1997) appears to bear this out. Out of 54 competencies listed, the nearest item to a management-oriented competency is "able to carry out administrative responsibilities" which was ranked fiftieth. Or is it simply that there is so little time that any kind of research is a luxury, let alone research into TESOL management? Could the lack of research be related to identity issues surrounding TESOL managers? As suggested in the study described here, TESOL manager work is characterised by ambiguity, diversity and possible conflict between commercial and educational aspects of the job. Have potential researchers perhaps been unable to identify TESOL managers as *managers*?

Whatever the answer, the reality is that most TESOL institutions operate within a competitive environment. Success is therefore likely to depend to some extent on the ability of managers to run an operation that follows principles of sound business practice within the constraints of a unique educational context. This seems, if for no other reason, a good argument for making a greater effort to understand TESOL management and to develop best practice, with a view to enhancing the effectiveness and profitability of TESOL organisations.

### The study

Interviews were conducted with TESOL managers in both private sector and tertiary institutions (universities, polytechnics and colleges of education) throughout New Zealand late in 1998 with the aim of gaining insights into the issues surrounding TESOL manager work. After completion of the fieldwork, the ten tertiary managers who are the subject of this article were identified as a homogeneous group. Of the ten interviewees, seven were female and three were male, which approximately reflects Haddock's (1998) finding of a male-female gender split of 13%-87% among New Zealand ESOL teachers. Since the study focused on qualitative issues rather than quantitative data, no further demographic information was sought at this stage. The term *TESOL manager* was used as a generic designation for the sake of convenience: the respondents actually used a variety of titles including *principal*, *HOD*, *head of school*, *director of studies* and *senior tutor*.

In view of the absence of precedent and the lack of any data on New Zealand tertiary TESOL manager work, the research had a phenomenological character and took a grounded theory (Glaser & Strauss, 1967) approach. This sees a valid task of the researcher as being to develop theory based on data, rather than to collect data to prove or disprove a previously held hypothesis. The advantages of such an approach are flexibility and the ability to provide the researcher with both explanations and new insights (Easterby-Smith, Thorpe & Lowe, 1991). The interviews, therefore, while semi-structured

around questions pertaining to organisational structure, manager work and quality issues, had a strong exploratory character.

The data obtained from respondents was subjected to content analysis and five broad categories were identified. These were:

- Position and status of the TESOL unit within the organisational structure
- TESOL manager qualifications/expertise
- TESOL manager roles
- Customer/ student issues
- Staff issues

### **Role and status of the TESOL unit**

Within traditional management theory, structure and strategy are closely linked. The design of the structure of an organisation should reflect the strategy that the organisation intends to follow (Chandler, 1962). In theory, then, knowledge of the structure within which a TESOL unit operates should provide some insight into the TESOL unit's place in the organisation's intended strategy. Often a key indicator here is the nature of the reporting relationship between the TESOL manager and her immediate superior.

Respondents described a range of relationships. While some reported directly to the CEO of a college or a faculty head, others were subsumed within specific departments, for example a tourism department, a communications department or a department of language and linguistics. In one case the TESOL unit was stand-alone and the manager reported to a dedicated management board. This variance in structural approach may reflect different strategies for the TESOL unit - for example the academic versus the vocational - adopted by different types of tertiary institution. In some cases, however, respondents felt that there was confusion on the part of other departments about the actual role of the TESOL unit. One respondent believed that TESOL was not regarded as "a valid discipline" and another commented that there was a lack of awareness of the nature of TESOL and a perception of the unit as merely carrying out "remedial" work. There was also the question of whether the TESOL unit was a teaching or support unit, or both. While several TESOL units were formally given a service or support role for "content" courses in other departments, other TESOL units were not, but nevertheless found themselves informally pushed into this role over time.

There were other apparent misunderstandings. One institution could not appreciate the different needs of students from overseas cultures, for example student reliance on individual staff members for encouragement and support. Another did not understand why



language should be taught in classes smaller than "standard" tertiary tutorial size and this led - in an environment of shrinking resources - to pressure to increase class sizes against the better judgement of a TESOL manager. It was sometimes hard to get superiors to approve initiatives to capture new language business. As one respondent commented, "It is frustrating to have to be accountable to people who don't understand the way we work." In a few cases there was resistance to the enrolment of overseas students as it was felt that they would not be able to meet the required academic standards. A respondent reported that her students were regarded as "defective", despite the fact that qualified doctors and engineers were among the immigrants in her classes. However, the resistance tended to dissipate as academic departments became aware of the overseas students' application to their studies and subsequent academic success.

Departments which saw themselves as having a purely "intellectual" ethos and saw the TESOL unit as having been set up largely on a commercial premise "did not want to be tainted with commercialism" (in the words of a respondent), despite the fact that they might indirectly benefit. As one manager commented:

The problem is that we are trying to operate a business within an educational institution and that means a mixing of two different philosophies. We do make a profit but we are actually not allowed to reinvest it into the business and it goes back to [name of tertiary institution].

The general pattern of response on this issue, therefore, seemed to indicate some disparity - and, perhaps confusion - surrounding the role and nature of TESOL as well as questions about its status within the tertiary framework. Such views are not new and have been reported in the literature. Pennington's (1994) survey of tertiary ESL programme directors in the US came up with similar findings. ESL programmes were, for example, perceived by other departments in the tertiary institutions studied as being of "low prestige or marginal" (p. 57) and of low priority in terms of funding.

### **TESOL manager qualifications/expertise**

While the opportunities to obtain a business studies qualification are nowadays fairly abundant, the fact remains that large numbers of managers have no formal management qualifications. A survey, for example, of managers of the top 200 New Zealand companies found that only about a third had a business studies qualification, of which only a third were at tertiary level (Sagoo & Enderwick, 1995). It is still a widespread view that management is no more than common sense and that gifted persons can become skilled managers simply through their personal abilities and experience on the job (Inkson & Kolb, 1998).

The situation of the respondents in this study provided an interesting variant of this view. All were highly qualified, particularly in terms of TESOL, and there seemed to be a general consensus that good TESOL qualifications and experience were essential to run a TESOL operation. However, there appeared to be doubt in some respondents' minds over the extent of their management skills and knowledge of management practice. The marketing role was particularly demanding: conflict was discerned between commercial and educational roles. Several respondents perceived a need for management training and/or a business qualification, while at least one was studying extramurally for a tertiary management qualification.

Such sentiments have, again, already been reported in the literature. Matthies's (1984) survey of US directors of intensive English programmes found that while a large majority of respondents was more than adequately qualified in the area of education, only a tiny majority had majored in management or administration. Although respondents overwhelmingly regarded management skills as the most important for the effective execution of their duties, they admitted that management was the skill area they felt least confident in. Matthies concluded that management training should be an integral part of training courses for TESOL professionals. Pennington's (1994) survey of ESL tertiary administrators in the US institutions came up with identical findings and conclusions.

### **TESOL manager roles**

In an attempt to understand manager work, researchers who have studied it have over the years developed a number of different approaches towards conceptualising it. Stewart (1982), for example, perceived manager work as based on a triad of *demands, constraints and choices*. Kotter (1982) classified manager work into *agenda setting, implementation and networking*. Mintzberg (1973) proposed a classification into ten *roles* within three broad interpersonal, informational and decisional areas of work. Mintzberg's study, in particular, emphasised the multifaceted nature of manager work. This notion also appears to hold true for a TESOL manager's job. From the information provided by the TESOL managers in this study, it was apparent that their job involved a wide range of responsibilities which could be classified into seven broad roles. These are (in no particular order):

- marketer
- teacher
- teacher trainer/ developer/ coach
- controller (eg finance, quality)
- administrator/ organiser

- pastoral care role
- liaison person

As *marketers*, some TESOL managers reported a requirement to make overseas trips, attend educational fairs, meet with agents and generally market their institutions. Given the importance of word-of-mouth recommendations, particularly among Asian students in their choice of study destinations and locations (see for example, Soutar, McNeill and Lim, 1994), making useful contacts on overseas trips was regarded as vital. A number of managers commented that, while they perceived marketing as one of their most important managerial responsibilities, not only was there not enough time to carry it out adequately, they did not feel they had the requisite marketing skills or - worse still - the time to acquire them.

While the *teacher* role does not actually involve overall management responsibility, one issue related to the question of whether the TESOL manager should teach or not. Some managers felt strongly that they had to keep in touch by having regular teaching duties. As one respondent put it, "I really would dislike becoming a non-practising manager." As *teacher trainer*, managers were largely involved in professional development activities. As *controller*, the TESOL manager might be involved in monitoring of quality, staff performance or finances. Several managers said they perceived responsibility for quality as being one of their key tasks.

Part of the *administrator* role included resource allocation, i.e. the allotment of budgets, acquisition and allocation of teaching materials and equipment, the organising of courses and timetabling and the assigning of teachers and administrative staff to specific tasks and jobs. The extent of this role, however, depended on the amount of authority the TESOL manager enjoyed, which, as previously noted, could depend on structure and the reporting relationship. Several managers, for instance, reported that they enjoyed only limited authority to make decisions in this area. As one respondent recounted:

The dean of my faculty makes decisions without consulting me, particularly in the area of management of resources. I can see where efficiencies can be made but I have little or no power to make suggestions.

A number of interviewees stressed the importance of the *liaison* role which involved them in networking with a variety of professional contacts. These included other institutions - for example to exchange information or arrange "teacher loan" - and other TESOL managers in formal or informal contact groups within national associations, as an opportunity to discuss matters of professional interest. This aspect of the manager's roles was particularly significant as feelings of professional isolation appeared to be common to a number of managers.

Apart from the *teacher* role, the one role that does not seem to fit clearly into classical managerial frameworks is that which has been referred to as *pastoral care*. While TESOL institutions generally have a homestay coordinator who might be regarded as the person particularly responsible for the welfare of students, several managers regarded this as an important aspect of their work too, one commenting that it was "a huge part" of her job. While no specific instances of concern were provided to the interviewer, an impression gained was that the task of ensuring the welfare and safety of young overseas students in their care was one that TESOL managers took very seriously - sometimes to the point of personal anxiety on the part of the individual manager. In one case, the pastoral care role even extended to visiting the parents of students while on overseas marketing trips, to personally update parents on student welfare and progress.

Although TESOL managers might be expected to be involved in planning tasks such as long-term strategy, course design or innovative projects, the role of *planner* or *strategist* was not one that figured prominently in respondents' reports. One respondent put this omission down to the demands of everyday administration and her comment is one that is commonly heard from managers in other industry sectors:

The operational side of my job has certainly dominated. I would really like more time to reflect, to develop strategies and to do research and other academic work.

This overview of TESOL manager roles reveals the uniqueness and multifaceted nature of TESOL manager work. It should however be borne in mind that, up to a point, while constrained by factors such as structure, managers often have some choice in the roles they play (Stewart, 1982) and TESOL managers are no exception. More detailed research, including observational studies, would clearly help to give a more accurate picture of the nature and extent of TESOL manager responsibilities.

### **Customer/student issues**

As indicated above, concern about the welfare of students was a continuing issue for some managers and student progress; comfort and just general happiness were also items that demanded attention. The need to monitor customer satisfaction with the quality of the service provided is a common theme in the services management literature (eg Gronroos, 1990, Parasuraman, Zeithaml and Berry, 1988) and TESOL services are no different (Walker 1999). While some TESOL managers monitored student satisfaction on a very regular basis, for instance by means of a weekly questionnaire, others preferred to survey only on the student's departure. While the latter method may appear to be effective in terms of picking up problems, as some managers commented, it is



ineffective in terms of fixing a problem for the student who has identified the issue, as the student has already gone. Since quality - particularly in service industries - is often conceptualised as what the customer perceives it to be (Fitzsimmons & Fitzsimmons, 1994), creating the perception in the student's mind that the problem has been fixed while the student is still present in the institution would be useful, bearing in mind what has been said about the importance of word-of-mouth recommendation.

Informal methods were also suggested as ways to keep up to date with student satisfaction. Some managers said they relied particularly on the perceptions, comments and advice of their teachers regarding student emotional demeanour, attitude and academic progress to judge whether a problem existed. Others held regular sessions with staff to update student progress and discuss concerns about individual students. In one institution students were encouraged to write letters to management outlining their experiences with the service received. A common learning tool used by teachers is a student journal. It was pointed out that students who were often too inhibited to discuss a personal problem with a member of staff were sometimes not averse to describing it in their journal. Hints or indications of difficulties expressed in journals could be taken as an early warning sign that something was wrong and appropriate action could be taken to assist the student. Student journals therefore acted as both learning tools and devices for the ongoing informal monitoring of the student perceptions of the quality of the language learning experience. While some people might see an ethical problem involved in monitoring student personal writing in this way, others may feel that it is justified if the student's own welfare is at stake.

Other concerns voiced by TESOL managers in relation to students were, for example, the satisfactory management of student placement at the correct language level, the monitoring of proficiency gain, problems involved in attempting to avoid a racial imbalance in individual classes and dealing with the problems of students from a variety of cultural backgrounds. The impression gained from a number of managers' comments was that many of the student concerns they had to deal with actually had as much to do with issues surrounding the student's lifestyle as with language learning issues. One manager, for example, described what had become a familiar scenario, namely disputes between parents and their (overseas student) children over the latter's study and career choices. As the manager put it "Parents [of overseas students] may have a life plan that sharply conflicts with that of the student." In such a situation, the manager might be drawn into the dispute in a counselling role or even as a mediator between student and parents.

### Staff issues

In talking about their interactions with their staff, TESOL managers covered a number of management areas which traditionally lie within the area of human resource management, namely:

- Employee recruitment and selection
- Employee assessment
- Employee training and development

"Getting the right person" was regarded as an ongoing task for some of the TESOL managers interviewed. While applicants for teaching posts were expected to hold traditional TESOL qualifications such as a Dip or Cert TESOL, the point was made that personal qualities such as rapport with students, collegiality, people orientation and cultural awareness were just as important as selection criteria. One manager gave the example of a teacher who had been appointed largely on the basis of excellent qualifications. "However, we had to let him go in the end. He just did not like the students...." It is interesting that the point of view expressed by these managers is well-known among research findings reported in the services management literature (eg Glynn & Barnes, 1995, Gronroos, 1990, Hogan, Hogan & Busch, 1984). While technical expertise may be important for people choosing to work in the service sector, personal traits centering on empathy, the ability to build rapport and general people skills are regarded as equally important for success.

Staff performance appraisal as a managerial responsibility was raised by a number of managers but it was not seen as a particularly problematical area. While some managers negotiated a formal set of KPIs (Key Performance Indicators) with their staff, others chose not to. Methods of assessment included manager-teacher interviews, manager and peer observation of teaching as well as self-appraisal and student evaluation. One institution formed a special monitoring team consisting of three or four senior staff plus a junior staff member, which observed every teacher in class three times a year. In another institution, the manager devolved teacher assessment entirely to the teaching staff who used a system of peer assessment linked into the assessment framework developed by the tertiary institution. Such practices seemed to indicate a fairly high degree of informality and workplace democracy within TESOL units.

The issue of professional development for teaching staff provided a rich vein of information. While most managers stressed the importance of professional development for both their teachers and themselves, the fact that TESOL units might not share the lengthy semester breaks enjoyed by other tertiary departments meant that time was short. The

situation was exacerbated by heavy teaching loads. Several institutions got round the problem by scheduling professional development sessions on a weekly basis or by closing down for several designated staff development days.

A related issue was the lack of time to carry out research or to attend conferences, which might be compounded by the institution's stance on funding, some choosing to fully or partly fund such activities but others not at all. One manager reported the difficulties she had had trying to convince her superiors to allow her to allocate her teachers time to do research. Another pointed out that while there was enough time for staff development, her problem was that she did not have enough time to develop herself. Despite these difficulties, there seemed to be in some TESOL units a serious attitude towards professional development and at least one informant reported "a steadily growing TESOL research culture".

A point raised by several interviewees was a feeling of professional isolation from other TESOL practitioners. Direct contact with peers was limited for some, particularly for the staff of institutions in the smaller centres. Conferences such as the TESOLANZ event were therefore regarded as something of a "life saver" and not to be missed. The perceived need to keep up with new developments in TESOL methodology was mentioned as a key reason for maintaining professional contact and taking the opportunity to attend as many seminars and conferences as possible.

However, while there might be opportunities for TESOL contacts, there appeared to be something of a vacuum in terms of managerial contacts. Groups such as IMPS (International Managers At Polytechnics) arranged regular meetings for international managers and while some TESOL managers did have the opportunity to network with their peers, others did not, or felt that the extent of their contact was not sufficient. This seemed to be an important issue for some respondents and the strong desire for interaction with other TESOL managers was apparent.

### **Conclusions and recommendations for future research**

This article has outlined some key work-related issues reported by TESOL managers in New Zealand tertiary institutions. While a number of significant insights have been gained, the limitations of such a study must be borne in mind. The sample was small and constraints of the interview modus meant that only a limited number of topic areas could be covered in the time available. Caution is therefore in order over the generalisability of the findings. Nevertheless, some useful data has been obtained which might serve as a catalyst for further study of the issues.

Although diversity and ambiguity are well-known characteristics of virtually all manager work, this study seems to indicate that these are particularly pronounced in respect

of TESOL management. For one thing, tertiary TESOL managers may be required to be at once linguists and researchers, language teachers, teacher trainers, school principals, academic department heads, counsellors, marketers, and service managers of commercial operations. Furthermore, the nature of the tertiary TESOL manager's work context is ambiguous in a number of ways. There may be, for instance, a discrepancy between the tertiary institution's perception and that of the TESOL manager of the role and purpose of the TESOL unit or department. There may exist a contradiction between the commercial and the academic or educational demands placed upon the TESOL manager by the institution and the situation. There may be a disparity between the managerial skill level perceived to be required for the job of tertiary TESOL manager and perceptions of the actual skills possessed by the manager.

Such high levels of diversity and ambiguity in tertiary TESOL manager work might provide one explanation for a predominant impression that arose from the study, namely of a group of well-motivated, professional managers who had - paradoxically - yet to develop an awareness of their own distinct professional identity. Is it possible - taken together with the relative "newness" of the tertiary TESOL manager experience and our lack of knowledge about TESOL management practice - that the nature of tertiary TESOL manager work has contributed to a lack of recognition of tertiary TESOL managers as *managers*? If so, it may now be time to clarify the identity of TESOL managers and to recognise that the development of some sort of professional basis for TESOL manager work - whether in the tertiary or the private sector - is long overdue. An obvious first step would be to augment the existing meagre body of TESOL management literature by conducting and publishing research that will tell us more about the exact nature of TESOL management. In particular, studies like the present one need to be complemented by more detailed surveys of larger populations of TESOL managers that can provide more comprehensive information on the TESOL manager experience.

## REFERENCES

- Blake, R.R. & Mouton, J.S. (1985). *The managerial grid III*. Houston: Gulf Publishing Company.
- Burns, R.B. (1991). Study and stress among first year overseas students in an Australian university. *Higher Education Research and Development*. 10(1), 61-77.
- Campbell, E.M. (1977). A study of reality levels pertaining to the climates of New Zealand state secondary schools. *New Zealand Journal of Educational Studies* 12(2): 97-108.
- Chandler, A. (1962). *Strategy and structure*. Cambridge, Mass.: MIT Press.



- Cole, M. & Heap, S. (1996). Empowering and disempowering the DOS in a rapidly changing workplace. *EA Journal* 14(2): 18-26.
- Crichton, J. (1994). Students as clients: Consequences for the reconstruction of teaching roles. *EA Journal* 12(2): 8-14.
- Easterby-Smith, M., Thorpe, R., & Lowe, A. (1991). *Management research: An introduction*. London: Sage.
- ELICOS Association. (1997). *A study of the ELICOS industry in Australia 1996*. Sydney: Author
- Finlayson, D.S, Banks, O. & Loughran, J.L. (1971). *Administrative manual for pupil questionnaire for school climate index*. Slough: National Foundation for Educational Research in England and Wales.
- Finocchiaro, M. (1989). *English as a second/foreign language: From theory to practice* (4th ed.). Englewood Cliffs NJ: Prentice Hall Regents.
- Fitzsimmons, J.A. & Fitzsimmons, M.J. (1994). *Service management for competitive advantage*. New York: McGraw-Hill.
- George, M. (1994). ELICOS student expectations: What exactly do they expect? *EA Journal* 12(2): 17-27.
- Glaser, D.G. & Strauss, A.L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. New York: Aldine.
- Glynn, W.J. & Barnes, J.G. (Eds.). (1995). *Understanding services management*. Chichester: John Wiley & Sons.
- Gronroos, C. (1990). *Service management and marketing: Managing the moments of truth in service competition*. Lexington, Mass.: Lexington Books.
- Hackman, J.R. (1987). Work redesign. In R.M. Steers & L.W. Porter (Eds.). *Motivation and work behaviour* (4th ed.) (pp. 467-492). New York: McGraw-Hill.
- Haddock, D. (1998). New Zealand TESOL professional characteristics and indicators of competence. *The TESOLANZ Journal* 6: 89-100.

- Halpin, A.W. & Croft, D.B. (1962). *The organizational climate of schools*. Washington, DC: US Office of Education.
- Halpin, A.W. & Croft, D.B. (1963). *The organizational climate of schools*. Chicago: Midwest Administration Centre of the University of Chicago.
- Herzberg, F., Mausner, B. & Snyderman, B.B. (1959). *The motivation to work*. New York: John Wiley and Sons.
- Hogan, J.H., Hogan, R. & Busch, C.M. (1984). How to measure service orientation. *Journal of Applied Psychology* 69(1): 167-173.
- Impey, G. and Underhill, N. (1994). *The ELT manager's handbook*. Oxford: Heinemann.
- Inkson, K. & Kolb, D. (1998). *Management: Perspectives for New Zealand* (2nd. ed.). Auckland: Addison Wesley Longman.
- Kotter, J.P. (1982). *The general managers*. New York: Free Press.
- Krashen, S.D. (1981). *Second language acquisition and second language learning*. Oxford: Pergamon
- Krashen, S.D. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon
- Krashen, S.D. (1985). *The input hypothesis: Issues and implications*. New York: Longman.
- Harmer, J. (1991). *The Practice Of English Language Teaching* (new ed.). London: Longman
- Matthies, B.F. (1984). The director's job skills in intensive English language programs. *The American Language Journal* 2:5-16.
- Mintzberg, H. (1973). *The nature of managerial work*. New York: Harper & Row.
- Nunan, D. (1991). *Language teaching methodology: A handbook for teachers*. London: Prentice-Hall.
- NZEIL. (1998). *Full fee student statistics - 1997*. Wellington: Author.
- Parasuraman, A., Zeithaml, V.A., and Berry, L.L. (1988). SERVQUAL: A multiple-item scale for measuring consumer perceptions of service quality. *Journal of Retailing* 64, 12-37.

- Pennington, M.C. (Ed.). (1991). *Building better English language programs: Perspectives on evaluation in ESL*. Washington DC: NAFSA Association Of International Educators.
- Pennington, M.C. (1992a). Motivating English language teachers through job enrichment. *Language, Culture and Curriculum* 5(3): 199-218.
- Pennington, M.C. (1992b). Human resources development in the management of English language programs: An introduction for teachers. In E. Sadtono (Ed.). *Language teacher education in a fast-changing world* (pp. 34-48). Singapore: SEAMEO.
- Pennington, M.C. (1994). Advice from the front lines: What every ESL program director needs to know that they didn't teach you in graduate school. *Prospect* 9(1): 52-64.
- Pennington, M.C. (1995). *Work satisfaction, motivation and commitment in teaching English as a second language*. Unpublished manuscript.
- Pennington, M.C. & Ho, B. (1995). Do ESL educators suffer from burnout? *Prospect* 10(1): 41-53.
- Pennington, M.C. & Riley, P.V. (1991a). A survey of job satisfaction in ESL: ESL educators respond to the Minnesota Satisfaction Questionnaire. *University of Hawaii Working Papers in ESL* 10(1): 37-56.
- Pennington, M.C. & Riley, P.V. (1991b). Measuring job satisfaction in ESL using the Job Descriptive Index. *Perspectives, Working Papers of the Department of English, City Polytechnic of Hong Kong* 3(1): 20-36.
- Pennington, M.C. & Xiao, Y. (1990). Defining the job of the ESL programme director: Results of a national survey. *University of Hawaii Working Papers in ESL* 9(2): 1-30.
- Reasor, A.W. (1981). *Administrative styles of English-as-a-Second Language administrators*. Unpublished PhD dissertation. Ann Arbor, MI: University Microfilms International.
- Richard-Amato, PA 1996. *Making it happen: Interaction in the second language classroom* (2nd ed.). White Plains, NY: Longman.
- Sagoo, B. & Enderwick, P. (1995). The qualifications and experience of New Zealand's key decision-makers. *New Zealand Journal of Business* 17(1): 1-25.
- Samuelowicz, K. (1987). Learning problems of overseas students. *Higher Education Research and Development* 6(2), 121-134.
- Soutar, G.N., McNeill, M.M. and Lim, K. (1994). Service quality and the overseas student: Some Australian experiences. *Asia Pacific Journal of Marketing and Logistics* 6(1,2): 28-40.

- Stewart, R. (1982). *Choices for the manager*. Englewood Cliffs, NJ: Prentice-Hall.
- Stoller, F.L. & Christison, M.A. (1994, Spring). Challenges for IEP administrators: Liaison with senior-level administrators and faculty development. *TESOL Journal*: 16-20.
- Waites, C. & Wild, C. (1992). Applying leadership theory to management in TESOL. *EA Journal* 10(2): 8-16.
- Walker, J. (1997). Blueprinting the EFL service provision. *ELT Management* 24: 18-22.
- Walker, J. (1998). TESOL as a service. *EA Journal* 16(2): 30-39.
- Walker, J. (1999). Perspectives on service quality in ELT operations. *ELT Management* 27: 16-20.
- Warren, W.G. & Rees, J.A. (1975) College and university learning environments. *Journal of Educational Administration* 11(2): 189-194.
- White, C.J. (1997). TESOLANZ draft philosophy of professional standards. *TESOLANZ Newsletter* 6: 15.
- White, R., Martin, M., Stimson, M. and Hodge, R. (1991). *Management in English language teaching*. Cambridge: Cambridge University Press.