

TESOL International Association Leadership Development Certificate Program Syllabus

Below is an overview of the LDCP syllabus. Prior to the start of the course registrants will receive an updated list of assignments, readings, and related resources.

Week 1: About TESOL International Association (TESOL)

30 September–6 October (Mark Algren)

- **Learning Outcomes**

Participants will be able to

- list and briefly describe TESOL's most important programs, services, and governance processes.
- access current information and resources on TESOL's website.
- describe in their own words the core value and benefits of being part of an international professional association.

- **Information and Resources Provided (To Be Announced)**

- **Key Questions for Discussion**

- What is the purpose of an association of teachers like TESOL?
- What do you think are the most important changes within TESOL (the association) in the last 50 years?
- What do you think are the most important direct and indirect benefits of belonging to an international association like TESOL (actively participating in your global profession)?
- What do you see as the most important current issues in the area of TESOL where you work? What do you think are the most important current issues in the overall field of TESOL?

Week 2: Perspectives on Leadership

7–11 October (Neil Anderson)

- **Learning Outcomes**

Participants will be able to

- list and briefly describe common leadership styles and qualities of effective leaders.
- articulate their strengths as current or future leaders.
- identify gaps in their knowledge and key questions to guide their future learning on leadership issues.
- provide examples of different perspectives on leadership.
- articulate what it means to discuss an issue that has an impact on the association from TESOL's perspective and with TESOL's best interests in mind (often described as discussing the issue while "wearing a TESOL hat").

- **Information and Resources Provided (To Be Announced)**

- **Key Questions for Discussion**

- What qualities do you most admire in a leader? What do you think are the most important qualities of an effective leader in an association context like TESOL?
- In what ways do you think leadership might be viewed differently at times by people from different cultures or generations, men and women, or people with different personality traits or life experiences?
- When an association board of directors meets, they discuss issues and make decisions based on what is in the best interest of the association overall (not from the perspective of one entity within the field or one component of the association):

What does it mean to "wear a TESOL hat" when someone is in a leadership role within TESOL?

Can you think of an example where a TESOL leader might have a conflict of interest that should be mentioned to the other members of their committee or the board of directors?

Week 3: Strategic Thinking and Planning Skills for Association Leaders

14–18 October (Neil Anderson)

- **Learning Outcomes**

Participants will be able to

- list the three goals in TESOL's strategic plan.
- describe core concepts and key effective practices in strategic planning and association governance.
- identify several emerging trends in the TESOL field.
- describe two case studies, one highlighting dysfunction, the other demonstrating key aspects of innovation.

- **Information and Resources Provided (To Be Announced)**

- **Key Questions for Discussion**

- What do you think are the most important emerging trends in the TESOL field in the next 1–5 years? What are some ways that TESOL International Association could prepare for those changes?
- Share an example from your own experience (or something you have read about) of when an individual or group did a great job of planning for the future, resulting in outstanding, measurable outcomes. What happened? Why was it successful?
- What do you think are the most important factors for success in strategic planning?

Week 4: Essential Communication and Organizational Learning Skills for Leaders

21–25 October (Mark Algren)

- **Learning Outcomes**

Participants will be able to

- describe their preferred learning and communication styles (strengths) and demonstrate awareness of some of their potential blind spots.
- identify ways to effectively use technology and social media in an association context.
- list and describe key organizational learning concepts for association leaders.
- describe various tools and processes used at TESOL for advocacy and policy making.

- **Information and Resources Provided (To Be Announced)**

- **Key Questions for Discussion**

- What do you think are the most important characteristics of effective meetings?
- What do you think are the most important factors in creating a *learning organization*, that is, an organization that is able to effectively learn, share knowledge, and discuss priorities, adapt, and innovate?
- In your view, how can leaders at different levels within a complex association like TESOL—individual members; leaders on committees and in interest sections, affiliate leaders, TESOL office staff, members of the Board of Directors—be effective agents for change to improve the association as well as advance the field? What are different types of ways to lead?
- Have you been involved in advocacy efforts through TESOL or your local affiliate or institution? Please share a success story, idea, challenge, and/or question related to an advocacy or policy issue in TESOL (for example, advocating for English language learners or for teachers and the profession overall). What are some effective practices in regard to effectively communicating with different stakeholders in the field, such as administrators, parents, policy makers, or the media?