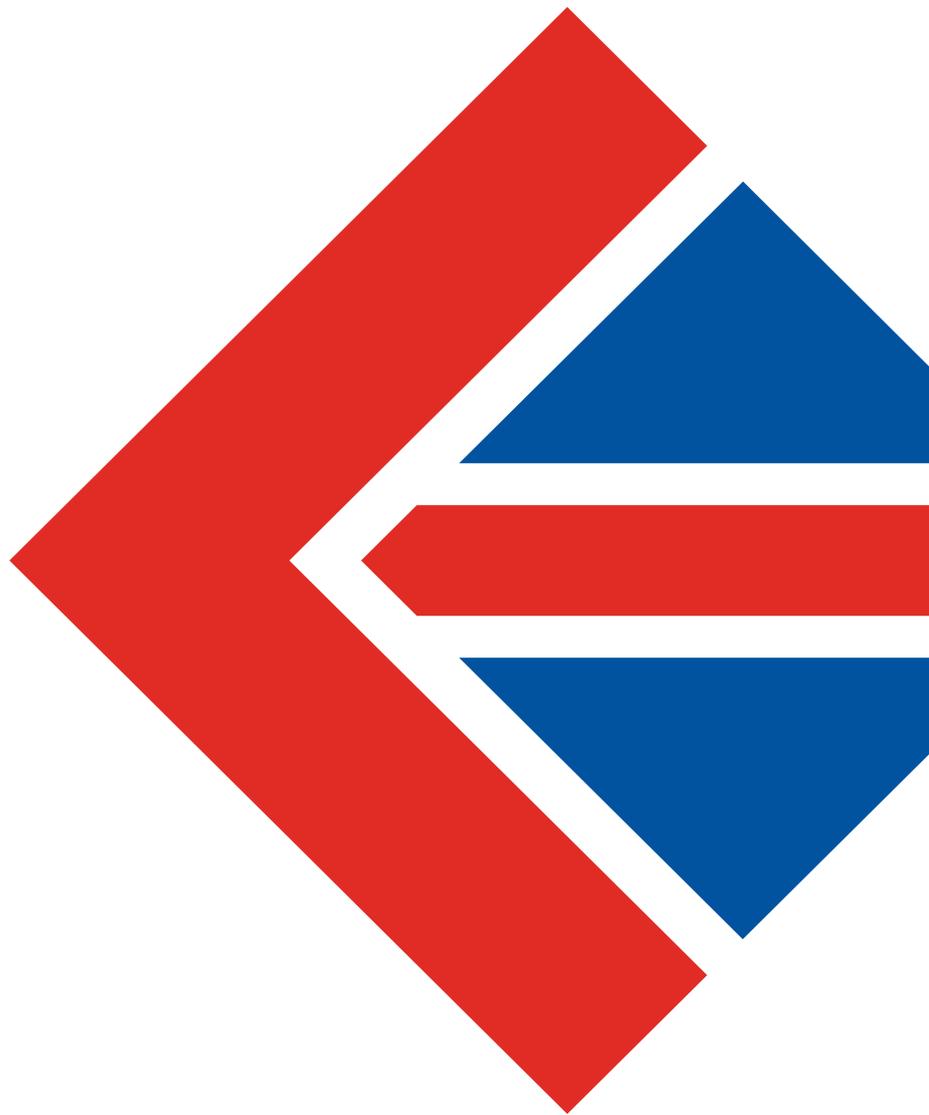# THE ENGLISH UK DIPLOMA IN ELT MANAGEMENT (DELTM)

Course Information
2018 – 2019

Organised by

ENGLISHUK

CONTENTS

The DELTM Course Team

George Pickering is a well-known educational coach, trainer and consultant who has worked in over 60 countries. In addition to being the academic course director on the English UK DELTM course, George is also a tutor on the International Diploma in Language Teaching Management (IDLTM) run in Barcelona and elsewhere.

He is an inspector of language schools for the Accreditation UK Scheme and was the first director of Bell's Teacher Campus at Homerton College, Cambridge. George was a trustee of IATEFL. He holds a PGCE, an MA in Second Language Learning and Teaching and diplomas in management, coaching and counselling. Email: georgeuk32@aol.com

Terry Phillips has been involved in ELT for over 30 years. During that time, he has managed educational institutions at all levels and owned an International House school in the Sultanate of Oman. Since 1990 he has worked as a freelance writer, trainer and consultant.

As a writer, he has published with his wife, Anna, more than 160 books in all areas of ELT, including the multi-level EAP series, Skills in English and, as series editor, many titles in the ESAP series English for Higher Education Studies. As a consultant, he has worked in more than 20 countries. Email: terry@phillipselt.com

Keith Harding is a freelance ELT writer, trainer, and consultant. He has worked as a teacher, teacher trainer, Director of Studies, and Principal in the UK and the USA. His training interests include: English for Specific Purposes, Continuing Professional Development, and all aspects of academic management.

He has run training sessions in Italy, Iran, Ukraine, Slovenia, and Algeria, and has written several books for Oxford University Press, including International Express, various English for Tourism titles, and the Oxford Resource Book for Teachers on ESP. Email: keithhard@hotmail.co.uk

Section 1: contact information

1.1.   Academic course director

The academic course director is George Pickering. He is responsible for ensuring the quality of the training sessions and of the course resources and will be happy to discuss with you any academic aspects of the course.

1.2.   Course administrator

The course administrator is Eleanor Thomas, English UK's Events and Training Administrator. She is usually your first point of contact with any issues that you may encounter.

Eleanor Thomas
eleanor.thomas@englishuk.com
020 7608 7975

1.3.   Course manager

The course manager is Huan Japes, English UK's membership director. Huan has overall responsibility for the DELTM course and can be contacted if the course administrator or any of the course tutors are unavailable. Huan will be involved in most discussions around the course.

Huan Japes
huan@englishuk.com
020 7608 7967

1.4.   What you can expect from us

We make every effort to ensure that the service we provide:

- Meets the need for provision of a high quality course encompassing both practical and theoretical aspects of ELT management

- Exceeds your expectations

- Enables you to pass the course successfully

- Helps you to improve the quality of your working life

- Helps you to improve the services provided by your organisation.

In terms of the product, we will provide you with:

- Self-study materials – the ten modules provide the essential 'building blocks' of the course

- Intensive training sessions – not only do they provide you with an opportunity to discuss the various concepts and ideas, but they are also very important in enabling you to establish a network of peers with whom you can exchange views, difficulties and suggestions. In all, there are some 75 hours devoted to training sessions and it is crucial that you attend the intensive sessions for successful completion of the course

- Ongoing support – we are available to help you with your studies. If you should feel 'stuck' or have difficulty in preparing an assignment, contact us.

- Online or telephone tutorial about your Project Assignment – the academic course director will discuss your progress with you and offer any advice that might be useful.

1.5.   What we expect of you

While we can provide you with support, the onus is, of course, on you. It is your responsibility to:

- Read the study materials, completing the exercises and tasks as you go

- Attend all the training sessions

- Read the reference texts as well as any others that you may come across

- Complete your assignments on time

- Communicate, not just with us, but with other members of the course. Networking is often key to success, especially in management roles.

- Participate; management is not an exact science, and your views are just as valid as anybody else's, so do question and be constructively critical of what you read and hear. Your contributions will always be very welcome.

1.6.   Complaints procedure

English UK is committed to providing you with an outstanding educational experience and we take your welfare and satisfaction very seriously. If you have any problems, the primary contacts are the academic course director for academic matters and the course administrator for everything else. Feel free to call or email.

If we the frontline team are unable to assist you, or you don't want to involve them in your complaint, then contact the course manager who will help you.

Section 2: course validation

2.1.   Introduction

From 2018 the DELTM will be validated by LanguageCert. LanguageCert's support means we can continue to offer an extremely high quality course with external validation. LanguageCert is a member of PeopleCert a global leader in the certification industry , delivering exams across c.200 countries, in 25 languages, through its state-of-the-art, secure assessment platform technology, enabling individuals/professionals to reach their full potential and realise their life ambitions through learning.

2.2.   Benefits of validation

Course candidates will benefit from the course being externally validated in a number of ways.

Firstly, the course is formally recognised by bodies such as Accreditation UK and NEAS in Australia which will further improve the standing of the qualification and the employment prospects of successful course participants.

Secondly, course participants will benefit from the additional layer of quality assurance and expertise that LanguageCert provides. Our course has been developed to meet the specific needs of our candidates and has been accredited by LanguageCert demonstrating its quality and rigor.

2.3.   How will the external validation process affect me?

A course moderator appointed and trained by LanguageCert will sample the course assignments and will double-mark the project. The recommendations of the course tutors will be considered at an end of course moderation meeting and only then will outcomes be formally ratified.

If the participant successfully completes the course they will be awarded with the English UK Diploma in English Language Teaching Management which is produced on an official LanguageCert certification template.

2.4.   About LanguageCert

LanguageCert is an awarding organisation dedicated to language skills assessment and certification. It is a member of PeopleCert, a global leader in the certification industry that delivers millions of exams in over 200 countries.

LanguageCert is recognised and regulated by:

• 	OFQUAL (Office of Qualifications and Examinations Regulation).
• 	Qualifications Wales

In addition to the above, LanguageCert is also recognised by multiple Ministries of Education and other government institutions worldwide, which can be viewed here.
LanguageCert is dedicated to language skills assessment design, delivery and certification and its qualifications and examinations are delivered by approved training providers/test centres globally. LanguageCert develops its own language qualifications and partners with renowned organisations worldwide to offer high-quality language skills assessment and certification to the global learners' community. Its flagship qualification offering includes its suite of regulated International English for Speakers of Other Languages (ESOL) qualifications, covering all four skills of Listening, Reading, Writing and Speaking, spanning from CEFR levels A1 to C2. For the delivery of its own qualifications, as well as for examinations delivered in collaboration with its partners, LanguageCert

deploys state-of-the-art, innovative and flexible exam administration technologies and systems developed by PeopleCert, which are tailor-made to each exam's specific requirements.

2.5.   Contact details

LanguageCert
Suite 10
121 Sloane Street
London
SW1X 9BW

Henry Tolley
Head of Business Development
Henry.Tolley@languagecert.org
07704 282 163

Andrew Harrison
Business Development Manager
Andrew.Harrison@languagecert.org
07704 516 048

Section 3 - Course Entry Requirements

3.1.   Basic course entry requirements

Applicants will *normally* meet the following requirements:

- Be in a position of line management in an educational or business context, for example (but not exclusively) senior teachers, assistant directors of studies, directors of studies, school directors or principals and similar roles

- Have an initial teaching qualification and at least five years ELT teaching experience

- Evidence demonstrable English language proficiency at an equivalence to level C1 of the Common European Framework (CEFR)

- Be able to access and use course booking data (i.e. course length, duration, type of course) and basic operational financial information. (There is no requirement for access to personal information, and information will be treated in strictest confidence).

3.2. Additional requirements

Candidates will also need to demonstrate or provide:

- Evidence of how the DELTM qualification will be useful in their current employment context

- Contact details for two referees who may comment on your suitability for the course.

Section 4 - Course Details

4.1. Overview of course structure

The course spans ten months from September to June and includes a monthly face-to-face session. Face-to-face sessions last a full day and typically run from 10:30 to 17:00. There are three course requirements that you will need to obtain the English UK Diploma in ELT Management:

- Attendance at the training sessions

- Successful completion of five assignments

- Successful completion of a project assignment

Please note that there is no final examination.

4.2.   The course length

The course is comprised of the following:
- 65 face-to-face training session hours over 10 sessions

- 380 hours of self-study including completion of the mini-tasks (approximately eight hours a week over 48 weeks)

- 200 hours of work on assignments (approximately 30 hours on each of the five assignments and 50 hours on the project)

- Total of 635 hours

4.3.   Levels of management

The course will focus on three levels of managerial work:

1.   Routine level - the day-to-day skills and issues with a short planning horizon. Generally speaking, the routine level will deal with how you operate within your team, your peer group and within the organisation.

2.   At the tactical level, we will be looking at the theory that underpins the above skills and at issues which have a one/ two-year frame of reference.

3.   At the third level, we shall be investigating strategic issues. This entails the fundamental questioning of what the organisation is doing and considers issues with a three/ five-year time span.

4.4.   The self-study modules

Overview

The Modules will provide you with the necessary 'building blocks' and closely follow the syllabus. Whilst we shall try to ensure that we mention all the key concepts, it is of course unlikely that we will cover all of them in this way.

We will be providing suggestions to guide your own reading. As this is a post-graduate course, you will be expected to conduct your own authentic research and to provide evidence of having done so in your assignments and your project.

Function of the Self-Study Modules

These will:
- provide a structure and schedule for the learning process, based on the syllabus

- direct you in your reading of both core and supplementary texts

- provide preparation for and follow-up after the taught elements

- provide research activities related to your own and each others' institutions

- guide you in conducting tasks to broaden your managerial skills

- provide a means for dissemination of information related to the course

They are therefore very much an integral part of the course. The self - study modules will be distributed progressively, rather than all at once, so that they can reflect the needs and requirements of the group. They will normally be distributed at the training sessions.

4.5.   The training sessions

The training sessions cover a lot of different ground. This will reflect the topic: human resource management, for example, is such a huge area it would be impossible to cover it all in one day so we will therefore choose some of what we consider to be the most important aspects of it. It will also be a reflection of the fact that we will need to see how things are going, what needs to be covered in more detail and what your concerns are.

In terms of the total number of course hours, the training sessions are relatively short, and we will have to maximise the use of the time available. The training sessions will be designed as far as possible to have their own internal structure which will generally relate to the sequencing of course topics, but not slavishly so.

4.6.   Attendance at training sessions

You must attend a minimum of 9 of the 10 face-face sessions in order to successfully complete the course. The following guidelines apply to them:

- attend every session
- be punctual - time is very limited, and we need to maximise our use of it
- switch off mobile phones in sessions
- participate as fully as you can
- be sensitive to turn-taking

If you are unable to attend any of the sessions, please inform the Professional Services Manager either by email or phone. If you are concerned about not managing to meet the attendance criteria, please contact English UK to discuss the situation.

4.7. Course timetable

Registration for each of the training days will begin from 10:00 and light refreshments including tea and coffee will be available. Sessions begin at 10:30 and end 17:00.

Date	Venue	Training session
Friday 14 September 2018	David Game College, London	Module 1: organisational behaviour with George Pickering
Friday 12 October 2018	David Game College, London	Module 2: the 21st century manager with George Pickering
Friday 9 November 2018	David Game College, London	Module 3: human resource management – part one with Terry Phillips
Friday 14 December 2018	David Game College, London	Module 4: human resource management – part two with Terry Phillips
Friday 11 January 2019	David Game College, London	Module 5: financial management with Terry Phillips
Friday 15 February 2019	David Game College, London	Module 6: marketing and sales with George Pickering
Friday 15 March 2019	David Game College, London	Module 7: the customer journey with George Pickering
Friday 26 April 2019	David Game College, London	Module 8: specialist course management with George Pickering
Friday 17 May 2019	David Game College, London	Module 9: academic management with Keith Harding
Friday 14 June 2019	David Game College, London	Module 10: change management with George Pickering

4.8. Lunch and venues

Tea, coffee and water will be available throughout the day. Lunch is provided – please let us know any dietary requirements. You may also decide to bring your own lunch although our experience is that lunch provides a valuable opportunity to network or just unwind with other course participants.

David Game College
31 Jewry Street
London
EC3N 2ET

You will receive detailed joining instructions in advance of your first session giving directions about how to reach the venue.

Section 5: course content and learning outcomes

This is a summary of the key learning outcomes for each of the core modules:

Module one	Organisational behaviour	• The organisation and its environment • The organisational mission • Organisational structure, decision making and culture • Organisational development • The role of the manager • General management and the Accreditation UK Scheme
Module two	The 21st century manager	• Time management • Stress management • Negotiating skills • Meeting skills • Leadership and teambuilding • Motivating the individual • Reward systems and management • Delegation
Module three	Human resource management (part one)	• The human resource management model • Communications within the organisation • Conflict Management • Recruitment and selection of staff • Overview of TEFL qualifications • Interviewing skills
Module four	Human resource management (part two)	• Policy • Inductions • In-service training and staff development • Appraisal procedures • Grievance and disciplinary procedures • Contracts and employment law
Module five	Financial management	• The profit management model • The planning system • Cash accounting and balance sheets • The profit and loss account • Profitability and liquidity • Cash flow • Ratio analysis • Financial planning and budgeting • Financial terms glossary

Module six	Marketing and sales	• Marketing versus selling • Marketing information and research • The marketing mix • Dealing effectively with agents • Brochure and website design • The marketing plan • Identifying new markets
Module seven	Academic management	• Course design and management • Scheduling and timetabling • Learner needs and learner placement • Monitoring learner progress • Monitoring and improving teaching standards • Continuing Professional Development • Resource management • Managing examinations and progression
Module eight	Specialist course management	• Product strategies • Business English and executive courses • Organising vacation centre courses • Dealing with under 16s • English in a teacher's home • Dealing with one to one
Module nine	The customer journey	• Customer service, quality and marketing • Total quality management • Service blueprinting • Quality and care: pre-course • Quality and care: during the course and post-course
Module ten	Change management	• Business ethics • The project management approach • The organisational development approach • Writing a business plan • The management of change

Section 6: assignments and project

6.1. Assignments: an overview

1. You will receive further details of each assignment and marking criteria as the course progresses. In essence, however, there will be an assignment set for each module except module 10.

2. There are 10 modules in total; assignments 1 and 2 are compulsory with the remaining three being a choice from a selection of topics.

3. The first phase of the DELTM will require the successful completion of five assignments of approximately 3,500 words each (plus or minus 10%). This is a heavy workload and one that you should not underestimate, but on the positive side there is no final examination.

4. The second phase of the DELTM will require the successful completion of a project. The project assignment will be 5,000 words (plus or minus 10%).

5. All of the assignments are of a practical nature, however, there must be a theoretical underpinning evident in your responses to each assignment. The assignments have been designed to put into practice the theory contained in the training sessions and the self-study modules. The end result of the Diploma should therefore be a bank of assignments and a project covering practical aspects of your job.

6.2. Assignments: choice and completion guidelines

Unless indicated otherwise, all candidates will be expected to follow the assignment layout below. A sample of the assignments will be moderated.

6.3. Submitting an assignment

You will submit your assignment using the course Moodle VLE (virtual learning environment). Full instructions on using the Moodle platform will be given on the first day of the course.

- The marker will be the tutor who originally delivered the relevant course module.

- All assignments must be typed

- The subject of the assignment file must be <surname> <DELTM Assignment X>
  e.g. 'Smith DELTM assignment 3a'

- Assignments should be submitted with a covering page which includes:

    a. Your name

    b. The title of the course

    c. The full assignment title and question

    d. The designated tutor

    e. The date of submission

    f. The word count

- Assignments should be in the form of **ONE** document and should also include a contents page, a references section and any appendices.

- The cover page, contents page, appendices and references do not count towards the final word count but should be restricted to only the most essential of documents.

- If you know that you will have problems submitting an assignment on or before the relevant deadline you <u>must</u> contact English UK and the academic director to alert them and request

an extension. Failure to do this puts completion of the assignment, and therefore the DELTM, at risk.

- All assignments sent by the required completion date will normally be marked within three weeks.

- It is very important not to fall behind with assignment completion as it will become very difficult to catch up.

6.4. Assignment layouts

Most of your assignments will require you to use a management report layout. Any exceptions to this format will be highlighted in particular assignment rubrics. A standard management report structure is as follows:

1. Title page, including topic/title; assessor's name, your name; date and word count

2. A contents list of each section, including appendices and bibliography

3. A short 'Executive summary', written in the present tense and third person, e.g.: "this report presents the conclusions arising from the research into customer satisfaction in the name of school and proposes the changes to be made...." The executive summary should include reference to your major findings and/or recommendations.

4. Introduction, stating the aims, the context and the sources accessed (especially people)

5. The main body of the report, using headings and sub-headings **written in bold**. Bear in mind that statements should be based on fact/evidence/other writers rather than on your own unsupported opinions. Statements beginning with words such as 'I feel...'; 'I believe...' etc. are highly suspect, unless you have provided evidence upon which to base your feelings and beliefs. Do use diagrams, charts etc. and ensure you actively apply course concepts in the description / analysis / presentation of the report.

6. Conclusion/recommendations. A conclusion is where you tie together (and possibly summarise) the main points arising, whereas recommendations are the actions that you believe should be taken (based on the theory/evidence, of course). If making recommendations, do be sure to prioritise, establish the constraints/costs, and highlight the benefits to the organisation.

7. References, in the format described below.

8. Appendices. These are not included within the word count of the assignment, and can be very useful for additional information and/or diagrams, charts etc.

6.5. Writing guidelines

In this course, there are no 'right' or 'wrong' answers to assignments - as you will see, management is about decision-making based on a number of varying factors, so it would be impossible for there to be just one correct answer. Having said that, there are certain conventions, which you should be aware of:

1. For references within the text give the author's name and date of publication, and where possible, the number of the page e.g.:

   'On the other hand Stern (1983: 135) argues that....' or
   'Competitive strategy is the key to success (Porter 1989: 32) …'
   If you wish to quote from the self-study Module itself, use the format (Mod 6: 12).

2. Add a references section at the end of the assignment. Arrange the references in alphabetical order by author, in the following sequence:

   Author (Date) *Title*. Place: Publisher. e.g.:
   Handy, C. (1999) *Understanding Organizations*. London: Penguin.

3. For journals and other papers, the title of the article has inverted commas, and the title of the journal itself is italicized, e.g.:

   Jones, K. (1984) 'Aspects of Learner Strategies', *TESOL Review* 12/2

   For the self-study written modules, use the format:
   ENGLISH UK Dip. ELT Management: unpublished: Module 5.

4. Don't copy out long bits of text or plagiarise.

5. Divide your work into 'chunks' using paragraph numbering. Continuous prose may be fine for stories and academic writing, but good business reports need to be structured differently. It makes everything a lot easier if you divide and sub-divide, and it also helps you organise your thinking.

6. Prepare an outline of what you want to say before starting your work - if necessary, you can always change it again, but starting with an outline helps you to organise your thoughts and will save you a lot of time in the long run.

6.6.   The mini-tasks

In each Module there will be a series of reflective tasks or mini-tasks which will help you to gain a deeper understanding of the topics. You will be expected to carry out each task and some of them may be discussed at the next training session as a springboard for discussion of certain issues or problems. Completion of these tasks is strongly recommended, although they are not assessed.

6.7. DELTM schedule for submission

Tasks	Length	Choice of assignments	Date of sessions	Marker	Deadline
Task 1	3,500 words	1. Organisational Behaviour	14 September 2018	George Pickering	15 October 2018
Task 2	3,500 words	2. The 21st Century Manager	12 October 2018	George Pickering	12 November 2018
Task 3	3,500 words	3a. Human resources (1) 3b. Human resources (2)	9 November 2018 14 December 2018	Terry Phillips	14 January 2019
Task 4	3,500 words	4a. Financial management 4b. Marketing and sales	11 January 2019 15 February 2019	Terry Phillips George Pickering	18 March 2019
Task 5	3,500 words	5a. The Customer Journey 5b. Specialist course management 5c. Academic management	15 March 2019 26 April 2019 17 May 2019	George Pickering George Pickering Keith Harding	24 June 2019
Project stage	5,000 words	Project assignment	14 June 2019	George Pickering	25 November 2019

Section 7: assessment

7.1. Basic assessment criteria

Here is a summary of the assessment criteria applied to each body of work submitted.

DELTM Assessment Criteria (2017-2018)
1. Submit the assignment by the agreed date and provide a full response to the assignment topic within the specified word limit
2. Demonstrate the mastery and application of wider management theory and skills and evidence knowledge and understanding of course aims, objectives and syllabus
3. Present clear, coherent and relevant arguments and identify key issues. Demonstrate the ability to prioritise ideas in order of significance and communicate results and findings effectively
4. Select, design, evaluate and apply an appropriate range of tools, material, and research methodologies and illustrate them appropriately
5. Use appropriate mode of presentation, layout, style, grammar and lexis; accurate spelling and punctuation; organise into a coherent piece of text; use key terminology appropriately and accurately; reference sources appropriately

7.2. Detailed Assessment Criteria

In addition to the above criteria, specific assessment criteria are contained in the assignment handbook. For the best possible mark, it is important you note these and evidence them in your assignments.

7.3. Marking system

Assignments and projects will be awarded a 'pass', 'distinction' or 'fail'. To be awarded a pass overall, all assignments and the project must achieve at least a pass grade. To get a distinction overall, your project must be at distinction level and a minimum of three out of your five assignments must also be a distinction.

7.4. Re-submissions policy

If a candidate does not obtain a pass for an assignment, then he/she will be required to re-work the assignment and make a re-submission. There may be a small additional charge for any assignment that is re-submitted, and it must be submitted within a period of thirty of days on receipt of the marked assignment.

The maximum grade that can be awarded for a re-submission is 'pass'. A candidate will be granted the opportunity to re-submit a maximum of two assignments only. If the assignment still does not meet the assessment criteria the candidate will have failed the course.

7.5.   Late submission of assignments

The submission of assignments after the deadline must be agreed in advance with the English UK management team and must be requested in writing to the academic course director and the course administrator.

Extensions will be granted only exceptionally and on a case-by-case basis. In cases where an assignment is submitted on or over one week after the deadline then please note that the assignment may only receive a maximum of a pass grade.

A candidate can defer assignments and project to the following year only in truly exceptional circumstances. This is only possible for the written tasks – deferral of attendance to the following year's sessions is not possible. If deferred, submission, marking and moderation will take place to the timescale of the cohort currently attending face-to-face sessions.

Section 8: reading list

8.1. Essential reading for the course

1. White, R. et al. (2008) *From Teacher to Manager*. Cambridge University Press.

2. Rossner, R. (2017) *Language Course Management.* Oxford University Press.

3. DELTM study units as provided by English UK.

4. Articles from the IATEFL Leadership & Management (formerly ELTM) SIG newsletters, as provided by course tutors, purchasable from IATEFL or on SIG website: lamsig.iatefl.org

5. Handy, C. (1999 4th ed.) *Understanding Organizations.* Penguin Books.

8.2. Educational management

- Everard, K. et al. (2004) *Effective School Management.* Paul Chapman Publishing.
- Law, S. & Glover, D. (2000) *Educational Leadership and Learning.* Open University Press.

Both of the above books focus on mainstream state education, but their content is clearly relevant to language teaching organisations (LTOs).

8.3. Academic management

- Richards, J. C. (2001) *Curriculum Development in Language Teaching.* Cambridge University Press.

8.4. Financial management

- Atrill, P. & McLaney E. (2014 9th ed.) *Accounting and Finance for Non-specialists.* Pearson.
- Atrill, P. (2003 3rd ed.) *Financial Management for Non-specialists.* Pearson Education Limited.

8.5. Personal effectiveness

- Allen, D. (2015) *Getting Things Done: the art of stress-free productivity*. Piatkus.
- Covey, S. (2004) *The Seven Habits of Highly Effective People*. Simon & Schuster.
- The Mind Gym (2005) *The Mind Gym: give me time*. Sphere.
- Webb, C. (2016) *How to Have a Good Day*. Macmillan.

8.6. Human resource management

- Bloisi, W. (2006) *An Introduction to Human Resource Management*. McGraw-Hill Education-Europe.
- Mullins, L. (2016 11th ed.) *Management and Organisational Behaviour*. Pearson.
- Liddle, D. (2017) *Managing Conflict*. Kogan Page

8.7. Leadership

- Christison, M. (ed.) & Murray, D. (ed.) (2008) *Leadership in English Language Education: theoretical foundations and practical skills for changing times.* Routledge.

- Coombe, C. (ed.), McCloskey, M. (ed.), Stephenson, L. (ed.) & Anderson, N. (ed.) (2008) *Leadership in English Language Teaching and Learning*. The University of Michigan Press.

- Foord, D. (2010) *The Developing teacher*. Delta Publishing

  Contains many activities that are relevant to leadership and management development.

8.8. Management

- Robbins, S. & Judge, T. (2014 16th ed.) *Organizational Behaviour*. Pearson Education.

- Seldon, B. (2014) *What to do When You Become the Boss*. Outskirts Press.

8.9. Marketing

- Baker, M (2014 5th ed.) *Marketing Strategy and Management*. Palgrave Macmillan.

- McDonald, M. & Wilson, H. (2016 8th ed.) *Marketing plans how to prepare then, how to profit from them.* John Wiley & Sons

8.10. Technology

- Dudeney, G. & Hockly, N. (2007) *How to Teach English with Technology.* Pearson Education Limited.

- Trot, P. (2011 5th ed.) *Innovation Management and New Product Development*. Pearson Education Limited.

8.11. Customer Service

- Carlzon, J. (2001) *Moments of Truth*. HarperBusiness.

- Heath, C. & Heath, D. (2017) *The Power of Moments*. Bantam Press.

8.12. Management research

- Easterby-Smith, M. et al. (2012 4th ed.) *Management Research.* London: Sage. Publications.

- Gill, J. & Johnson, P. (2010 4th ed.) *Research Methods for Managers.* Sage.

- Gray, D. (2004) *Doing Research in the Real World.* London: Sage Publications Ltd.

8.13. Useful websites

- www.acas.org.uk : Advisory, Conciliation and Arbitration Service. Very good on UK law and HRM, often uses a helpful 'employee questions' 'employer questions' format.

- www.businessballs.com : Free career help, business training, organizational development - inspirational, innovative ideas, materials, exercises, tools, templates.

- www.cipd.co.uk : is the website of the Chartered Institute of Personnel and Development. It is an excellent website approved by and linked to the Plain English Campaign.

- peoplemanagement.co.uk/pm : for the very latest news and discussion, see also the online magazine

- www.12manage.com/management_dictionary.html : *12Manage* is more like an encyclopaedia than a dictionary and is a good place to start if you come across references you don't understand.
- www.thinkers50 : Thinkers 50 is a series of highly readable biographies of and interviews with the current top 50 living management thinkers chosen by biennial poll of participating individuals and organisations.
- www.business.gov : This site will take you to the official business link to the US Government and to abundant information on business and management concerns. There is a whole family of these sites, for instance:
    - www.business.gov.au   Australia
    - www.business.gov.nz   New Zealand
    - www.business.gov.cn   China
    - www.business.gov.ph   Philippines
    - www.business.gov.in   India
    - www.business.gov.sg   Singapore
- www.ft.com : This site will provide you with up to the minute news stories plus background articles from the Financial Times.

- www.britishcouncil.org/accreditation.htm : For information about the Accreditation UK Scheme.
- www.englishuk.com/en/training : An extensive range of continuous professional development opportunities for ELT professionals.
- www.iatefl.org : Conferences, Special Interest Groups, Scholarships and lots more.
- lamsig.iatefl.org : IATEFL's Special Interest Group for leaders and managers. The site contains management articles from back issues of the Newsletter.
- www.sagepub.co.uk/managementresearch
- www.teachingenglish.org.uk : Lots of interesting articles, including CPD frameworks.

8.14. Magazines for ELT Managers

- Study Travel Magazine - the business publication for language travel agents. Available free online at www.hothousemedia.com/ltm
- EL Gazette – the international newspaper for the ELT Community. Available free online at www.elgazette.com

Originally compiled by Eryl Griffith, last revised by George Pickering, July 2018

Section 9: study advice

9.1.   Overview

Managers typically lead busy lives with large workloads and varied responsibilities as well as family and social commitments. By taking on this course, you are making a commitment to spending some of your valuable time in reading, researching, discussing and writing about management issues over the next 15 months. We estimate that you will need to spend about 8 hours a week (on average) on the self-study parts of the course. Where will you find that time? How will you balance this new commitment with work, family and social commitments?

Every individual must work out for themselves their own approach to part-time study. All we ask is that you think and plan ahead so that your time is spent well, so that you avoid undue stress resulting from conflicting responsibilities, and so that you do not fall so far behind that catching up looks like an impossible task.

9.2.   Plan your time

We recommend that you set aside two hours a day, or all of Sunday or whatever best suits you. We recommend that it is a regular time slot - probably the same time(s) each week so that you, your colleagues, family and friends expect you to be unavailable for other activities. This expectation will help you maintain the momentum of regular weekly study. Share your plan with your family. Help them to understand the commitment you are taking on and reach an agreement on time slots that suit you all. Their support will be crucial in ensuring that your regular study time slots are not interrupted and that there are no other immediate pressures or distractions.

The other dimension to consider when planning time is to ensure that you spend the right amount of time on the different parts of the course. This will vary from individual to individual. For example, you may find that you need to spend more time understanding finance than understanding people management. But don't imagine that because you have been managing people for years that you don't need to study it! You are expected to demonstrate your knowledge of each part of the course in the mini tasks and assignments.

There will be times when - for very good reasons - you cannot stick to your study plan. Nevertheless, having a plan in the first place, and keeping a record of what you have done will help to keep you on top of where you are in the course and where you should be. It will help you plan how to catch up if you do fall behind. It will take the stress out of that feeling of slipping behind.

9.3.   Plan the place

It is equally essential you think about where you will study. This may be in a room set aside at home, after-hours in your office or it may be in the local library. If it is at home, and it is almost certain that some of your study will need to be done at home, try to ensure that you have a quiet working area - a desk, or a table that is for you alone, and where you can leave your work undisturbed.

Plan it as a 'comfort' zone - good lighting to avoid eye strain, adequate heating or air-conditioning, quiet, no phone, shelving space, a good chair to avoid back ache, coffee not too far away - or whatever else you need to keep you going!

9.4.   Plan the resources

Apart from space and time, you will need to plan some other resources. Self-study modules for each part of the course will be given / sent to you as the course progresses. In addition, you are recommended to buy ring-binders, file dividers, labels and possibly a card box file, stacks of pens, pencils and high-lighters for marking texts. All of this might seem obvious, but it is well worth planning in advance so that you organise your notes and materials as the course progresses, not two weeks before the end of the course!

9.5.   Specific study skills

Setting objectives and specific targets:

Each time you settle down to study, be clear about what you want to achieve (rather than what you want to do) by the end of that period. You will learn on the course that objectives should be SMART:

> **S**pecific
> **M**easurable
> **A**greed
> **R**ealistic and **r**elevant
> **T**ime bound

Typical achievement targets for a two-hour study period might be:

> Complete the guided reading for Module X or complete the tasks for Section Y or produce a plan (or outline of your answer) for Assignment Z.

Remember the Pareto effect:

The Pareto effect has useful lessons for any number of situations and studying is one of them. You will achieve about 80% of your results (i.e. most of your learning and your assignment or exam marks) from about 20% of your efforts and conversely spend the other 80% of your efforts on achieving the remaining 20% of your marks.

The problem is - which 20% of effort is most worthwhile? Which 80% is least worthwhile? Through experience, and through discussion with your trainers, you will learn to recognise how to achieve the greatest effect from efficient and effective study skills.

9.6.   Learning with and from others

We will be providing you with other hints and tips during the course, but the best resource you have is your fellow students:

- How do others manage their studies?
- What can you learn from their good habits that will help you to be more effective and efficient?
- Is there someone on the course who could be your study buddy?