



# Tackling Career Progression Challenges

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Dr. Gareth Morris

BALEAP PIM at Durham University

Leadership and Management in EAP: Insights, Issues and Experiences

# Dr. Gareth Morris

## Background Information

SFHEA

Ed D TESOL

M Ed TESOL

BSc Business

PGCE (QTS)

CELTA

Worked at XJTLU since 2011.

During this time the Module Convener for four EAP modules and one CLIL module.

**2015-2017**

Language Centre DLTC Chair, LC CMT, University LTC and Academic Board.

**2020-2021**

School of Languages Head of Division for the Entrepreneur College (Taicang), ELC CMT

Incoming Head of EAL at the Perse School (Suzhou)



# Outline

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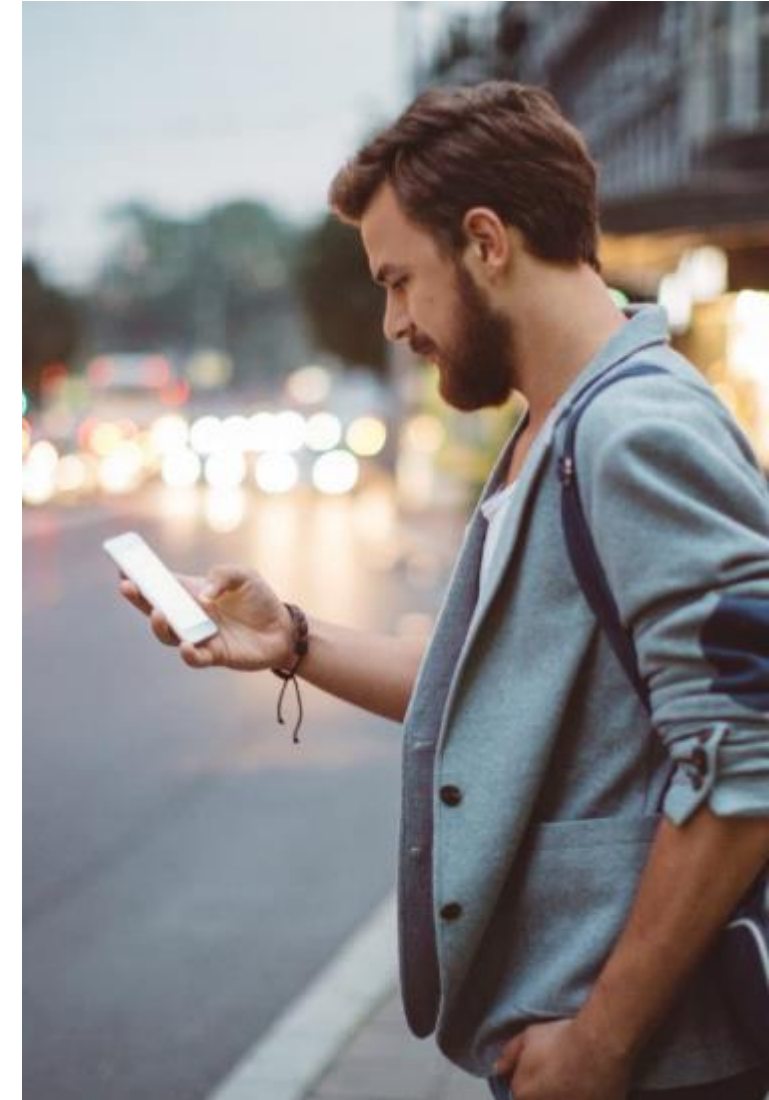
[1] EAP Practitioners Career Development Challenges

[2] EAP Leadership Career Development Challenges

[3] EAP Leadership Recommendations – For Leaders

[4] EAP Leadership Recommendations – For Staff

Summary



# EAP Practitioners Career Development Challenges

1

# Practitioner

# Career Development

# Challenges

## Insights from Literature

**Pelosi (2020)**

- Career Path Challenges (**See Pennington, 1995**)
- Longer Term Considerations (e.g. Pension)
- Immediate Needs (e.g. Payments, Childcare)
- Employment Stipulations (e.g. Hours)
- Social Perspectives (e.g. UK – Profession/Occupation)

Some examples ...

Essential to:

- Gain Qualifications
- Build Experience
- Engage with Professional Development

**(See Li & Morris, In Print)**

# Experience Insights

- Prescriptive Teaching
- Limited Autonomy (QA Rationale)
- Heavy Marking Loads
- Workload/Time Demands
- Bureaucratic Management
- Questionable ISPD Value (Post Onboarding)
- Access to External Training (e.g. Cost)
- Support/Mentor Quality
- Limited/Closed Career Paths
- Career Path Obstacles/Motivation (e.g. Incentives)
- Career Tradeoffs (e.g. Teach vs. Manage vs. Family)



# EAP Leadership Career Development Challenges

2

# Leadership

# Career Development

# Challenges

## Insights from Literature

- Selection Considerations: CV Dressage, Panel Constitution, Interview Adeptness, Patronage vs Meritocracy
- Macro and Micro Contextual Constraints (See Morris, 2021)
- Situational Challenges (See Morris, 2021)
- Misaligned Approaches (See Skogstad et al., 2014)
- Interpersonal Challenges (See Le Fevre & Robinson, 2014)

(e.g. Topical Importance)

In Role: Importance of (Two-way Horizontal and Vertical):

- Approachability (See Aldridge & Fraser, 2016)
- Trust (See Yoshihara, 2018)
- Communication (See Al-Malki & Wang, 2018)
- Support (See Winiger & Birkholz, 2013)
- Collaboration (See Shoaib, 2004)
- Positive Environment (See Jiang et al., 2019)



# Experience Insights

- Leadership Opportunities and Readiness
- 360 Degree Support and Training
- Leadership Barriers (e.g. Workload)
- Time for ISPD
- Relevance on Internal ISPD
- Cost of External ISPD
- Leadership Stress/Burnout (Surviving vs. Thriving)
- Social Tradeoffs (e.g. Family Obligations)
- Career Benefits (Internal vs. External)
- Career Opportunities (Dead-end)
  
- [See Li and Morris \(In Print\)](#)
- [See Morris \(2021\)](#)



# Part 1 and 2 Reference List

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# EAP Leadership Recommendations: For Leaders

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# Insights from Literature

## Learning to Lead

Successful Leadership Involves:

- Identity Creation (See Krakoff, 2020)
- Effective Communication (See Krakoff, 2020; Morris, 2021)
- Building Teams and Developing Networks (See the University of Cambridge Institute for Sustainability Leadership, 2017)
- Supporting Staff (See Morris, 2021)
- Ensuring Sustainability (See Eastwood, 2020)
- Adopting a Personalised Leadership approach (See Gozukara, 2016)



# Experience Insights

Successful Leadership Development Necessitates:

- Motivation
- Resilience
- Opportunities, Training and Support (e.g. Mentorship)
- Experience and Critical Reflection
- Tailored, Self-Directed, Learning
- Staff Buy In - A Humanistic Quality

# EAP Leadership Recommendations: For Staff

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# Insights from Literature

## Supporting Staff

No one best way to lead

Leadership happens at all levels and in different capacities

Reflectivity and learning openness are important for growth

(Morris, In Print)

Authenticity and flexibility are important (Nevins, 2020)

Evenhandedness and empathy are important (Lipman, 2014)

Communication, team knowledge and team utilisation are important (Nevins, 2020)

Self care is also important (see Gruber et al., 2021; Hatami et al., 2020; Nevins, 2020).



# Experience Insights

## Leadership Sustainability:

Keep staff informed and involved (communication, collaboration, participation)

Make, utilise and share connections (via networks)

Promote staff development (e.g. presentations and publications)

Protect staff and consider their welfare

## Promote Team Development:

Pedagogic development and readiness for leadership

Research development for research informed teaching/teaching inspired research/potentially performance reviews and future roles

Team development for cohesiveness and performance



# Part 3 and 4 Reference List

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A group of people in a meeting room. In the foreground, a woman with long dark hair is smiling and looking upwards. Behind her, other people are visible, some holding up sticky notes. The background is filled with more sticky notes on a wall, suggesting a brainstorming or collaborative meeting.

# Summary

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Insights from:

Literature

Experience



EAP Practitioners Career Development Challenges



EAP Leadership Career Development Challenges



EAP Leadership Recommendations – For Leaders  
Self Development



EAP Leadership Recommendations – For Staff  
Team Development

# Thank you

# Any questions

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