DARING to D.R.E.A.M.
An Alternative Approach for ELT Management
PART ONE

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Abstract: Although English Language Teaching (ELT) departments in Japan are usually made up of both Japanese and foreign English speaking faculty, to date no significant research has been done to try understand the attitude differences between these two groups, or to map what is deemed to be acceptable pedagogical, management or leadership practice by each group. What is likely true is that in most cases foreign-faculty can feel frustrated by the opaqueness of the management systems and the lack of clear and inspiring leadership in Japan that can quite often leave them feeling undervalued as professionals. This paper discusses the D.R.E.A.M. Management approach, an approach that tries to keep the teaching and learning as the core elements of a department or institution. Like the originators of the DREAM Management approach, this author also believes that it is the students and the learning that they undertake that should be at the heart of everything we do in ELT and therefore the teachers, who are those closest to both the students and learning, must be the engine of educational management, innovation and change. DREAM Management is a series of ten principles drawn from various sources which tries to keep teaching and learning at the heart of education by engaging teachers and encouraging them into management and leadership roles with the hope of creating better pedagogical models and standards and more satisfied and successful stakeholders. Part One of this paper introduces the basic concept of DREAM Management and the first five principles.

Keywords: *Management & leadership, Staff development, Staff motivation*

"Good leaders don't create followers, they create more leaders." — *Tom Peters*

"To help others develop, start with yourself! When the boss acts like a little god and tells everyone else they need to improve, that behaviour can be copied at every level of management. Every level then points out how the level below it needs to change. The end result: No one gets much better." – *Marshall Goldsmith*

1. Brief Literature Review

Quirke and Allison initiated the DREAM Management concept with their initial work dating as far back as 2000. This management approach draws heavily on the works of Covey

(1989) and Maslow (1970) to articulate time management and motivation techniques. Covey (1989) provides a clear Time Management Matrix, which helps introduce a balance to the management role by also injecting ideas of how to enact more effective leadership as well. Also, by utilizing Maslow's (1970) hierarchy of needs, a much needed framework for enhancing the motivation within the workplace is provided. The approach also draws from the work of Scriven (1973, 1981) to formulate a suitable framework for the appraisal of teachers; whereas, the concept of action research is largely influenced by Kemis and McTaggart (1988) and Burns (1999). Underlying the whole DREAM approach is the important principle of cooperation in the workplace (Edge, 2002) and of reflective learning and development (Richards and Lockhart, 1994). Nevertheless, it is not the aim of this paper to discuss in detail all of these sources or the many others that could be referenced. Instead the reader is encouraged to investigate areas of interest or relevance after being introduced to the DREAM Management concept.

2. Introducing D.R.E.A.M.

DREAM is a simple acronym that when followed provides a powerful set of educationally focused management and leadership principles. The principles developed by Quirke and Allison were refined over the period from 2000 to 2008, and are the sum of the authors' management and leadership experience spanning back more than twenty years. An explanation of the various principles will follow with an additional brief literature review, while combining ideas and findings from DREAM Management workshops conducted by Honisz-Greens over the period of 2008 to 2011. From this, it is hoped that it will become clear to the reader how these principles can fit and work together to help managers and team leaders fulfill their and their staffs' potential in the workplace or to provide food for thought for those aspiring to such positions. The acronym of DREAM stands for:

- Delegate and Develop
- Recruit and Respect
- Enhance and Enjoy
- Appraise and Attend
- Motivate and Mimic

2.1. DELEGATE and DEVELOP

Q1. Who is the best delegator you have worked for?

Q2. How are tasks usually delegated to you – is the delegation system in your workplace transparent, respectful and useful?

Q3. What is the latest professional development you undertook?

Q4. How involved is your management with your professional growth?

Quirke (2004) posits that managers should **delegate** different areas of responsibility to staff so that they can do their job and also develop their job skills. Such delegation should avoid using a top-down management approach and should involve teachers in as many areas and aspects as possible of the institution's work. By doing this, faculty is encouraged to take responsibility for the areas they are interested in or indeed wish to develop in, for example through properly implemented Action Learning and Research group work. Managers should also try to **develop** staff by encouraging research and reflective working practices and also to show interest in how staff members professionally develop, offering advice, on-going support, and in-house opportunities when possible.

Research gathered from workshops found that managers can often find many excuses for not delegating and in truth when examined, most of these are usually unfounded (Honisz-Greens 2008-2011). This is especially true in countries such as Japan where often full-time workers on short-term contracts, who may be fully committed to their profession, are arguably not guided to develop professionally in useful or challenging ways beyond their standard teaching roles and possible research funds. Delegating important and meaningful roles and tasks allows far more to get done at a departmental level, but management has to believe then that the opposite of the usual following management statements are true:

- I am the only person who knows how to do this.
- I don't know if I can or should trust him/her to do it.
- He/she doesn't have the qualifications to do it.
- He/she doesn't want any added responsibilities.
- I can do it better myself.
- I don't have the time to show anyone how to do it.
- It isn't my responsibility to show them how to do this.
- It is their problem/responsibility to find ways to develop themselves.
- He/she messed up last time, so I am not giving him/her anything else to do.

All things being equal, managers have to be open to the idea that most people, and especially professional people, want some level of added responsibility, as this is often associated with professional development and leads to upwards professional mobility. It is always wiser to assume that teachers are keen to learn and develop and that they do recognize that any investment in training always pays off in the long term. This is not dissimilar to the Master or Doctoral studies done by faculty and the professional and personal rewards that it has since yielded.

An experienced manager and motivating leader realises that faculty members always respond better to tasks if delegated or approached the right way, rather than being randomly assigned a task or role that they have not asked for, or worse yet, that they have no experience or interest in doing (Covey, 1989). Even worse can be the situation

where no clear guidance or guidelines exist on how to achieve the desired and/or useful results is given meaning that staff can often feel frustrated at being assigned unwanted tasks and then not knowing how to best achieve them. Poor management practice also occurs when staff members are assigned tasks but do not receive any 'meaningful' ongoing supervision and guidance from management. This can mean that the assigned faculty can be left rudderless and may end up wasting valuable time on a task only to find that their approach or end result was not the desired one. This can cause staff to feel frustrated at their unappreciated and wasted efforts, and arguably offers no real positive professional development, since the task outcome is the focus, not the combined staff development and task outcome. This is arguably a lack proper delegation and professional development, which also ties into several of the next points of the DREAM approach – showing and giving professional respect and encouraging staff in meaningful professional development.

One method of overcoming the problem of assigning unsuited or unwanted tasks is to use information gathered during the recruitment and interview process of new staff members. During this stage, and after applicants have a clear understanding of the future roles they can contribute to, they can be encouraged to indicate (and negotiate) what professional development paths they would like to pursue; suggest how they see themselves fitting into the current framework of the department and team; indicate any short term and long term preference regarding future responsibilities; and mention any specific skills they think they bring to the department and team to enhance it. Although such a system may be difficult to initiate, it can yield positive results if the information is used wisely as it shows not only forward planning, but also real investment and respect in staff skills and development and a willingness to allow valid input in the final decision making process (Quirke and Allison, 2008).

One of the most effective ways of organizing the delegation of tasks is to plan them using the faculty's own professional development plans (see Tables 1 and 2) to help inform management's choices and make positive decisions. As a manager and leader, it is essential to keep involved and therefore responsible for the completion of assigned tasks. This may require a different mindset since delegation is used as a method of tapping into faculty member's abilities and also to help professionally develop staff, not to simply relinquish management of tasks they do not want to do themselves or see as being beneath them. If delegation is used in the correct way, it can generate trust and an ethos of combined responsibility and investment among the faculty (Covey, 1989).

When realistic and achievable goals have been identified the next stage is to develop them into a firm action plan focusing on the short-term goals, and building on from there. This of course needs the initial input of management and continued support, so as to be able to determine timeframes and performance indicators.

Table 1 Example Template - Professional Goals for a New Teacher

✱	ROLES	SHORT-TERM	MID-TERM	LONG-TERM
1	Teacher	Understand Japanese students and the university's educational policy and curriculum goals	Develop online delivery course using Moodle & measure pedagogical effectiveness	Present and publish findings from Moodle research to encourage development in peers/others
2	Material Developer	Redevelop current stock of course syllabi (and materials) for new students and curriculum	Focus on a weakness in the curriculum and consider ways to improve the goals, objectives and the materials being used in those courses (i.e. TOEFL and TOEIC)	Develop a set of horizontally and vertically integrated TOEFL and TOEIC courses that are accepted as a new systematic standard to be implemented into the curriculum
3	Team Worker	Settle into new department and role. Familiarize with new teaching and administrative responsibilities.	Discuss with management pedagogical standards and take on a curriculum development and an assistant team leading role	Take on a team leading and course coordinating role to monitoring standards, develop materials and offering mentoring where needed

Table 2 Example of Action Plan

TEACHER				
Activities	Support Group	Completion Date	Output Indicators	Achievement Level
MATERIALS DEVELOPER				
TEAM WORKER				

2.2. RECRUIT and RESPECT

Q5. Who is the best colleague recruited to work alongside you?

Q6. What professional characteristics or habits make them enjoyable to work with?

Q7. How do you demonstrate respect at work?

Q8. Does your workplace show enough respect towards you?

Q9. Are all faculty and staff members treated as equals and with equal respect?

When management **recruit** faculty, they ideally want to hire people who fit into the current team's ethos and approach. However, in order to be able to really do this, there should be complete transparency of the job description so all applicants can make professionally informed choices about whether they want to apply for the position or not.

Very often the lack of transparency in employment advertisements regarding the specifics of job responsibilities, research and professional development opportunities, and clear information regarding the important area of remuneration, are often lacking or extremely vague.

In three of the initial DREAM Management workshops conducted by Honisz-Greens (2008–2011) with approximately 120 attendees, close to one-third claimed to have had no prior knowledge of the exact remuneration and research funds being offered by their employer until they were signing their contract. Also, some claimed to have been offered positions only then to reject them because the package being offered was not what expected and was seen by the applicant as being a downgrade of salary and conditions. Attendees commented that they found this lack of transparency frustrating and unprofessional, not least because of the nature of contract positions in Japan where faculty are forced to move and find new positions every few years. Teachers, like many other people, naturally prefer to have upward professional mobility and rewards that time and experience are expected to bring, but this requires them to make informed choices about what jobs they want to apply for.

The workshops (ibid) also found that in regards to recruitment practices, application accessibility is another issue that frustrates many non-Japanese speaking applicants who are faced with the sometimes daunting task of spending many hours filling in and preparing specific application materials in the Japanese language for an English speaking role and are often asked to send off their application usually using registered mail or to make and send multiple copies.

Quirke and Allison (2008) state that ideally there should also be accuracy and accountability in the screening process, so that all applicants get assessed in as consistent a method as possible. This requires rubric for grading applications so that all management (or staff) involved screen and grade applicants consistently with common predetermined parameters. Finally, there should be a level of humanity in the interview and reference checking stages of recruitment. It is the last two stages of the recruitment process that if done correctly will maximize the chances that the new faculty hired is not only qualified for the job but also an ideal fit for the existing team. For managers, or those delegated to the task to do this, complete honesty and frankness with applicants is necessary so that they too can also make informed professional decisions and have at least a basic idea of what to expect on arrival. However, as mentioned above, often applicants do not know the exact details of duties, professional development or remuneration until being offered a contract, and in some instances, this resulted in applicants instantly withdrawing their application as the offer resulted in a downgrade of working conditions and ultimately a waste of applicants' time, energy and resources applying for a position that was not forthcoming with contractual terms and conditions (Honisz-Greens, 2008–2011). Based on the author's experience, an example of a successful institution's recruitment process might be:

Stage One: Post a clear job advertisement with details of teaching duties and associated

responsibilities, research opportunities and support, remuneration and benefits, length of contract, and a clear (and ideally an easy/respectful) method of application. Details of the various recruitment stages and expected time scale involved should also be given.

Stage Two: Screen application materials using standardized rubric (see Table 3 for Resume Rubric) awarding points for specific areas such as relevant qualifications (BA, MA, and PhD), teaching licenses (CELTA, DELTA and PGCE), relevant publications and presentations, and international work experience etc. If a team are conducting the recruitment then all members of the team should grade each applicant with ideally the top scoring applicants being invited to the next stage. Also, at this point and using statistical tools, any candidate that has been graded anomalously by a single ratter can be identified and if necessary discussed to make sure fair and consistent grading was applied by all raters. Finally, at this stage E-mail or letters should be sent to unsuccessful applicants informing them and showing appreciation for their time and effort, thus maintaining a level of professionalism and humanity.

Stage Three: A smaller number of successful stage two applicants should be invited to submit videos where they are required to complete an assigned task. For example, a suitable task might be to answer one question relating to teaching and materials development experience and another question on management and leadership experience. This again should have a specific rubric to grade responses; however, in this instance the rubric should also focus on first impressions of candidates, the presentation and depth of ideas and the task completion. This stage also has the double benefit of saving applicants

Table 3   Example of Resume Grading Rubric

Rating form for Candidate Resume   Rater:_____

Assign a whole number from 1 – 5 for the categories below:

1. Teaching Experience

➢ EAP program experience
➢ Depth of classroom experience
➢ Courses taught
➢ Overseas experience
➢ Skills in educational technology

2. Effective Course Management

➢ Developing materials within a framework
➢ Developing materials for others
➢ ELT management experience
➢ Experiences in coordinated programs
➢ Computer software know-how

3. Professional Development

➢ ELT / TESOL qualifications
➢ Presentations & Publications
➢ Research projects undertaken
➢ Evidence of reflective self-development

Scale:

1 – – – – – **3** – – – – – **5**
(out of consideration)   (acceptable candidate)   (ideal candidate)

App. last name	Teach Exp.	Course Mngmt.	Prof. Dev.	Total	Notes
1.					

expensive travel commonly associated with job-hunting in Japan and it also allows the recruiters to narrow the field to the very best candidates, thus also saving them interview time with unlikely candidates. At the end of this stage E-mail or letters should be sent to those applicants not being considered for an interview.

Stage Four: The top candidates should be invited to attend an interview. Before the visit they should have a clear idea of what will be asked of them during the interview and also what format the interview will take. Ideally, candidates will also be allowed to visit during a working day to be able to see some students, or other teachers in action, so as to get a feel for the teaching and learning environment. During the interview, predetermined scripted questions should be used thus giving all candidates a similar interview experience. Examples of relevant areas that can be discussed are questions regarding applicants' teaching experience (with possibly a short teaching demonstration), course designing and management experience, interpersonal relationships with staff and students, professional development, and technological knowledge.

Stage Five: If any reference checks are to be done, the managers should try to do this with a measure of humanity. Questions relating to experience and performance are relevant, whereas questions regarding personal relationships are arguably inappropriate and can be affected by simple human relationship bias. If stages one through four are done effectively, then all candidates at the interview stage are most likely able to do the job, so the interview serves as a chance to gain a real first-impression for both the parties.

Stage 6: Letters should be sent to candidates either offering the position or declining their application. These should be personalised with the candidates' names to show some level of gratitude for their efforts.

Although this may seem like a tall order and many managers may consider such a recruitment process with so many stages unnecessary and a burden on their time, this is easily overcome if staff members are delegated tasks such as being responsible for recruitment. Initially designing and implementing the various stages of such a system will require the input and guidance of experienced management; however, once the stages of designing suitable guidelines and templates are created for writing the job-descriptors and letters of correspondence; grading rubric are created; checking mechanisms are designed to ensure fair assessment for candidates; and a final method for managements' input and agreement of recommended applicants are all developed then a full recruitment process will be in place. The benefit of this should be clear in that staff can have the recruitment task delegated to them, which also allows them to develop their management skills and have a say on who joins their immediate team. This also frees up management for other tasks such as faculty or departmental development and enhancement.

One essential components of the Quirke and Allison DREAM Management approach is to show clear **respect** towards staff (and future staff) and treat them as professionals,

thus allowing them to do the jobs they were recruited for and also to develop to their full potential. Respect in this sense refers to how managers show appreciation for the efforts given and the professional standing of employees, and how relying on faculty input in their areas of expertise extends this further. One key area where respect can be emphasised is in daily communication (Quirke, 2006; Quirke 2001). In every communication regardless of whether it is written or verbal management should strive to:

1. Be Decisive – show leadership
2. Show Appreciation – do not take staff for granted
3. Be Clear – and show you have a plan
4. Smile – the authors of DREAM emphasise this a great deal
5. Empathise – do not patronise
6. Pose questions to staff – and listen for responses
7. Give praise – do not only criticise
8. Delegate – so as to develop faculty appropriately
9. Share time, ideas, opinions – create a team, not a them and us environment
10. Support staff in all reasonable ways – find out what they need to be happy to do their job
11. Give thanks for all effort

Although it may seem like an impossible task to do this in every case, if managers consciously try to do this they may be surprised how many objectives they can achieve, even in a single E-mail. In this way, managers can show the deep respect that they have for their teachers and team, which will be returned to them in kind by creating a positive and enjoyable environment for teaching and learning. Thus, in short, what is required is the ability to not only be a manager but learn how to be a leader as well (Senge, 1992).

2.3. ENHANCE and ENJOY

Q10. How is your appraisal at work tied to your professional development?

Q11. Do you have a list of professional goals and time frames?

Q12. In what ways would you like help developing as a teacher, materials' developer, manager, or researcher?

Q13. What was the cause of the last laugh you had at work?

Q14. Is your place of employment a truly enjoyable place to work, or how would you change it to make it more respectful and enjoyable?

Quirke and Allison (2008) stress that the enhancement of faculty is one of the most essential elements in the DREAM Management approach because this is how faculty develop and

how management can show interest and respect for their professional development. Managers should strive to **enhance** faculty skills based on annual appraisals and a portfolio system to drive their professional development. The approach will be detailed in part two of this article in the section on **appraisal**, but staff should feel that they are not only there to make up numbers and/or teach, and that their own professional development is of importance to their immediate manager, department and school. This means that once staff have settled into a new position and have become familiar with the role therein, they are asked to make their own personal and professional development plans. Any goals should obviously be directly aligned to the departmental goals, with negotiation on suitable time-scales and achievement markers, with management ensuring institutional support is given to achieve the planned goals: as seen in tables one and two.

However in the aforementioned workshops, Honisz-Greens (2008–2011) found that in Japan many teachers' professional development is not discussed or reviewed by their management in any meaningful way. Workshop participants suggested that this was due to a lack of management ability, interest and investment in them as faculty. Many stated that they felt grateful that they had some type of research fund made available to them, but that a fund without guidance and leadership from a manager seemed like a waste. Ideally faculty who professionally develop (with guidance and mentoring from management) should be seen as an investment and encouraged to stay in their current position. However, the sad reality of teaching in Japan (and elsewhere) means that little professional security is given to faculty, showing a lack of respect to the profession, affecting the enjoyment and motivation of the average teacher.
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PART TWO of this paper will discuss the last five DREAM Management principles and conclusions.

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