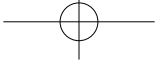# Possible Practical Language Educational Leadership and Management Methods

Naoya Shibata

This paper aims to explore the challenges of language educational leadership and management (LEL/M) and consider practical methods to develop LEL/M skills in Japanese tertiary educational contexts based on the qualitative data collected from a questionnaire and follow-up interviews. Findings highlighted the differences between leadership and management, teacher collaboration, pressures to maintain motivation to lead and manage projects, and challenges in negotiating with administrators. Based on these findings and the literature on LEL/M, the following points to address challenges and develop skills are discussed: the importance of understanding the potential and personalities of communities, the necessity of self-awareness of teachers as language educational leaders and managers, and the opportunities to take leadership and management courses and join community groups.

1. Introduction

Language educational leadership and management (LEL/M) is defined in this paper as the necessary skills and knowledge to explore variable contextual factors and apply them to a language programme, play a prominent role in fulfilling stakeholders' needs and wants, and effectively conduct professional development projects for teachers, classroom teaching, and curriculum design. Compared to books on professional development for

teachers and curriculum design, there are not many studies on language educational leadership, although some edited books relevant to LEL/M have been published (e.g., Christison & Murray, Eds, 2009; Christison & Stoller, Eds, 2015; Coombe et al., Eds, 2008; Curtis, Ed., 2022). Since leadership and management depend on various factors, including leaders' experiences and beliefs, educational policies, and cultures (Roegman, 2017), it is challenging to validate findings and maintain generalisability and validity. Nevertheless, it is still possible and important to explore some commonalities and differences in the current LEL/M and practical LEL/M methods in order to establish, as a team, effective language programmes and management and satisfy stakeholders' needs and hopes. Therefore, this report aims to consider some practical methods of LEL/M in the practice of everyday teaching in the short, medium, and long-term, based on the responses regarding leadership and management collected from ten university lecturers working as leaders and other relevant positions in Japan.

2. The Respondents and Data Collection and Analysis Procedures

I utilised a questionnaire to explore the respondents' beliefs, challenges, and wishes in leadership and management roles in their educational and relevant contexts (See Appendix). The questionnaire had 13 questions aimed at collecting the respondents' demographic data and eight main open-ended questions about their beliefs and experiences in leadership and management roles. Due to the current novel coronavirus pandemic, I had no opportunity to meet possible respondents in person, and thus the data collection needed to be conducted online. I conducted an anonymous survey with a Google form. Respondents were asked to provide their names and contact information only in the case that they consented to take follow-up interviews. The link was sent to 20 possible respondents. Those respondents consisted of ten men and ten women, all of whom spoke English as their first language and lived in Japan. I received their responses between the

14th and the 20th of June, 2021. Among them, ten leaders (seven men and the three women) took the survey. Based on the demographic data collected, I learned that that five of them were born in the United States, and the other five in the United Kingdom. The age ranges were between 35 and 55 (see Table 1). Although an equal gender distribution would be ideal, there seems to be the age distribution was well-balanced. In terms of teaching and leadership experiences, however, whilst the mean number of years of teaching experience was 21.3 years, with a minimum of 11 years experience and a maximum of 29 years, the average number of years of leadership experience was 11.3 years, with a minimum of two years and a maximum of 21 years. Due to the limited number of respondents, detecting a noticeable experience gap was inevitable. Hence, in this report, their responses illustrate some of the beliefs, challenges, and demands in language educational leadership and management in some Japanese contexts, and help us to consider the daily practice of leadership and management.

Table 1

The respondents' profiles

Age Ranges	Distributions	Men	Women
35-39	2	1	1
40-45	3	2	1
46-50	3	3	0
51-55	2	1	1

Among the ten leaders who took the survey questionnaire regarding their beliefs in leadership and management, and their experiences as leaders and managers, three language educational leaders working in Japanese tertiary settings consented to take follow-up interviews regarding their leadership and management experiences. However, as two of them were no longer available to take oral interviews due to their schedules, they were interviewed via email. In order to acquire more in-depth comments

concerning their leadership and management challenges and solutions, I asked them the following questions proposed and formed based on the respondents' comments on the survey questionnaire:

Q1. Could you describe your leadership challenges and the ways that you address those challenges, please? (I asked all three respondents this question in either oral or written interviews).

Q2. What advice would you give someone facing similar leadership challenges? (I asked one respondent in an oral interview).

Q3. How would you act differently to tackle the difficulty if you encounter it again? (I asked one of the respondents in an interview via email).

Q4. How do you think language educational leaders can raise and maintain their awareness of leadership and management with community members? (I asked the other respondent in an interview via email).

An oral interview was conducted and video-recorded for 20 minutes and initially transcribed by the Happy Scribe (2021), an online transcription tool. After that, the author corrected some transcription errors, when necessary. On the other hand, the written interviews through email were conducted on July 19th and two interactions per interview were made.

All these respondents' comments were thematically coded and categorised into groups so as to delve into commonalities and differences. The main themes detected include: the differences between leadership and management, the importance of teacher collaboration, and the challenges in leadership and management. As the number of participants and the length of each response were limited, no reliability or validity check was conducted. However, as each participant seems to work at different institutions in Japan, the findings would still illustrate some sample beliefs, challenges, and needs in the Japanese educational setting. Based on their comments, possible short/middle/long-term daily practice approaches for language educational leadership and management were considered.
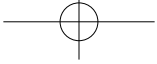
3. Findings and Consideration
3.1. The Differences Between Leadership and Management

Almost all the respondents seem to distinguish between leadership and management for some points. The commonalities between their comments illustrate that leadership has to do with having clear visions and directions and motivating committee members to develop their skills and make efforts to achieve objectives. In contrast, management has to do with administrative roles in setting tasks, rules, and roles, and with developing the system. That is, management focuses on the organisation whilst leadership targets people. However, a few respondents stated that the focus of management is to establish the foundations of the project with community members, but leadership aims at improving the framework. Thus some (still unclear) overlapping parts of leadership and management might have been highlighted. For example, one respondent mentioned that leaders need to make the project and community workable whilst managers are expected to have additional duties. On the other hand, another respondent maintained that leaders could focus more on vision and direction on the macro scale, but managers also need to help community members accomplish tasks to examine the situation on a micro scale. Accordingly, although almost all the respondents consider leadership and management different roles and skills, they differentiate these two terms according to their beliefs and possibly their experiences. Since the differences between leadership and management might be an important point to seek efficient and effective methods to lead and manage projects and train future leaders and managers, it is necessary to further explore the different leadership and management roles through follow-up interviews.
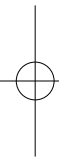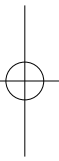
3.2. The Importance of Teacher Collaboration

The respondents highlighted the necessity of teacher collaboration as one of the common needs and wants in the institutions by the respondents, possibly illustrating few opportunities to collaborate with teachers effectively. Although the accessibility to community members seems to play

a fundamental role in facilitating team collaboration, the social and physical distance between teachers is problematic for leaders and managers during the current coronavirus pandemic. Furthermore, the respondents' comments also underlined the importance of having allies who understand the direction of the project and the division of labour and the accessibility of veterans and people who have leadership and management experience in the institution. Accordingly, leaders and managers need to establish positive circumstances of the community and explore ways to facilitate teacher collaborations for leadership and management.
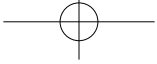
3.3. Challenges in Leadership and Management
3.3.1. Pressures to Maintain Motivation to Lead

One of the respondents commented that they sometimes feel the responsibility for maintaining their own motivation to lead others. This answer might illustrate that leaders always have the (hidden) obligation to make decisions and directions and guide the community members to the objectives, and that team members tend to rely on leaders. Furthermore, some respondents also underlined that leaders should attempt to train members to become possible future leaders. Therefore, leaders need to address their conflicting hopes: concentrating on their own work without the burden of playing a leadership role, and the psychological pressure from others. Although none of the respondents explicitly commented that they felt isolated from the community and did not know how to address the psychological burden of leadership, future studies should explore the possible ways to lessen their mental responsibility and train future leaders efficiently and effectively.

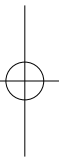### 3.3.2. Challenges in Negotiating with Administrators

Some respondents commented that they have some difficulties in negotiating with administrators about their projects because of the top-down system. Some cultural and institutional beliefs can create a negative circumstance where leaders and subordinators have difficulty in

negotiating about the project, asking for financial support, and sharing ideas and opinions. One of the participants reported that they seem to 'accept' the institutional culture where the administrators decide everything and leaders and subordinates follow them. As a result, leaders have no opportunity to negotiate about the project and the (predetermined) objectives and resources with their superiors, and they need to aim to achieve goals with group members.
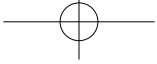
In order to consider short-/medium-/long-term leadership and management approaches, it is vital to deeply explore cultural and institutional beliefs and address possible conflicts and challenges carefully. All the respondents were from English-speaking countries, so they seem to sometimes encounter some cultural differences between their home countries and Japan. Leaders and managers need to find approaches to integrate cultures effectively and help stakeholders raise their cross-cultural understanding.

3.4. Long-Term Ways of Leadership and Management Applicable to Daily Practice

Based on the activity theory, which can explore the interrelation among subjects, mediational means, community, rules, the division of labour, and objectives to reach outcomes (Engeström, 2019), leaders and managers can pursue successful outcomes and pursue long-term applicable daily practice whilst delving into the interrelation between various complex factors, including cultural and organisational beliefs and rules, the community, the division of labour, available resources, and objectives in the particular context. As the major premise that the possible ways to conduct leadership and management depend on contexts (Roegman, 2017), all leaders, managers, and stakeholders need to understand and appreciate diversity in educational settings.

As the importance of having allies was underlined to maintain effective collaboration in groups and accomplish objectives, leaders should establish a good rapport with colleagues for the longitudinal effective leadership and
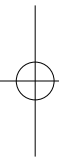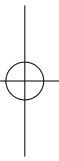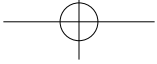
management whilst appreciating their strengths and compensating for their weaknesses in the specific educational setting. That is, leaders need to seek to create a continuous collaborative environment that can provide many occasions for their team members to share their knowledge and learn from each other (Stephenson, 2008). In order to enhance team collaboration, Murphey and Brogan (2008) suggest that leaders should improve their skills to explore their group members' capabilities as well as personalities and judge possible duties to delegate to them. By doing that, leaders can examine the appropriate workload balance for the groups to facilitate the productivity of the project.

Due to various factors, including the leaders' personalities, and different generations among community members, it is challenging to develop the skills necessary to examine someone's capabilities and personalities. For example, introverts might encounter more challenges in establishing rapport with others and/or assign some duties to them than extroverts. As one of the respondents commented, however, "empathetic introverts make the best leaders." Despite their introverted nature, they can explore each others' feelings, beliefs, and abilities to manage activities whilst working together and gaining leadership experiences. Accordingly, some (even small) attempts to collaborate with community members can be the first step to improve leadership skills to understand their strengths and weaknesses and their personalities in the specific context and explore the most effective and efficient ways to increase team collaboration longitudinally.
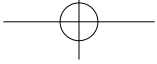
As Christison and Murray (2009) highlight, all the team members also need to be responsible for evaluating the programme and co-operating with each other to develop the programme and their performance in classes. Furthermore, in order to implement a successful language teaching programme, the team and the institution need to understand what learners, especially newcomer students, need and want (Stoller, 2015). As variable contextual factors play a significant role in leading and managing projects and programmes in any setting, including language educational contexts, leaders always need to be aware of the environmental factors and
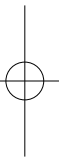
stakeholders' needs, and need to want to work collaboratively with their colleagues. Based on my experiences as a curriculum designer at a private upper secondary school in central Japan, I believe one-year longitudinal collaborative action research would be useful to understand and (re)check the availability of resources and students and teachers' challenges and accomplishments. Although data collection methods to be employed vary in contexts, survey questionnaires, teachers' observation notes, and students' test results would be accessible instruments to acquire stakeholders' perspectives of the project and learning outcomes in any setting. The cyclical procedure of research (planning, acting, observing, and reflecting), which is an important feature of collaborative action research, can increase teacher collaboration to understand benefits and drawbacks and discuss issues (Burns, 1999, 2010). When I was in a leadership position, I had a teacher meeting with clear agendas elicited from the findings once a week and sought to facilitate group discussions whilst asking team members some follow-up questions and assigning some roles (e.g., secretary and timekeeper) to them. When necessary, I invited a headteacher and a deputy headteacher to the meeting to raise their awareness of the English project. The collaborative action research results can also be accumulated and saved into paper and/or digital documents during and after the project term. Hence, this method is expected to enhance team collaboration longitudinally and may be followed in order to develop the person's own leadership skills.
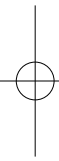
Regardless of leadership and management experiences, both in-service and future language educational leaders need more opportunities to receive training to develop their knowledge and skills as leaders and managers. As various contextual factors can affect leadership and management, not all leadership and management methods are applicable to every setting. Nevertheless, research papers and journal articles on language educational leadership can still enable in-service and future leaders and managers to broaden and deepen their perspectives and to try applying the approaches to their own contexts. For example, Li and Gao (2018) considered the

applicable approach of language educational leadership for curriculum design utilising a multidisciplinary approach. Furthermore, pre/in-service teachers can take some courses provided by institutions and universities, such as Research Institute for Learner Autonomy Education, in order to develop their leadership and management skills. Although the quality and usefulness of the courses would vary among curricula and settings, they can still gain both (theoretical) knowledge of leadership and management and practise using practical leadership and management approaches. In Japanese educational settings, full-time lecturers are assigned to some leadership and management roles in their department and faculty. Therefore, teachers should try to access such journals and receive training on their own, even if it would be preferable to for the institution to provide funding for the training.

However, since leaders must generally engage in multitasking, it may be challenging for them to estimate priorities and severity. In order to address this challenge, Covey's (1989) time management matrix, which is also recommended by Dörnyei and Murphey (2003), can be a useful tool. The matrix can categorise activities into four groups: Important-Urgent, Important-Not Urgent, Not Important-Urgent, and Not Important-Not Urgent. Educational leaders as well as other stakeholders are obligated to do categorise tasks this way. It is essential to list tasks according to the degree of importance. As Covey (1989) maintains that the time management matrix can visualise the priority of the task and facilitate language educational leadership, leaders can also raise their self-awareness and effectiveness objectively and play their roles efficiently and effectively.

3.5. Understanding the Community Members' Potentials and Personalities

One of the respondents reflected upon one of their challenges regarding a materials development project at a private university in central Japan and highlighted that language educational leaders need to understand the community members' potential and personalities in order to assign appropriate tasks and duties to each of them effectively and efficiently (see

Excerpt A). Another respondent, who answered Q1 via email, also had some difficulties in revising a curriculum for their students and integrating it with some features of the self-access learning centre. They sought to tackle the problem with their colleagues in order to convince the department to cooperate with them on the revision of the curriculum. Their comments might support Murphey and Brogan's (2008) suggestion that leaders need to develop their skills to examine the members of the projects and delegate duties based on their abilities so as to foster productivity.

One of the respondents also suggested that leaders should get community members involved in the project (Excerpt A). All these suggested activities would require strong bonds between leaders and their colleagues (as well as other stakeholders) and effective collaborations with them. Therefore, leaders really need to understand the community members' experiences and beliefs and their abilities to conduct specific activities and explore possibly most effective ways to maximise their strengths and compensate for their weaknesses carefully.

Excerpt A

> Get other people on board.
> - Talk to all stakeholders and really listen to them
> - Formulate a plan together
> - Apply for research grants. Even if you don't get them, it shows how serious you are
> - Slowly go up the chain, getting input and support from everyone who may be affected by the change before going to the top
> - When you are comfortable that you are representing other people honestly, make an appointment with decision makers at the top.

(A response to Q1 through a written interview via email, 20 July 2021)

However, the respondent also recursively stated in the oral interview via

Zoom that it is necessary to clarify how much power the project leader and each member of the project can have as well as the equal amount of power each member has to challenge us to work effectively and efficiently.

[00:10:24.300] Respondent 1: Let's say you're in that situation like. The equal hierarchy of equal power becomes a problem in order to make a consistent textbook, in order to convey how in order to aim for the objective effectively and efficiently.

(Part of a response to Q1, an interview via Zoom, 17 July 2021)

In their case, as every member had different experiences and beliefs, and as there was no noticeable power balance between the leader and the project members, the leaders could not guide them to the objectives effectively and had to negotiate with them recursively. In order to address this challenge, the respondent suggested:

[00:11:32.890] Respondent 1: Consider the personalities and the experiences of the people who might, might potentially be part of this team and how well they are likely to work together towards whatever the goal is. And don't be afraid to use the people that are appropriate and to perhaps leave this to do other things. Sounds a little bit harsh, but I think what I found from that experience was that not everybody can do everything like you need, should have the people who are best at doing whatever it is that they stop doing that thing rather than just everybody kind of trying to do the thing.

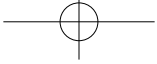(Part of a response to Q2, an interview via Zoom, 17 July 2021)

Accordingly, language educational leaders may sometimes need to have the courage to be hated and act as a 'villain' by selecting members and assigning responsible jobs to them so as to pursue the objectives as efficiently and effectively as possible. In order to develop leadership and management skills, they need to have high self-awareness of language

educational leaders and management in daily practice.

3.6. Rising Self-Awareness as Language Educational Leaders Through Reflective Diaries
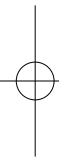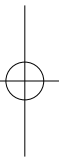
One of the respondents commented that it is important for leaders to "sell [their] idea convincingly" whilst explaining the potential and challenges of the projects for learners, receiving comments from people around them, and implementing them along with action research. (Part of an answer to Q1, a written interview via email, 21 July 2021). To convey their opinions confidently, sufficient high self-awareness of language educational leadership and management can play an important role in developing the necessary skills and knowledge to effectively explore the variable contextual factors and apply them to the language programme. In order to raise self-awareness as leaders and managers, (future) leaders and managers can write leadership and management diaries to reflect upon their daily activities and experiences as deeply and critically as possible. Reflective diaries are often employed in language teacher developmental tools, and the positive effects of reflective diaries are reported in various studies (e.g., Shibata, 2020; Ukrop et al., 2019). Although the purposes of teacher development might be different from those of leader and manager development, all of them aim to improve professional skills to fulfil stakeholders' needs and wants and implement efficient and effective curricula and instructions in specific settings. Furthermore, as reflective writing in general can foster writers' cognitive and affective engagement in their activities, reflection diaries on leadership and management can enable leaders and managers to retrace their experiences and understand the strengths and weaknesses of their projects and the current contextual factors. Hence, self-awareness of leadership and management can be facilitated through reflective diaries.

If available, it would be preferable for language educational leaders and management to ask their superiors and supervisors to read their reflection on language educational leadership and management and provide feedback

on them in order to appreciate other perspectives which they did not realise through self-reflection and further develop their awareness as leaders and managers. Although the rapport and power balance between leaders and supervisors can play a significant role in the future development of leadership and management, their advice can enable leaders and managers to more objectively reconsider their approaches and re-examine the interrelationship among various factors, including institutional rules, division of labour, and communities. More importantly, the existence of supervisors can lessen leaders and managers' affective burdens and feel togetherness, and thus they might also appreciate their (in)direct support to improve their skills.

3.7. The Opportunities to Take a Leadership and Management Course and Be a "Trainer"

(Future) leaders and management should have opportunities to take language educational leadership and management training courses offered by some institutions in order to apply the content to their contexts and play an active role as a future 'trainer' of leaders and managers in their educational settings. Leaders and managers are expected to not only aim for successful leadership and management to accomplish their objectives, but also 'train' future leaders and managers so as to maintain the collaboration between community members and attempt to develop the project longitudinally. That is, leaders and managers need to develop their autonomy sufficiently such that they can serve as a role model for others. Based on the comments received from the interviews, language educational leaders and managers often implement their approaches based on their experiences. Thus, they need not have a theoretical background in their activities.
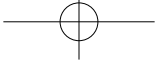
Leadership and management courses can provide (future) leaders and managers with many opportunities to learn leadership and management theoretical backgrounds and apply them to their teaching contexts whilst receiving feedback from the course instructors. One of the interview

respondents shared their experiences of taking online leadership and management courses at massive open online courses (MOOC) even though most online courses are for business purposes. Although the target course takers are not language teachers and educational leaders and managers, the theoretical perspectives of leadership and management can still apply to their contexts and examine the effectiveness of their activities. Furthermore, MOOC users can take these courses for free unless they subscribe to additional options to acquire certificates. Therefore, (future) language educational leaders and managers need no financial support from their administrations and take online professional development courses by themselves whilst developing leadership and management skills sufficiently to train future leaders and managers, and possibly make and join some community groups of leadership and management.

3.8. The LEL/M Community Group

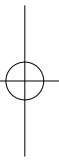One of the respondents stated that "Everyone can benefit from some training in courses…but the people who really need to take it often don't!" (Part of an answer to Q5, a written interview via email, 20 July 2021). This comment might illustrate that those in-service language educational leaders have little awareness of leadership and management development courses. However, (future) language educational leaders and managers can receive training through some courses and raise their awareness of leadership and management anywhere to build a new community group of leadership and management outside of the courses. For example, they can create and join online community groups on some social networking services, including Facebook. Japan Association for Language Teachers (JALT) has started to have a monthly event called Zoom for Professional Development (ZPD), the initial purpose of which was to help each other to develop their (online) teaching abilities and research skills through group discussion activities.

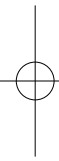I launched a monthly event on Zoom that connects people and provides

networking and socialization opportunities. I would have suggested that at the beginning of COVID and with greater frequency because I think it was much needed.

(Part of an answer to Q3, a written interview via email, 23 July 2021)
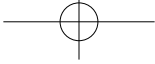
However, this event can still enable the members to raise their awareness of language educational leadership and management. Although no language educational leadership and management group has yet been formed, another respondent commented that they would like to have a leadership working group in order to make community groups for (future) language educational leaders and managers and provide them with a lot of opportunities to share their ideas and experiences and consider challenges and difficulties together. The respondents stated that "As our understanding of leadership matures and is disseminated throughout the organization, I think we will see a large payoff and better, more confident and effective leaders" (interview via email to answer Q5, 20 July 2021). Furthermore, as Curtis (2005) mentions that conferences can create new community groups, (future) language educational leaders and managers and language teachers can join conferences and take some training courses there. For example, an ELT Leadership Management Certificate Programme was held at the Thailand-TESOL conference by TESOL International Association in 2017. These (online) language educational leadership (and management) courses provided at academic associations and institutions can also help in-service language teachers form communities outside of their educational contexts and consider leadership and management from various perspectives, possibly increasing collaboration between language educational institutions.
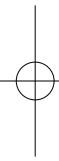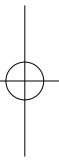
4. Conclusion

The respondents of the questionnaire to consider practical leadership and management practice were only speakers of English as their first language working in Japanese tertiary educational settings. Furthermore, follow-up

interviews to further explore their beliefs, challenges and lessons were conducted with only three of them. Therefore, this report showed only limited parts of leadership and management background. Nevertheless, it still illustrated that the necessity of contemplating the interrelation among contextual factors, possibly from the activity theory and sociocultural theoretical perspectives, was necessary to create collaborative educational settings and provide effective language educational leadership for the stakeholders, including teachers, students, their parents, and administrators. Although leaders need to encounter various challenges and implement methods to address them through trial and error, their attempts to fulfil the stakeholders' needs will result in the applicable leadership and management practice that will shift from short-term to long-term.

Although the number of respondents was noticeably limited, and each of them was asked only two questions in either an oral or written interview, their detailed descriptions of challenges and advice as language educational leaders still enabled this paper to consider the long-term practical practice of language educational leadership and management. As leaders are expected to lead the community members efficiently and effectively and accomplish the project objectives, they sometimes need to make severe decisions to facilitate productivity. Furthermore, the importance of leadership professional development can be highlighted so as to deepen the theoretical perspectives of leadership and management and explore practical ways to fulfil stakeholders' needs and create a positive atmosphere between communities. The professional development courses can also provide in-service and future leaders and managers with opportunities to establish communities outside their educational settings. Since leaders and managers seem to be expected to take responsibility for any duties, they sometimes feel 'isolated' and have few people to rely on, possibly resulting in psychological difficulties (Nichols & Jackie, 2017). All these possible daily practices proposed in this paper would require high autonomy as language educational leaders and managers, but they can have long-term positive effects on (future) leaders and managers and establish togetherness in and

outside of educational contexts. Therefore, although the actual effectiveness of these practices needs to be examined and explored through various (case) studies, they would still be worthwhile trying to use them for daily leadership and management in Japanese tertiary educational contexts.

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Appendix. Leadership and Management Questionnaire

Demographic Data

Q1. First Language:

Q2. Country of Birth:

Q3. Current Country of Residence:

Q4. Five-Year Age Range: [e.g., 30-34, 35-39, 40-45]

Q5. Gender/Sex: [M/F/Other/Prefer Not to Say]

Q6. Numbers of years/months of [language] teaching experience [can be zero]:

Q7. Numbers of years/months of [language education] leadership and/or management experience [can be zero]:

Q8. Are you a leader? Yes/No

Q9. Are you a manager? Yes/No

Q10 Are you both?

Q11. Are you neither?

Q12. What is your current job title?

Q13. For how long [years/months] have you been in your current position?

Language Education Leadership and Management

Q1: Do you distinguish between management and leadership? If so, how would you describe the differences? (Please give examples) If not, in what ways are these the same for you? (Please give examples).

Q2: If you are in a leadership role and/or a management role, did you receive initial training before taking on this/these roles? Yes/No. If Yes, please briefly outline that training.

Q3: If you are in a leadership role and/or a management role, have you been given opportunities for on-going professional development in leadership and management? Yes/No.

Q3a. If Yes, please give brief details of those on-going professional development opportunities.

Q4: If you are primarily in a leadership role, what is the main challenge you are currently facing in this role?

Q5: If you are primarily in a management role, what is the main challenge you are currently facing in this role?

Q6: What single piece of key advice would you give to someone about to become a leader or manager in your particular context or workplace?

Q7: If you could wave a 'magic wand' and change one key thing in your particular context or workplace, what would that be and why?

Q8: What is one key thing about your current position that you know now, which you wish you had known before you started working in this position?

Q9: Could you take a follow-up interview with me for the second assignment?　Yes/No.

If yes, please write your name and contact information below.