



HAMILTON-WENTWORTH
DISTRICT SCHOOL BOARD



Managers Self- Assessment Questionnaire

How to Use This Self-Assessment

This self-assessment questionnaire is intended to help managers focus on and evaluate key competencies that contribute to the development of five areas of leadership expectations for effective service leaders at Hamilton-Wentworth District School Board. This self-assessment and the leadership expectations are based on the HWDSB Service Leadership Framework document. The competency descriptors are intended to trigger personal reflection about collaborative practices associated with these five areas of leadership expectations. The self-assessment questionnaire can be used as a stand-alone tool for individuals to assess their own collaborative leadership capacity or as part of the performance appraisal process where managers are encouraged to work collaboratively with their immediate supervisor to develop their continuous improvement plan.

The five areas of leadership expectations for self-assessment of service leaders are:

- Setting Direction
- Building Relationships and Developing Staff
- Organizational Development
- Service to the Organization
- Assuring Accountability

Completion of this questionnaire supports managers with identifying their areas of strength and areas for growth and development related to the leadership competencies within the board's Service Leadership Framework. This will also assist them with identifying what professional learning to include in their EPAS Continuous Improvement Plan through discussion with their supervisor. The reflections section for each area of expectation will assist managers with highlighting specific examples of their leadership experiences and identify areas for growth and professional development. These reflections will help to guide the final rating for each leadership competency.

Completing the Self-Assessment Questionnaire

Please review each leadership competency statement carefully. Before you record your response, try to recall examples of situations where you have demonstrated the leadership competency. Review the generic examples of practice provided in each section to help you recall your own personal examples. This will assist you with choosing the appropriate response. Your responses to this questionnaire are for your own use. You will be able to use this document to help you create a personal learning plan for developing the service leadership competencies. You can also use this document when working with your immediate supervisor in developing your Continuous Improvement Plan in EPAS.

Once you have recorded your ratings for each competency, total the numbers to determine your overall rating for each area of expectation. Use the guide below to determine how you will apply your overall rating to create your personal learning plan.

Strong/Excellent Rating = 25 to 28

Opportunity for Growth = 19 to 24

Important to Develop = 4 to 18

Setting Direction: *The manager engages staff in creating a shared vision for the department, and developing and achieving department goals.*

| Leadership Practices | | | | | |
|---|-------------|----------------|------------|-----------------------|---|
| <ul style="list-style-type: none"> ensures the department vision is clear, shared, understood and acted upon by all works with department staff to translate department vision into action creates a positive climate and culture of collaboration (teamwork) promotes creativity, innovation and the use of appropriate technologies to achieve excellence | | | | | |
| Leadership Competencies | Seldom 1 | Sometimes 2 | Often 3 | Almost Always 4 | Reflection: How do I demonstrate this competency and what impact do my actions have on others. |
| <ul style="list-style-type: none"> Thinks and acts strategically. Leads change, creativity and innovation. | | | | | |
| <ul style="list-style-type: none"> Inspires, challenges, motivates and empowers to build and carry out the department vision by modeling the mission, vision and values of the school district. | | | | | |
| <ul style="list-style-type: none"> Demonstrates a commitment to setting department goals that are ambitious and challenging yet realistic and achievable. | | | | | |
| <ul style="list-style-type: none"> Values the use of new technologies to promote change and understands the impact on department /school achievement. | | | | | |
| <ul style="list-style-type: none"> Understands and creates processes for building, communicating and implementing shared vision within the department. | | | | | |
| <ul style="list-style-type: none"> Accesses and applies information about local, national and/or global trends in the strategic planning processes. | | | | | |
| <ul style="list-style-type: none"> Has a belief that all staff contribute to all students realizing their full potential. | | | | | |

Review these examples of practice to help you determine your personal rating for Setting Direction :

- The Service Delivery Critical Pathway (SDCP) is used to develop the Service Improvement Plan (SIP) and link improvement processes to the board’s strategic directions
- Encourages change and welcomes new ideas from staff through regular department Collaborative Inquiry processes
- Regular department meetings are in place to share new information, clarify vision and discuss the impact of change on department staff and the system
- Clearly links department change to current trends in education and relevant industry/discipline sectors to help staff understand the impact of their work
- Supports department staff in linking their work directly to the board’s strategic directions/student achievement through performance appraisal and continuous improvement plans
- Sets clear expectations at department meetings linked to SMART goals and strategies within the department SIP

Learning: What competencies do I need to develop further for this leadership expectation and how will I do that:

Total Rating for Setting Direction: (add your ratings from each column): _____

Building Relationships and Developing Staff: *The manager builds genuine trusting relationships with staff, other departments and the school communities. The manager encourages and empowers staff to work in the best interests of the department and the school district.*

- Leadership Practices:**
- recognizes the diverse backgrounds of others and treats everyone fairly, equitably and respectfully
 - leads by example; is transparent in decision making and consistent in words and actions
 - develops effective strategies to support staff in professional learning, performance feedback, and career/ succession planning
 - acknowledges and celebrates the achievements of individuals and teams
 - communicates effectively and maintains high visibility within the department and the school district

| Leadership Competencies | Seldom 1 | Sometimes 2 | Often 3 | Almost Always 4 | Reflection: How do I demonstrate this competency and what impact do my actions have on others. |
|---|-------------|----------------|------------|-----------------------|---|
| <ul style="list-style-type: none"> • Fosters an open, fair and equitable department and is committed to a respectful, inclusive, and equitable department. Values the importance of interpersonal relationships in school district achievements. | | | | | |
| <ul style="list-style-type: none"> • Understands adult learning and applies models of ongoing professional development to promote individual and team development. | | | | | |
| <ul style="list-style-type: none"> • Supports department members to ensure attainment of individual/ department improvement goals. | | | | | |
| <ul style="list-style-type: none"> • Communicates effectively within the department and throughout the school district. | | | | | |
| <ul style="list-style-type: none"> • Anticipates the impact of change and implements change management strategies that support individuals, the department and the school district. | | | | | |
| <ul style="list-style-type: none"> • Builds effective working relationships and teamwork within the department and the school district. Recognizes and effectively manages conflict.. | | | | | |
| <ul style="list-style-type: none"> • Demonstrates trustworthiness, optimism and resiliency. | | | | | |

Review these examples of practice to help you determine your personal rating for Building Relationships and Developing Staff:

- Ensures that all department members are aware of board policy related to respectful, working and learning environments and applies the principles of these policies consistently within the department
- Develops departmental team norms and applies the principles of collaborative inquiry to create an environment of optimism among staff; Recognizes and celebrates individual and department successes appropriately
- Provides staff with equitable access to PD opportunities/funds available to ensure that staff are engaged in relevant professional development activities
- Establishes communication processes for the department so that all staff receive appropriate information in a timely manner; Has an open door policy with staff
- Is open to feedback and responds in an appropriate manner without prejudice toward individuals

Learning: What competencies do I need to develop further for this leadership expectation and how will I do that

Total Rating for Building Relationships and Developing Staff (add your ratings from each column): _____

Organizational Development: *The manager ensures organizational success through collaboration and teamwork, and through connecting and aligning the department with the broader school district.*

- Leadership Practices:**
- champions and cultivates collaboration within the department and throughout the school district
 - develops a department culture which promotes shared knowledge and shared responsibility for goals and results
 - challenges thinking and learning of staff to further develop individual and departmental professional practice
 - supervises staff effectively and uses performance appraisal to support staff/personal growth
 - empowers and supports a diverse staff

| Leadership Competencies | Seldom 1 | Sometimes 2 | Often 3 | Almost Always 4 | |
|--|-------------|----------------|------------|-----------------------|--|
| • Implements operational efficiencies within the department to minimize the impact of administrative tasks on the school district. | | | | | |
| • Collaborates, networks and build community within the district and throughout the larger community. | | | | | |
| • Provides feedback to staff to support individual learning and organizational improvement.. | | | | | |
| • Listens to, reflects and acts upon feedback from staff and others throughout the school district. | | | | | |
| • Understands the relationship between performance management and individual /department improvements. | | | | | |
| • Responsible for department climate and results and demonstrates integrity and ethical behaviour . | | | | | |
| • Understands and communicates ministry and district directions and adheres to relevant ministry and district policies and procedures. | | | | | |

Review these examples of practice to help you determine your personal rating for Organizational Development:

- Regularly attends and is a contributing member of Managers’ Cabinet by participating in collaborative inquiry processes to improve service within the system
- Continuously improves department processes through the implementation of technology, support systems, new initiatives
- Recognizes the value of and participates in programs to enhance own professional development and leadership style
- Administers staff performance appraisals and links individual continuous improvement plans to HWDSB strategic directions
- Builds relationships with other departments and community members through client feedback, focus groups and other collaborative processes
- Creates a department culture that is open to change while having processes in place that adhere to relevant guidelines, policies, procedures, collective agreements/term and conditions of employment and legislation

Learning: What competencies do I need to develop further for this leadership expectation and how will I do that:

Total Rating for Organizational Development (add your ratings from each column): _____

Service to the Organization: *The manager sets high expectations for service to the school district and monitors and evaluates the effectiveness of the department's contribution to the school district's goals.*

Leadership Practices:

- ensures a consistent and continuous focus on department goals and uses data to monitor progress
- participates in the recruitment, hiring and retention of staff to further department and school district goals
- determines and provides appropriate resources to optimize service to the school district
- focuses staff on stated department goals and is the buffer for activities that do not support goal achievement
- fosters individual and team commitment to constantly improve service to the school district

Leadership Competencies

| | Seldom 1 | Sometimes 2 | Often 3 | Almost Always 4 | |
|---|-------------|----------------|------------|-----------------------|--|
| • Accesses, analyzes and interprets data for the purpose of process improvement cycles to make informed decisions. | | | | | |
| • Initiates, monitors and supports service improvement planning cycles . | | | | | |
| • Manages fiscal responsibilities, time and tasks effectively. | | | | | |
| • Implements mentoring and succession planning strategies to sustain department effectiveness. | | | | | |
| • Is knowledgeable about recruitment principles and practices to ensure effective hiring of new staff. | | | | | |
| • Demonstrates a commitment to a safe, secure and healthy working environment. Adheres to human rights legislation. | | | | | |
| • Promotes and supports service to the schools and the district. | | | | | |

Review these examples of practice to help you determine your personal rating for Service to the Organization:

- Aligns the department's work with the department SIP and develops department strategies for ongoing improvement
- Uses and analyzes relevant data (ministry, client feedback, professional practices, industry trends) when making decisions about department practice
- Has an established process for responding to client feedback in a timely manner; Implements service standards for the department and clearly communicates expectations to all staff
- Accesses resources for staff and the department based on their support of the board's strategic directions; Sets clear and realistic timelines for department improvement processes
- Regularly reviews safety standards to ensure departmental compliance; Addresses conflicts among staff members appropriately and within a timely manner

Learning: What competencies do I need to develop further for this leadership expectation and how will I do that:

Total Rating for Service to the Organization (add your ratings from each column): _____

Assuring Accountability: *The manager promotes a quality educational system and supports student success and is accountable to the school district for the goals outlined in the service improvement plan.*

| | | | | | |
|---|-------------|----------------|------------|-----------------------|---|
| Leadership Practices: <ul style="list-style-type: none"> aligns department goals with school district goals ensures individual staff accountabilities are clearly defined, understood, agreed to and reviewed creates a department structure reflecting school district needs and ensures department processes work within legal requirements applies appropriate performance management practices to support achievement of department goals reflects on personal contribution to department successes; solicits and acts on feedback from others | | | | | |
| Leadership Competencies | Seldom 1 | Sometimes 2 | Often 3 | Almost Always 4 | Reflection: How do I demonstrate this competency and what impact do my actions have on others. |
| <ul style="list-style-type: none"> Engages the school district in systematic and rigorous evaluations of department effectiveness . | | | | | |
| <ul style="list-style-type: none"> Combines the outcomes of regular department self-review with school, district and ministry assessments. | | | | | |
| <ul style="list-style-type: none"> Demonstrates a desire to learn and improve through systematic self-evaluation. | | | | | |
| <ul style="list-style-type: none"> Understands how to apply performance management and other accountability measures to support a successful organization. | | | | | |
| <ul style="list-style-type: none"> Understands what constitutes a successful learning organization . | | | | | |
| <ul style="list-style-type: none"> Demonstrates commitment to personal and department accountability to the school district and the larger community. | | | | | |
| <ul style="list-style-type: none"> Understands the school districts obligation to developing and sustaining a fair and equitable society. | | | | | |

Review these examples of practice to help you determine your personal rating for Assuring Accountability:

- The department SIP and operating plan is directly linked to the board’s strategic directions
- Gathers feedback about department effectiveness from clients
- Staff members are clear about job expectations and how their work is linked to achieving the goals within the department SIP
- Regular department meetings are held with staff to clarify expectations and determine progress toward achieving department goals
- Has effective learning teams within the department that use the collaborative inquiry process to improve practice

Learning: What competencies do I need to develop further for this leadership expectation and how will I do that:

Total Rating for Assuring Accountability (add your ratings from each column): _____